

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It consists of the background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purposes of the research, and significance of the research. Finally, it discusses the definition of the key terms of the research. In this chapter, the researcher tries to mention the problems seen and find out the right purpose of doing the research. The complete explanation can be read in the following content of the research.

A. Background of the Problem

Reading is one of the abilities that need to be mastered in gaining knowledge of English besides writing, speaking, and listening. The reading approach is a complex system of questioning in assigning which means from published materials. According to Talebi (2015, p.47), reading is one of the important competencies in the language procedure due to the fact while studying a text, students can add knowledge and information. It means that reading is an essential talent due to the fact one of the keys to acquiring information. Students need to develop reading comprehension skills to deepen their understanding.

Reading comprehension is one of the macro skills that are critical for the development of every individual. According to Facharyani, Masrupi & Rahmawati (2018, p.82), reading comprehension is a procedure of information the data inside the textual content through the usage of a reader's historical past

information. It was that reading comprehension is making sense of what the readers study and connecting the thoughts inside the text to what they already know. The center of successful reading comprehension is the capacity to become aware of significant relations between a number of the various elements of content and among those elements and the student's historical past information. Reading comprehension does not only depends on what is contained in the reading but also relies on several factors that affect the reader's comprehension. Comprehension turns into the maximum crucial issue implying how properly the students examine.

Self-esteem is one of the famous concepts in language and psychology. It refers to a person's tendency to display judgments about their worth and respect for themselves. Self-esteem right here is an assessment made by way of a person and is normally related to the appreciation for himself. Sedikides and gress (2003 in Abdel, 2016, p.2), self-esteem refers to a person's notion or subjective appraisal of one personal self-esteem and self-confidence, and the quantity to which the individual holds positive or negative views about self. This means that self-esteem is an important aspect that influences student growth, including skill development.

As Juyandegan (2016, p.304) states that self-esteem is a stronger factor in humans factor than different elements that can easily be affected by higher values. This suggests that self-esteem is an important factor influencing reading comprehension. Because of this, it is far better for the students to have high and fantastic self-esteem in reading. Every student has one of a kind degree of self-esteem. But to deal with educational problems, college students need to have

excessive self-esteem. Having high self-esteem can prevent students from doing negative things in achieving achievement studies. High self-esteem will make someone feel valuable, respect themselves, look up to themselves as equal to others, and always wants to progress and develop. Even low self-esteem make human beings can be faced various social and mental problems because human with low self-esteem considered greater prone to negative effects from the social and mental environment.

Students ought to have the ability to read and understand the text. Textual content comprehension varies consistent with knowledge bot one's phrases and one's cause in reading. Since it is central to reading comprehension, it is necessary to have a sufficient understanding according to the purpose, understand how text paintings and what is happening in the reading comprehension, and be able to unify your understanding (Grabe and Stollen, 2002: 9-10). Skill in reading faced by students is to apprehend the textual content, realize the words within the text, and lack knowledge of the message of the textual content. Students recognize the phrases but no longer realize the meaning of the text. Several college students recognize the means of the phrases or vocabulary from the textual content but can not get the message. On the other hand, students have difficulty understanding general ideas, identifying ideas of main, explicit, and implicit information as well as certain word references.

The difficulties faced by students are usually influenced by self-esteem. Self-esteem is an assessment of an individual, commonly used to express self-protection, attitudes, approval or disapproval, and how much a person believes he

or she is competent, meaningful, successful, or worthy (Coopersmith in Brown, 2000, p.103). Evaluation is formed by judging the self concerning repeated experiences of success and failure, the experiences of others, and the ideal self. Self-esteem performs an important position in reading comprehension. Students with high self-esteem feel less embarrassment or fear when reading texts. Students with low self-esteem tend to fear it.

As a result, based on the descriptions given, we can conclude that the better and faster a self-respecting student understands the content of reading the text of a book. The truth has not been verified empirically (in the field), this is what encourage the researcher to investigate a study related to **“The Correlation Between Students’ Self-Esteem in Reading Course and Their Reading Comprehension at Fourth Semester of English Study Program at University of Pasir Pengaraian”**. The objective of this study is to know whether or not there is a significant correlation between students’ self-esteem and their reading comprehension.

B. The setting of the Research

As explained above, considering the information about self-esteem, The researcher who conducted this research were university students at the University of Pasir Pengaraian in, the fourth semester of the English Study Program. This research to know how is a correlation between students' self-esteem and their reading comprehension.

C. Limitations of the Research

The researcher considers that is very important to keep this research focus to know how is the correlation between student's self-esteem and their reading comprehension in the fourth semester of the English study program at the University of Pasir Pengaraian. The researcher only focuses on the explanation of the student's self-esteem in the reading course and their reading comprehension.

D. Formulation of the Research

Based totally on the drawback above, the researcher formulated the study's question as follows: Is there any significant correlation between students' self-esteem in reading course and their reading comprehension in the fourth semester of the English study program at the university of Pasir Pengaraian?

E. Purpose of the Research

In this research, the researcher tried to discover whether or not there is a significant correlation between students' self-esteem in reading course and their reading comprehension in the fourth semester of the English study program at the university of Pasir Pengaraian.

F. Significance of the Research

1. For the teacher

Self-esteem can be used as an effort to enhance students' reading comprehension. Teachers can use methods of learning to read that are achievable for each character of students, both students who have high self-esteem and have low self-esteem.

2. For the students

The research findings aim to deepen our knowledge about high and low self-esteem. It will help boost the self-esteem of the students. This is because self-esteem can have an effect on students' self-confidence and belief in their abilities.

3. Next Researcher.

The research findings are expected can be used as references in conducting further studies about the correlation between self-esteem and reading comprehension.

G. Definition of the Key Term

1. Self-esteem is self-assurance and confidence in our potential to assume and deal with the simple challenge of existence. Rosenberg (1965) states that self-esteem is a positive evaluation or negative of oneself. He defined an individual who has high self-esteem as a character who respects himself and considers himself worthy. It means that self-esteem is how a person imagines himself alone.

2. Reading comprehension is the method of creating means from textual content. Laily (2018, p.254) says that reading comprehension is the primary talent of scholars in studying English. It method that during reading, students can discover ways to find out the facts using the textual content they study with interpreted the sentence to benefit the meaning after answering the issues of the check in the ultimate course.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature could be very crucial to talk about. This chapter is involved with evaluate of the related literature the take a look at. It covers the review of the related theories, review of related findings, conceptual framework, and hypothesis. A review of related theories includes the character of self-esteem; the definition of self-esteem, the aspect of self-esteem, the importance of self-esteem, and self-esteem in Teaching Learning Process. The nature of reading comprehension; definition of reading comprehension, a component of reading comprehension, stages of reading comprehension, and elements affecting reading comprehension.

A. Review of Related Theories

1. The Nature of Self Esteem

1.1 Definition Self-Esteem

Self-esteem is considered one of the affective elements, which affect students' success. According to Juyandegan (2016, p.305), self-esteem is considered one of the essential affective elements because the success or failure of someone relies mostly on their level of self-esteem. Self-esteem comes from contactees who believe they have completed an action. Abdel (2016, p.3) states that self-esteem is associated which private ideas about talent, abilities, and social relationships. It is also described as a device for

the degree of self-assessment related to cognitive value determinations approximately widespread self-worth and affective stories which are connected to this appraisal.

As cautioned by Coopersmith in Brown (2007, p.154), self-esteem is a private judgment of worthiness that is expressed within the mindset that people maintain in the direction of themselves. Self-esteem offers the pervasiveness of factor of any human conduct. Without a degree of self-esteem, there could be no successful pastime may be completed.

From the declaration above, the researcher involves the conclusion that self-esteem is a crucial element that affects many factors of human existence. In different words, it is far a basic that offers a good-sized contribution to the lifestyle process and has a survival fee. Besides, our potential in dealing with life's problems is reduced while our self-esteem is low. It is far commonplace to assume that students with low self-esteem have problems in mastering along with gaining knowledge of reading in English because when they are requested to recognize the texts, they lack nice powers that might inspire them to war for the texts they have to cope with.

2.1 Aspect of Self-Esteem

In the part of self-esteem at the same time as there are factors that construct also there are the pillars of the self-concept construct self-esteem. Rosenberg (1965) explains that self-esteem is divided into two dimensions,

specifically high self-esteem and low self-esteem with characteristics, of high self-esteem. Inside the first characteristics are responsibility, the reason that people with high self-esteem can take delivery of themselves and the results in their movement without being excessively important to themselves. Therefore, they may be quite simply capable to acknowledge errors and accept limitations.

Goal commitment, people with high self-esteem tend to have a strong feeling of reason and are devoted to desires in lifestyle. Similarly, they tend to be continual in reaching those dreams as their commitment no longer differs based totally on success or failure. As energetic participants in existence, they tend to try for excellence, not for perfection. Genuineness, human beings with high self-esteem can be honest with themselves and different both emotionally and intellectually. As they are not afraid of others clearly understanding them, they tend to be proper in their interplay with others.

The opposite characteristic is forgiving, high self-esteem tends to correspond with tolerance and popularity of obstacles. As a result, people who have high self-esteem are forgiving of themselves and others. Internal value, people with high self-esteem generally have internally based total values in preference to externally based total values. In other words, they have got strong discoveries based on selected values in preference to values they consider because of the demands or expectancies of others. This kind of discovery is generally taken into consideration as a "performed identity"

where someone has analyzed their ideals and cost to determine the set of inner concepts or values that they adhere to.

Self-improvement, usually there may be a strong tendency to attempt the direction of self-improvement amongst those with high self-esteem. As they no longer view that want for self-development as a negative nice they may be able to observe themselves uncritically. Further, they could ask for assistance as wanted because they do not view the want for assistance as shameful or bad. The last trait is Positivity, people with excessive self-esteem are an effective attitude closer to lifestyles. They can freely reward themselves and others and generally tend to search for an effective factor of lifestyles and no longer reside the poor.

Besides the characteristics of high self-esteem, there are alternative characteristics that display low self-esteem. The low characteristic of self-esteem is a feeling of unhappiness. Humans with low self-esteem are commonly unhappy. The experience of scarification and contentment with lifestyles is normally derived from how human beings experience themselves. For a few humans, low self-esteem can also make contributions to despair and even the incapability of characteristics in lifestyles. However, a few people who derive their happiness from a few different which include non-secular ideals might not discover their degree of happiness impacted the aid of low self-esteem.

The second characteristic is the feeling of anxiety, many humans with low self-esteem revel in anxiety, in particular social tension. Regularly,

this is an effect of the social evaluative component of self-esteem. In different words, humans tend to assess themselves based on contrast to different people. Similarly, many humans have involved approximately others comparing them and count on others seeing the equal flaws and abilities that they see inside themselves. One of these problems is a feeling of anxiety.

The third characteristic is a feeling of inferiority or superiority. People who have low self-esteem sense not as good as others. They accept are true with that they do now not degree up to some well known that others meet. Regularly, they experience a few drifts within the manner that they may be no longer worthwhile or deserving. A few human beings with low self-esteem might also gift with superiority. But, this can be a way of overlaying how they surely experience approximately themselves. Or, people who have low self-esteem but are perfectionists due to their difficulty approximately what others might imagine of them appear to others as questioning themselves as advanced.

The fourth characteristic is impatience or inflammation with self or others. Any other characteristic of self-esteem is an inclination to be impatient or indignant using mistakes, flaws, or inadequacies. The fifth characteristic is negativity. Low self-esteem tends to steer negativity. Low self-esteem tends to guide negativity. This negativity might not constantly be externally determined however inner self-speak is generally terrible. Also, outside manifestations which include criticizing oneself to others or

excessively apologizing or commenting on approximately poor observations can be observed by using others. Unfortunately, human beings tend to keep away from excessively negative people that can toughen their low self-esteem.

The last characteristic is externally orientated goals. People with low self-esteem frequently decide dreams and paths in existence primarily based on what others may want or need. They frequently sense that their wishes or preference are unimportant. Such a mindset can result in resentment because of continually taking care of others at the same time as their desires are not addressed.

3.1 The Importance of Self-Esteem

Self-esteem is one of our maximum simple psychological desires. It results in our thinking techniques, feelings, emotions, preference, picks, and values. Self-esteem needs to be of high quality of our self-which includes mastering in college or supporting others, they can sense correct about themselves based on their attempt and difficult work in their procedure inside and outside of college.

Self-esteem has big consequences for our self-improvement including our fulfillment of the college or achievement within the getting-to-know method additionally publications be a proper personal trait in the interplay with the opposite. People who have excessive self-esteem confront any issues composedly, due to the fact they understand how to control and

manage them-self. They set up certain bonds without difficulty, they did not sense alone, and it is far why so essential to control their lives effortlessly and secure close to their future, toward their happiness interpersonal.

4.1 Self-Esteem in Teaching Learning Process

Self-esteem is self-acquire that we are ready, well worth, beneficial, and suitable get gain. The sensation that will become shapes our deep hearts that said our self is precious is the point of self-esteem. Self-esteem is the notion from our self to our identification that if we are in a position to do something, we master the component that we like. If the student or humans have low self-esteem they cannot achieve to manipulate or construct their abilities. The student who has a high level of self-esteem has the self-confidence to complete all of the challenges.

From this clarification, the researcher assumes that self-esteem can also contribute to the achievement of gaining knowledge of specifically studying due to the fact self-esteem might also have an impact on the students' confidence and the students' gaining knowledge of motivation. If the self-esteem of the students is excessive, the students accept as true with their potential in English and it can assist them to enhance their potential including the reading comprehension skill. Self-esteem is not most effective in having a relationship between speaking and writing ability but additionally comprehension. It can be assumed that self-esteem may affect the students' reading comprehension achievement.

2. The Nature of Reading Comprehension

1.1 Definition Reading Comprehension

Reading is about how the reader knows the process of understanding and comprehending all important aspects of a text. Nuttal (1982), reading means a result of the interplay between the author's thoughts and the reader's thoughts. In this far the manner way the reader seeks to get the message intended means from the writer. Comprehension as knowledge is a written textual content approach extracting the specified records from it as effectively as feasible.

Consistent with Elleman and Oslund (2019, p.3) says that reading comprehension is one of the maximum complicated cognitive activities in which humans are involved, making measurement and investigation hard to train. Reading comprehension knows as reading comprehension handiest if the reader can understand the textual content. If the reader can examine the text but does not understand the that means, it method they do not do analyzing comprehension.

Reading is not only about finding the information in the text. Catharine in Mahdi (2018) stated that reading comprehension is the technique of concurrently extracting and building which means through interplay and engagement with written language. Understanding is understanding something and getting its meaning. It is a reading skill.

Reading with comprehension is variously outlined by using both exercise and principle. Reading comprehension is now and again described

by a comprehension check. Grellet in Nurhana (2014:04) defines reading comprehension as knowledge of written textual content. Reading comprehension is the process of knowing textual information. It correlates with student understanding and knowledge.

From the rationale above, the researcher concludes that reading comprehension is an understanding procedure of a text by constructing meaning and combining knowledge with written text. While the readers examine textual content, they have to refer to the texts. It means that students have to apprehend what they study to get which means and facts from the textual content.

2.1 An aspect of Reading Comprehension

Suparman (2006, p.2) states that it will recognize the essence of studying in the coaching system, reading is a contraction of includes the reader connecting records from the written rubdown. Nuttal (1982) in Qurniawan (2020, p.16), there are five components of analyzing comprehension skills in which the student must recognize textual content properly, along with figuring out the predominant idea, detail information, element facts, locating references, and the understanding vocabulary. Those aspects are explained below:

a. Determining the Main Idea

The principle concept is an announcement that tells the writer's factor approximately the subject. In step with Longan (2002) said that finding the

most important concepts is the key to understanding a paragraph with short selections. The principle concept is normally positioned in a sentence, it is also within the center or inside the ultimate sentence (vener, 2002).

b. Locating Reference

Reference is the antecedent of a pronoun. The antecedent is the phrase or word to which the pronoun refers (Sharpe, 2005). When identifying references, students are predicted to recognize what pronouns are used in the sentence, consisting of the pronouns which might be used to indicate a person, place, or state of affairs.

c. Understanding Vocabulary

Understanding vocabulary means understanding the meaning of the words. The better your vocabulary, the better your understanding. Readers can not overestimate the essentials of vocabulary, as reading comprehension is the ultimate goal of studying.

d. Making Inference

In reasoning, the pupil is predicted to recognize the textual content to be able to discover the belief of the statements inside the textual content. Inferences are good guesses or conclusions made based on pass-through logic. Finding the conclusion means that the reader recognizes the sentence passage and concludes it logically.

e. Detail Information in the Text

This query is used to evaluate the student's potential to recognize material given immediately in the textual content. Scan or search only

relevant parts and forget about inappropriate parts. It is very helpful when you recognize precisely what you are seeking out inside the textual content because it has a unique intention in thoughts.

3.1 Levels of Reading Comprehension

There are three levels of reading comprehension mentioned by Heilman, et al (1981 in Sari 2015, p.5), they are literal comprehension, interpretive comprehension, and critical comprehension:

a. Literal Comprehension

Literal comprehension refers to records explicitly said inside the written textual content. As a primary stage, the readers are wanted the competency to recognize the meaning of words earlier than spotting the detailed message, then the readers are required to hyperlink the grammar theories with the primary concept provided inside the passage. Within the closing step in literal comprehension, the readers are had to collect all of the information said in the passage.

b. Interpretive Comprehension

This level requires the reader to move beyond the information given with the aid of the writer. The reader is needed to look at the importance of the information, observe numerous relationships along with cause impact and relation of the component to the entire, make an evaluation, draw conclusions and inferences, and make generalizations.

c. Critical Comprehension

Critical comprehension is a better questioning stage of reading. The reader has to be actively reacting to the data provided by the authors. The readers are wished the capacity to investigate the data and hyperlink those records to their historical past information. Similarly, the readers compare the fee of its facts and deliver personal judgments as a comment to the author.

From the above definitions, reading is not only the activity of writing texts orally but also the process of extracting know-how from textual contents, so that the readers can interpret and express opinions. You can also think of it as a process of construction.

4.1 Factors Affecting Reading Comprehension

The low reading comprehension talent is resulting from spreading things. Dallman (2003, p.27) said the elements that are accountable to the intensity of readers' comprehension are as follows: the problem of material, surroundings, reader's personality, emphasis on phrase recognition, historical past of reading selection, emphasis on oral reading, adjustment of reading techniques, and rate of reading.

a. Difficulty of Material

The problem of teaching materials has been pointed out as one of the main reasons for the lack of comprehension. In particular, when reading has multiple concepts, it becomes difficult to understand the content. Teachers

may provide students with material that is beyond their ability. Similarly, inappropriate methods used by teachers can lead to student frustration.

b. Readers' Personality

The reader's personality type is the technique utilized by readers that incorporates; background knowledge, gender, motivation, and self-esteem. this impacts students' understanding and proficiency.

c. Environment

The unsightly environments which include noisy surroundings, insufficient lights, high or low temperatures, and distracting environments might also interfere with the student's comprehension.

d. Emphasis on Word Recognition

All assignments are wasted simplest when students know a way to words nicely meaningful. Impaired comprehension may be due to an inability to concentrate on recognizing individuals' words. Phrasing with proper emphasis is very important for reading comprehension. Teachers have to train the students the way to use dictionaries and construct phrases which means.

e. Emphasis on Oral Reading

Whilst reading orally, students routinely interpret the meaning of the textual content through their mouths. The greater students practice reading orally, the better they will understand the textual content.

f. Background for a Reading Selection

Teachers have to carefully choose the types of sentences they read. Disorganized textual content substances together with used advanced textbooks to more youthful learners, provide them with irrelevance content, and supply glossaries ought to be not noted through the academics. Therefore, teachers should be conscious of selecting textbooks and distributing them to students efficiently.

g. Adjustment of Reading Strategies to the Purpose

The significance of changing reading strategies and deciding on the proper form of material are essential elements in figuring out achievement comprehension.

h. Rate of Reading

The incorrect selection in adjusting the studying rate to the form of material, along with textual content-book, newspaper, novel, or magazine would possibly motive in comprehending textual content material (Dallman, 2003, p.27). Similarly Harris and Smith (2002, p.18) pick out the five most important determinant elements of reading comprehension as follow: thinking abilities, language abilities, background experience, affection (motivation, beliefs, interest, feelings, and attitudes), and reading functions.

3. The Relationship between Self-esteem and Reading Comprehension

In the connection between self-esteem and reading comprehension, Bagheri and Faghih (2012, p.1) suggest crucial factors that affect the process of reading comprehension the reader's variable that includes the techniques utilized by readers, their historical past understanding, motivation, character, self-esteem and sex, and the text variable. Moreover, as one of the most critical factors, teachers ought to pay extra attention to students' self-esteem. This will affect student reading, especially reading comprehension.

In line with Hisken (2011, p.1), high self-esteem acts as a buffer against tension, so students with excessive self-esteem are much less probably to suffer from reading problems. This means high self-esteem may be a success component for students to succeed in studying due to the fact they may be not discouraged while they are struggling. Students who have self-confidence and high self-esteem will attempt to try once more if they may be failed. They may realize that failure is part of gaining knowledge of the method, so they may usually attempt to realize their reading comprehension.

Students examine a good deal of facts and expertise they need through reading, said using Juyandegan (2016, p.299) that two essential elements have an effect on the student's achievement in reading comprehension physical (listening to impairment, visual impairment, and gender variations) and psychological (tension, self-efficacy, self-esteem motivation, and

mindset). Sarasota (2009, p.7), the mental thing is an element that comes from the internal character. Considered one of the psychological factors is self-esteem, the phrase 'esteem' comes from a latten phrase which means that to estimate. It means that self-esteem is the way you estimated yourself.

B. Review of Related Findings

There are a few applicable types of research that have relevance to this study. The primary identity is "*The Influence of EFL Students' Self-Esteem on Their Speaking Skills*" that became carried out by way of Gholam-Ali Kalanzadeh, Farshad Mahnegar, Esmail Hassannejad, and Morteza Bakhtiarvand (2013). Their study's layout was correlational. They used a questionnaire to degree self-esteem and an Oral Proficiency Test (OPT) to decide the talent stage of the students. The Oral Proficiency Test take a lot was administered by two university EFL professors to test for the homogeneity of the spoken skill ability stage of the contributors. The region of the studies changed into Azad University of Dezful, Iran wherein the contributors had been 38 undergraduate EFL students that studied in the direction of a B.A diploma in teaching English as an overseas language. They take a look at become carried out to understand whether or not there may be a big correlation between self-esteem and capabilities of intermediate Iranian EFL students. Based totally on the findings of the observation, it can be stated that there has been a high correlation between the student's self-esteem and their oral performance. Then, the researchers concluded

that language teachers ought to bear in mind the lifestyles of self-esteem as an effective issue than can decorate language by getting to know the method.

The second one related to research written by Loree J. Hisken (2011) under the title "*The correlation among self-esteem and students' reading ability, reading level, and academic achievement*". That research aimed to know the correlation between self-esteem to students' reading comprehension. He used the questionnaire to degree self-esteem. This examines hired quantitative methods within the shape of a correlation layout to discover the correlation between self-esteem and college students' reading comprehension. The populace of the studies became English branch college students of ULM academic year 2018/2019. The research finding showed that self-esteem correlates with reading comprehension.

The last related research was written by Siti Aisyah in the year of 2020. Siti Aisyah in her research the identify "*The correlation between students' self-esteem and students' speaking ability of eleventh grade at SMAN 7 Maros*" this study aimed have been to observe how is speaking potential, how is students' self-esteem and additionally to discover the correlation among college students' self-esteem and college students' speaking potential of 11th grade at SMAN 7 Maros. The population of this study become 11th grade at SMAN 7 Maros, and the number of patterns decided on turned into 30 college students. The records had been acquired by giving questionnaires and speaking takes a look at to college students.

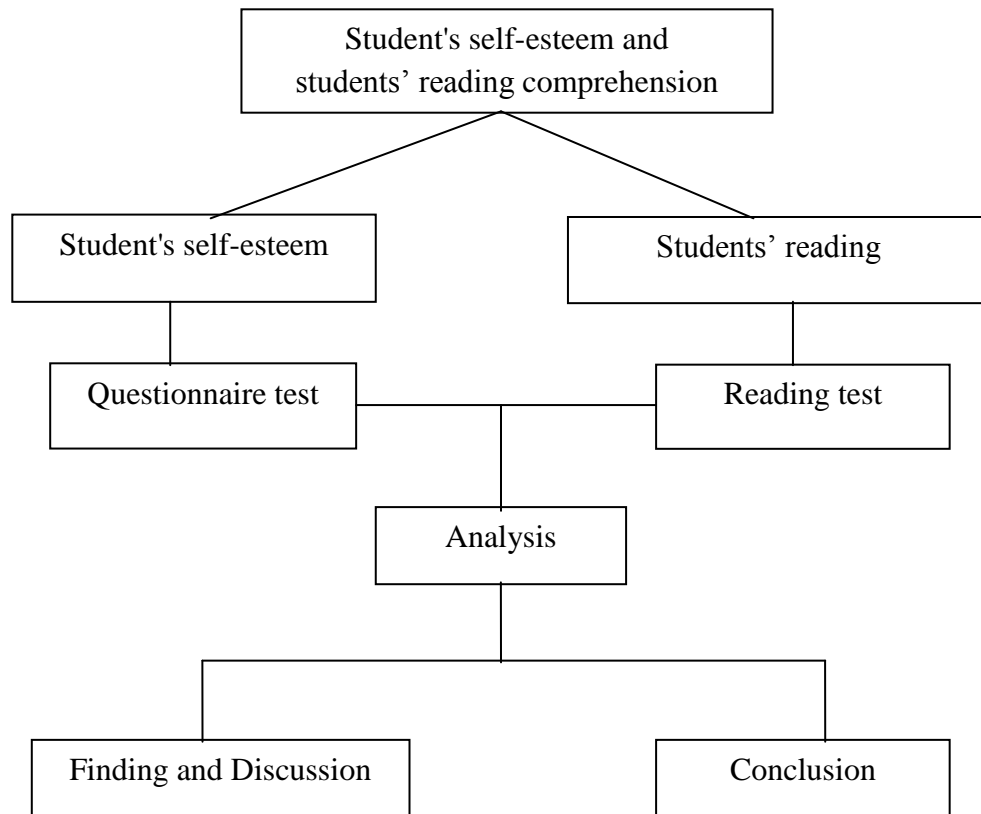
Based on the first related findings, the similarity with this research is investigating students' self-esteem. But in this research, the researcher focuses to

know how is the correlation between students' self-esteem and reading comprehension. The second finding is that research aimed to know how is a correlation between it. On the other hand, the difference between this research is to find out the relationship between 2 variables. The last related is about students' self-esteem, but the population is not the same, because the researcher has taken the population from college students in the fourth semester of the English Study Program at the University of Pasir Pengaraian.

From all the research above, the researcher concludes that there is a similarity among the studies above. Each of the results of all related findings is positively significant, and they talk about students' self-esteem. On the other hand, the variations between this study and the other research are this research is focusing on how is the correlation between self-esteem and reading comprehension.

C. Conceptual Framework

Figure 1. Conceptual Framework



Based on the concept above, the researcher gave the student questionnaire test to measure students' self-esteem. To measure students' studying comprehension, the researcher gave the students a reading check within the shape of more than one choice. From the result of the questionnaire test and reading test, the researcher analyzed to discover whether is no correlation between students' self-esteem and their studying comprehension.

D. Hypothesis

According to Sugiyono (2015:96), hypotheses are tentative answers to research problem formulations, which are expressed in the form of interrogative sentences. In this research, the researcher formulates the speculation as comply with the:

(H_a): There is a significant correlation between self-esteem and reading comprehension in the fourth semester of the English Study Program at the University of Pasir Pengaraian.

(H₀): There is no significant correlation between self-esteem and reading comprehension in the fourth semester of the English Study Program at the University of Pasir Pengaraian.

CHAPTER III

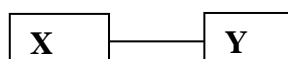
RESEARCH METHODOLOGY

This chapter discusses approximately the study's methodology. It far includes of research design, setting of the research, population, and sample, instrument of the research, the procedure of the research, the technique of collecting the data, and the technique of analyzing the data taken in the fourth semester of the English study program at the University of Pasir Pengaraian.

A. Research Design

This research was quantitative. It used correlational studies that concerned two variables. This study aimed to discover the correlation between self-esteem and reading comprehension in the fourth semester of the English study program at the university of Pasir Pengaraian.

On this studies, two variables come to be the point of interest of this studies. First off, the student's self-esteem is the unbiased variable which is symbolized by "X" after which secondly, students' reading comprehension is based variable which is symbolized by way of "Y". This study changed into investigating whether or no longer there is a correlation among students' self-esteem and their reading comprehension.



In which:

X: Students' self-esteem, and Y: Students' reading comprehension

B. The setting of the Research

This study was conducted at the University of Pasir Pengaraian. This university is positioned at Tuanku Tambusai Street, Rambah Hilir Sub-district, Rokan Hulu Regency. The studies turned into performed in June 2022. The members of this study become the fourth semester of the English Study Program at the University of Pasir Pengaraian in Reading Course III.

C. Population and Sample

Sugiyono (2015:117) defines the populace as a generalization region along with objects or subjects which have sure qualities and characteristics that are chosen with the aid of researchers to be learned and draw a conclusion. In this research, the researcher is interested in taking the population of the research in the fourth semester of the English study program at the university of Pasir Pengaraian. The entire population is 36 students.

The sample is a component or consultant of the population beneath take a look at. According to Sugiyono (2015:118), the sample is a part of the variety and traits taken from the populace. Sample dimension is the steps to decide the dimensions of the pattern to be taken in wearing-out studies. In this study, the researcher has taken the pattern one class in the fourth semester of the English Study Program at the University of Pasir Pengaraian with a total of 36 students. This study used total sampling.

D. Instrument of the Research

According to Sugiyono (2015:156), research instruments are measurement tools such as tests, questionnaires, interview guides, and observation that researchers use to collect data in their studies. The instrument of this research uses two types of tests: a questionnaire and a reading test.

1. Questionnaire

A questionnaire is a records series method that offers respondents a series of questions or written instructions to replay (Sugiyono, 2015, p.199). The questionnaire is an effective statistics series method while researchers recognize with reality the variables to be measured and recognize what may be anticipated from the respondents.

The researcher made 25objects primarily based on the indicator of self-esteem. The indicators used five opportunities primarily based on Likert's Scale. Likert's Scale will use to degree opinion attitude, notion primarily based on the positive object or phenomena. The signs of the questionnaire are defined as follows:

- 1: Sangat tidak setuju (strongly disagree)
- 2: Tidak setuju (disagree)
- 3: Bimbang (undecided)
- 4: Setuju (agree)
- 5: Sangat setuju (strongly agree)

Table III.1 Likert's Scale

Positive statement	Categories	Negative statement
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Sugiono: 2018)

Each reaction is assigned a point value, and a character's rating is decided with the aid of including the point values of all statements. As an example, the subsequent values are generally assigned to high-quality statements: SA=5, A=4, U=3, D=2, SD=1. The subsequent values are commonly assigned to negative statements: SA=1, A=2, U=3, D=4, SD=5.

The questionnaires given to students consist of many indicators. The indicators taken from Rosenberg are approximately the self-esteem components, they may be: high and low self-esteem. The subsequent table gift the indicators used in the questionnaire.

Table III.2 (Self-esteem indicators by Rosenberg)

Dimension	Indicator	Item Number	Total
High self-esteem	<ul style="list-style-type: none">• Responsibility• Goal commitment• Forgiving• Self-improvement• Positivity	1, 2, 3 4, 5, 6, 7, 8, 9 10, 11	11
Low self-esteem	<ul style="list-style-type: none">• Unhappy• Feeling anxiety• Inferiority or Superiority• Impatience or Irritation• Negativity	12, 13 14, 15 16, 17 18, 19, 20 21, 22, 23 24, 25	14

	• Externally orientated goals		
Total			25

(Rosenberg, 1965)

2. Reading test

A test is a scientific technique to observe one's conduct and use a numerical or categorical system to help. A test is used to gather information about college students studying comprehension. The test of reading comprehension changed into an objective test within the shape of a multiple choice test consisting of 15 objects. There had been five alternatives in every object (A, B, C, D, E). The indicators are described below:

Table III.3 (Reading comprehension indicators)

No	Aspects	Items	Total
1	Determining the main idea	1, 14	2 Items
2	Locating reference	2, 7, 13, 10	4 Items
3	Understanding vocabulary	5, 15	2 Items
4	Making inference	4, 8, 12,	3 Items
5	Detail Information	3, 6, 9, 11	4 Items
Total			15 Items

(Nuttal in Qurniawan, 2020, p.16)

E. The procedure of the Research

The test gave to the whole class in the fourth semester of the English Study Program at the University of Pasir Pengaraian. The procedure used in this study includes test shape of Self-esteem questionnaires test and reading comprehension in the shape of a reading test (multiple choice).

The researcher has prepared a questionnaire and a reading test to provide answers to students. Because the students were on semester break, the researcher conducted this research via WhatsApp. Firstly, The researcher requested one of the students in the fourth semester to create a WhatsApp group. Then, the researcher gave a bit of rationalization to the students in the WhatsApp group approximately the tool and what they might do with the tool. So that students have not stressed about the way solution questions. The researcher gave 2 days for students to fill out the instruments.

F. The technique of Collecting Data

According to Widoyoko (2012), collecting the data in a research paper is about taking several ideas, explanations, reality, and valid information. In accumulating the data, the researcher accompanied the stairs beneath to simplify the system of data series. First is checking college students' solutions, this step is for figuring out college students' solutions in an effective questionnaire and reading test. The second is coding the students' identification and recapping every piece of information with the use of Microsoft Excel. This step makes it easy and simple while the data is entered into SPSS software.

The third is scoring students' reactions in questionnaires and reading tests. The score is as follows: for positive statements, the questionnaire scored 1 for the answer strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, and 5 for strongly agree. For negative statements, a questionnaire scored 5 for strongly disagree, 4 for disagree, 3 for undecided, 2 for agree, and 1 for strongly agree. The

reading comprehension test will give a score of 1 for the proper answer and 0 for the incorrect answer. The fifth step is the fulfillment of statistical assumptions. Correlation Pearson product-moment will use as take a look at these studies. The sixth step is organizing the statistical hypothesis. There are two styles of hypothesis. H_a nation that there is a significant correlation between self-esteem and reading comprehension. H_0 nation that there is no significant correlation between self-esteem and reading comprehension.

G. The technique of Analyzing the Data

The data analysis is a critical part of studies due to the fact by the usage of this data, the researcher can finish the result of the take a look. In analyzing the data on students' self-esteem, the researcher gives a questionnaire. The questionnaire is based on two dimensions, specifically high self-esteem and low self-esteem.

Riduwan (2010) indicated the dimensions to classify the received percent of the questionnaire as follows:

1. 81% - 100% classified into very high level
2. 61% - 80% classified into high level
3. 41% - 60% classified into high enough level
4. 21% - 40% classified into low level
5. 0% - 20% classified into very low level

To recognize students' reading comprehension, as illustrated below:

$$M = \frac{X}{N} \times 100 \%$$

Where: M = Students' rating

X = Total of the correct answer

N = Total of subject

Table III.4 (Percentage of the level of Reading Comprehension Result)

Percentage level	Letter Case	Criterion
85-100	A	Excellent
70-84	B	Good
55-69	C	Fair
50-54	D	Poor
0-49	E	Very poor

(Maming, 2019, p.305)

To know if there is a correlation coefficient of the result of each take a look at will examine through making use of the component of product-moment correlation as follows:

$$r_{xy} = \frac{N \sum xy - \sum x \cdot \sum y}{\sqrt{(N \sum x^2 - \sum x^2)^2 (N \sum y^2 - \sum y^2)^2}}$$

Where:

r_{xy} : Correlation Coefficient

N : The quantity of students/subjects taking part in the test

$\sum x$: The sum of ratings in reading addiction

$\sum y$: The sum of ratings in reading comprehension and analytical textual content.

To discover the correlation between X and Y, Significant or no longer, will use the definition of the refuse or take delivery of hypothesis as follows:

H_0 = refuse if R-value \leq r-table

H_a = accept if R-value \geq r-table

Table III.5 (Guidelines for interpretation of correlation coefficients)

"r" value of product-moment	Interpretation
0, 00 – 0, 199	Considered as having no correlation
0, 20 – 0, 399	Low correlation
0, 40 – 0, 599	Medium correlation
0, 60 – 0, 799	High correlation
0, 80 – 1, 000	Perfect correlation

(Sugiono, 2018)