

**THE CORRELATION AMONG SELF-CONCEPT, READING ATTITUDE, AND THE
NINTH GRADE STUDENTS' READING COMPREHENSION OF STATE JUNIOR
HIGH SCHOOL 51 PALEMBANG**

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Abstrak: This research aims to determine the relationship between self-concept, reading attitudes, and reading comprehension of the ninth grade students of SMPN 51 Palembang. In this study 30 ninth grade students were selected as a stratified random sample. and tests are used to collect data. The analysis was performed using the Pearson product moment correlation coefficient, Normality Test, Homogeneity Test, Linearity Test and multiple regression. The results showed that the correlation coefficient between self concept showed the level of significant was $0.000 < 0.05$. showed the level of significant was $0.000 < 0.05$. The correlation coefficient between self concept showed the level of significant was $0.000 < 0.05$. The correlation coefficient between self concept showed the level of significant was $0.000 < 0.05$.

Keywords: *Self Concept, Reading Attitude, and Reading Comprehension.* "Self Concept, Reading Attitude, and Reading Comprehension."

INTRODUCTION

In this modern era, all lines of life have experienced very significant shifts and changes and it can be said that these changes are very felt. These shifts and changes are generally beneficial for mankind who live in this era. Technological leaps that began to occur at the beginning of this second millennium or

in the early 2000s. Among these technologies, it is the technology in the field of communication that feels very rapidly advancing. Since the spread of making telecommunication devices in the form of mobile phones, almost all humans have and can use this communication tool, including students, starting from the Early Age Student Group, Elementary Level,

Junior High School Level and Even Students.

The development of mobile phones or cellphones began with the invention of 1G (first generation) cellular telephone technology where we could only use calls and short messages known as SMS (short message system), followed by 2G (second generation) where apart from using calls, we could send messages. Data (SMS, GPRS, MSS) and the most recent is 3G (third generation) where at that time cellular communication also did not only use audio or voice, but also used visuals. And the most recent is the 4G network, where in this era the internet system has long-distance communication speeds and also very fast download and upload capabilities. It has not been five years since the widespread use of hand-held telephones or cellular telephones, Redan (2017) humans have also developed the world of cellular telephony communication devices

using Internet networks transmitted via satellites. Until communicating in this era, it can no longer be hindered by any distance with the cost of communication which is arguably much cheaper.

Jaya (2017) Interpreting the importance of reading comprehension on the students' achievement, the authors would like to conduct a study on how the relationship between their self-concept, attitudes and reading comprehension achievement, especially in ninth grade students. For this reason, the writer wants to raise the title of the thesis entitled The Correlation among Self-Concept, Reading Attitudes, and the Ninth Grade Students' Reading Comprehension of State Junior High School 51 Palembang.

LITERATURE REVIEW

1. Concept of Self Concept

By observing the self, which comes the image and self-assessment, this is called

the self-concept. WILLIAM D. BROOKS defines self-concept as "Those psychical, social, and psychological perceptions of our selves that we have derived from experiences and our interactions with other". So self-concept is a view and feeling about self. This perception of self can be psychological, social and physical. This concept is not only a descriptive picture, but also a self-assessment. So the self-concept includes what you think and what you feel about yourself.

2. Concept of Reading Attitude

Reading attitude is defined as the feeling about reading that results in the adoption or avoidance of positive reading habits. statements, there is one underlying factor that all research points to. Studies indicate the amount of quality time students spend reading, in and out of school, is influenced by d

3. The concept of Reading Comprehension

Reading is useful for language acquisition (Harmer, 2007:99). Reading is a skill that has to be possessed by a learner in learning a language.

METHOD

This research is quantitative research with correlation research design, because there are correlation between X1 and X2, and Y. Sugiyono (2021, p.7) stated "quantitative research is research that the research data in the form of numerals and analysis used statistics. "This research have three variables, they are self concept as X1 and reading attitude as X2, the dependent variable is reading comprehension as Y. according to Arikunto (2010,p.159) "a variable is defined as something that varies from one case to another . " The dependent variable is the variable which one observes and measures to determine the effect of the independent variable. The dependent

variable (the major variable) is the variable which is selected, manipulated and measured by the research.

According to Emzir in Despita (2016) said “predictive study concern if any significant correlation between two independent variables on dependent variables.” It means that, independent variable and dependent variables are having close correlation and influence with each other. Variable which become base of making prediction called as predictor and variable which is predicted called as criteria.

FINDINGS AND DISCUSSIONS

FINDINGS

order to answer the first, second, and third research questions, the writer analyzed the correlation between students’ self concept and reading comprehension; and correlation between reading attitude and reading comprehension through analysis of *Pearson Product Moment*

correlation coefficient (r) by SPSS 22 program for windows. In the end, it was taken the decision by comparing the ρ_{count} and ρ_{table} ($\rho = \text{rho}$) as we can see from the determining statistical hypothesis as follow:

$$H_a : \rho > 0$$

$$H_0 : \rho = 0$$

Reject H_0 and Accept H_a if $\rho_{\text{count}} > \rho_{\text{table}}$

Accept H_0 and Reject H_a if $\rho_{\text{count}} \leq \rho_{\text{table}}$

Before determining the hypothesis, the critic value of ρ_{table} known was 0.216. It is used as the standard of ρ_{table} which will then be compared with ρ_{count} . The method to know the critic value of ρ_{table} is by using the degree freedom = $n-2$ ($df = 83-2$) formula with a significant level of 5 % or equal to 0.05. Then, to interpret the coefficient correlation between both of the variable, it is used the table criteria as follow:

The Strength of Correlation Coefficient

Correlation Interval	Degree of Correlation
0.80 – 1.000	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Fair
0.20 – 0.399	Weak
0.0 – 0.199	Very Weak

Sugiyono (2012:242)

Thinking about oneself is a human activity that cannot be avoided. In general, people are literally self-centered. So that self (self) is the center of everyone's social world. Meanwhile, as we know, genetic factors play a role in self-identity or self-concept, which is mostly based on interactions with other people studied starting with close family members then entering into interactions with those outside the family. According to Christensen & Dahle (1998) in Sunnal & Haas (2010), an individual's self-concept is the complex product of all life's experiences. Also Moore, Hair &

Hadley (2008) describes self-concept itself as follows: Self-concept refers to self-evaluation or self perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. An adolescent can have a positive self-concept in some domains and a negative self-concept in others. comprehension skills. In addition, children with more positive reading self-concept had high performance on reading comprehension after accounting for their verbal ability and word reading (Katzir et al., 2009).

2. Correlation between reading attitude and the ninth grade students' reading comprehension of SMPN 51 Palembang.

The discussion of this research finding focuses on the result of hypothesis testing. Based on the result of the study, it

was found that there was positive and significant correlation between reading attitude and the ninth grade students' reading comprehension of SMPN 51 Palembang. If we interpret it based on the table of the Strength of Correlation Coefficient, it can be inferred that there is a strong correlation between reading attitude and the ninth grade students' reading comprehension of SMPN 51 Palembang. reading attitude influence the students' reading comprehension of SMPN 51 Palembang in the academic year 2020/2021. It means that when the students have high reading attitude, they will have a high reading comprehension.

The result of the study showed that reading attitude is one of important aspects in reading comprehension. Without a strong reading attitude, students will be difficult to do reading comprehension activity. Theoretically, much research identifying factors that affect reading attitudes

(Martinez, 2008). A few statements regarding reading attitudes have been researched such as, girls have more positive reading attitudes than boys and younger students have more positive reading attitudes than older students. While much research debates the conclusion of these statements, there is one underlying factor that all research points to. Studies indicate the amount of quality time students spend reading, in and out of school, is influenced by their level of engagement with the text and their overall reading abilities.

3. Correlation between self concept and the ninth grade students' reading attitude of SMPN 51 Palembang.

The result of the study showed that there was a significant correlation between self concept and the ninth grade students' reading attitude of SMPN 51. If we interpret it based on the table of the Strength of Correlation Coefficient, it can be inferred that there is high correlation

between the ninth grade students' reading attitude of SMPN 51.

4. Correlation between self concept, reading attitude and the ninth grade students' reading comprehension of SMPN 51 Palembang.

The result of the study showed that there were positive and significant correlation among self concept, reading attitude and reading comprehension of the ninth grade students of SMPN 51 Palembang. If we interpret it based on the table of the Strength of Correlation Coefficient, it can be inferred that there is strong correlation among self concept, reading attitude and reading

CONCLUSION

Based on the finding in the previous chapter, the writer concludes :

1. There was significant correlation between self concept and the ninth grade students' reading

comprehension of SMPN 51 Palembang

2. There was significant correlation between reading attitude and the ninth grade students' reading comprehension of SMPN 51 Palembang
3. There was significant correlation between self concept and the ninth grade students' reading attitude of SMPN 51 Palembang
4. There was significant correlation among self concept, reading attitude and the ninth grade students' reading comprehension of SMPN 51 Palembang.

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