

**THE CORRELATION AMONG SELF CONCEPT, READING  
ATTITUDES AND READING COMPREHENSION ACHIEVEMENT OF  
ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF  
TRIDINANTI UNIVERSITY OF PALEMBANG**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**TRIDINANTI UNIVERSITY PALEMBANG**

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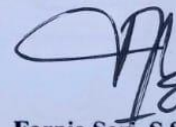
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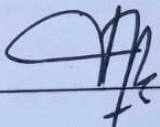
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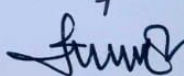
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## DEDICATION AND MOTTO

This thesis is dedicated to :

- ✚ Jesus Christ, thanks for all the endless protection, strength, and your blessed.
- ✚ My beloved parents, ( H. Simanjuntak & S. Napitupulu) who always love, support and pray for my success. Thank you so much for everything, and I love you.
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### **Motto;**

“ Be strong and bold; have no fear or dread of them, because it is the Lord your God who goes before you. He will be with you; He will not fail you or forsake you. Do not fear or be dismayed.” (Deuteronomy 31: 6-8).

“Faith can move mountains and your doubts can create it” (Devita Gustirani Simanjuntak).

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In conducting this study, the writer realizes that this thesis would not finish well without supports, suggestions, and helps from all participants. Especially, the advisors of this research, Prof. Rusman Roni, M.Pd. and Farnia Sari, S.S., M.Pd., thank you very much for the guidances, valuable critics, patiences, and supports to assist in conducting her study. Her special also to her beloved parents, sisters, and brothers for their loves, advices, attentions and prayers for her. The writer is also very grateful to her classmates and beloved friends who have given her motivations to conduct this study.

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Palembang, April 2021

The Writer,

Devita Gustirani Simanjuntak

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

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## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL PAGE .....</b>	<b>ii</b>
<b>EXAMINERS LEGITIMACY .....</b>	<b>iii</b>
<b>DEDICATION AND MOTTO .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>LETTER OF STATEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENT .....</b>	<b>viii</b>
<b>LIST OF TABLE .....</b>	<b>xii</b>
<b>LIST OF FIGURE .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xv</b>
<b>ABSTACT .....</b>	<b>xvi</b>
<b>CHAPTER I. INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problems of the Study .....	6
1.2.1 Limitation of the Problem .....	6
1.2.2 Formulation of the Problem .....	6
1.3 Objectives of the Study .....	7
1.4 Significances of the Study.....	7
<b>CHAPTER II. LITERATURE REVIEW</b>	
2.1 The Concept of Self Concept .....	9



2.1.1 The Kinds of Self Concept .....	10
2.1.2 Components of Self Concept .....	11
2.2 The Concept of Reading Attitude .....	13
2.2.1 Factor Affecting Attitude Towards Reading .....	15
2.3 The Concept of Reading .....	16
2.3.1 The Purpose of Reading .....	18
2.4 The Concept of Reading Comprehension .....	21
2.4.1 Level of Reading Comprehension .....	22
2.5 The Previous Related Study .....	23
2.6 Hypothesis of Study .....	25

### **CHAPTER III. RESEARCH METHODOLOGY**

3.1 Research Method and Design .....	26
3.2 Research Variables .....	26
3.3 Operational Definition .....	27
3.4 Population and Sample	
3.4.1 Population .....	29
3.4.2 Sample .....	29
3.5 Techniques for Collecting the Data .....	30
3.5.1 Self Concept Questionnaire .....	30
3.5.2 Reading Attitude Questionnaire .....	33
3.5.3 Reading Comprehension Test .....	34
3.6 Validity of the Test	
3.6.1 Validity of Self Concept Questionnaire .....	36
3.6.2 Validity of Reading Attitude Questionnaire .....	37
3.6.3 Validity of Reading Comprehension Test .....	37

3.7 Reliability of the Test .....	37
3.8 Technique of Analyzing Data .....	39
3.8.1 Descriptive Analysis .....	39
3.8.2 Statistical Analysis .....	39
3.8.2.1 Normality Test .....	39
3.8.2.2 Correlational Analysis .....	40
3.8.2.3 Regression Analysis .....	41

#### **CHAPTER IV. FINDINGS AND INTERPRETATION**

4.1 Findings of the Study .....	42
4.1.1 Descriptive Analysis of the Study Result .....	42
4.1.1.1 The Result of the Students' Self Concept Questionnaire ....	43
4.1.1.2 The Students' Level of Self Concept .....	50
4.1.1.3 Descriptive Analysis of Self Concept Questionnaire .....	51
4.1.1.4 The Results of the Students' Level of Reading Attitude ....	51
4.1.1.5 The Students' level of Reading Attitude Questionnaire .....	57
4.1.1.6 Descriptive Analysis of Reading Attitude Questionnaire. .	58
4.1.1.7 The Result of Students' Reading Comprehension .....	59
Achivement.....	59
4.1.1.8 Descriptive Analysis of Reading Comprehension .....	59
4.1.2 Statistical Analysis .....	60
4.1.2.1 Result of Normality Test .....	60
4.1.2.2 The Result of Correlation Analysis .....	61
4.1.2.2.1 Correlational Analysis Between Self Concept and Reading Comprehension .....	61
4.1.2.2.2 Correlational Analysis Between Reading Attitude And Reading Comprehension .....	62

4.1.2.3 Regression Analysis .....	63
4.2 Interpretation .....	65
 <b>CHAPTER V. CONCLUSIONS AND SUGGESTION</b>	
5.1 Conclusion .....	68
5.2 Suggestion .....	70
<b>REFERENCE .....</b>	<b>72</b>
<b>APPENDIX .....</b>	<b>76</b>

## LIST OF TABLE

Table 1. Distribution of Population .....	29
Table 2. Sample of Study .....	30
Table 3. Range of Scale .....	32
Table 4. The Categorized of Self Concept .....	32
Table 5. Self Concept Questionnaire .....	32
Table 6. Range of Scale .....	33
Table 7. Category of Reading Attitude .....	33
Table 8. The Classification of Reading Attitude .....	34
Table 9. Table of Test Spesification .....	35
Table 10. Scoring Scale .....	35
Table 10. Criteria of Reliability .....	38
Table 11. The Criteria of the Correlation Coefficient .....	40
Table 12. The Attractiveness of Self Questionnaire .....	43
Table 13. Contentment, Worthiness, Significance of SCQ .....	44
Table 14. Autonomous Self Regard of SCQ .....	45
Table 15. Competence, Self Efficacy of SCQ .....	46
Table 16. The Value of Existence of SCQ .....	47
Table 17. The Mean of Students' SCQ .....	48
Table 18. The Categories of SCQ .....	50
Table 19. Descriptive Analysis of Self Concept .....	51
Table 20. The Comfort of RAQ .....	52
Table 21. The Anxiety of RAQ .....	53

Table 22. The Intellectual Value of RAQ .....	54
Table 23. The Practical Value of RAQ .....	55
Table 24. The Linguistic Value of RAQ .....	56
Table 25. The Mean of Student's RAQ .....	56
Table 26. The Categories of RAQ .....	58
Table 27. Descriptive Analysis of RAQ .....	58
Table 28. The Result of Reading Comprehension Test .....	59
Table 29. Descriptive Analysis of Reading Comprehension Test .....	60
Table 30. Test Normality .....	61
Table 31. Correlation Analysis Between Self Concept and Reading Comprehension .....	61
Table 32. Correlation Analysis Between Reading Attitude and Reading Comprehension .....	62
Table 33. Regression Analysis .....	63
Table 34. Model Summary .....	64

## **LIST OF FIGURE**

Figure 1. The Relationship Between Independent Variable and Dependent Variable .....	27
Figure 2. Percentage Result of Students' Self Concept Questionnaire .....	50

## **LIST OF APPENDIX**

- Appendix A. Self Concept Questionnaires
- Appendix B. Reading Attitude Questionnaires
- Appendix C. Reading Comprehension Test and Keyword
- Appendix D. Self Concept Questionnaires Worksheet
- Appendix E. Reading Attitude Questionnaires Worksheet
- Appendix F. Reading Comprehension Test Worksheet
- Appendix G. The Result of Self Concept Questionnaires
- Appendix H. The Result of Reading Attitude Questionnaires
- Appendix I. The Result of Reading Comprehension Test
- Appendix J. The Validity of Self Concept Questionnaires and Reading Attitude Questionnaires
- Appendix K. The Reliability of Self Concept and Reading Attitude Questionnaires
- Appendix L. Descriptive Analysis
- Appendix M. Normality Test
- Appendix N. Correlation Analysis
- Appendix O. Regression Analysis
- Appendix P. Table T Statistika
- Appendix Q. Table R Statistika
- Appendix R. Table Conversion TOEFL
- Appendix S. Consultant Card
- Appendix T. Surat Keterangan
- Appendix U. Surat Izin Penelitian

### ABSTRACT

The aims in this study was to find out whether there was significantly correlation and contribution or not among self concept, reading attitude and reading comprehension achievement. The population was the undergraduate of English education study program in academic years of 2020/2021. Total sampling technique used to take a sample of this study which consisted of 64 students. The technique for collecting the data were questionnaires and test. In analyzing the data, correlation and regression analysis were used. Based on statistical analysis, it was found that correlation coefficient level between self concept and reading comprehension was the *r-value* (**0.258**) was higher than *r-table* (**0.242**). Then the level of probability (p) significance (sig.2-tailed) was 0.000. It means p-value (**0.039**) was lower than (**0.05**). It can be concluded that there was significant correlation and contribution between self concept and reading comprehension achievement. Meanwhile, the correlation coefficient or the *r-value* (**0.037**) was lower than *r-table* (**0.242**), level probability (p) significant (sig.2-tailed) was 0.000. It means that p-value (**0.727 > 0.05**). It can be concluded that there was not significant correlation between reading attitude toward reading comprehension achievement. The result regression analysis of the students' self concept contribute students' reading comprehension achievement significantly with t-value (**2.068**) was higher than *t-table* (**1.669**) with sig.value (**0.043**) was lower than probability value (**0.05**). It means there was contribute of students' self concept toward reading comprehension.

**Keywords:** *Correlation, self concept, reading attitude, reading comprehension achievement.*



## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background of the study, (2) problems of the study, (3) limitations of problem, (4) formulations of the problems, (5) objectives of the study, (6) significances of the study.

#### **1.1 Background of the Study**

Language is very important in social life because language has a tight position to every part of life. Nobody lives perfectly without language as an instrument, because language is the main way of people to communicate each other, without language human beings cannot express their feeling and communicate to other people.

There are many languages known all over the world. One of them is English. English has been spoken in many countries as a native, second or foreign languages. In Indonesia, English is considered as a first foreign language and taught formally from elementary school up to the university level. English has been considered as a foreign language in Indonesia, meaning that it is a language for communication, both in written and oral (Mattarima & Hamdan, 2011).

English is one of the compulsory subjects in Indonesian school. One of the aims in English teaching and learning process is the mastery of the four language skills. Listening, speaking, reading, and writing are the four skills. English is an international language that is spoken all over the world.. English is used in many fields of life such as in politics, economics, social and education. Therefore, English as a language international communication is clearly needed by many

learners to deliver thought and interact in a variety of situation. A language is a system of traditional vocal signs that humans use to communicate. This description contains a number of key words, each of which is discussed in depth. Those terms are system, signs, vocal, conventional, human, communicate (Algeo, 2005, p .2).

As a language of science, technology, and foreign communication, English plays a vital role on the international stage. It is crucial to be mastered since recently compared to any other languages in the world. Thus, it is important that English to be learnt by students. The goal of English teaching is primarily developing students competences in four skills, such as reading, writing, listening, and speaking. According to Haq (2014), “Reading skill is one of the standard skills in English that must be achieved at all levels in education, including at the elementary school level”. Through reading skills, students are expected to be able to read and understand the contents of reading text. In learning English, beginner readers are difficult to comprehend reading passages. These difficulties caused by the mastery of vocabulary and grammar, and the length of the text that makes self concept and reading attitude decreased.

There are several areas in which education may be changed. One of them is students' reading abilities, as reading is a common skill that can help them learn in a variety of ways. Knowing the students' attitudes toward reading enables the teacher to detect the causes of the weaknesses of their students in reading. Regarding this situation, a number of teachers should be more sensitive to design an appropriate material or create fun reading activities in order to grow or spread

students positive attitudes or alter student negative attitude to positive attitude towards reading.

Sismiati (2012) assumed that reading is an important activity and becomes more important in this modern world, when the development in every life aspect occurs very quickly. In addition, Subyantoro (2011, p. 9) stated that reading is a skill that will gradually become the everyday behavior of a person. Reading also to be just right so that the messages contained on the readings carried on the reader. Students' reading comprehension imperative for a long-life learning and success. Reading comprehension text is just on how well students read, in including the accuracy of pronunciation and students intonation. However, reading comprehension itself is an activity can improve and make understanding of the meaning of a text which could then translate and through its on language. Futhermore, such understanding can be beneficial to others.

Based on research conducted by Hanna Sundari at the PGRI University Jakarta, in her research entitled " EFL Adult Learners Reading attitude and Reading Comprehension: A Preliminary study". This results of the study found that most of the students had a positive attitude towards reading. Then, students who are not positive get reading test scores that are higher than those with negative attitudes. Positive feelings towards reading can influence them to read read. This is consistent with the research of Walberg and Tsai in 1983 and 1985 (Partin & Gillespie, 63) which concluded that a positive attitude towards reading is one of the strongest means of reading achievement. These results also support what Brown said that a positive attitude towards a language will lead to an

integrative orientation in learning it; in the context of understanding to understand and empathize with it (Brown, 2000, 181). A positive attitude of reading motivates students to understand and empathize with reading activities.

Self concept may be defined as the assuredness about the people themselves, their personal attributes, and their strengths and weakness (Mc Devitt & Ormrod, 2004). Meanwhile, Purkey (1998) cited in Fitriani (2007) defined it as the totality of a complex, organized, and dynamic system of learned assuredness, attitudes and opinion that each person holds to be true about his or her personal presence. In other words, self concept is important as the factors in developing and coping student's strengths and weakness as well as the assuredness that a person holds about him or herself. According to McLaughlin et al., (2005, as cited in IEA, 2012) describe that because motivation to learn to read includes feeling that one can succeed, it is important for students to have a strong self concept about their reading attitude in order to continue on current levels of learning to move to higher plateaus.

Reading attitude is described as a positive or negative attitude toward reading that leads to the adoption or avoidance of good reading habits. Another definition of reading attitude is a system of feeling related to reading which causes the learner to approach or avoid a reading situation. The formation of a student's good reading attitude starts at home for it is where literacy awareness begins. When it comes to reading, attitude refers to a state of mind followed by feelings and emotions that make reading more or less likely (Smith 1990). As defined by Lawal (2008), the three key types of attitudes related to reading

behaviors are attitudes to intensive, literary, and comprehensive reading. A reading attitude is a collection of feelings about reading that influences how a student approaches or avoids a reading situation (Alexander & Filler, 1976; Verhouvern & Snow,2001). It is important to understand the attitude students have toward reading for two major reasons. One, attitude can effect the level of reading ability that a students puts into reading as well as the effort they put into their practice. The other factor is how one's attitude can effect if they choose to read or not. Even students we are fluent readers but have poor attitudes will choose to do something else rather than if they heave the option. This choice is now known as a literacy ( McKenna, Kear, Ellsworth, 1995).

Typically, Marsh and Yeung (1997, p.22) said that positive atitude and high self concept towards reading are linked to higher attainment in reading. In contracs, negative attitude and low self concept towards reading are linkedto lower attainment in reading. Therefore, the students need to know how much to they are motivated in reading and they reflect themselves toward reading. Self concept has been recognized as both an important educational outcome.

Therefore, the writer has an eagerness to choose English Education study program of Tridinanti University as a setting to conduct the research because it has a program about English development for students' reading skill, the students should have taken reading course. Hastuti (2018), found that students knowledge on self concept was very weak. Similar to this idea, Dita (2019) in her finding also found that students were lack of knowledge on reading attitude toward reading

comprehension. Therefore, the writer concluded that the students were lack of knowledge about self concept, reading attitude, and reading comprehension.

Thus, based on the problems above, the writer initiated to conduct a research with the title” The Correlation among Self Concept, Reading Attitude and Reading Comprehension Achievement of English Education Study Program Students of Tridinanti University Palembang”.

## **1.2 Problems of the Study**

### **1.2.1 Limitation of Problem**

The limitation of this study was focused on the self concept, reading attitude and reading comprehension achievement of English Education study program students of Faculty of Teacher and Training Tridinanti University of Palembang.

### **1.2.2 Formulations of the Problems**

The writer formulated the problems as follows :

1. Was there any significant correlation between self concept and reading comprehension achievement of English education study program students of Tridinanti University Palembang?
2. Was there any significant correlation between reading attitude and reading comprehension achievement of English education study program students of Tridinanti University Palembang?

3. How much do self concept and reading attitude contribute toward reading comprehension achievement of English education study program students of Tridinanti University Palembang.

### **1.3 Objectives of the Study**

Dealing with the formulation of the problem, the objectives of the study were as follows :

1. To find out whether or not there was a significant correlation between self concept and reading comprehension achievement of English education study program students of Tridinanti University Palembang.
2. To find out whether or not there was a significant correlation between reading attitude and reading comprehension achievement of English education study program students of Tridinanti University of Palembang.
3. To find out how much self concept and reading attitude contribute toward reading comprehension achievement of English education study program students of Tridinanti University Palembang.

### **1.4 Significances of the Study**

The writer hopes that after completing this study, it would give some benefits for school, teacher, students and writer in order to develop English teaching and learning activity.

(1) For the students

The process of the research would be useful for the students, as the aim of this study was to improve reading students' skill in reading comprehension. Students get good experience and knowledge in how to understand the texts or material in reading comprehension achievement.

(2) For the teachers

The result of the study is a reference for the teacher, to what extent students's reading skill who are taught by self concept and reading attitude. Teacher can be more creative and it would be giving a good impact to make a students more attracted and interest to learn English.

(3) For the school

The result of this study would give a good contribution to the development of teaching reading skill for reading comprehension achievement, especially to English study program of Tridinanti University Palembang.

(4) For the writer herself

By conducting this study, it would increase the writer's knowledge on self concept, reading attitude and reading comprehension achievement. For other reseachers, it would be as a reference in conducting their research.



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