

CHAPTER II FRAME OF THEORY

This chapter concerns with two major points: review of previous research and review of the related literature elaborated the following section:

2.1 Review of the Related Literature

2.1.1 Theory of Self-esteem

Self-esteem is the one of popular concepts in language and psychology. It refers to an individual's tendency as a person which indicates their judgments of their own worthiness or their appreciation to their own. Self-esteem is defined the self-concept or self-structure may be thought of as an organized configuration of perceptions of the self which are admissible to awareness (Carl Rogers, 1951: 136-137). Besides that theory, there is another theory from Blascovich and Tomaka (1991) declares that self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones.

According to the theories above, self-esteem is the way of the people to evaluate their own whether they can appraise their own or not as their value to their own.

Moreover, self-esteem is the people perception to their own whether they can be appreciated by other or not. Besides two theories above, there are many popular theories concern on self-esteem such as Branden (1969) who defines self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness. According to definition above, there are three key components of self-esteem:

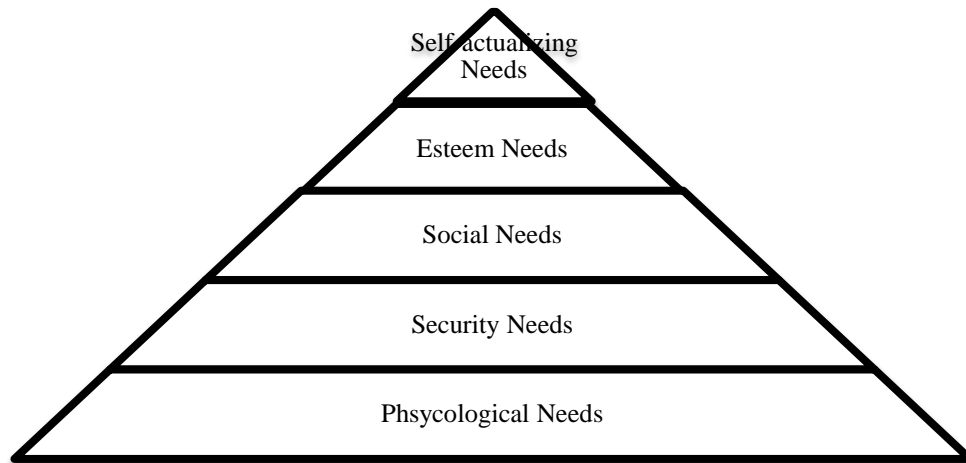
1. Self-esteem is a fundamental human need which is very important for survival and normal, healthy development.
2. Self-esteem arises automatically from the base of a person's beliefs and consciousness.
3. Self-esteem happens in relationship between a person's thoughts, behaviors, feelings and actions.

Self-esteem is divided into two aspects: self confidence which is the sense of efficacy and self respect which is the sense of worthiness (Branden, 2001). According to Brandens' statement, self-esteem is self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth) that affect every people to believe that they have capacity to defend their life, understand and solve problems, get happiness and good respect from other people.

Abraham Maslow's *hierarchy of needs* defines self-esteem as one of the basic human motivations. Based on his statement, it means that self-esteem may influence to the human life as the human motivation because he placed the self-

esteem position as same as the motivation position. Maslow (1951) in his *hierarchy of needs* defines the human needs in five levels, there are:

Graphic 1. The pyramid of hierarchy of needs



(Boeree, 2008:252)

Figure 1 above shows that there are 5 human needs which would be explained bellow:

1. *Physiological Needs*

This class of needs is the basic needs that are essential in human life, such as the need for water, oxygen, food, sleep, etc. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy.

2. *Security Needs*

This need includes need for safety, pleasure, stabilization, and security such as the needed steady employment, health insurance, safety neighborhoods, and protection from the environment.

3. *Social Needs*

It includes the needs to have the relationship with each others in the social life. People will begin needs to get a friends, love, or the relationship with others feeling. They would start wanting to build a relationship like friendships, marriage, have a family, and becomes a part of a particular group.

4. *Esteem needs*

These needs consist of two types: the strong and the weakness form. The strong form includes the need for self-confidence, good competence, independence. The weakness form is the things that represent on an award from others, attention, reputation, domination, social recognition, and accomplishment.

5. *Self-actualizing Needs*

This is the highest level of Maslow's hierarchy of needs. Self-actualizing people is the people needed to show their potentials or competences, personal growth, and to actualize themselves in their life.

From the first through the fourth needs which are called *D-Needs (Deficit Needs)* by Maslow. *Deficit Needs* means that if the people feel lack something, they will try to get it. However, when they have it, they will not feel lack anything. If the people have already got the first needs, they would try to fetch the next needs.

Maslow (1951) categorizes the esteem as the fourth level of human needs. As the theories from Branden (2001), self-confidence is the aspect of the self-esteem; it means that self-esteem in the *hierarchy of needs* is categorized in strong form of

esteem needs by Maslow. Based on his theory, the self-esteem is a person needs to appreciate on his or her ability and have strong affect on the human life.

There is other theory of self-esteem from Block (2011) states that Self-esteem is a crucial factor in the developmental process of teens. It means that self-esteem is the crucial aspect that influence the students developmental included developmental of their ability. From this explanation, the writer assumes that the theories indicate that self-esteem is important thing because it influences the people reaction to respond something that they faced in their life especially the students. For example, they respond to others and themselves in positive ways if their self-esteem is positive.

Self-esteem may have contribution in success learning especially reading because self-esteem may influence the students' confidence and their learning motivation, so that, it help them in developing their ability especially in English capability. Besides that, self-esteem is the indicator of the students whether they appreciate themselves or not. The students with high self-esteem is the students who appreciate themselves and trust that they can do everything that they want to do as well as others people. It make them more confident and motivated in learning because they feel that they can learn well. If the self-esteem of the students is high, the students appreciate themselves positively and trust their own ability in English, so that, it may help them to improve their achievement include the reading comprehension achievement.

If the students believe their English capacity and believe that they can do English exercises which are given by their teacher, their achievement will be better. For example, when the teacher asks the students to do an exercise and the students believe that they can do it, they will more confidence to do it and they will try to do the exercise well, as the result, their score will be better. Following the explanation, the writer assumes that the teacher should concern on the students' personality to develop their self-esteem to give the positive influence to their reading comprehension achievements.

The teacher can establish the students' self-esteem by giving support to them such as when the students answer the question correctly, the teacher appraises them by giving applause or motivation words. It can help them to be more confident with their competence. Besides that, when the students answer the question incorrectly, the teacher should not criticize them but kept hold the students' confidence by guiding them to find out the correct answer patiently. So, they don't feel worried to answer the question in the other time.

2.1.2 Relevant Previous Research

There are many researchers who investigated the factors that influence or have relationship on the students' achievement. The writer found out some researches which were relevant to this research. As follows:

Johnson et al (2000) investigated the relationship between cognitive style and foreign language learning which concerned on the field-independent and field-

dependent. He found that people with field-dependent performed better on foreign language in communicative rather than formal aspect of language proficiency. Based on the result of this research, it means that the cognitive style (field-independent and field-dependent) influenced the students' language proficiency in communicative language.

Li & Pan (2009) investigated the relationship between Motivation and Achievement - A Survey of the Study Motivation of English Majors. They found that there was a significant correlation between motivation and students' achievement and motivation influence their achievement. Based on the research, the students with higher motivation always achieve more successfully in their language learning.

Dehbozorgi (2011) investigated the effects of Attitude towards Language Learning and Risk-taking on EFL Student's Proficiency. The results of the research show the differences in risk taking between high and intermediate levels. His study explained a significant positive correlation between attitude on language learning and risk-taking ($r=.20$, $p< 0.05$).

Ratih (2011) investigated the correlation between students' self-esteem and their English speaking ability. She found that there was a significant correlation between self-esteem and students' speaking ability. The students with high self-esteem can speak more fluently and their pronunciations are better than the lower students'.

Misbahudin (2012) found the result of the correlation between students' mastery of vocabulary and their reading ability. In his research, he mentioned that there is a significant correlation between the students' vocabulary mastery and their reading ability. The result shows that the coefficient correlation is 0.68. From this research, it can be assumed that vocabulary influence the students' reading ability.

From the related studies above, it shows that there are many factors which influence the students' achievement. One of those study mentions that there are relationship between vocabulary mastery and students reading ability however there is still one issue which have not been investigated yet before, that is, the effect of students' self-esteem on their reading comprehension achievement. Therefore, the writer conducted this research that concern on the effect of students' self-esteem on their reading comprehension achievement.

2.1.3 Rosenberg's Self-esteem scale

In this research, self-esteem becomes the dependent variable because the writer assumes that there is an effect of students' self-esteem on their reading comprehension achievement. The writer used Rosenberg's self-esteem scale questionnaire used to measure the students' self-esteem level. The writer used this questionnaire because this questionnaire was the instruments to measure of the global self-esteem.

The questionnaire consists of ten items with items that are answered by four point scale (strongly agree = SA, agree = A, disagree = D, and strongly disagree = SD). Items 1, 2, 4, 6, and 7 are positively worded and items 3, 5, 8, 9, and 10 are negatively worded. The result of self-esteem is the calculation of every statement's score. If the score is high, it means that the students' self-esteem is high.

Table 1. The Self-esteem Questionnaire based on Rosenberg's Scale

No	Statements	Score			
		SA	A	D	SD
		0	1	2	3
1.*	I feel that I am a person of worth, at least on an equal plane with others.				
2.*	I feel that I have a number of good qualities.				
3.	All in all, I am inclined to feel that I am a failure.				
4.*	I am able to do things as well as most people.				
5.	I feel I do not have much to be proud of.				
6.*	I take a positive attitude toward myself.				
7.*	On the whole, I am satisfied with myself.				
8.	I wish I could have more respect for myself.				
9.	I certainly feel useless at times.				
10.	At times I think that I am no good at all.				

(http://www.dartmouth.edu/~thlab/pubs/03_Heatherton_Wyland_APP_ch.pdf)

For the positive statements, the score for the answer are:

Strongly Agree (SA) = 3

Agree (A) = 2

Disagree (D) = 1

Strongly Disagree (SD) = 0

For the negative statements, the score for the answer are:

Strongly Agree (SA) = 0

Agree (A) = 1

Disagree (D) = 2

Strongly Disagree (SD) = 3

The final score, interpretation of the self-esteem score, is the accumulation of the score.

2.1.4 Self-Esteem in English Reading Comprehension

There are many factors that influence the students' reading comprehension achievement such as background knowledge, motivation, learning strategies, personality, attitude, and self-esteem. In this research, the writer tried to find out the influences of one of the factors that influence the students' reading comprehension achievement; it is self-esteem. Brown (2000) maintained that no successful activity can occur without some degree of self-esteem. Based on this statement, the writer assumes that self-esteem may affect the students' achievement.

Self-esteem may give an effect in the students' reading comprehension achievement because it makes the students more confidence by their own ability, therefore, they could do their activity well. For example, the students with high self-esteem would perform well because they trust that they could do it and they trust that they have good ability to do it. It is different with the students with low self-esteem; they would not perform well because they did not believe their own ability and they did not believe that they could do it well.

Study conducted by Timothy et al. (2001) suggests that self-esteem strongly correlated with oral communicative skill and the students with low self-esteem can not express their opinion or their idea in English confidently. For example, the students with high self-esteem can speak in front of the class comfortably because they have high self-confidence and they feel as prestigious people.

The other researcher in writing, Hassan (2001) clarifies that self-esteem gives a good effect in writing ability. It shows that self-esteem might give a good effect to the students' achievement and may help the students to develop their writing ability. For example, the students with low self-esteem feel worried to write their thinking in English because they do not believe their ability in writing. Temporary, this condition does not happen to the students with high self-esteem.

Other studies, Richardson (2003) indicates that self-esteem affect the students' reading comprehension achievement. It means that self-esteem is not only having a relationship between speaking and writing ability but also reading comprehension. It shows that self-esteem influences not only the productive skill but also the receptive skill. Besides that, Sweet (2011) says that the reading ability of students can be a direct indication of their level of self-esteem. It can be assumed that self-esteem may effect the students' reading comprehension achievement. Therefore, the writer assumes that self-esteem may help the students trust their English skill, make them more confidence in their English ability, and help them to develop their achievement especially reading comprehension achievement. In other words, the students with high self-esteem may success to

comprehend the text than the students with low self-esteem. It means that self-esteem effect the students' achievements especially the students' reading achievement.

2.2 Concept of Reading Comprehension

Clark and Sillberstein (1987) state that reading as an active cognitive process of interacting with print and monitoring comprehension to prove meaning. Anderson (1999) also states that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader. From those theories, it means that, reading is an active proses of the readers to interpret the meaning of text.

There are two major kinds of reading activity according to Brown (1989) in Mahmud Abdallah (2010) namely Oral Reading (Independent Reading, Public Reading or reading aloud for learners, Guided Reading, and Shared Reading) and Silent Reading (Intensive Reading and Extensive Reading). They would be explained as follows:

1. Oral reading

In oral reading, the readers read the text loudly as the way to develop the readers' reading competencies, to get general understanding of the text, and to guide the students to quest their knowledge from the text. Oral reading is divided into four types that would be explained as follows:

- a. **Independent Reading:** Students read silently by themselves and at their own pace (Taylor, 1993; Abdallah 2010).
- b. **Reading Aloud for Learners:** Teachers use the interactive read-aloud procedure to share selections that are appropriate for students' interest level but too difficult for them to read by themselves (Barrentine, 1996).
- c. **Guided Reading:** Teachers scaffold students' reading to teach reading strategies (Fountas & Pinnell, 1996, 2001).
- d. **Shared Reading:** Students follow along as the teacher reads a selection aloud (Fisher & Medvic, 2000). Primary-grade teachers often use big books-enlarged versions of the selection-for shared reading (Holdaway, 1979).

2. Silent Reading

In silent reading, the readers only use their eyes and their ability to understand or comprehend the meaning of the text without pronouncing words out loud.

Silent reading is divided into two types that would be explained as follows:

- a. **Intensive Reading:** Brown (1989) in Abdallah (2010) explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. On the other hand, Long and Richards (1987) say that it is

a detailed in-class analysis, led by the teacher, of vocabulary and grammar points, in a short passage.

- b. Extensive Reading:** Brown (1989) in Abdallah (2010) explains that extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1971, p.216) identify extensive reading as occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, reading for gist, and skipping unknown words.

Finocchiaro and Bonomo (1973) state that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusion.

Heilman et al. (1986) in Turmaida (2011) says that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. From those theories, it means that comprehension is the crucial aspect of reading. Moreover, they classificated reading comprehension into three levels of comprehension:

- 1. Literal Comprehension:** Literal comprehension is the process of comprehending information explicitly or contextually. In this level, the readers try to understand only the explicit information that is read by them or written on the text.

2. **Interpretative comprehension:** Interpretative comprehension is the process of understanding the ideas or information implicitly. In this level, the readers not only try to get information that is written on the text but also they try to get the information that is knotted on the text. For example, to understand the author purposes or interfactual information or summarize the story content.

3. **Critical comprehension:** Critical comprehension is the process of evaluating, analyzing, and personally reacting to information that is gotten from the text. In this level, the readers try to analyze the text generally. They try to understand the information not only explicitly and implicitly but also they try to analyze all of aspect of the text such as the quality of written symbol or information in the terms of standard.

The readers have many goals when they read texts. As Suparman (2005:1) states that there are two major reasons for reading: reading for pleasure (to entertain the readers) and reading for information (to find out something or how something do with the information readers found). Following this statement, reading is one of the activities to get some information or satisfaction by using loud voice or silent style in comprehending the text referring the readers' purposes or goals.

Nuttal (1985) defines reading as the meaningful interpretation of printed or written verbal symbols. Following those theories, reading is the interaction between perception of the symbols that represent the language and the readers' language skill, cognitive skill, and the knowledge of the readers and the method of

the readers try to match their perception with the authors' perception; Therefore, the readers can understand the meaning of the text.

The writer assumes that comprehension is the basic competence of the reading ability. For example, when the readers read text which title 'learning style', they are supposed to understand the main idea of the text. According to the explanation, the writer assumes that reading comprehension is the ability where the readers try to follow the thinking of the writer's text by grasping the meaning of the written materials comprehending the meaning of the text with full understanding.

There are many aspects of reading comprehension according to Nuttal (1985) such as determining main idea, making inference, identifying reference, finding specific information, and the understanding meaning of words. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. For example, when the students face the question of reading comprehension test that asks them to determine the main idea of the text, they should find the main topic of the text, usually the questions would be expressed like that "what is the main idea of this text?" or "which the title which suitable for this text", etc.

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. For example, there is a question referring the inference "what the meaning of the statement above?". It means that

the students have to find the conclusion based on the statement. They should inference what the meaning of the statement that is not written on the text.

In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns on the text that are used to show people, place, or situation. There is a part of simple text with sentences like that “The students in this room are studying Biology. *They* are sitting on their chairs.” and the question is ‘the word *they* refer to’, so the students should find that the word *they* refer to whom.

In finding the specific information, the students have to find the detail information or idea that was mentioned on the text. These questions usually are written like that ‘what happened on the text or which was the character there’. In understanding the meaning of words, the students have to find the meaning of difficult word on the text based on the text context by comprehending the meaning of the sentence or the text, then, they will find the suitable meaning of the word. Therefore, in this research, the writer focus on the aspects of reading above as the theories consideration in constructing reading comprehension test.