

**THE CORRELATION BETWEEN SELF- CONCEPT AND READING
COMPREHENSION ACHIEVEMENT OF ENGLISH EDUCATION
STUDY PROGRAM STUDENTS OF UIN RADEN FATAH
PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get the title of
Sarjana Pendidikan (S.Pd.)**

**by
Nistawati
NIM. 12250099**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UIN RADEN FATAH PALEMBANG
2018**

Hal : Pengantar Skripsi

Kepada Yth,
Bapak Dekan Fakultas Ilmu
Tarbiyah dan Keguruan UIN
Raden Fatah Palembang
di
Palembang

Assalamualaikum, Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"The Correlation between Self-Concept and Reading Comprehension Achievement of English Education Study Program Students of UIN Raden Fatah Palembang"** ditulis oleh saudari Nistawati (12250099) telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang

Demikianlah terima kasih.
Wassalamualaikum, Wr. Wb

Pembimbing I



Dr. Dian Erlina, M. Hum.
NIP. 19730102 199903 2 001

Palembang, 15 Oktober 2018

Pembimbing II



Nova Lingga Pitaloka, M. Pd,
NIK. 14020110992/BLU

**THE CORRELATION BETWEEN SELF-CONCEPT AND READING
COMPREHENSION ACHIEVEMENT OF ENGLISH EDUCATION STUDY
PROGRAM STUDENTS OF UIN RADEN FATAH PALEMBANG**

This thesis was written by Nisawati, Student Number. 12250099 was defended
by the writer in the final examination and was approved by the examination
committee on September 20th, 2018

*This thesis was accepted as one of requirements to get the title of Sarjana
Pendidikan (S.Pd)*

Palembang, September 20th, 2018
Universitas Islam Negeri Raden Fatah
Fakultas Tarbiyah dan Ilmu Keguruan

Examination committee approval
Chairperson

Dr. Yuniar, M.Pd.I
NIP. 19800318 200710 2 002

Secretary

Nazaronto, Lc., M.Pd.I
NIP.

Member I : **M. Holendiyah, M.Pd**
NIP. 1974 0507 2011 01 1001

Member II : **Janita Nurana, M.Pd**



Certified by,
Dean of Tarbiyah Faculty and

Prof. Dr. H. Kasiryo Harto, M. Pd
NIP. 197109111997031004

ACKNOWLEDGEMENTS

Alhamdulillahirobil'amin, all praises and thanks to Allah SWT that the researcher could finish writing this thesis as one of the requirements for obtaining S1 degree in English Education Study Program, Tarbiyah and Teaching Faculty, UIN Raden Fatah Palembang.

In accomplishing this thesis, the researcher was helped by a number of people. First of all, the researcher would like to express her deepest gratitude to her two advisors, Dr. Dian Erlina, M. Hum. And Nova Lingga Pitaloka, M. Pd, for their valuable and sincere help, encouragement, and serious guidance during the process of this thesis writing. She is also very grateful to the Dean of Tarbiyah and Teaching Faculty and all his staff member, and the Head of English Education Study Program, for the administration matters.

Next, the researcher would like to thank all the lecturers at English Education Study Program who taught her a great amount of knowledge during her study at this faculty, especially at English Education Study Program. Furthermore, the researcher would like to thank all of the students of English Education Study Program for their good participation in this study.

Finally, all love and great respect to her beloved parents, her husband, all family, and all friends for their love, support, patience, encouragement, and prayer.

Palembang, Desember 2018

The Writer,

NS

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
CONTENTS	ii
ABSTRACT	v
LISTOFTABLES	vi
LISTOFAPPENDICES	vii
LISTOFDOCUMENTATION	viii

I. INTRODUCTION

1.1 Background	1
1.2 ResearchProblems	7
1.3 Research Objectives	7
1.4 Significance oftheResearch	8

II. LITERATUREREVIEW

2.1 The Concept ofCorrelationStudy	9
2.2 The ConceptofSelf-Concept.....	10
2.3 The Concept ofPositive and Negative Self-Concept	12
2.4 The Concept ofReading.....	14
2.5 The Concept ofComprehension	15
2.6 The Concept ofReading Comprehension	16
2.7 The Concept of Reading Comprehension Achievement.....	18
2.8 Relationship between Self-Concept and Reading Comprehension Achievement	19
2.9. PreviousRelatedStudies	20
2.10. Hypotheses	21
2.11. Criteria ofhypotheses testing	22

III. METHODS ANDPROCEDURES

3.1 Research Design.....	23
3.2 Research Variables	24

3.3	OperationalDefinitions	24
3.4	Subject oftheStudy	25
3.4.1	Population.....	25
3.4.2	Sample.....	26
3.5	Technique for CollectingtheData	28
3.5.1	Questionnaire	28
3.5.2	Reading test.....	29
3.6	Datainstrumentanalysis	29
3.6.1	Test Validity	30
2.6.1.1	Validity of the Questionnaire.....	30
2.6.1.2	Validity of the Reading Test.....	30
3.6.2	Test Reliability	31
3.6.2.1	Reliability of Questionnaire.....	31
3.6.2.2	Reliability of Reading ComprehensionTest.....	32
3.7	Technique for AnalyzingtheData	32
3.7.1	Data AnalysisofQuestionnaire.....	32
3.7.2	Data analysisofReading test	33
3.7.3	DataDescriptions	34
3.7.3.1	Distribution ofFrequencyData	34
3.7.3.2	DescriptiveStatistics	34
3.7.4	Pre-requisiteAnalysis	35
3.7.4.1	NormalityTest.....	35
3.7.4.2	LinearityTest.....	35
3.7.5	CorrelationAnalysis.....	35
3.7.6	RegressionAnalysis	36

IV. FINDING ANDINTERPRETATIONS

4.1	Research Findings.....	37
4.1.1	The Results of Students’Self-Concept.....	37
4.1.2	The Results of Students’Reading Comprehension	

Achievement	39
4.2 Statistical analysis	40
4.2.1 Normality Test and Linearity Test	41
4.2.1.1 The Result of Normality Test	41
4.2.1.2 The Result of Linearity Test	42
4.3 Correlation between Students' Self-Concept and their Reading Comprehension Achievement	42
4.4 Influence of Students' Self-Concept and Their Reading Comprehension Achievement 44	
4.5 Interpretation	45

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	49
5.2 Suggestions	49

LIST OF TABLES

	Page
Table1	Level ofCorrelationCoefficien 10
Table2	DistributionofPopulation..... 26
Table3	Distribution ofSample 28
Table4	The Scoring oftheQuestionnaire 32
Table5	The Categories of Self-ConceptScale 33
Table6	The Categories of Reading Test Scale 34
Table7	Descriptive Statistic ofSelf-Concept..... 38
Table8	Distribution of Students’Self-Concept..... 38
Table9	Descriptive Statistic ofReading Comprehension Achievement 39
Table10	Distribution of Students’Reading Comprehension Achievement..... 40
Table11	NormalityTest 41
Table12	LinearityTest 42
Table13	Correlation between Self-Concept and Reading Comprehension Achievement..... 43
Table14	The Regression Analysis of Students’ Self- Concept and Reading Comprehension Achievement..... 44
Table15	Model Summary 45

LIST OF APPENDICES

- Appendix A : Academic Self-Concept Scale (ASCS)
- Appendix B : TOEFL test
- Appendix C : Descriptive Statistics of Self-Concept
- Appendix D : Descriptive Statistics of Reading Comprehension
Achievement
- Appendix E : Normality Test
- Appendix F : LinierityTest
- Appendix G : CorrelationbetweenSelf-Conceptand Reading Comprehension Achievement
- Appendix H : Influence of Students' Self-Concept and Their Reading
Comprehension Achievement
- Appendix I : Scores Students' Self-Concept and Students' Reading
Comprehension Achievement
- Appendix J : Research Gallery

LIST OF DOCUMENTATIONS

1. Fotokopi KartuMahasiswa
2. Fotokopi KwitansiBayaran
3. SertifikatTOEFL
4. Lembar Pengesahan Pengajuan JudulSkripsi
5. Lembar PenunjukanPembimbing
6. Surat Keputusan PenunjukanPembimbing
7. Fotokopi Transcript Nilai
8. Kartu KonsultasiSkripsi
9. Surat Izin Penelitian dariFakultas
10. Surat Keterangan Telah MelakukanPenelitian
11. Fotokopi Sertifikat Komputer, KKN, BTA, danOspek
12. Hasil UjianKomprehensif
13. Surat Keterangan Bayaran Ujian Komprehensif dan UjianMunaqosah

ABSTRACT

This study investigated the correlation between self-concept and reading comprehension achievement and explored the influence of self-concept on reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang. The population of this study was 106 students of English Education Study Program Students of UIN Raden Fatah Palembang in academic years 2017/2018. 85 students were taken as the sample by using purposive sampling. Academic Self-Concept Scale (ASCS) and Toefl Test were used to collect the data. Descriptive statistic, Pearson product moment correlation, and regression analysis were employed to analyze the data. Data analysis using Pearson Product Moment Correlation Coefficient revealed that students' self-concept significantly correlated with students' reading comprehension achievement ($r=0.701$, $p=0.000$). Additionally, the linear regression analysis showed that students' self-concept contributed 49,2% to their reading comprehension achievement. Thus, the results indicated that there was a correlation between students' self-concept and their reading comprehension achievement, and students' self-concept influenced their reading comprehension achievement.

Keywords: students' self-concept, students' reading comprehension achievement