

## CHAPTER II

### REVIEWING RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading Comprehension

###### a. Definition of Reading Comprehension

Reading is an important skill that should be mastered by students. According to Brassel and Rasinski, “reading refers to the ability to comprehend or make meaning from written text”.<sup>1</sup> Definition of reading is also conveyed by Richards. He states that “reading is perceiving a written text in order to understand its contents.”<sup>2</sup> It means, the purpose of reading activity is to get the meaning from the written text.

Comprehension is the essential part of reading. This is the important thing that should be paid attention during reading activity. In order to read with good comprehension, the students should be able to think critically about the material they read and to make deep inferences about texts.

Dorn and Soffos state that “comprehension is a complex process regulated by cognitive, emotional, and social experiences”.<sup>3</sup> It means, in order to get comprehension from written text of course need cognitive knowledge, emotional, and experience of the readers.

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<sup>1</sup> Danny Brassel, and Timothy Rasinski. Op. Cit.p, 15

<sup>2</sup> Jack C Richard. et. Al, *Longman Dictionary of Applied Linguistics*,1992. Malaysia : Longman Group UK Limited, p. 305

<sup>3</sup>Linda Dorn and Carla Soffos, *Teaching for Deep Comprehension*. ( Portland: Stenhouse Publisher, 2005), p.14.

Reading comprehension itself, according to Brassell and Rasinski, is the ability to take information from written text and to demonstrate knowledge or understanding of that information. Comprehension occurs when a reader is able to transform the information that is presented in written text.<sup>4</sup> It means that reading comprehension is not a passive activity. Reading comprehension requires reader's action that involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning.

According to the Rand Corporation in Tankersley, reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".<sup>5</sup> It means, the core of successful reading comprehension is the ability to identify meaningful relation between the various parts of a text.

Hasibuan states that "reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose".<sup>6</sup> For that reason, comprehension becomes the most important factor to indicate how well the students read.

## **b. The Factors Influence Reading Comprehension**

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<sup>4</sup> Danny Brassell, and Timothy Rasinski, *Loc. Cit.*

<sup>5</sup> Karen Tankersley. *Literacy Strategies for Grades 4-12 : Reinforcing the Threads of Reading*. (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2005), p.108.

<sup>6</sup> Kalayo Hasibuan and M. FausanAnsyari. *Teaching English as a Foreign language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) p.113

Numerous factors play a role in students' comprehension of a text. Bagheri and Faghieh indicate two important factors that affect the process of reading comprehension are the reader variable that include the strategies used by readers, their background knowledge, motivation, personality, self-esteem and sex, and the text variable.<sup>7</sup>

This explanation is supported by Torgesen in Westwood. He explains reading comprehension is influenced by a broad range factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.<sup>8</sup> It shows that two of them agree about background knowledge, motivation, and strategies used by readers that have important role in comprehension.

According to Tankersley, there are four important factors that influence reading comprehension:<sup>9</sup>

#### 1. Command of the Linguistic Structure of the Text

Readers need to know how to decode text quickly and easily so that cognitive energy is not drained from the task of drawing meaning from the text. When readers are familiar with the genre and style in which the text is written, they are better able to comprehend the text

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<sup>7</sup> Mohammad Sadeq Bagheri and Mehrnaz Faghieh. *Loc. Cit.*

<sup>8</sup> Peter Westwood. *Reading and Learning Difficulties; Approaches to Teaching and Assessment.* (Australian Council For Education Research Ltd. Australia, 2001) p.32

<sup>9</sup> Karen Tankersley, op. Cit, p. 109

## 2. Adequate Vocabulary in the Content Area

A good vocabulary enables readers to process words automatically while reading.

## 3. Degree of Metacognitive Control of the Text

Readers must know how to self-monitor and reflect on their level of understanding during the act of reading. They must be able to “listen to” what the words say while they read, monitor comprehension so that they know when it has been lost, and have fix-up strategies ready for use when necessary.

## 4. Adequate Domain Knowledge

Background knowledge helps us connect to the text we are reading. When students do not have the appropriate background knowledge, teachers must take time to provide experiences or help establish background information prior to asking students to process text.

For the explanation above, it can be concluded that reading comprehension is influenced by many factors. Those factors are from inside and outside of the reader.

## **2. Descriptive Text**

### **a. Definition of Descriptive Text**

As writer has limited in this research that only uses descriptive text in reading comprehension, the writer will discuss briefly about descriptive text. Pardiyono in Siburian states that descriptive text is a type of written text which has the specific function to describe about an object and it has the aim that is giving description of the object to the reader clearly.<sup>10</sup>

According to Priyana et al, descriptive text is a kind of text that describes the characteristics of a specific thing, for example a specific thing of person, animal, or object.<sup>11</sup> Descriptions are usually organized to include:

- a. An introduction to the subject of the description
- b. Characteristic features of the subject, example physical appearance, qualities, habitual behavior, significant attributes.

From the definition above, it can be concluded that descriptive text is a text that describes a particular person, animal, or object.

## **b. Part of Descriptive Text**

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<sup>10</sup> Tiur Asih Siburian. "Improving Students' achievement on writing descriptive text through think pair share", *International Journal of Language Learning*. (Faculty of Languages and Arts Universitas Negeri Medan, 2007), p. 34.

<sup>11</sup> Joko Priyana et. al. *Scaffolding English for Junior High School Students Grade VII*. (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 115.

According to Wardiman et al, the part of descriptive text is divided into three parts, they are:<sup>12</sup>

a. Social Function

Describing a particular person, place or thing.

b. Generic structure

1. Identification which is to identify the phenomenon that is described.

2. Description which is to describe the parts, qualities, and characteristics,

c. Grammatical feature

In descriptive paragraph, it uses present tense as normal.

**c. Indicator of Descriptive Text**

In the syllabus, the following indicators are expected to the students to master in reading descriptive text that students are able to<sup>13</sup>:

1. Find out information from descriptive text.

In order to be able to get the information from descriptive text, the students have to focus on the topic and the main idea. The main idea of the text is the overall fact, feeling, or idea the author wants to convey about the subject.

2. Identify references of descriptive text.

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<sup>12</sup> Artono Wardiman, et al. *English in Focus for Grade VII Junior High School*. (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 109.

<sup>13</sup> Syllabus Op. Cit.

Recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passages.

3. Identify the generic structure of descriptive text.

Generic structure refers to text structure. Text structure refers to how different kind of writing that can be organized. The particular text has its own generic structure. Descriptive text consists of identification and description.

4. Identify the language feature of descriptive text.

Language features refer to the language characteristic and grammatical aspect in a spoken and written text. Language features in descriptive text usually refer to the use of present tense, adjectives, specific character.

5. Locate the meaning of vocabulary in context.

It means that the reader could develop her guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

### **3. Self-esteem**

### **a. Definition of Self-esteem**

Self-esteem is a powerful human need. According to Branden, “self-esteem is the disposition to experience oneself as competent to cope with the challenges of life and as deserving of happiness”.<sup>14</sup> This means that it is the basic human need that makes an essential contribution to the life process.

Dedmond in Hisken, defines self-esteem as “the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation”.<sup>15</sup> Another expert, Barrow explains self-esteem as “the ability to cope with life’s challenges, the feeling of being worthy, and deserving and the right to enjoy the product of hard work”.<sup>16</sup> Therefore, self-esteem can be defined as the ability to cope with challenges of life and have positive of feeling worthy.

Plummer states that healthy self-esteem or ‘positive self-regard’ “is about feeling competent and feeling lovable or ‘approved’ of. It involves the evaluation of the self-concept and is often unrelated to one’s true abilities”.<sup>17</sup> Coopersmith in Crozier, defines self-esteem as the evaluation in which the person makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the five personality traits extent to which the individual believes himself

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<sup>14</sup> Nathaniel Branden. *The Power Of Self-Esteem*. (Inc Deerfield Beach, Florida: Health Communications, 1992), p. 18

<sup>15</sup> Loree J. Hisken. Loc. It.

<sup>16</sup> *Ibid*

<sup>17</sup> Deborah Plummer. *Helping Children to Build Self-Esteem*. (London : Jessica Kingsley Publishers, 2005),p.14

to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself.<sup>18</sup> It means that self-esteem is the estimation about oneself to be significant, successful and worthy.

Based on the explanation that is presented by several experts above, it can be concluded that self-esteem is the ability to feel capable, competent, and worthy.

#### **b. Aspects of Self-esteem**

According to Branden, self-esteem has two interrelated aspects:<sup>19</sup>

- a. A sense of personal efficacy (self confidence)
- b. A sense of personal worth (self-respect)

Self-efficacy means confidence in the functioning of our mind, in our ability to think, in the processes by which we judge, choose, decide; confidence in our ability to understand the facts of reality that fall within the sphere of our interests and needs; cognitive self-trust; cognitive self-reliance.

Self-respect means assurance of our value; an affirmative attitude toward our right to live and to be happy; comfort in appropriately asserting our thoughts, wants, and needs; the feeling that joy is our natural birthright.

#### **c. The foundations for healthy self-esteem**

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<sup>18</sup> W. Ray Crozier. *Loc. Cit.*

<sup>19</sup> Nathaniel Branden. *Op. Cit.* p. 16.

According to Plummer's observations and clinical experience, he indicates that there are seven main elements that form the foundation of healthy self-esteem. He believes that the interaction is reciprocal – healthy levels of self-esteem will enable the consolidation and growth of these elements. He also sees them as closely inter-dependent. He believes that it is important to explore all seven areas in order to help someone to establish and maintain healthy self-esteem.<sup>20</sup> The seven elements are as follows:

1. Self-knowledge

- a. Developing and maintaining my personal values – our guiding principles in life.
- b. Understanding differences and commonalities – how we are different from others in looks and character and how we can also have things in common with others.

2. Self and others

- a. Understanding the difficulties inherent in relationships and in learning to co-operate with each other.
- b. Understanding our emotions and being aware of the ways in which we express them.

3. Self-acceptance

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<sup>20</sup> Deborah Plummer. Op. Cit, p. 20

- a. Accepting that it is natural to make mistakes and that this is often how we learn best.
  - b. Knowing that we are doing the best that we can with the knowledge and skills currently available to us.
4. Self-reliance
- a. Building a measure of independence and self-motivation.
  - b. Being able to self-monitor and adjust our actions, feelings and thoughts according to realistic assessments of our progress.
5. Self-expression
- a. Recognizing and celebrating the unique ways in which we express who we are.
6. Self-confidence
- a. Knowing that our opinions, thoughts and actions have value and we have the right to express them.
  - b. Being able to accept challenges and to make choices.
7. Self-awareness
- a. Knowing what we are capable of, and learning to set realistic challenging goals.

#### **4. The Relationship between Self-esteem and Reading Comprehension**

The relationship between self-esteem and reading comprehension, Gee in Soureshjani, noted that “there is an important relationship between affect and reading”.<sup>21</sup> This explanation is also supported by Bagheri and Faghih. They indicate two important factors that affect the process of reading comprehension namely : the reader’s variable that includes the strategies used by readers, their background knowledge, motivation, personality, self-esteem and sex, and the text variable. They, then state that self-esteem plays a considerable role in reading comprehension.<sup>22</sup>

Hisken in her research explains that self-esteem is related to reading ability. She indicates that students with low self-esteem tend to have lower reading abilities because they do not feel confident enough to take risks in their reading.<sup>23</sup> That is to say, if one factor is down, the other factor will be down.

According to Hisken, “a high level of self-esteem acts as a buffer against anxiety so students with high self-esteem are not as likely to struggle with reading challenges”.<sup>24</sup> It means that high self-esteem can be a successful factor for students to get success in reading because they will not feel discouraged if they struggle. Students who have self confidence and high self-esteem will try and try again if they are failed. They will comprehend that failure is part of the learning process, so they will continually try to comprehend their reading comprehension.

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<sup>21</sup> Kamal Heidari Soureshjani and Noushin Naseri. *Op. Cit*, p. 2.

<sup>22</sup> Mohammad Sadeq Bagheri and Mehrnaz Faghih, *opcit*, p, 6

<sup>23</sup> Loree J. Hisken. *Loc. It.*

<sup>24</sup> *Ibid*, p. 25

In addition, other studies (Hutchison, Sweet, and Richardson) in Bagheri and Faghih, indicated that self-esteem can affect reading.<sup>25</sup> Throughout the above mentioned studies, it is found that most of those studies focus on the relationship between self-esteem and reading.

## **B. The Relevant Research**

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research<sup>26</sup>. Furthermore, we have to analyze what the point was focused on, information about the designs, finding and conclusion of the previous research.

### 1. A research from Mohammad Sadeq Bagheri and Mehrnaz Faghih (2012)

Mohammad Sadeq Bagheri and Mehrnaz Faghih researched about the relationship between self-esteem, Personality type and reading comprehension of Iranian EFL Students. Their study revealed that self-esteem was positively correlated with reading comprehension. This means that when student's self-esteem increases, his/her achievement in reading comprehension increases and conversely when student's self-esteem decreases, his/her achievement in reading comprehension decreases.<sup>27</sup>

### 2. A research from Loree J. Hisken (2011)

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<sup>25</sup> Mohammad Sadeq Bagheri and Mehrnaz Faghih, *Op. Cit*, p.2

<sup>26</sup> Syafi'i, *from Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: LBS, 2007), p. 122

<sup>27</sup> Mohammad Sadeq Bagheri and Mehrnaz Faghih, *Op. Cit*.

Loree J. Hisken in her research about the correlation between self-esteem and students' reading ability, reading level, and academic achievement. Her studies had shown that self-esteem could directly affect the reading levels of students, especially reading comprehension. A high level of self-esteem acted as a buffer against anxiety so students with high self-esteem were not as likely to struggle with reading challenges.<sup>28</sup>

### **C. Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this research, there are variable X and variable Y. The variable X as independent variable is about the students' self-esteem. The variable Y as dependent variable is reading comprehension.

#### **Variable X**

To measure the variable, the researcher identifies them in some indicators as follows:<sup>29</sup>

### **TABLE II.I**

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<sup>28</sup> Loree J. Hisken, *Op. Cit.* p. 6

<sup>29</sup> Deborah Plummer. Loc. cit

### INDICATORS OF STUDENTS' SELF-ESTEEM

No	Indicators	Sub Indicators
1	<i>Self-knowledge</i>	Students' ability to develop and maintain their personal values – their guiding principles in life
		Students' ability to understand differences and commonalities – how they are different from others in looks and character and how they can also have things in common with others.
2	<i>Self and others</i>	Students' ability to understand the difficulties inherent in relationships and in learning to co-operate with each other.
		Students' ability to understand their emotions and being aware of the ways in which they express them.
3	<i>Self-acceptance</i>	Students' ability to accept that it is natural to make mistakes and that this is often how we learn best.
		Students' ability to know that they are doing the best that they can with the knowledge and skills currently available to them.
4	<i>Self-reliance</i>	Students' ability to build a measure of independence and self-motivation.
		Students' ability to be able to self-monitor and adjust their actions, feelings and thoughts according to realistic assessments of their progress.
5	<i>Self-expression</i>	Students' ability to develop creativity in self-expression. Recognizing and celebrating the unique ways in which they each express who they are.
6.	<i>Self-confidence</i>	Students' ability to know that their opinions, thoughts and actions have value and that they have the right to express them.
		Students' ability to be able to accept challenges and to make choices.
7.	<i>Self-awareness</i>	Students' ability to know what they are capable of, and learning to set realistic yet challenging goals.

**Variable Y**

To know the students' ability in reading comprehension of the seven grade at Junior High School 10 Tapung in kampar Regency, the writer determines some indicators for reading comprehension as follows:<sup>30</sup>

1. The students' ability to find out the information of short descriptive text
2. The students' ability to identify the word references in descriptive text
3. The students' ability to identify the generic structure of short descriptive text
4. The students' ability to identify the linguistic features of short descriptive text
5. The students' ability to find out the meaning of vocabulary in short descriptive text

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

Based on the theories and explanations above, the researcher has assumption related to the correaltion between students' self-esteem and their reading comprehension. If the students have high self-esteem, the students' reading comprehension will be high. In other words, the higher a student's self-esteem is, the student will have greater reading comprehension and vice versa.

##### **2. The Hypothesis**

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<sup>30</sup> Syllabus. Loc. Cit

a. Null Hypothesis ( $H_0$ )

There is no significant correlation between students' self-esteem and their reading comprehension of the seven grade at Junior High School 10 Tapung in Kampar Regency.

b. Alternative Hypothesis ( $H_a$ )

There is a significant correlation between students' self-esteem and their reading comprehension of the seven grade at Junior High School 10 Tapung Kampar Regency.