

CHAPTER II

THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESES

2.1 Theory Review

2.1.1 Concept of Reading Comprehension

Reading is one of skills that should be mastered by students in language learning. Djamal et.al (2009:51) states that reading is a way in which the readers through printed media obtain such information. However, reading is not seemed to be simple. It is a complex one. According to Moreillon (2007:10), Reading is an activity engages a combination of practice and skill to derive such meaning from both print and visual information. In line with Moreillon, Debra in Suparman (2010:75) also says that reading is a process of academic skill in which contain of some component processes such as word level, sentence level, and discourse level. In other words, in can be concluded that reading is a complex activity that is done by someone in getting information which consisted of several integrated components including practice and academic skill.

Moreover, reading is important for the students. It is important activity because could not be separated from students' daily activity. They may read for many purposes. For the students, it may because for the study purposes. Then, reading also provides others ability, for instance writing and speaking. According

to Harmer (2007:99), reading is meaningful activity for students' achievement in language learning. In line with Harmer, Richards and Renandya (2003:273) state that reading is a valuable activity for students. It becomes valuable because through reading students get many things from information to pleasure, then it expands students' knowledge in language such as vocabulary and grammar.

Reading always relates to comprehension. It could not be separated each other. According to Caldwell (2008:175), comprehension equals to reading. It is something that persuades the reader to continue their reading. It means that without comprehension, it is impossible for readers to continue their reading. Actually, comprehension does not only mean as the successful of the reader in getting the information from the text. McNamara (2006:9) explains that comprehension is more than just understanding the words only; it is an ability in which the reader understands both ideas and relationship between ideas delivered through the texts. Therefore, the researcher concludes that comprehension is very important in reading activity because without comprehension, the reader could not carry out the message from the written language.

Reading comprehension is the main purpose in reading activity (Sisson and Sisson, 2014:3). It is a key for the readers to obtain their later achievement. Reading comprehension refers to ability in constructing the message from the author in written text (Lems and Soro, 2010:170). In line with Lems, McNamara (2007:111) states reading as a product of complex interactions of the reader and the author in reading activity. These interactions means that the writer or the author puts the message or information in the written form and then the reader

could understand the content or message of the text. As the result, the reader is going to be active in reading activity. In addition, Klingner et.al (2007:8) states that reading comprehension must involve interaction between the reader and the message they carry out of the text as well as variables related to the texts itself such as interest and understanding the types of the text. Based on those theories, it can be concluded that reading comprehension is an ability of the readers to extract such information or message conveyed by the author from the sources of reading that happened when the reader has a good interaction with the components of reading itself.

2.1.1.1 Types of Reading

There are several types of reading performance as a consideration in designing the procedure of assessment (Brown, 2004:189).

1. Perceptive

Perceptive assessment involves the component of fundamental or basic discussion, such as letters, words, and punctuations.

2. Selective

Selective reading focuses on formal aspect of language, such as vocabulary and grammar.

3. Interactive

In this performance, assessment includes several paragraph to one page or more in which the reader has to make interaction with the text.

4. Extensive

In extensive reading, the text to be assessed has more than one page, such as journal, technical report, longer essay, and book.

Based on those reading performances above, the researcher selects interactive reading for assessing reading comprehension as a consideration that this task is appropriate with the students of senior high school who study about kind of texts.

2.1.1.2 Levels of Comprehension

Comprehension of students in reading is different. That is why knowing the levels of comprehension in reading activity is important for the teacher in order to decide what question appropriate asked to the students based on their level of comprehension. McKay (2008:230) states that there are three levels of comprehension in reading.

Firstly, the lowest level is literal comprehension. In this level of comprehension, the questions are focused on a word meaning, sentence and idea in context. Students should find out detail information, main ideas, and the characters or actors which are explained in the text.

After passing the lowest level, literal, the students of course are able to continue their level of comprehension to the next level, it is interpretive level. In interpretive level, the students should be able to build their thoughts or ideas to

answer the questions in which the answer is not directly stated or presented in the text.

After the students have understood to find out detail information and build up their own ideas about the text, then the students will be asked about the questions that greater depth than in both literal and interpretive level, it is critical comprehension. In this level, the students have to be able in making personal judgment and evaluation. Then, they also have to able in differentiating which one is fact and another is opinion.

The last level is creative. In this level of comprehension, the students should have a great ability to express their new concept of ideas in the text. Then, the students should be able to answer the questions relate to grammatical and vocabulary knowledge as well.

Based on those explanations above, it can be concluded that students' levels comprehension are different. In this research, the researcher decides to use literal and interpretative level as guidance to construct the reading comprehension test.

2.1.1.3 Processes of Reading Comprehension

Reading is more than just an activity in which there are the reader, the author and information that can be achieved in the text. However, it involves complex process. Irwin in Klingner et.al (2007:8) explains some processes in reading comprehension as follows:

1. Microprocesses

Microprocesses is understanding the sentence. It is the process where the reader should remember a chunk of important words that carry a meaning in a sentence. Understanding of syntax and vocabulary are needed in this process in order to help the reader in deciding what groups of words are important to be remembered.

2. Integrative Process

In this process, the reader should process more than a single meaning in the sentence. They should link between one sentence to others. The reader in this process also will be provided question about inference and pronoun in the sentence. They should be able to identify both of them.

3. Macroprocesses

The readers are able to organize the ideas in logical way in this process. They should be able to decide which one the information is more important to be remembered than another.

4. Elaborative Processes

Ability to make inference and prediction are needed in this process. The reader should be able to make interpretation toward anything that explained explicitly in the text. In this process, the readers are expected to elaborate their prior knowledge with the previous information provided in the text to make the interpretation.

5. Metacognitive Process

In this process, the readers should be aware in deciding what they should remember and what strategies they used when reading. The strategies that usually

used in metacognitive process such as rehearsing, reviewing, underlining important words, note taking, and checking understanding.

It can be concluded that the students should over these processes in reading activity step by step. Firstly, they are going to the simple process, microprocesses, until the complex one, metacognitive process. However, what the students need to do is different in every step of reading activity processes.

2.1.1.4 Assessing Reading

Assessment in reading is a tool used to measure students' reading comprehension at various grade or level of the students. That is why an appropriate test needed in order to measure it. Thus, the test that conducted is expected appropriate with students' need, ability, and what they have studied at previously. Therefore, McNamara (2007:107) states that the crucial factor in designing and implementing reading strategies is assessment. He explains some methods for general assessing of reading comprehension: a) multiple choice tests, b) short-answer question, and c) the reading skills assessment. These methods can be used as a guideline for determining what types of assessment which want to be conduct.

In line with McNamara, Brown (2004:201) also states that there are several types of reading assessment in interactive reading. First is cloze task; the students have to complete some missing word in a paragraph. Second is impromptu reading plus comprehension questions or being familiar called as multiple choice test; the students have to read a passage then answer some questions based on the

passage. Third is editing; the students should detect an error word in a sentence and then change with correct one. Next is scanning. In this type, the readers should find out relevant information in the text without reading the whole text. Another type is ordering tasks; the students will be given strips of paper with illogically order, then the students are asked to revise with correct order. The last type of assessing reading is by using information transfer in which the students should be able to comprehend charts, maps, graphs, diagrams and the like, then take the information that are interpreted through it.

Based on those explanations about assessment of interactive reading, the researcher decides to choose multiple choice tests to assess students' reading comprehension. This traditional one will make the teacher becomes easier to know how well their students comprehend the text.

2.1.1.5 Techniques in Reading

In reading activity there are two familiar speed reading techniques that usually used by the readers in helping them achieve the information from the sources of reading. These two techniques are scanning and skimming. Scanning is a strategy used by all readers to find relevant information in the text (Brown, 2004:209). It means that, in scanning technique, the readers do not need to read the whole of the text. However, they just need to move the eyes quickly only on the important elements or particular words or phrase in the text such as date, name, place, and the cost of an item to find out the related information that is looking for by the reader.

However, skimming is a process of rapid reading to find out the main idea in a paragraph (Nation, 2009:70). It is more familiar to be known as getting the gist from the text. It means that, in this technique the reader reads rapidly not to notice detail, but they should be able to get what the main idea of the text. In addition, Brown (2004:213) states some information that is usually found out by using this technique such as main idea, the author's purpose, kind and type of writing as well.

Based on explanation above, it can be concluded that those two techniques are needed in reading activity. The combination of them will help the students or the readers answer the questions efficiently and optimally.

2.1.2 Concept of Self-Esteem

Someone's learning acquisition is not depended only on the outside but also the inside of the learners. One of them is self-esteem. It gives big influence in achievement of individual's language learning. There are some closely related definitions about the concept of self-esteem that stated by some experts. James in Mruk (2006:12) defines self-esteem as a competence. Self-esteem as a competence is viewed as an action that always relates to individual's hopes, desires or aspirations in which they should have a competence to realize it. This is about an individual's ability of innating action. While, Rosenberg in Mruk (2006:16) defines self-esteem as a worthiness viewed from feeling about worth or value of individual. It is more of feeling than individual's behavior.

Furthermore, self-esteem is a reflection of our own selves (Santrock, 2011:113). In line with Santrock, Brown (2000:145) says self-esteem as an individual judgment towards own self about worthiness that is expressed through kind of attitudes and it is as an indicator of someone believe or suppose themselves. According to Greene (2003:7), self-esteem is the essence of who we are and it is not from others' judgment. It is a condition how we honor, respect, and assess ourselves. It can be concluded that self-esteem is ability about how we judge, identify and accept our own selves, afterward show our value to others. In the other words, it is a person's belief about our own worth and value.

Self-esteem gives a great influence to our choice and decision about something. Therefore, positive self-esteem is needed in order to make the right choice and decision in individual's life. Someone who has positive self-esteem will be more able to make informed decision than someone who does not. Then, someone who has positive self-esteem is motivated person who take care of themselves in fulfilling their goals in life. Lawrence (2006:8) claims that someone with positive self-esteem will be able and confident to face social life and school work. He or she will be excited and ready toward any challenges presented to them. In line with Lawrence statement, Greene (2003:7) states that self-esteem will help individual to achieve the goals in his or her life. In addition, Atkinson and Hornby (2002:20) also state that people who have positive self-esteem are tend to be more creative, pleased and productive in life. They are capable in doing better academically, able in taking responsibility of their own destiny, having lot of friends, and success in creating good relationship with their families. It means

that someone who has positive self-esteem will have a readiness and belief in him or herself in order to determine the right choice in life.

However, Plummer (2005:64) claims that it is really important for everyone to improve self-esteem to be better because of its advantages. The possibility benefits when someone has healthy level of self-esteem are firstly, they will enjoy their life. Secondly, open possibility to improve their strength. Third, they will have capability to take a risk. Then, they will be more able to give a tolerance to their own mistakes and they have ability to deal with difficult situation as well.

In addition, positive self-esteem is very needed by everyone to show how we are, and also to tell what we think and feel to others. Greene (2003:107) states some characteristics of good self-esteem. They are; firstly, someone who have a good self esteem always respect to own self and others. Next, they are loving, helpful, teachable to be in control of one's mood and temper. Then, dependable and honest means do not take what not yours. After that, usually they have self appreciation means knowing one's strength or weakness and ability to receive compliment from others. Then, integrity also becomes one of good characteristics. It means that someone has sense of right and wrong and they do what is right for self and others. Then, having positive self regard with a set of values to live and take a responsible when doing something. Courage to take a risk and uncomfortable moment, and last is having positive attitude without arrogance.

Based on those explanations above, it can be concluded that someone whose self-esteem is good or positive have strong belief of capability to control and manage anything of him or herself optimally.

2.1.2.1 Components of Positive Self-Esteem

In order to help someone to establish and maintain positive self-esteem, it is important to know what things those build up someone's self-esteem. According to Plummer (2005:19) there are seven basic foundations in positive self-esteem as follows.

1. Self Knowledge

Self knowledge is about understanding of own self in which individual beliefs he or she has ability to take proper action wherever they are without neglecting the characteristics that they have.

2. Self and Other

Self and other relates to how individual maintains or handles emotion when he or she makes a relationship with others. It is also how individual respect and tolerance with others' decisions.

3. Self Acceptance

Self acceptance relates to ability in which someone able to accept the whole everything that is in his or her self either strength or its weakness. This is also about how individual learns from mistakes in order to have better personality.

4. Self Reliance

Self reliance is closely related to the motivation of a person. This is how individuals can motivate themselves to be able to face and pass through any challenges that arise in life.

5. Self expression

How individuals are able to express their attitude when we socialize with other people not only use words but also with the attitude that individual have subsequently able to understand others around them are directly related to self expression.

6. Self Confidence

Self confidence associated with the ability to assess each of what individuals think and what they do is right. It is an ability to take the best choice for own self and also an ability to create problem solving and become confident about own abilities.

7. Self Awareness

A willingness to change and develops more than before. Belief that he or she is able to change and use all that exists in him or herself to achieve the goals in life called as self awareness.

2.1.2.2 Levels of Self-Esteem

Self-esteem comes not only from single but also individual experiences that are accumulated each other. Then, Brown (2000:145) defines some levels of self-esteem into three levels; global, specific and task self-esteem.

Firstly is global self-esteem. Global self-esteem is the individuals' overall self-esteem. It means as general assessment of individual toward his own worth over a number of situations. In this level, self-esteem of a person will be stable when he or she growth to be mature.

Secondly is specific self-esteem. In this level, explains about the way someone perceives their value in a certain life situation such as education, social interaction and environment or certain characteristics and personality traits such as empathy. How individual does some interaction with their environment is included in this level.

And the last is task self-esteem. In this level, an individual has a perception about own performance on specific task or refers to one subject matter area, for instance in speaking, reading, listening or writing.

Based on those explanations it can be concluded that self-esteem can be formed relatively based on the condition or situation experienced by a person.

2.1.2.3 Strategies Improving Self-Esteem

Self-esteem holds important role towards someone's success on their lives. According to Greene (2003:7), self-esteem is needed to achieve the goal in life. Thus, it is important to increase positive self-esteem of someone. Then, Harter in Santrock (2011:114) suggests several ways to develop self-esteem.

First, identify the causes of low self-esteem. It is very important to know the causes that make a person have low self-esteem. By determining the origin of the

problem, it is expected to be able to take appropriate preventive and treatment measure. Therefore, the things cause individual low self-esteem can be avoided as soon as possible.

Second, provide emotional support and social acceptance. Everyone has different background that can affect the level of emotional owned. Provide emotional support to help individual to appreciate themselves so that the person's self esteem will also increase.

Third, help to achieve the goal in order to affects individual's self-esteem. Goal becomes one of important factors that affecting individual's self-esteem. Someone who is successful to reach the goal in life will have the pride to him for being able to prove that he has a good ability.

Fourth, develop individual problem solving skill. This strategy is needed to develop individual's self-esteem. Someone who is able to overcome the obstacles in his life would finally have positive thoughts about themselves. This condition will result the feelings of self-esteem increase.

2.1.2.4 Factors Affecting Self-Esteem

Even though someone's self esteem can be changed and developed to be positive, it is not impossible that self-esteem is difficult to be changed. Therefore, Plummer (2005:26) explains some factors that caused individual's self-esteem difficult to be changed.

1. Familiarity

Changes sometimes contrary to what was believed. Changes also make people feel strange that they chose to stay with what the previous belief. It is better than having to try new things that are not familiar to them.

2. Threat

Threats will always exist in every change. Individuals who feel threatened will be very uncomfortable because they will be plagued by feelings of panic and anger. So that finally they do not want to see change.

3. Fear

This view is almost the same as threats but smaller. People are afraid of something new also does not want any changes.

4. Anxiety

Feeling of anxious about something makes someone more comfortable for not trying to, so they also would avoid any changes.

5. Guilt

Feelings of guilt arise when starting something new because they think that they have been out of the way already set. So, this will lead a person to not make any changes in his or her life.

2.1.3 Concept of Attitude toward English

Someone success in learning achievement is not depended only on external factors but also internal factors. One of internal factors that holds big influence towards individual's learning acquisition is attitude. According to Jahja (2011:67), attitude is one's readiness for doing something. It can be seen as a reason or

something that basically underlies someone in giving a response to an object or situation that is fixed.

Attitude is always associated with an object which is usually followed by a feeling of a negative or positive (Slameto, 2010:188). Therefore, Cagne et.al (2005:94) states that attitude is not a form of individual's behavior itself. It is an individual's tendency or disposition of an individual to behave. It means that this attitude which later becomes the basis for a person in doing a number of actions related to one another. The application of the attitude itself can be seen from the responses given from someone to something, whether he accepts or refuses, agree or disagree and favorable or unfavorable. Moreover, Chaplin in Ali and Asrori (2012:141) state attitude as tendency to behave constantly in progress to other people, objects or certain issues that are relatively stable. Triandis in Slameto (2010:188) states an attitude as an idea charged with emotion which predisposes a class of action to a particular class of social situation. Based on those explanations, the researcher concludes that attitude toward English is a tendency to give a respond positively or negatively toward a certain object, and the object in this case is English.

However, attitude takes important role toward achievement of individual in learning. Djamarah (2008:23) states that attitude is a crucial factor in learning because without attitude, process of learning could not be achieved well. It means that attitude is much needed in learning language. In line with Djamarah, Djaali (2012:116) also explains about the important of attitude in learning process. He states that attitude holds big influence toward individual intensity in learning. Positive attitude will create higher tendency in learning than negative will.

Attitude is closely related with both motivation and interest as well. Therefore, students with positive attitude will be active and get better achievement in learning than others who do not.

Moreover, attitude can be formed from several ways (Slameto, 2010:189). Firstly, attitude can be formed through repeated experience or through the experience that gives a very deep impression on the individual. Secondly, imitation performed by individual intentionally or not will affect someone's attitude. Then, suggestions or a person's views based on thought that not objective will also form a person's attitude. Besides that, identification of a person who carried on the surrounding environment will finally shape a person's attitude.

2.1.3.1 Components of Attitude

In order to help someone to establish positive attitude, it is important to know what things those build up someone's attitude. Therefore, Jahja (2011:67) states that attitude has three basic components; cognitive, affection, and psychomotor.

First is cognitive component. Cognitive component is the component in which explains someone's belief, concept and idea toward something true about certain object. It is about the information or opinion someone has about certain object. This component thus associates or links an object and attribute. The cognitive component is like storage of someone where he or she can organize the

information about the object he has in order to support their belief or disbelief to give such respond toward an object.

Second is affection component. Affection component is associated with emotional side of someone toward a certain object and generally it is called as a feeling about something. It is an emotional response toward an object such us liking or disliking, agreeing or disagreeing.

The last component is psychomotor. Psychomotor component usually show a tendency to behave of someone toward a certain condition that he or she face as the result of their belief or idea and also that he had previously. It is a verbal or nonverbal behavioral tendency by an individual which consists of actions or observable responses that are the result of an object. It involves person's response whether favorable or unfavorable to do something regarding an object.

Based on those explanations above, it can be concluded that someone's attitude is not a single term. It consists of three domain aspects in which related and support each other. Every aspect takes their role in forming individual's attitude about certain object.

2.1.3.2 Factors Affecting Attitude

It is not easy to change the attitude of a person because many of them are likely to retain the existing attitude. Slameto (2010:190) states several factors that make it difficult to change a person's attitude as follows.

1. Humans have always wanted to be accepted and obtain a good response in society; hence the support from the public on its attitude will make people feel comfortable and reluctant to change his or her attitude.
2. Certain attitude gives its own role to the personality of a person, therefore when attitudes change, the individual concerned feel a problem with his personality.
3. The principle of selectivity is operated in which the person refuses to accept the views that are different or contrary to his or her thought.
4. A tendency to avoid anything that does not fit with the attitude that has been exists.
5. The principles to maintain a balance are operated.
6. There is the flexibility to hold his or her own attitude.

2.1.3.3 Strategies Creating Positive Attitude

A positive attitude is much needed in the success of learning process. Therefore, a changing in attitude from negative to be more positive is much needed. Slameto (2010:191) explains some strategies to change an attitude as follows:

1. Changing the cognitive component of attitude

Change an attitude could be done through providing new information about object of attitude that will stimulate the affective component and attitude.

2. Establishing a direct contact with the object of attitude.

A direct contact with attitude will provide a stimulus to the affective component, so that those who have contra attitude will think much about attitude as long as they did.

3. Forcing someone to show new behavior that is contrary to the existing behavior.

2.1.4 Previous Related Researches

Some researches related with self-esteem, attitude toward English and reading comprehension have been conducted by several researchers. For instance, Saputra (2013), in his research paper entitles “The Correlation between Students’ Vocabulary Mastery, Self-esteem and their speaking ability” found that each of those variables is correlated. It is proved by his research finding with $r_{xy} = 0.41$, it is bigger than r_{table} , so it can be concluded that there is positive correlation between self-esteem, and speaking ability.

Similar research also has been conducted to find out the correlation between attitude and students’ achievement in reading. For example, a research by Sukisno (2012) entitles “The Correlation between Students’ Attitude toward English and Their Achievement in Reading” found that 83.5% students achievement in reading influenced by their attitude, while 16.5% are others. Therefore, it is concluded that attitude is one of the important factors that can influence students’ achievement in learning.

Moreover, Puspita (2014) also reported the similar problem in her research paper “Correlation between students’ attitude toward English and Their Vocabulary Mastery” shows that coefficient correlation ($r_{xy} = 0,607$) is greater than r_{table} (0.291). It means that both of those variables also correlate each other.

Based on those researches, the researcher concludes that self-esteem and attitude will have correlation with students’ learning achievements; in this research is with students’ reading comprehension.

2.2 Frame of Thinking

2.2.1 Correlation between Students’ Self-esteem and Reading Comprehension

There are some factors that can influence students’ comprehension in reading activity as discussed previously. One of them is self-esteem. Self-esteem relates to the personal judgment toward own self. It will help someone to be creative, pleased, and productive in life. Individual that is creative will have strong belief to find a way when he or she is in the worst condition. Moreover, Self-esteem also influences individual in achieving the goal in life. It is assumed that the goal in our lives whether academic or others can be achieved if we have a positive self-esteem. Conversely, students who have negative self-esteem will feel incapable to face difficulties in a topic or difficult condition. Finally, they will be fail to move to higher step in learning process.

2.2.2 Correlation between Students' Attitude toward English and Reading Comprehension

As discussed previously, attitude plays an important role of someone's acquisition in language learning. Attitude also could not be separated from the study. It is believed that successful in learning a language could not be achieved without attitude. Student who has great positive attitude in reading will make him or her happy to repeat the activity. Through activities carried out repeatedly, for instance reading, they will finally become accustomed to doing it, thus indirectly will also improve their ability in those activities. Conversely, student who has negative attitude in learning language does not have an eagerness for doing reading that he or she dislikes. Therefore, it will affect their achievement in reading. Therefore, Someone's success in language learning is not determined cognitively but also behaviorally and emotionally.

2.2.3 Correlation between Students' Self-esteem and Attitude toward English

Self-esteem and attitude are integrated each other to create a great power in influencing students' achievement in language learning. Self-esteem is about how individual honor and respect themselves and it is represented by kinds of attitude. In other words, attitude is a reflection of self-esteem. It means that if someone has positive self-esteem, automatically he or she will have positive attitude as well. Conversely, someone who has negative self-esteem have fewer tendencies to increase their attitude in language learning.

2.2.4 Correlation of Students' Self-esteem, Attitude toward English and Their Reading Comprehension

Reading is one of skills that should be mastered beside speaking, listening and writing. Success in every language skills including reading could not be separated from factors influence it. Those factors might come from outside or inside of the learners. The two crucial factors come from inside are self-esteem and attitude. Students who have positive self-esteem will have positive attitude as well. Therefore, it is believed that both self-esteem and attitude relate and support each other. The combination of those things will produce a great performance in doing activity. Performance is much needed for individual when doing something besides intellectual competence. The activities, including reading, which is done by a good performance and intellectual competence, will affect learning achievement. It can be assumed that by having good performance and intellectual competence students' achievement in reading will be good also.

Then the researcher would like to describe the figure of the frame of thinking into diagram of causal in quantitative method as follows:

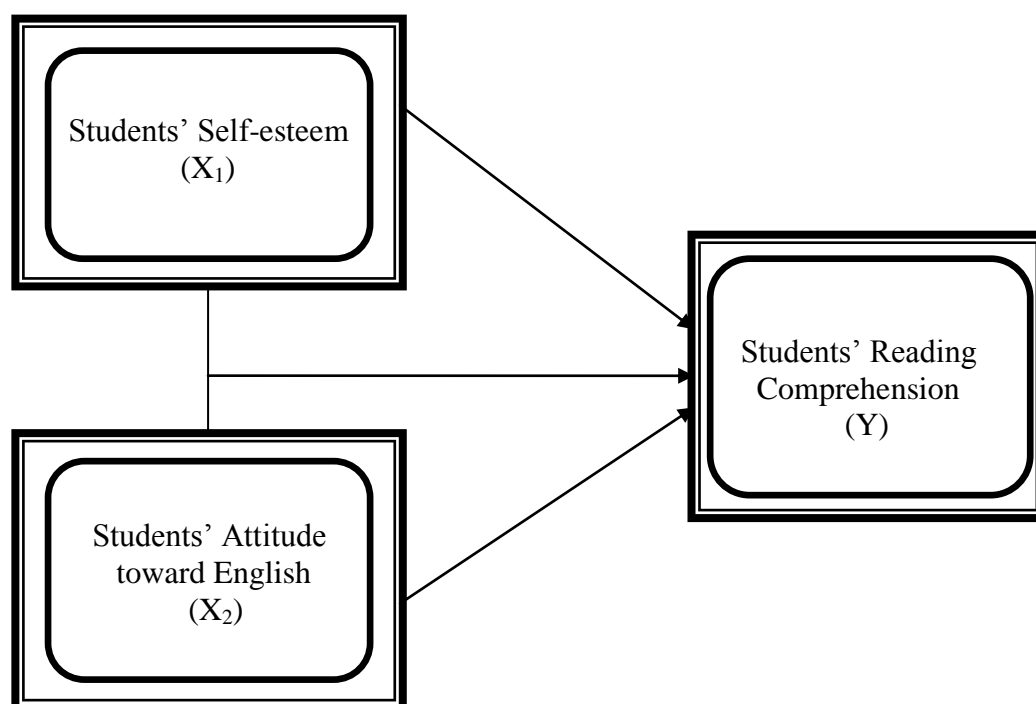


FIGURE 1. THE CORRELATION OF STUDENTS' SELF-ESTEEM, ATTITUDE TOWARD ENGLISH AND READING COMPREHENSION

Description:

Independent Variable : Students' Self-Esteem (X₁),
Students' Attitude toward English (X₂).

Dependent Variable : Students' Reading Comprehension (Y).

2.3 Hypothesis

Based on theoretical assumptions above, the researcher constructs the hypothesis of the research as follows:

1. H_a : There is significant correlation between self-esteem and their reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.

H_0 : There is no significant correlation between self-esteem and their reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.

2. H_a : There is significant correlation between attitude toward English and their reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.

H_0 : There is no significant correlation between attitude toward English and their reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.

3. H_a : There is significant correlation between self-esteem and attitude toward English at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.

H_0 : There is no significant correlation between self-esteem and attitude toward English at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.

4. H_a : There is significant correlation of students' self-esteem, attitude toward English, and their reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.

H_0 : There is no significant correlation of students' self-esteem, attitude toward English, and their reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016.