CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Self-Esteem

Self-esteem can be defined as a state of mind. According to Plummer (2006), self-esteem refers to a state of liking and approving of our selves. It is about recognizing our competencies and accepting our needs to continue learning and developing. Branden (1992) has pointed out that self-esteem is a sense of confidence in our ability used to think and to cope with the basic challenging things that come to our life. Besides, he said that confidence in our right to be happy, the feeling of being worthy and enjoying the things that we get by our efforts is also called self-esteem. As suggested by Coopersmith in Brown (2007, p. 154) "self-esteem is a personal judgment of worthiness that is expressed in the attitude that individuals hold toward themselves". Self-esteem deals with pervasiveness of aspect of any human behavior. Without some degree of self-esteem, there would be no successful activity can be done.

Self-esteem is also an individual's view about his self. It is very crucial for students. In the field of teaching and learning process, the desire to develop positive self-esteem is an aspect of being in school and among peers. Having high and low self-esteem can lead to different experiences for students. A student with high self-esteem has feelings of confidence, worthiness and positive view toward his/her self. However, high self-

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esteem is not always a good thing. One will be arrogant when he/she is not able to control high self-esteem and it leads to poor outcomes. However, high self-esteem will be a good influence when it becomes positive/healthy self-esteem. In line with the idea above, Branden (1922) believed that our psychological growth will be disturbed when lacking positive self-esteem. It occurs because self-esteem is one of powerful human needs.

From the statement above, the writer comes to a conclusion that self-esteem is an essential factor that influences many aspects of human life. In other words, it is a basis that gives a significant contribution to the life process and has a survival value. Besides, our capacity in facing life's difficulties is decreased when self-esteem is low. In this condition, negative things have more powers to haunt us. It is common to think that students with low self-esteem have difficulties in learning including learning reading in English because when they are asked to understand the texts, they lack of positive powers that could motivate them to struggle for the texts they should deal with.

a. Pillars in Self-Esteem

Self-esteem has been regarded as an important aspect in which we recognize that a human being is not able to realize his or her potential without healthy or high self-esteem. Soar Program (2003) reports that there are three pillars in increasing positive self-esteem as follows:

1) Liking yourself

Developing self-esteem is dealing with liking yourself and appreciating your abilities, attitudes, and talents. It does not mean you are becoming vain or egotistic. Yet, it merely means you know your good and qualities. If you often tell yourself you are a loser, a failure, a poor student and other terms that you use to make you down you are helping low self-esteem and letting negative attitudes come to yourself. It occurs because yourself concept has a big role toward your self esteem.

2) Taking action to improve yourself

A requirement of building self-esteem is taking action. It is not something you can borrow or buy, but there are some things you can do to help building self-esteem. The following are some ways to improve self-esteem.

a) Practicing positive thinking

b) Accepting praise and believing them

c) Identifying your values and goals

d) Being honest in expressing talents, strengths, and skills you have

e) Giving yourself credit everyday

f) Forgiving people who hurt you

g) Writing down things you accomplish everyday

h) Taking time for self development everyday

3) Creating a new you

In terms of improving self-esteem, you should start now to change how you look at yourself and feel about yourself so that you change your life. In addition, by exploring your inner strengths, you will create a new version of yourself.

Besides, Plummer (2006) also pointed out that healthy self-esteem has been found on seven essential elements. All of these elements are needed to some degree. Self-esteem and these elements have significant and mutual relationships. It means that healthy level of self-esteem develops and strengthens the foundation of the elements. The elements stated by Plummer are as follows:

1) Self-knowledge

It deals with finding out who I am and where I fit into the social word around me. Besides, it is also about understanding differences and commonalities, developing my personal values and a sense of my personal story, and recognizing that I sometimes act differently based on the context and situation that I am in and that I have many aspects to consider to my personality.

2) Self and other

Firstly, it is about understanding the happiness and difficulties of relationships. It is like being able to view things from another person's perspective and improving an understanding on

how they see me; learning to have respect for other people's perspectives; and learning to co-operate with other people. Secondly, it is about improving my identity as an individual/ a separate person, but still knowing the interdependent nature of relationships. Thirdly, it is about recognizing my emotion and other people's emotions; being able to differentiate my emotion from others in which I am aware of how I express them; being able to express emotions in an appropriate way. In order to develop healthy self-esteem, the degree of emotions should be controlled in which I am able to tolerate frustration.

3) **Self-acceptance**

First, it deals with recognizing my own strengths and things which I think they are difficult. For instance, realizing and accepting that making mistakes is natural and it is sometimes the way to be best. Second, it is about feeling ok and grateful about my physical body.

4) **Self-reliance**

Self-reliance is dealing with recognizing the way to take care of myself both emotionally and physically. This includes a belief that life is often difficult, but I believe that there are a lot of ways that I can do to go along the path. Besides, self-reliance is also about creating a measure of independence. This includes being able to organize my feeling, actions, and thoughts based on real

assessments of my progress, trusting that I have control over my life and that I can address the challenges that come.

5) **Self-expression**

It is about both understanding the way we communicate with each other and developing creativity in self-expression. Both involve how to read signals beyond words in order to know others more and express myself more; knowing and doing the unique ways to reveal who we truly are.

6) **Self-confidence**

It is concerned with recognizing that my thoughts, actions, and opinions have values and that I have the right to express all of them; being able to make choices; developing my skill in order to be able to do various methods of problem-solving experimentally so that I am flexible enough to change my strategies if it is needed; being aware enough of myself in order to face the unexpected thing successfully.

7) **Self-awareness**

Self-awareness is the last element that Plummer pointed out in which it also has a significant role towards healthy or positive self-esteem. This element deals with developing the ability to be focused instead of absorbing it in negative thought regarding the past or the future. For instance, an awareness about my feelings as they come. Besides, this element is also about recognizing and realizing that physical, mental and emotional changes are natural

parts of my life and that I have the right to choose on how I develop and change.

From all that is said about pillars in self-esteem and their essence, it maybe concluded that there are many pillars in self-esteem which are many-sided processes. They are aspects which refer to all things that have good influences toward the nature of healthy self-esteem. Besides, they may also mean the potential concepts and processes in life that help human beings to do everything successfully. The ability to recognize and control those aspects will help students to improve and develop their selves in teaching and learning process.

The writer would like to give an analogy of these pillars. When we want to make delicious fried rice we need ingredients like onion, garlic, chili, rice, egg, salt, and etc. How can we make delicious fried rice if we do not have complete ingredients that make the taste best? It is similar to the concept of pillars in self-esteem. In this sense, delicious fried rice is healthy self-esteem while the ingredients are pillars in self-esteem. Lacking one of the pillars will disturb the nature of healthy self-esteem. In other words, pillars in self-esteem are essential components that healthy self-esteem needs to cope with challenging things in life ahead.

b. Level of Self-Esteem

Brown (2007) has stated that people get the sense of self-esteem both from experiences with their selves and others and assessments of external world that surround their life. Besides, he also revealed that

there are three general levels of self-esteem. They can be seen as follows:

1) **General or Global Self-Esteem**

It is the general assessment that one makes of one's own worth over time and across an amount of situations. This level is stable in a mature adult relatively.

2) **Situational or Specific Self-Esteem**

It is a person's self appraisals in particular life situation, such as work, social interaction, education, home, or on some relatively defined traits, such as communicative ability, intelligence, athletic ability, or personal traits such as, empathy, and flexibility. A person's degree of specific self-esteem may change based on the situations or the intended traits.

3) **Task Self-Esteem**

It is concerned with particular tasks in specific situations or contexts. For example, in the educational domain, task self-esteem may refer to one subject-matter area. In the context of athletics, skill in a sport would be evaluated on the level of task self-esteem.

From the statement above, it might be said that the three levels have different phases in which the general or global self-esteem is still general assessment in a number of situations while specific self-esteem can include second language acquisition in general. In addition, task self-esteem tends to deal with a person's self-evaluation. The levels stated above have different difficulties.

They are phases that would be passed in order to gain healthy self-esteem.

c. Matrix and Types of Self-Esteem

1) Matrix of Self-Esteem

Murk (2006) has explained self-esteem meaning matrix and two important factors that create self-esteem itself. They are competence and worthiness. Murk's matrix can be illustrated as follows:

Table II.1. A Two-Factor Self-Esteem Meaning Matrix
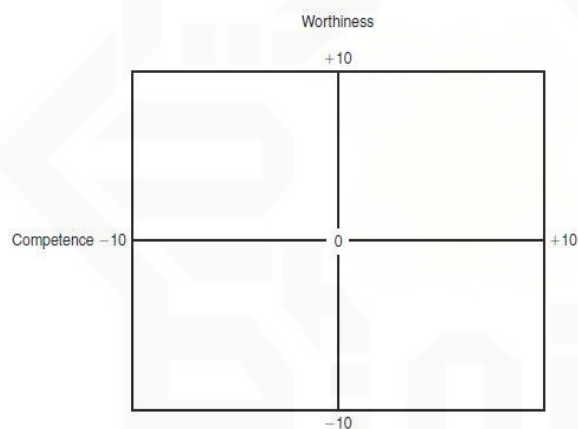
As pointed out by Murk (2006), this diagram presents how the two factors interact with each other in order to create one's self-esteem. Competence placed on the horizontal axis involves some forms of behaviors which are easier to be observed than internal state like worthiness. This aspect of self-esteem is represented with a horizontal line that runs from negative to positive with the midpoint that acts as the central tendency or norm. In the matrix, good performance at particular activities and skills will be indicated with a positive value from 0 to 10 which is found on the

right side of the line while bad performance is placed on the left side which stars from 0 to -10. Then, the term of worthiness includes values like general social value regarding feeling of being valued in a relationship, desirable things, and individual self-values. A person who is well-accepted and virtuous will be found at the upper end indicated by 10 while a person who lives in chronic state of self-loathing will be in the lower region indicated by -10. Most of us would be somewhere between the two extremes, somewhat higher than the 0 point.

Based on the descriptions above, it could be said that self-esteem is a dependent component because it probably needs other entities to support its existence. The entities could be value and skill. If someone's values and skills are working together his self-esteem will probably work in a good way.
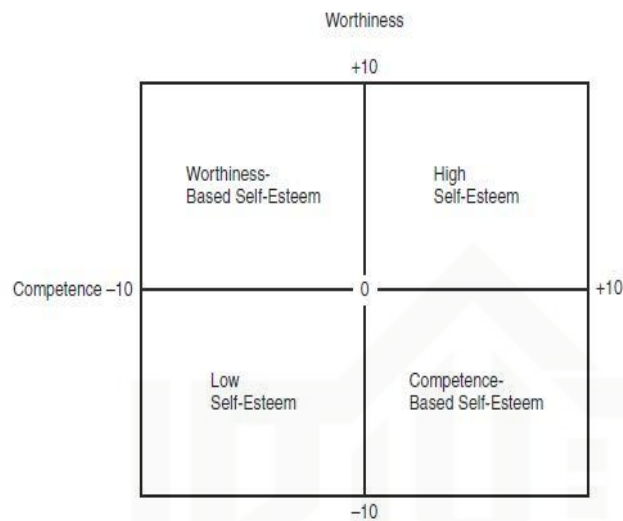
2) **Types of Self-Esteem**

According to Murk (2006), there are some basic types of self-esteem in which we need self-esteem meaning matrix to understand the types. Besides, he also created another version of the self-esteem matrix which involves four basic types of self-esteem. The matrix can be seen in Table II.2:

Table II.2 Type of Self-Esteem

a) Low Self-Esteem

Low self-esteem is about living a lack of competence and a lack of worthiness. A configuration only occurs in the lower left quadrant of the matrix. In low self-esteem, people would not have much protection from the shield and they would be ill-equipped to do things aimed at getting the kinds of successes that leads to a sense of competence. Then, low self-esteem is associated with things like caution, timidity, lack of initiative, conflict, avoidance, insecurity, anxiety, depression, and so forth.

b) High Self-Esteem

Based on the matrix above, those with high self-esteem typically show a positive degree of competence and worthiness. This configuration is only indicated in the upper right-hand quadrant. In this sense, people who feel a high

degree of worthiness will feel good about themselves in general, open to new experiences, feel accepted and acceptable, feel pleasant to be around and so forth. People who have a high competence will be likely to have the skill and to do activity that would lead to be successful.

c) **Worthiness-Based and Competence-Based Self-Esteem**

Worthiness-based self-esteem refers to people who are high in the sense of worthiness without appropriate competent behavior. This self-esteem configuration is the one on the upper left. People with this kind of self-esteem do things such as minimizing failures, denying shortcomings, surrounding oneself with accepting others, or believing that one merits high self-esteem just because one feels good about oneself as a person. People with this type of self-esteem sometimes act like they have high-self-esteem when, in fact, they are suffering from a lack of it. The other type of problematic high self esteem is competence-based self-esteem. An individual with competence-based self esteem tends to focus outwardly rather than inwardly because competence involves actual manifestation of abilities or successes. This form is indicated in the bottom right quadrant. It means that position describes high degree of competence, but lacking a sense of worthiness. An individual

with this type will do hard efforts to balance a lack of a sense of worthiness by focusing on their competence. Both worthiness-based and competence-based self-esteem are not stable because both are lacking of one of two factors. Even though people with these two types of self-esteem seem to have actual high self-esteem lacking one factor can create a state of imbalance.

From what is stated above, the writer is concerned with the actuality of high self-esteem. The real high self-esteem will exist when one can face any kinds of challenges by his good abilities and his accepted characters. Meanwhile, someone who has good abilities without characters which are well-accepted by his surrounding will not have the real high or healthy self-esteem because they are struggling to defeat his surroundings. In this sense, students who have the actual high-self-esteem will be good at reading ability because they can cope with many kinds of challenges with skills and values that they have.

2. Reading Ability

Reading ability is one of the essential aspects that students should master. It is a basic skill for second or foreign language learners because reading ability strengthens learning power that helps students to know themselves and others better. According to Richards and Schmidt (2010), reading is the processes in which readers understand the meaning of a written text.

Al-Jawi (2010, p.14) has pointed out that "reading is a very complex process in which it involves many intellectual, physical, and emotional reactions. The physical variable such as visual perception is a prerequisite of accurate and rapid reading"

Meanwhile, Thurston in Al Rufai explains that an ability is a character by what an individual can do. According to Thurstone's definition of ability, Al Rufai (1969) has stated that reading ability is a purposeful activity, because reading is knowing what to do with a printed page. In addition, reading ability can be defined as the reading skills that a reader brings to the text (Wang, 2006). It is important to improve students' reading ability in which the first thing they meet when they are reading is the vocabulary, that is, how to deal with unfamiliar words.

Based on the descriptions above, reading ability is a very important skill for students. Despite the importance of reading ability, it is a basic life skill that helps students to succeed in school and even throughout life. Moreover, without the ability to read well, students do not have opportunities to be successful in learning English.

a. Improving Students' Reading Ability

Wang (2006) pointed out ways to improve reading ability as follows:

1) Dealing with Unfamiliar Words

Dealing with unfamiliar words is first step on the road to improve students' reading ability. Students who cannot interpret a word that they meet are likely to ask the meaning of the word. It would be fine if the informant is available. Unfortunately, if no one can help them in dealing with unfamiliar words they will probably use a dictionary too much. Students who stay to look up new words on dictionary can not read the text effectively. The students should free up their selves from dictionary dependence.

2) Word-Attack Skills

Most of words are learnt when students meet them in the context in which this process involves assimilating the meaning gradually after meeting the words frequently. Then, to assign grammatical category of a word (whether it is a noun, verb, adjective, etc), students can look at the position of word in a sentence. One of the main word-attack skill which is very powerful is the ability to use structural information to assign meaning to a word. In short, what is important is that the students should deal with stucture of words.

b. Reading Texts

Since the writer focuses her research on recount text, she explains it more. However, it is necessary to the writer to discuss about several texts learned in Junior High School.

1) Narrative Text

Richards and Schmidt (2010) stated that the term "narrative" refers to the written account of fictional story. They also said that narrative text is to tell a story or to entertain the readers. Oshima and Hogue (2007) write that narration refers to story writing in which when one writes a narrative paragraph he/she writes about events by using time order to organize his/her sentences. Therefore, narrative text is a kind of text which tells a true or fictional story in order to entertain the readers.

2) Descriptive Text

Richards and Schmidt (2010, p. 371) pointed out that "descriptive writing involves a verbal picture of a person, a place and a thing". In line with their statement, Oshima and Hogue (2007) explained that descriptive writing is used to tell looks, feels, tastes, smells, and sound of things being described. In short, descriptive text is a kind of text that describes a particular place, person and thing.

3) Recount Text

a) Definition of Recount Text

Richards and Schmidt (2010) stated that recount is a text type that tells what happened. In line with the statement above, Zaida (2009) said that a recount text retells past story, action, or activity. The purpose of recount text is to entertain or inform the readers.

b) Generic Structure of Recount Text

Zaida (2009) wrote that a recount consists of three main parts:

1) Orientation

It tells the readers who was involved, what happened, where the events took place and when it happened. (who/what,when,where, and the situation)

2) Events

This part indicates what happened (series of events) sequentially.

3) Re-orientation

This part shows the readers the writer's comment about the events that happened.

c) Language Features :

1) Past tense (using past tense)

2) Specific participant (I, Nisa, Doni, my father, my family, etc)

3) Time connectives (first, next, then,soon,during,finally,etc)

d) The Example of Recount Text

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. Bono's friends wereall impressed and Bono god very excited. He wanted to impress his friends, too.

Not far from there, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turned around, his friends laughed at him so hard and he cried because the cow manure was all over his face.

c. Teaching Reading

Reading involves language input as listening does. It is a fast and silent activity in which the efficient reader tends to be exposed to more accurate linguistic content in short time. A good reader becomes an autonomous reader in which he is able to read anything outside the

classroom and to keep in touch with English through magazines and books when they leave school.

Reading involves many aspects. According to Al-Jawi (2010), reading is concerned with teachers' understanding of the skill they are teaching and their choice of how they teach the skill will significantly influence what and how they teach. Besides, he also pointed out some aspects that reading involves as you can see as follows:

1) Reading involves knowledge of certain reading mechanism

   a) The direction in which readers read a text differently from language to language. For instance, Arabic script is read from right to left across a line of print, whereas English script is read from left to right.

   b) The eye movement drill. Arabian readers move their eyes from right to left when they read Arabic texts. They are not trained to move their eyes from left to right when they read English texts. This habit is a big problem in improving effective perceptual skill of reading English and reading speed in English. Ideally, language learners should be trained to move their eyes appropriately in reading a text because this skill is important to develop pre-reading skill. There are some objectives of this drill. First, it can improve the students' ability to move their eyes accurately across the line because this will improve visual perception of words and phrases. Second, it can reduce

unimportant stops language readers make when reading along the printed line. Third, it can speed up the language readers' perception of words and phrases by knowing the shapes of words correctly while reading. Last, it can improve speed of eye movement.

2) Reading involves not only sounding of the words in a text but also understanding the meaning of the words.

3) Understanding a text involves understanding the language in which it is written. The first requirement of reading is knowledge of the language in which a text is written. It is not only being able to sound what is printed but also needing prior knowledge of the language to make sense of it.

4) Reading is a thinking process. It means that reading is dealing with thinking in which thinking is an attempt that the readers do in order to understand as nearly as possible the thinking of the writers.

5) Reading deals with interactive process. In speaking, it is obvious that when we talk to someone we do interaction because we listen to what the other says and responds to it. In reading, readers interact in a less obvious way. Readers' reaction to any text is identified by many things, such as, attitudes and beliefs about the content of the text, previous knowledge of the content, the author, form of writing, the degree of your interest in the subject matter, so forth.

6) Reading constitutes a life-support system in which we need to read different types of texts for particular goals. We need to read a game instruction in order to know how to play the game, we need to read the instructions of written test in order to do the test itself, we need to read books, articles, and journals to know what experts have found about. All already show us that reading is a system that supports our life.

7) Reading involves multiple skills which are used differently with different kind of texts and to fulfill different purposes. Reading is not single skill in which it is used all the time in the same way. For instances, we do not read a telephone directory in the same way like we read a textbook; We do not read an article in the same way when we read it to find out whether it is relevant and interesting as when we read it to compare it with another article on the same topic.

8) Reading experience in a particular kind of text will help for proper understanding regarding that kind of writing. Readers who have read many film advertisements have knowledge of the rules used there.

9) Reading must be perceived as an interesting activity. When students are able to read it does not mean teachers' job ends, but it also deals with how to make them want to read. The analogy of this

is that it is not enough to bring the horse to the water, but it is about how to make them thirty as well.

In addition, Al-jawi (2010) also stated the aims of teaching reading. Firstly, it is to develop reading skill, study skill, and comprehension skill. Secondly, it is to introduce an important/new genre e.g. poem, flowchart, and so forth. Thirdly, it is to create and build a new interest in order to make students read more. Lastly, it is to remove students' bad habits, such as word by word reading.

Based on the descriptions above, it is very essential to consider what is exactly involved in reading. By an understanding of identifying what is involved in reading, teachers can probably find out causes that lead to students' reading difficulties. Meanwhile, teachers have a big role in order to encourage students to read and to stay in touch with reading itself.

e. **Assessing Reading**

According to Richards and Schmidt (2010), assessment is a systematic approach to collect information and make inferences regarding students' ability and teaching course quality. Besides, both also pointed out that assessment can be done by interview, questionnaire, observation, test and so forth. They also differentiated the terms "testing" and "assessment". Testing is often concerned with large-scale standardized test, whereas assessment is used in a wider sense that refers to a variety of approaches in testing and assessment.

Brown (2003) stated that assessment refers to an endless process that involves a much wider domain in which teachers do an assessment of students' performance whenever a student answers a question, responds to a question and tries out a new structure. It is clear that assessment is how teachers evaluate students' performance.

Meanwhile, Brown (2003) has explained that there are some possible tasks teachers use in order to assess lexical and grammatical aspects of reading ability. They can be seen as follows:

1) **Multiple-choice**

It is the most popular form in testing reading knowledge of vocabulary and grammar. Besides, it is also easy to be administered and scored rapidly. One of the types of multiple choice items can have a bit context, but it may provide as grammar and vocabulary check.

2) **Matching tasks**

Students should respond correctly in this task in which they match a correct format. Vocabulary is considered as the most appearing criterion in terms of matching procedure.

3) **Editing tasks**

This type is regarded as a test method to assess linguistic competence in reading because it provides editing for grammatical and rhetorical errors.

4) **Picture-Cued Tasks**

Pictures and photographs are widely used to assess ability at the selective level. There are some types of picture-cued method that may be used. First, students should be able to choose one of four pictures or photographs based on the text and passage that they read. Second, students are provided sentences and definitions in which each definition describes a labeled part of a diagram or picture. Students' task is to identify each labeled item.

5) **Gap-Filling Tasks**

It is also known as "fill-in-the-blank" in which students are required to write a word or phrase. In an extent version of this task, students are required to make sentence completion items in which they read part of a sentence and write a phrase to complete the sentence.

From what is said above, it is clear that there are several tasks that may be used to assess students' reading ability. These tasks are quite easy to be conducted by teachers because most of the procedures of all the tasks are simple and understandable enough.

3. **Correlation between Self-Esteem and Reading Ability**

Nowadays, the effective factors of learners tend to obtain noticeable attention from researchers, mainly self-esteem. Many educational studies have found that high or healthy self-esteem encourages

someone to be successful in life including for foreign language learners. In contrast, low self-esteem seems to be the main cause of students' problem in learning including problems about students' reading ability. Sorensen (2006) has pointed out that one with low self-esteem believes that he is inadequate, unworthy, unlovable, and incompetent. If students feel such feelings they will not be able to develop their reading ability because they feel incompetent already. It means that low self-esteem appears as a barrier to the development of students' reading ability.

According to Gurney in Plummer (2007), self-esteem is of main importance as a pillar for learning and the prime goal for education. It is clear that self-esteem is one of the most important aspects that helps the learning run well. Based on the findings obtained from a research by Kalanzadeh et al. (2013), they recommended foreign language teacher to take self-esteem into account as a powerful strength that optimizes language learning process. Most importantly they asked foreign language teacher to consider improving students' self-esteem as one of the main goal in terms of language education. Naouel (2015) has stated that if we were in a learning condition in which we have to look for the most influential factor toward learning, self-esteem would be the most necessary for effective learning. To sum up, it is common to think if students trust their own capacities they will probably learn to read and understand easily. Noticeably, students with healthy level of self-esteem find reading

enjoyable to learn, whereas students who have low self-esteem are not encouraged to read.

B. Relevant Research

There are some relevant researches which have relevancy to this research. The first title is **"The Influence of EFL Students' Self-Esteem on Their Speaking Skills"** that was conducted by Gholam-Ali Kalanzadeh, Farshad Mahnegar, Esmaeil Hassannejad, and Morteza Bakhtiarvand (2013). Their research design was correlational. They used questionnaire to measure self-esteem and an Oral Proficiency Test (OPT) to determine the proficiency level of the students. The Oral Proficiency Test was administered by two university EFL professors to check for the homogeneity of the spoken proficiency level of the participants. The location of the research was at Azad University of Dezful, Iran in which the participants were 38 undergraduate EFL students that studied toward a B.A degree in teaching English as a foreign language. The study was conducted to know whether there is a significant correlation between self-esteem and speaking skills of intermediate Iranian EFL students. Based on the findings of the study, it can be said that there was a high correlation between the students' self-esteem and their oral performance. Then, the researchers concluded that language teachers should consider the existence of self-esteem as a powerful aspect than can enhance language learning process.

The second title is **"The Correlation between Students' Self Esteem and Listening Comprehension at State Islamic Senior High School 1 Pekanbaru"** that was conducted by Rani Wahyuni (2015). Her research was a

correlational research in which she used questionnaire and test to collect the data. From this study she got information that there is a significant correlation between students' self-esteem and listening comprehension of the eleventh grade students at state Islamic senior high school 1 Pekanbaru. She concluded that the higher students' self-esteem the better listening comprehension the students can get. Besides, she also suggested English teachers to develop alternative strategies and techniques that encouraged healthy or positive self-esteem.

C. Operational Concept

Richards and Schmidt (2010) have pointed out that operational definition refers to a definition of a concept for terms which is measurable and observable. Syafi'i (2015, p.103) stated that "operational concept is acquired from related theoretical concept on all of the variables used in which this concept should be applied in an academic writing practically and empirically". It means that operational concept is the concept used to give an explanation of theoretical framework in order to avoid misunderstanding and misinterpretation of the research. The explanation is to describe the concept used by the writer. The operational concept is needed to avoid misinterpreting about the thesis content by other readers. The main technical terms of the special sense that exist are necessarily operated in this research.

There are two variables used in this research. They are self-esteem as X variable which is independent and reading ability in understanding recount text as Y variable which is dependent.

The indicators of self-esteem can be seen as follows:

1. Self-knowledge:

   a) The students recognize who they truly are.

   b) The students know that they can behave in a different way based on situation they are in.

2. Self and others:

   a) The students are able to cooperate with people.

   b) The students maintain their own identity as a separate person when involved in natural interdependence of relationship with others.

   c) The students know appropriate way to express their emotions.

3. Self-acceptance:

   a. The students feel ok about their physical body.

   b. The students accept that making mistakes is a natural part in life.

4. Self-reliance:

   a. The students recognize the way to take care of their selves emotionally and physically.

   b. The students believe that they master their life by being independent.

5. Self-expression:

   a. The students know others more succesfully.

   b. The students are creative in expressing their selves.

6. Self-confidence:

   a) The students recognize that either their thoughts or actions have right to be expressed.

b) The students are ready to accept challenges by making choices.

7. Self-awareness:

a) The students realize that they have choices on how they develop their selves.

b) The students are self-aware.

The indicators of reading ability in understanding recount text can be seen as follows:

1. The students' ability to recognize unfamiliar word of the recount text.

2. The students' ability to recognize various information of recount text.

3. The students' ability to recognize referential word.

4. The students' ability to recognize main idea.

5. The students' ability to recognize language features of recount text.

D. **Assumption and Hypothesis**

1. Assumption

In accordance with the problems, self-esteem tends to be the most influential variable toward reading ability in understanding recount text. Then, the writer would like to indicate assumptions of the research as follows:

a. The higher students' self-esteem the better reading ability in understanding recount text the students can get.

b. The lower students' self-esteem the worse reading ability in understanding recount text the students can get.

2. Hypothesis

a. Null Hypothesis (Ho):

There is no significant correlation between student's self-esteem and their reading ability in understanding recount text.

b. Alternative Hypothesis (Ha):

There is a significant correlation between students' self-esteem and their reading ability in understanding recount text.