



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SRIWIJAYA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662

Telepon: (0711) 580085, Fax: (0711) 580058

Laman : www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

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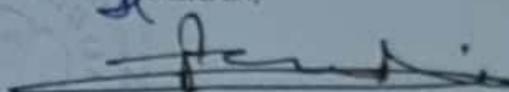
KESATU : Menunjuk Saudara :
1. Sofendi
2. Eryansyah
sebagai pembimbing 1 dan pembimbing 2 tesis mahasiswa :
Nama : Vivi Permatasari
NIM : 06012681822008
Program Studi : Magister Pendidikan Bahasa

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Pada tanggal : 4 Mei 2019

DEKAN,



SOFENDI
NIP 196009071987031002

Tembusan:

1. Para Wakil Dekan
2. Koordinator Program Studi Magister Pendidikan Bahasa
3. Dosen Pembimbing
4. Kasubbag Pendidikan
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**THE CORRELATIONS AMONG SELF-CONCEPT, READING INTEREST,
READING HABIT, AND READING COMPREHENSION OF THE TENTH
GRADERS AT SMA PLUS NEGERI 2 BANYUASIN III**

A THESIS

BY

VIVI PERMATASARI

06012681822008

Magister Program of Language Education



**MAGISTER PROGRAM OF LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2020**

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THESIS

by

VIVI PERMATASARI

Student Number: 06012681822008

Magister Program of Language Education

Approved by:

Advisor 1,



**Prof. Sofendi, M.A., Ph.D.
NIP 196009071987031002**

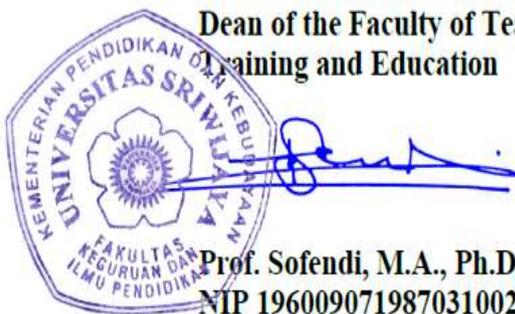
Advisor 2,



**Eryansyah, M.A., Ph.D.
NIP 196907181995121001**

Certified by

**Dean of the Faculty of Teacher
Training and Education**



**Prof. Sofendi, M.A., Ph.D.
NIP 196009071987031002**

**Head of *Magister* Program
of Language Education**



**Soni Mirizon, M.A., Ed.D.
NIP 196711041993031002**

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THESIS

by

VIVI PERMATASARI

Student Number: 06012681822008

Magister Program of Language Education

Had been examined and passed on:

Day : Saturday

Date : December 12, 2020

EXAMINATION COMMITTEE

- 1. Chairperson : Prof. Sofendi, M.A., Ph.D.**
- 2. Secretary : Eryansyah, M.A., Ph.D.**
- 3. Member : Machdalenn Vianty, MEd,
MPd., Ed.D.**
- 4. Member : Dr. Rita Inderawati, MPd.**
- 5. Member : Sary Silvhianny, M.A., Ph.D.**



Handwritten signatures of the examination committee members, corresponding to the list on the left. Each signature is written in blue ink and is placed above a horizontal line.

Palembang, December 12, 2020

**Approved by
Head of Study Program,**



Handwritten signature of the Head of Study Program, written in blue ink.

**Soni Mirizon, M.A., Ed.D.
NIP 196711041993031002**

DECLARATION

I, the undersigned,

Name : Vivi Permatasari
Student's Number : 06012681822008
Study Program : Magister Program of Language Education

Certify that thesis entitled "*The Correlations among Self-Concept, Reading Habit, Reading Interest and Reading Comprehension of the Tenth Graders Studentsof SMA PLUS Negeri 2 Banyuasin III*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2020

The Undersigned,



Vivi Permatasari

06012681822008

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By the gracious of God, the writer could finish writing this thesis. This thesis was written to fulfill one of requirements for the *Magister's* Degree at English Language Education at the Graduate Program of Sriwijaya University Palembang.

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Palembang, 12 Desember 2020

The writer,



Vivi Permatasari

The Correlations among Self-Concept, Reading Habit, Reading Interest and Reading Comprehension of the Tenth Graders Students of SMA PLUS Negeri 2 Banyuasin III

Abstract: The objectives of the research were to investigate correlations between (1) self-concept and reading comprehension achievement, (2) reading interest and reading comprehension achievement, (3) reading habit and reading comprehension achievement, and (4) self-concept, reading interest and reading habit. The study was a correlation study with the Pearson-product moment correlation. The population of this sample was 158 tenth Graders of SMA PLUS Negeri 2 Banyuasin III and population sampling or total sampling technique was used in this study. Research data were collected through a reading test and three questionnaires (self-concept, reading interest, reading habit). The research findings showed that students' self-concept was mild, their interest in reading was average, and their reading habit was outstanding. First, the result indicates that no significant correlation existed between self-concept and reading comprehension of the tenth Graders of SMA PLUS Negeri 2 Banyuasin III. Second, a significant correlation existed between reading habit and reading comprehension of the tenth Graders of SMA PLUS Negeri 2 Banyuasin III. Third, a significant correlation existed between reading interest and reading comprehension of the tenth Graders of SMA PLUS Negeri 2 Banyuasin III.

Keywords: *Correlation, Self-Concept, Reading Interest, Reading habit, Reading Comprehension Achievement.*

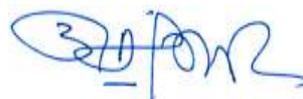
A Thesis by a Magister Program of Language Education Students, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Vivi Permatasari
Student's Number : 0601268182208

Approved to have a seminar of Thesis Examination



Prof. Sofendi, M.A., Ph.D.
Advisor I



Eryansyah, M.A., Ph.D.
Advisor II



Certified
Soni Mirizon, M.A., Ed.D.
The Head of Magister Program of Language Education

DEDICATIONS

- 1. My Beloved Mom, Salbiah, S.Pd.**
- 2. My Beloved Dad, Drs Jamain.**
- 3. My Beloved Brother, Reza Pahlevi, S.Pd.**



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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research of the study, and (3) objectives.

1.1 Background

Language is one of the most important tools in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very prominent and has many interrelationships with various aspects of life. In Indonesia, English is considered as a foreign language and is taught formally from elementary up to university levels.

In learning English, there are four skills that must be mastered: listening, speaking, reading, and writing. As one of the language skills, reading has an important role as used by all people, especially literate society (Xhuvani, 2015). Reading is very important. From reading, readers will know a lot of information and knowledge. According to Patel and Praveen (2008), “reading is an important activity in life in which one can update his/her knowledge” (p. 35). It means that readers can increase their knowledge or information needed for their life. Reading should receive a special focus in the English teaching and learning process since it contributes greatly to the development of the productive skill such as speaking and writing. Reading also helps students to obtain more information so that they can learn any other subject.

According to Grabe (2009), Reading is entailing 2 levels of interaction, the interaction between the reader and the text, and the simultaneous interactions of various processing strategies within the reading. In other words, reading means the activity between reader and text. It includes the process of brain and physical interpreted words or sentences to get what the message or information delivered to the reader. Reading is also considered important because it has great influence on language acquisition. It means the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce, use words and sentences to communicate and impact to other skills. Reading is a main source to increase the knowledge of the language (Sadeghi & Ahmadi, 2012). By reading students get many benefits, like adding their knowledge about learning materials, knowing new information from the text, adding new vocabulary and having pleasure. Reading is not only

source of information and a pleasure activity but it is also a means of consolidating and extending one's knowledge of language (Iftanti, 2010).

The reading comprehension of Indonesian student needs improvement (Kweldju, 2001). In the Ministerial Decree of the Department of the Education and Culture No. 69/2013 about Basic Framework and Curriculum Structure of High School, it is stated that Basic framework of high school/ Islamic high school curriculum is the philosophical, sociological, psycho pedagogical and juridical bases that function as reference in the development of curriculum structure in national level and in the development of local areas and function as guidance in the development of high school/ Islamic high school curriculum, and the structure of high school/ Islamic high school curriculum. The curriculum highlight that the eleventh Graders students of senior high school should be able to read various types of texts such as narrative text as stated in Competency Standards, respond the meaning and rhetoric step in essay using various written language accurately, smoothly, and appropriately in daily contexts and to access knowledge in form of narrative text, descriptive text, and recount text.

Indonesia students lack of reading mastery of Indonesian students can be seen from the result of Programme for International Students Assessment (PISA). PISA is a triennial survey of 15-year-old students around the world provided by the Organisation for Economic Co-operation and Development (OECD). According to PISA, in case of reading achievement, Indonesia is in the 62nd position out of 70 countries which participate. The OECD mean score for reading is 493, while the mean score of Indonesia is only 397. It means that the Indonesian reading performance needs to be improved (OECD, 2016).

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. It is related to the students result of reading test, Most of students are not confident and believes themselves and finally they choose to be a cheater and make the same answer with their friends or answer the questions of the reading test by their feeling only. Consistent with previous theory and research, the results suggest that students with a strong sense of confidence in their academic abilities may perceive themselves as having control over their learning. As a result, some students appear well equipped to set goals, work diligently toward those goals, and self-monitor for comprehension in order to reach those goals. Alternatively, a negative self-concept of academic ability may generate beliefs of inefficacy. Students with a negative self-concept often believe that effort does not pay off; therefore, when attempting tasks, they may not expend much effort or they may give up easily. As a result, this becomes a cycle of behavior that may result in a self-fulfilling prophecy that strengthens students' perceptions of inefficacy, further perpetuating a low self-

concept of ability and weaker diligence, concentration, and information processing (Ommundsen, 2005).

Dawson and Bamman (1963) said that one of the factors that can influence the students' reading comprehension is interest and interest span. Another thing that influenced to achieve students' reading comprehension is interest of reading English text. It is one of internal factors of the students' to improve their ability, especially in reading comprehension. The students who have high interest on reading English text usually pleasant feeling, pay attention greater concentration and willingness of all aspect of English text, because students' interest is very strong influenced their ability in the study.

Unfortunately, most of senior high school students in Indonesia find it difficult to understand the words and they are lazy to read long texts (Aprida, 2013). Then, reading becomes terrifying and uninteresting for students. The adults are usually defined as people under 40 age years, are not reading. Young adult students lose interest in voluntary reading and tend to have less reading. Mc Shane and Glinow (2007) say that ability is the natural aptitudes and Learned capabilities required to successfully complete a task. Complaints about the poor reading habit in English and reading skills at the level of upper high school cannot be said to be the negligence of teachers at your school. Further, Baswedan (2015) said that the school literacy movement outlined in ministry regulation No.23 of 2015 suggests that every school should have 15 minutes of free reading time before school starts. In fact, this program has not been implemented in the school as the regulation to be done for reading English. It is agreed by McKool (2007, p.119) that most children do very little reading outside of school and only a small number read for long period of time. However, this must be returned to the habituation to read when the students are still small. A child would be more interested and motivated to do something if accompanied by the example, not a theory or tell it. When a child enters school age, the teacher has a role in developing interest in reading which then can improve students' reading habits. The reality show the questions of Final Examination Schools the most demanding students' understanding in finding and determining the main sentence, reading charts, story, moral value, settings, and so on. Without the understanding of high reading ability, students might be difficulty to answer such questions.

Based on the the interview conducted with the teacher at the SMA PLUS Negeri 2 Banyuasin III, it was found that some students also had low achievement in reading. Based on the school, SMA PLUS Negeri 2 Banyuasin III the average score of reading comprehension of the eleventh Graders students was only 60.

The result of PISA in 2000, allows a rich profile to be drawn of reading literacy among students in 32 countries. The result show not just how well students can perform in various reading task, but also the relationship between reading literacy skills and other characteristics, including the characteristics of their homes and school, the students 'attitudes to reading and their reading habits/activity. Looking closely at this result, one can learn more with reading success. Indonesia's reading literacy result in the OECD Program for International Student Assessment, or PISA (2015) report, shows the performed of Indonesian students (girls and boys) in science, mathematics and reading is one of the lowest among PISA-participating countries with an average ranking of 62 out of 69 countries. The score difference in the test in science, mathematics and reading between the 10% of Indonesian students with the highest scores and the 10% of students with the lowest scores is one of the smallest among PISA participating countries. Indonesia's average ranking across the three subjects is 65th out of 69 countries and The percentage of top performers in reading (proficiency Level 5 or 6) is one of the lowest among PISA-participating countries and economies. (0.2 %, rank 64/69).

Based on the PISA result Indonesian students' score are still low than others. That is why we need to support the students by knowing the problem of the students step by correlate self-concept, reading interest, and reading habit as ther reason of their quality in reading. It might be influence their knowledge. Literacy is the ability to use available symbol system that are fundamental to learning and teaching for the purposes of comprehending and composing for the purposes of making communication,meaning

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. It is related to the students result of reading test, Most of students are not confident and believes themselves and finally they choose to be a cheater and make the same answer with their friends or answer the questions of the reading test by their feeling only. Consistent with previous theory and research, the results suggest that students with a strong sense of confidence in their academic abilities may perceive themselves as having control over their learning. As a result, these students appear well equipped to set goals, work diligently toward those goals, and self-monitor for comprehension in order to reach those goals. Alternatively, a negative self-concept of academic ability may generate beliefs of inefficacy. Students with a negative self-concept often believe that effort does not pay off; therefore, when attempting tasks, they may not expend much effort or they may give up easily. As a result, this becomes a cycle of behavior that may result in a self-fulfilling prophecy that strengthens students' perceptions of inefficacy, further perpetuating a low self-

concept of ability and weaker diligence, concentration, and information processing (Ommundsen, 2015).

The main problem of this case that the students lack of the necessary strategies for reading to overcome those challenges. This case will be frustrating and demotivating, such attitudes often due to unsuccessful experience in reading. Most of the students were not able to read and comprehend the text. Although some students could read or pronounce the words well, but they could not understand or comprehend the text well because they could not identify the meaning of the difficult words in the text and also the teacher said that every student depends a lot on English dictionaries. Due to too much dependence on dictionary, the students are accustomed to do word-to-word translating. Therefore, the students mostly get difficult to catch the meaning unless they translate it through the context of the text itself. If they can read the words without comprehending or understanding of what they are reading, it means that they are not really reading. when they are asked to read a long English text such as narrative text. As one of the materials in Curriculum 2013 which is used by the school, narrative text becomes an important lesson to be learnt by the students. For the students, to read an English text is hard, however, to read while understanding the meaning is harder. This condition really proves how bad the students achievement in reading is. In conducting reading lesson, especially reading narrative, the teacher just gives student the text and then the students must answer the question related to the text. Consequently, the reading lesson becomes boring and monotonous. Therefore, the writer considered that it is necessary to improve their reading achievement by using an interesting strategy.

Self-Concept, Reading Interest and Reading Habit are considered by the researcher as the importance things in order to improve students reading comprehension. In other word, if students have the good self concept in reading, feel interested in reading and have a good habit in reading, it will sure they have a good comprehension in reading. Based on the explanation above, the researcher will conduct a research with a tittle **“The Correlations among Self-Concept, Reading Habit, Reading Interest and Reading Comprehension of The Tenth Graders at SMA PLUS Negeri 2 Banyuasin III”**.

1.2 Research Questions

The problems of the study are formulated in the following questions:

- 1) Was there any significant correlation between self-concept and reading comprehension of the tenth Graders at SMA PLUS Negeri 2 Banyuasin III?

- 2) Was there any significant correlation between reading interest and reading comprehension of the tenth Graders at SMA PLUS Negeri 2 Banyuasin III?
- 3) Was there any significant correlation between reading habit and reading comprehension of the tenth Graders at SMA PLUS Negeri 2 Banyuasin III?
- 4) Was there any significant correlation between among (self-concept, reading interest, reading habit) and reading comprehension of the tenth Graders a SMA PLUS Negeri 2 Banyuasin III?

1.3 Research Objectives

The objectives of this study are to find out whether or not:

1. There was significant correlation between self-concept and reading comprehension of the tenth Graders at SMA PLUS Negeri 2 Banyuasin III.
2. There was significant correlation between reading interest and reading comprehension of the tenth Graders at SMA PLUS Negeri 2 Banyuasin III.
3. There was significant correlation between reading habit and reading comprehension of the tenth Graders at SMA PLUS Negeri 2 Banyuasin III.
4. There was significant correlation between predictor variables (self-concept, reading interest, reading habit) and the criterion variable (reading comprehension) of the tenth Graders at SMA PLUS Negeri 2 Banyuasin III.

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