

CHAPTER II

LITERATUREREVIEW

This chapter presents: (1) the concept of correlational study; (2) the concept of self-concept; (3) the concept positive and negative self-concept; (4) the concept of reading; (5) the concept of of comprehension; (6) the concept of reading comprehension; (7)the concept of reading comprehension achievement; (8) the relationship between self-concept & reading comprehension achievement; (9) previous related studies; (10) hypotheses; and (11) criteria of testinghypotheses.

2.1. The Concept of Correlation Study

Simon and Goes (2011) claim that in the correlation research, some of the researcher investigates one or more characteristics of a group to discover the extent to which the characteristics vary together. Usually some of the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. However, the main purpose of a correlational study is to determine relationship between variables, and if a relationship exists, to determine a regression equation that could be make used make predictions to a population.

Through statistical analysis, the relationship will be given a degree and direction. It means, the degree of relationship determined how closely the variables are related. This is usually expressed as a number between -1

and +1, and known as the correlational coefficient. A zero correlation indicates no relationship. As the correlation coefficient moves toward either -1 or +1, the relationship gets stronger until there is a perfect correlation at the end points. The significant difference between correlational research and experimental or quasi-experimental design is about the causality cannot be established through manipulation of independent variables.

According to Johnson and Christensen (2012), the meaning of a given correlation coefficient can be seen in table 1:

Table 1.The Interpretation of the Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 - 0.35	Weak
0.35 - 0.65	Fair
0.65 - 0.85	Strong
Over0. 85	Very Strong

2.2. The Concept of Self-Concept

Self-concept ia a theory of self-evaluation. Shavelson, Hubner, and Stanton (1976) define the term self-concept as the perception that each one has about himself, formed from experiences and relationship with the environmant, where significant people play an important role. Sanchez and Roda (2013) Self-concept, as the perception each person has of himself or herself, it is a component of personality development.Awan, Noureen, and Naz (2011) states thatself concept is a person’s self perception. It may be understood as individuals’ feelings or confidence levels in accomplishing

particular academic tasks. While, Anissa (2011) states that self- concept is the individual's own organized and conscious conception of the self, including a person's observation of the self in terms of personal targets and values, and in social interactions.

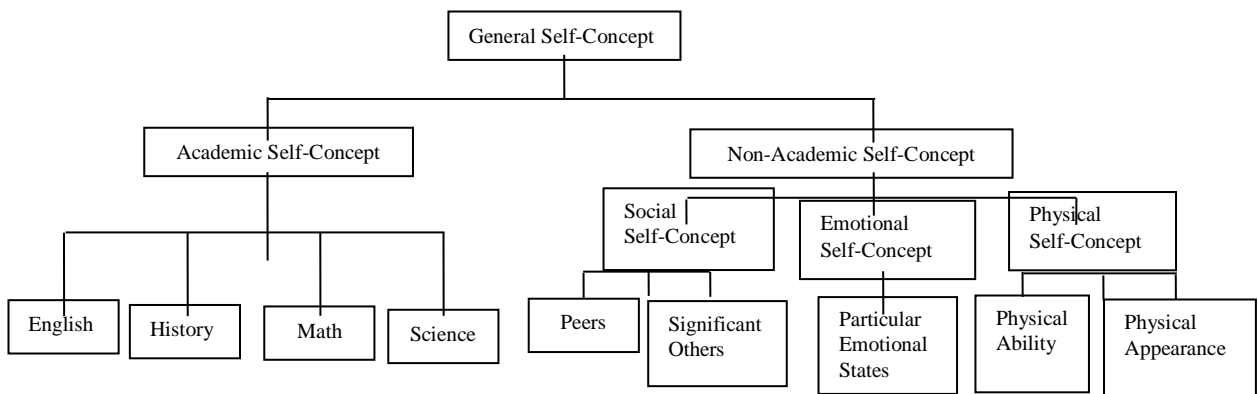
Chowdhury and Pati (2011), self-concept plays a significant role in the educational process when a child is accepted, approved, respected and liked (as cited in Awan, Noureen and Naz (2011, p. 73). Wang and Lin (2008) state that Self-concept was seen as the general confidence that individuals felt about themselves and the levels of an individual's self-concept predict whether or the extent to which he or she was able to accomplish academic tasks successfully or unsuccessfully. To sum up, self-concept is the individual's own conscious conception of the self, understood as individuals' feelings or confidence levels in accomplishing particular tasks.

Many educational researches found out that self concept was an important factor affecting students' reading comprehension. According to Coetzee and Berg (2014) a higher self-concept is associated with greater reading comprehension achievement among students. Individual behavior is highly dependent on the quality of the self-concept is a positive self-concept or self-concept negatively.

According to Shavelson, Hubner, and Stanton (1976), general self-concept may be divided into two components: academic self-concept and nonacademic self-concept. Shavelson and Bolus (1984) Academic

self-concept; English, History, Math, and Science are structured. Nonacademic self-concept; Social, Emotional, and Physical self-concept are structured followed by the narrower aspects for each.

DIAGRAM 1
Dimensions of Self-Concept



Source: Adapted from Shalveson and Bolus (1981).
Self-concept: The interplay of theory and methods.

2.3. The Concept Positive and Negative Self-Concept

How a person thinks about himself affects his behavior to a great degree. a positive view of self makes one confident giving him high self-esteem which results in a positive self-concept. Positive self-concepts make him feel capable and competent. His actions demonstrate those feelings, and others react positively to his actions, which, in turn, validate those feelings. These conditions are promoted in individuals' security and self-confidence which results in a well adjusted social behavior.

On the other side, low love of self, and lack of positive opinion about

self, a lot of criticism and judgment, blaming yourself and having self-doubt contribute to a negative self-concept. In this, the person experiences uncertainty and lack of self-confidence in his capabilities which results in general anxiety in situation. These negative feelings affect his actions and others' reactions, validating negative feelings about self. According to Gadeyne, Ghesquiere and Onghena (2004), to develop the student's positive self-concept, parents need to provide a harmonious household climate, full of happiness and have adequate necessities. In these situations, Jerajani (2006) the adolescent's personal and social conduct loses its balance.

Erickson gives a sequence of psychosocial developmental stages (as cited by Jerajani 2006, p. 10). At each stage individuals have to face divergence or crisis. Their dealings with crisis affect their development. A positive dealing leads to positive self-concept while a negative dealing leads to negative self-concept.

According to Ormrod (2000), there are three factors, which definitely do influence the degree to students from positive or negative self-concept (p. 73):

1. Their own prior behaviors and performance
2. The behaviors of other individuals toward them
3. The expectations that others hold for their future performance

2.4. The Concept of Reading

To define what reading is, some statements are presented in the following. Pang(2003) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. To sum up reading is a notion of texts involving perception and thinking. Richards and Renandya (2002) state that reading is a skill which is highly valued by students and teachers. According to Nunan reading involves some skills because the reader must read and understand what the meaning of text. (as cited in Lestari and Hollandyah, 2016, p. 47). Grabe and Stoller (2002) stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately. In short, reading is a process to establish the reader's comprehension which involves making sense and deriving meaning from printed word with different purposes.

The concept of reading is also described in the verses as transmitted by Tirmidhi:

مَنْ قَرَأَ حَرْفًا مِنْ كِتَابِ اللَّهِ فَلَهُ بِهِ حَسَنَةٌ وَالْحَسَنَةُ بِعَشْرِ أَمْثَالِهَا لَا تَمُرُّ بِالْحَرْفِ فَوْلاً مَحْرُوفًا مِمْ حَرْفٌ

Meanings: "Whoever reads a letter from the Book of Allah then for him a kindness. And a goodness multiplied ten times. I'm not saying aliflammim as a letter but Alif is a letter , lam mim one letter and one letter. " [H.R. Tirmidhi]

From the verses above, it can be concluded that the reading has enormous benefits for people because it contains a lot of good reading for them. Even reading a single word can give kindness. A lot of words are better, such as a paragraph. It makes readers become good readers and gives a lot of information for them.

According to Weaver reading has complex process because the reader must think, analyse what they read to get new information from the text. (as cited in Habibah 2015, p.20).

Meanwhile, Collins and Collins (1998) said reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. Then, reading is a mental process which involves deriving meaning and sending information about print to the brain till being the real action of reading.

2.5. The Concept of Comprehension

Comprehension is one of the reasons why readers read text. According to Nation and Angel, the ultimate goal of reading is to understand what has been read (as cited in Habibah, 2006, p. 23). According to Pardocomprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. (as cited in Lestari and Hollandyah, 2016, p. 47). National Reading Panel (2000) defines that Comprehension is a “construction process” because it involves all of the element of the reading process, working together.

Meanwhile, according to Baker (2008), comprehension is the understanding of what is being read and it is the goal of reading. It also

means as the process of obtaining meaning from connected text. It involves vocabulary as well as thinking and reason. Therefore, comprehension is not a passive process, but an active one. The reader actively keeps with the text to construct meaning. In conclusion, comprehension involves all elements of the reading process through thinking, information, and attitudes. It depends on the basic cognitive and intellectual abilities of experience (vocabulary, knowledge, concepts, and ideas) and their language skills.

2.6. The Concept of Reading Comprehension

Reading is one of the two language receptive skills. Reading is an activity to get information from a text. When the students read a text, the students must understand the implicit and explicit meaning from the text. Reading is an essential part of language instruction at every level because it supports learning in multiple ways. Reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency).

According to Richards and Renandya, reading has gathered the attention of many experts, researchers, learners because of a number of reasons: firstly, reading is one of the most crucial aims of foreign language learners because in this way they can read for knowledge, for their career, and for educational purposes. Secondly, reading texts is considered as pedagogical purposes because linguistic exposure to rich text not only increases the speed of language acquisition but also expose them to good

writing samples. Thirdly, it also gives students time to be familiar with new points of discussion, to encourage speaking and to work on other skills such as vocabulary, grammar, idioms (as cited in Nurianfar, 2014, p. 1765).

Cooper argues Comprehension is a strategy process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge, the readers need to comprehend the reading text and understand what they read because comprehend the reading is an active thinking process that depends not only on comprehension skills, but also on the readers' experiences and prior knowledge (as cited in Hollandiyah and Utami, 2016, p. 16).

Shanker, states the term reading comprehension has several different definitions. While most experts agree that reading comprehension is the meaning gained from what is written on the page, they often disagree about the source of meaning (as cited Nurianfar, 2014, p. 1766).

Palani (2012) Reading is an important activity in society. The first entry on the word "read" defines reading as an activity of getting information from the text by using eyes to interpret its characters. Reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving. Ruddell defines reading is the act of constructing meaning while transacting with text in the process of reading, the reader interacts dynamically with the text. (as cited in Resolusi, 2014, p. 134).

Reading comprehension means that the reader should have the

classifications, as follows:

- 1) Understanding the text
- 2) Engaging with the text
- 3) Critically evaluating the text
- 4) Making connections with existing knowledge
- 5) Reflecting upon responses.

Reading comprehension as a great source of knowledge has been one of the important parts in foreign language tests and examinations; it plays a basic role in the educational and professional life of many students.

2.7. The Concept of Reading Comprehension Achievement

Reading comprehension refers to understand or not the students about the meaning of the text that they have read. A student's academic progress is profoundly shaped by the ability to understand what is read. This means beside the students find the main point of the text, students should find the important information and organize it. Faharani and Syyarri (2015) concludes that in many parts of the world a reading skill of foreign language is often important to academic studies, professional success and personal development.

Verhoeven and Perfetti proved that readers build situation models as they try to comprehend a text. They found that there are two levels of representation: a model of the propositions of a text (text model) and a model of what a text is about (situation model). Furthermore, Baharani and

Ghafournia (2015) they believe that comprehending a text cannot be completely clear; therefore, a reader makes inferences about what is in the text based on his/her prior knowledge.

In other words, Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Gleason and Ratner (2000) The achievement of word recognition skills proceeds from bottom up processes of spelling-to-sound decoding and direct visual recognition, or (from) top-down processes of expectancy generation and contextual prediction. Smith, asserts that in order to understand, readers need to “make sense” of written language therefore reading comprehension achievement is the ability to construct the author’s message through experiential background, knowledge, language, and thinking skills (as cited in Sari 2010, p. 11).

2.8. The Relationship between Self-Concept & Reading Comprehension Achievement

More than any other skill, the ability in reading is fundamental to successfully navigating the school curriculum and central to shaping each individual’s trajectory through life (PIRLS, 2012). In relation to self-Concept, Chapman, Tunmer, and Prochnow (2000) examined the relationship between academic self-concept and measures of reading related performance in beginning school students and found that differences in

reading between competent and less competent readers appeared within the first two months of schooling. It is found that poorer reader had significantly lower self-concept. Furthermore, Chapman et al, (2000) added that self perceptions in specific subjects such as reading may develop before generalizad academic self-concept.

From the statements above, we might conclude that students with higher self-concepts generally perform betterat reading than those with negative self-concept.

2.9. Previous Related Studies

Surip (2015) investigatedself-concept and reading comprehension achievementof single-parented students of public junior high schools in district of ilir barat 1 palembang.The samples were 183 students of Publics Junior High School. The participants were 183 students of Publics Junior High School in district of ilir barat 1 palembang. The result showed there was a positive significant relationship between students' self-concept and the reading comprehension achievement.

Supeni (2013) investigatedself-concept and reading comprehension achievement of 148 students of SMP N 1 Belitang. The result showed significant relationship was not found between self-concept and reading comprehension achievement.

Fitriani (2007) investigatedself-concept and reading comprehension achievement among University students. The study was conducted on 422

university students; males and females from three private universities in Palembang (Bina Darma University, PGRI University, and Muhammadiyah University). The result showed a significant correlation between students' self-concept (total) and their reading comprehension achievement.

Based on the previous related studies above, it can be concluded that there are some similarities and differences between these previous studies and the researcher's study will conduct. The similarity between those previous studies and the researcher's study is correlation study, self concept and reading comprehension achievement. Meanwhile, the differences are on the population, sample and places.

2.10. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between self-concept and reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

H_a : There is a significant correlation between self-concept and reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2. H_0 : Self-concept does not significantly influence reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

H_a : Self-concept significantly influences reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2.11. Criteria of Testing Hypotheses.

There are some criteria in testing hypotheses as suggest by Creswell (2012, p. 188-189),Cohen, Manion, & Marrison, 2007, p. 519), and Fraenkel, Wallen, and Hyun(2012, p. 228-232) as follow:

1. - If *p-value* is higher than 0.05 ($p > 0.05$),the level of significance is 5% H_0 is accepted and H_a is rejected.
 - If *p-value* is less than 0.05 ($p < 0.05$),the level of significance is 5% H_0 is rejected and H_a is accepted.
2. - If F-obtained is lower than or the same as F-table ($F\text{-obtained} \leq F\text{-table}$), at significance level 5% H_0 is accepted and H_a is rejected.
 - If F-obtained is higher than F-table ($F\text{-obtained} \geq F\text{-table}$), at significance level 5% H_0 is rejected and H_a is accepted.

