

ABSTRACT

Nurcholipah, Siti. 2014. *The Correlation Between Self Confidence and English Reading Skill to the Tenth Grade Students of SMAN 1 Badegan Ponorogo in Academic Year 2013/ 2014.* A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor (1) Drs. Harjali, M. Pd. (2) Wiwin Widyawati, Ss. M. Hum.

Key Words: *Correlation, Self Confidence, English Reading Skill*

English is one of second language which is learned by people depend on their ability. In the college or university, English has many varieties, such as semantic, grammar, phonology, sociolinguistics, psycholinguistics, discourse analysis, etc. Self confidence is one of external factor which is important when English Reading skill. When we are asked to read English text in front of class, sometimes we are nervous and afraid to do it. Therefore, in this thesis the researcher interested to discuss about the correlation between self confidence and English reading skill.

This research applied quantitative research, it finds out the strength of relationship between variables. The design of this research was correlational study. The study found out the correlation between self confidence and English reading skill to the tenth grade students' of SMAN 1 Badegan Ponorogo. The research formulated the problems as: Do the more confident the students have, the better they have their English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014?. The population of this research was the tenth grade students that consist of eight classes; they are X1, X2, X3, X4, X5, X6, X7, and X8. While the sample was part of the students of class X, it was X3. The writer used accidental sampling as sampling technique. The data collection by questionnaire was used measured the students' self confidence and test was used measured the students' English reading skill. To analyzed data the writer used the product moment formula as technique of data analysis.

After conducting the research, the researcher finds that from the 24 students the average score of students' self confidence was 15 students or 62.50% with score between 6.0 –7.3 included enough or moderate categorization. Also, English reading skill score was 18 students or 75% with score between 6.0 –7.3 included enough or moderate categorization. Finally, with the degree of freedom of $N-2 = 24-2 = 22$. It has been got the empirical number 0.520 in which for standard significance 5% r_t is 0.404 and 1% r_t was 0.515. It means that $r_{xy} > r_{table}$ or $0.404 < 0.520 > 0.515$. Therefore, null hypothesis was rejected.

Based on the result above, the researcher can concludes that there is significant correlation between self confidence and English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/ 2014.

CHAPTER I

INTRODUCTION

A. Background of Study

English as one of foreign language is considered very important in international communication, because in the global era the countries can't stand alone by themselves in their development. They need corporation and relationship with other nations. When the person continues education or work in other countries where English is spoken, as a consequence, he or she should speak English. If he or she can't use it, he or she should study before go there in order to be able to communicate with other person. Today there are about 6.000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10.¹ It means that English is one of International language which has been spread in world.

English has official or special status in at least 75 countries with a combined population of two billion people.² It is estimated that one out of four people worldwide speak English with some degree of competence. English is one of second language which is learned by people depend on their ability.

¹Christine Kenneally, *The First World.Viking,2007* (online),[grammar.about.com /od/e/g/English Language term. htm](http://grammar.about.com/od/e/g/English-Language-term.htm), accessed on May 12, 2014 at 10.40am.

²Tony Reilly, "English Changes Lives." *The Sunday Times* [UK], November 11, 2012, (online), grammar.about.com/od/e/g/englishlanguageeterm.htm, accessed on May 12, 2014 at 10.45 am.

In the college or university, English has many varieties, such as semantic, grammar, phonology, sociolinguistics, psycholinguistics, discourse analysis, etc.

Language is communication tool which is spoken by all people in the world. With Language, everybody can explore their opinion, feelings and ideas. The existence of language is very important for us. The fact without language we do not get information from other people, beside that people also do not join a good correlation with other people in the world. Not only first language but also second language especially English, we study it in the school because English language can help us to communicate with tourist.

Based on *Merriam Webster's Collegiate Dictionary*, it is explained that language is a systematic means of communicating ideas or feeling by the use of conventionalized signs sounds, gestures, or marks having understood meaning.³ It means that language is our communicating ideas that use of sign sounds, body language, and mimic. There are four skills in English education, they are: listening, speaking, reading and writing

Reading is one of receptive skills in which the students are asked to read and understand a text. In other reference, reading is a process of readers combining information from a text and their own background knowledge to build

³H. Douglas Brown, *Principles of Language and Teaching Fifth Edition* (United States of America: Pearson Longman, 2007), 6.

meaning.⁴ In this case, the readers should integrate between their background knowledge and the text to comprehend its meaning.

Reading is an essential skill for learners of English as second language, for most of these learners it is the most important skill to master in order to ensure success in English. With the advantages of reading skill we can learn other English aspects. For example by reading, we get many information and knowledge. Furthermore, we can speak or tell information which is got from reading. So, in this case we do not only improve your reading skill but also speaking skill.

According to W.S. Gray reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences.⁵ It means reading is form of our experience which related with mind or brain to get the meaning of text.

There are many purposes of reading, they are to get the main idea of text, to determine kinds of text, reading to sequence or organization, reading to inference, reading to classify, reading to evaluate, and reading to compare or contrast.

⁴ McGraw Hill, *Practical English Language Teaching: Reading* (New York: McGraw Hill Companies, 2008), 2.

⁵ M. F. Patel and Praveen M. Jain, *ENGLISH LANGUAGE TEACHING (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 114.

Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.⁶ It means that reading can be the fun activity, because we don't only get happiness but also many information and knowledge.

Reading skill refers to the specific abilities that enable a person to read with independence and interact with the message.⁷ Reading skills or reading abilities are our ability to find meaning of text and read the text fluently.

There are some strategies to make reading is interesting in the classroom, for example: 1) the teacher tell about the topic and motivate the learners; 2) the teacher allow the learners to read the text; 3) the topic should be interesting and effective in order to make the learners enjoy; 4) selective approach for better comprehension of text.⁸

At the time, researcher teaching reading in the classroom, she or he gets the students refuse to reading in front of class. In this case, the researcher analyze about caution of this problem, and this problems caused by both internal factor and external factor. Internal factor include students less comprehension in reading text, the vocabulary ability, the method of reading learning, and the grammar structures of students, besides that external factor such as self

⁶ *Ibid.*

⁷ <http://www.ask.com/question/what-is-reading-skills>, accessed on May 12, 2014 at 10.55 am.

⁸ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 123.

confidence, anxiety, self image and self concept. Based on description, in this study, the researcher wants to find out correlation between self confidence (external factor) and English reading ability.

Self confidence people trust of their own abilities.⁹ It means that self confidence is feeling of person which he or she is able to do something correctly. In reading English, self confidence is needed because it can help us to read fluently. The overall aspects of English are different from mother language. So, in this case some students feel afraid to read English texts.

The indications of students to have high self confidence are for example they are being willing to take risks, admitting their mistakes and learning from them, accepting compliment graciously from the other.¹⁰ But students have low self confidence are for example they show the fear, make a cheating into habitual, worried in facing someone, and have no spirit when following the class. By self confidence we feel enjoy to do activities, especially for students to improve their English reading ability.

According to Manktelow and Amy Carlson it is stated that Self-confident people inspire confidence in others: their audience, their peers, their bosses, their customers, their friends and gaining the confidence of others is one of the key

⁹<http://www.counselingcenter.illinois.edu/self-help-brochures/self-awarenessself-care/self-confidence/>, accessed on May 12, 2014 at 10.20 am.

¹⁰ Retno Rismi Untari, "The Correlation between Students' Self Confidence and English Speaking Ability in SMP N 2 Ponorogo" (Thesis, Ponorogo: STAIN PRESS, 2012), 4.

ways in which a self-confident person finds success.¹¹ It means that self confident people from anywhere during people feel satisfaction.

We can overcome fear and build self confidence with the some ways, like reframing fear, take responsibility for our lives, change a negative vocabulary, and utilize affirmations.¹²

Reframing fear involves try to see fear as an indicator of growth. *Taking responsibility* for our lives means learners can conclude lack of self confidence or low self esteem as a result of an unequal society and the social pressures under which they operate. *Change negative vocabulary* means remind students that each choice they make to do or not to do something. *Positive friends* means positive friends can help them maintain their positive energy levels.

There are eight components of self confidence, they are self acceptance, self respect, self esteem, self belief, self love, self assurance, self determination, and self admiration. Self acceptance is understanding who you are and accepting your faults. Self esteem is taking care of yourself and treating yourself right. Self belief is trusting yourself and having faith in your skills ability. Self love is the feeling energetic, excited and respect yourself. Self assurance is just knowing that you will succeed at what you do. Self determination is freedom, being in

¹¹ <http://www.mindtools.com/selfconf.html>, accessed on May 12, 2014 at 10.15 am.

¹² Tom Burns and Sandra Sinfield, *Teaching, Learning and Study Skills: A guide for Tutors* (India: A Sage Publications Company, 2004), 53-56.

complete and total control of your reality. Self admiration is the feel against the grain to suggest that people become proud but they not suggesting egotism.¹³

People who are not self confident depend on the approval of others in order to feel good about themselves. They tend to avoid taking risks because they fear failure. They generally do not expect to be successful. By contrast, self-confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves and they don't feel they have to conform in order to be accepted. There are some factors which affect people's self confidence, they are parents' attitude, friends and society.

Parents' attitude can influence children feelings about themselves. If parents critical or demand and overprotective toward children' development, so children will be incapable, inadequate or inferior personality. By contrast, if parents give more courage for children' development toward self reliance, accept and love their children when they make mistakes, so children will learn to accept themselves and they will develop their self confidence by their way.

Based on the explanation above, the researcher is interested to make research by title THE CORRELATION BETWEEN SELF CONFIDENCE AND ENGLISH READING SKILL TO THE TENTH GRADE STUDENTS OF SMAN 1 BADEGAN PONOROGO IN ACADEMIC YEAR 2013/ 2014.

¹³Colm O'Reilly, *The 8 Components of True Inner Confidence* (Online) <http://www.selfgrowth.com/Articles/Oreilley3.html>. Accessed on June 24, 2014 at 15.00 am.

B. Limitation of Study

The study is focused on the Correlation between Self Confidence and English reading skill to the Tenth Grade of SMAN 1 Badegan Ponorogo in Academic Year 2013 /2014.

C. Statement of Problem

Do the more confident the students have, the better they have their English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014?

D. Objectives of Study

Regarding to the problem statements, objectives of the study are formulated into:

To know whether the more confident the students have, the better they have their English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014.

E. Significance of Study

This result of observation is expected to be able to give advantages, both theoretically and practically.

1. Theoretical Aspect

This result of observation can add knowledge in particular about contribution to education knowledge in particular about self confidence and English reading skill.

2. Practically Aspect

a. Students

The result of study is expected to increase the students' reading skill, particularly, the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014

b. Teacher

The result of study is expected to be an input for teachers, particularly English teacher to motivate their students to read especially in English reading text.

c. Other researcher

The result is expected to be able to give contribution to readers, particularly, the students of English Department of STAIN Ponorogo, in enriching references concerned with the correlation between self confidence and English reading skill.

F. Organization of Thesis

To make easy to arrange the thesis, in this section will explain about the organization of thesis. There are five chapters. They are:

CHAPTER I: Introduction

This chapter consists of background of study, the problem identification, limitation of the study, statement of the problems, objectives of the study, organization of problem, and significance of the study

CHAPTER II : Review of related literatures

This chapter consists of theoretical background, previous study, theoretical framework, and hypothesis.

CHAPTER III: Research Methodology

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV: Research Finding

This chapter consists of research location, data description, data analysis, and discussion

CHAPTER V : Closing

This chapter consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Self Confidence

a. Definition of Self Confidence

Based on Oxford Advanced Learners Dictionary, it is defined that self confidence is having confidence in oneself and one's ability.¹⁴

Self confidence is learner's belief that they indeed are fully capable of accomplishing a task is a least partially a factor in their eventual success in attaining the task.¹⁵ It means that, self confidence is the belief on one's own ability for finishing task or assignment.

b. Strategies for Developing Confidence

There are some strategies for us to be more confident to read English texts. Such as¹⁶

- 1) Diligent for searching information everywhere and every time.
- 2) Diligent to explore our knowledge for everyone.
- 3) Trying to be usefulness person when we are needed.

¹⁴ <http://www.oxfordlearnersdictionaries.com/definition/english/self-confident>, accessed on May 12, 2014 at 11.11 am.

¹⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition* (San Fransisco: Addison Wesley Longman, 2001), 62.

¹⁶ Sutan Surya and Hariwijaya, *Big Bang Spirit* (Yogyakarta: Pustaka Insan Madani, 2008), 44-46.

- 4) Constructing good self concept
- 5) Introspecting our self
- 6) Trying positive thinking
- 7) Interacting with other person
- 8) Constructing our identity

c. Characteristics of High Confidence

According to Simon Fuller “individuals with a high self esteem are involves confident in their work with another and they will make friends easily”.¹⁷ Self esteem is individual’s confidence in her own values, opinion, and importance. So, self esteem is also called self confidence.

According to him, there are characteristics of person who have high self esteem, are:

- 1) Sense of worth : the person with a high self esteem, they have more belief in their own worth as people.
- 2) Live in present : the person with high self esteem tends to like living in present than dreaming about the future or memorize about the past.
- 3) Avoid manipulation: the person is confident in her/ his ability and rights in varieties situations and with the others.

¹⁷ Simon Fuller, Characteristics of High Self Esteem, (online) <http://www.ehow.com/info/8606746-characteristics-High-Selfesteem.html#zz2ySLbO1S>, accessed on April 10, 2014 at 10. 45.

- 4) Express self : the person with high self esteem, they will communicate successfully with other and share her ideas or opinion when necessary.
- 5) Awareness of values: the person with high self esteem decides a good values what influence her/ his life or relations with others.
- 6) Self acceptance: the person with high self esteem will be happy with who he/ she is and accept faults that may has.

d. Components of Self Confidence

There are components that need to be mastered in order to have true, lasting and unshakable inner beauty, they are:¹⁸

- 1) Self Acceptance is understanding who you are and accepting your faults. It means that try to accept good or bad thing in ourselves.
- 2) Self respect means taking care of yourself and treating yourself right.
- 3) Self esteem is the value you place yourself. It means that recognize and affirm that you are good enough and valuable.
- 4) Self belief is trusting yourself and having faith in your skills ability. It means that the person do not afraid to try new thing and trust they can do it.

¹⁸Colm O'Reilley. *The 8 Components of True Inner Confidence* (Online) <http://www.selfgrowth.com/Articles/O'Reilly3.html>. Accessed on June 24, 2014 at 15.00 am.

- 5) Self love is the feeling energetic, excited and respectful on our abilities. It means that the person love themselves.
- 6) Self assurance means just knowing that you will succeed at what you do.
- 7) Self determination is freedom, being in complete and total control of your reality.
- 8) Self admiration is the feel against the grain to suggest that people become proud but they do not suggesting egotism.

2. English Reading Skill

a. Definition of Reading

Reading is a process of readers combining information from a text and their own background knowledge to build meaning. It means that reading is one of receptive skill that used readers' knowledge to understand meaning of text.

b. Definition of Reading Skill

Reading skill is an ability to inspect, appreciate the fact, and think the symbol in the article form. It also means that ability of thinking process that involves all of sense and understanding and language message.

Based on some definitions above, we can conclude that reading skill is students' skill to read and understand English text in order to find out the point of text.

Reading skill is our abilities to read text and get the meaning. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and style of reading.

c. Purposes of Reading

One of the purposes of reading is to get some information and knowledge. Rivers and Temperly explain the purposes of reading suitable with text selection might well include the following:¹⁹

- 1) To get information, such as travel brochures, train timetable, bus schedules, notice, etc.
- 2) To respond or to curiosity about the topic, such as magazine article, newspaper editorials, advertisements, etc.
- 3) To follow instructions, such as maps, route planners, recipe, guides, etc.
- 4) For pleasure and enjoyment, such as poems, short stories, reviews, etc.

¹⁹ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 206.

- 5) To keep in touch, such as postcards, notes invitations, letters, etc.
- 6) To know what is happening in the world, such as news articles, news reviews, etc.
- 7) To find out when and where, such as announcements, programmes, tour guides.

d. Components of Reading

There are five component of reading, such as:²⁰

- 1) Phonemic awareness is the knowledge and manipulation of sounds in spoken words.
- 2) Phonics is the relationship between written and spoken letters and sounds.
- 3) Reading fluency is the ability to read with accuracy and appropriate rate, expression and phrasing. It include oral reading skills
- 4) Vocabulary development is the knowledge of words, their definition and context.
- 5) Reading comprehension strategies is the understanding of meaning in text.

²⁰<http://Irs.ed.uiuc.edu/students/jblanton/read/5essential.htm> accessed on May, 30 2014 at 10.00 am.

e. Types of Reading

Type of reading is the various kind of reading. In general, types of reading are classified into:²¹

1) Intensive reading

Intensive reading is text reading or passage reading. In this the learners read text to get knowledge. This reading is done to carry out to get specific information.

There are few characteristics of intensive reading, there are:

- a) This reading helps students to develop active reading
- b) In this reading, teacher play main role
- c) Linguistic items are developed
- d) It has aim at active use of language
- e) Speech habit is emphasized and accent, stress, intonation and rhythm can be corrected.

2) Extensive reading

Extensive reading is type of reading to train the students to read directly and fluently in target language, especially English. It for enjoyment without the aid of teacher.

There are few characteristics of extensive reading, there are:

- a) It helps learners to develop active vocabulary

²¹M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 117-124.

- b) The subject matter is emphasized
- c) The learners play main role because they have to ask for measures
- d) The idea can be developed
- e) It has aim is to enrich learners' knowledge
- f) Through it the good reading habit can be developed

3) Aloud reading

Aloud reading is type of reading which is important in teaching English because teacher should know training of reading aloud must be given at primary level because it is the base of words pronunciation.

There are many characteristics or aloud reading, such as:

- a) It helps learners to develop the skill of reading very well by speaking
- b) It also helps learners to develop the skill of pronunciation very well
- c) The teacher uses reinforcement during reading
- d) In this reading, learners imitate what said teacher. So, the teacher should have innovative ideas.

4) Silent reading

Silent reading is a very important skill in teaching English, because this reading should be employed to increase reading ability among learners and this reading is done to acquire a lot of information.

There are few characteristics of silent reading, such as:

- a) It can makes learners very active and accurate
- b) It concentrates the attention of learners toward subject matter
- c) Learners participate together and it save time because it is done at a time.

f. Process of Reading

The process of reading are classified into three stages, they are:

- 1) Recognition stage: in this learners recognize form. Difficulty at this stage depends upon the difference between the script of the mother tongue and English; and between the spelling conventions of two languages.
- 2) Structuring stage: in this learners understand the structural meaning
- 3) Interpretation stage: in this stage, learners comprehend the significance of a word, phrase, and sentence.

g. Models of Reading Skill to Comprehend Meaning

The theoretical models that researchers use to describe how people print. There are three models of reading skill to comprehend meaning, they are:²²

1) **Bottom-up model** consists of lower-level reading processes.

Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Understanding letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

2) **Top-down model**, this model begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. Within a top-down approach to reading, the teacher focuses on meaning-generating activities rather than on recognition.

3) **Interactive model**, this model combines elements of both bottom-up and top-down models to reach comprehension. The

²² McGraw-Hill, *Practical English Language Teaching: Reading* (New York: The McGraw-Hill companies, 2008), 5-7.

model which is usually used in reading comprehension Indonesia Junior High School is top-down models.

h. The Activities to Improve Reading Skill

There are some activities to improve students' reading skill in the classroom, such as:²³

- 1) Finding a specific item of information quickly.
- 2) Using of accompanying information, such as: heading, picture, to predict the content of the text.
- 3) Distinguishing between fact and opinion.
- 4) Guessing the meanings of unfamiliar words by using contextual clues.
- 5) Reading at different speeds for different purposes.
- 6) Recognizing larger rhetorical patterns such as classifications, cause-effect.
- 7) Recognizing coherence relations such as main idea, supporting details.
- 8) Using prior knowledge to find out meanings within the text.
- 9) Predicting the connections words
- 10) Using the dictionary well.

²³ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2000), 223.

11) Making appropriate inferences of words expression of anything.

12) Responding appropriately to the text.

i. Teaching Reading

Reading is one of process receptive skills that combining information from a text and readers' background knowledge to build the meaning. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. It means that reading skills have relation with other skills. In this, there are principles for teaching reading, such as:²⁴

1) Exploit the reader's background knowledge

Background knowledge includes all of the experience, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works and cultural background and knowledge.

Reading can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. For example in teaching learning process, the students

²⁴ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill companies, 2003), 74-78.

difficult to get meaning, they may ask to teacher or make prediction about the meaning.

2) Build a strong vocabulary base

Basic vocabulary should be explicitly taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

3) Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of that monitoring comprehension includes verifying that the predictions being made are correct and checking adjustment when meaning is not obtained.

4) Work on increasing reading rate

In this, the teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skill. It is very important to understand fluent readers.

5) Teach reading strategies

According to Anderson, he said that strategic reading means not only knowing what strategy to use, but knowing

how to use and integrate a range of strategies.²⁵ One of reading strategies is listening verbal report of another reader who has just read the same material.

6) Encourage readers to transform strategies into skill

For example, the use of explicit strategy instruction to move readers from conscious control of reading strategies to unconscious use of reading skill.

7) Build assessment and evaluation into your teaching

Doing assessment or evaluation after teaching is used to know students' comprehension about the material.

8) Strive for continuous improvement as a reading teacher

Reading teacher need to be passionate about their work, they should view themselves as facilitators, helping each reader discover what works best.

j. Reading Techniques and Activities in Classroom

There are many reading activities that can make students enjoy in the classroom, such as:²⁶

1) Phonics

²⁵ *Ibid.*, 76.

²⁶ Caroline T. Linse and David Nunan, Series Editor, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill companies, 2005), 79-86.

One of the easiest ways to begin phonics is by introducing sounds and letters that are associated with specific noun.

2) Predictable stories or pattern book

According to Optiz “predictable stories or pattern book contain illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text”.

3) Sight words

Sight words are especially difficult to sound out decode because they don't follow regular spelling patterns. For example the use of a path-style board game with different sight words. Children throw a dice and move space. Whenever they land out the sight word, they read it aloud.

4) Print-rich environmental

Environmental print is the print that is seen all around us. It is the print on sign, labels, billboards, and so on.

5) Learning centers

Learning centers are station or place within a classroom where children can work alone, in pairs, or in small groups. Learning centers can apply with environmental print that focused on specific topics.

6) Language experience approach

Language experience approach is used to help native English speaking, ESL, AND EFL children develop beginning literacy skills. It can be a meaningful and pleasurable group literacy experience and individual experience.

7) Own word

This activity is asks students to come up with their own words related to the topics and then the words are written on small index cards or in the students' notebook. The last, review the words with each children.

8) Questioning technique

This activity provides some questions about what students are reading, to check their comprehension.

3. The Correlation between Self Confidence and English Reading Skill.

In this research, the researcher assumes that there is correlation between self confidence and students' English reading ability. The main objectives in learning English is students be able to read English fluently.

According to Krashen's affective filter hypothesis, in acquisition foreign language, affective factors have a strong influence. Krashen said that "learners with high motivation, self confidence, a good self image, and a low level of anxiety are better reached for success in second language acquisition". He also said that "a learner who has generally

negative attitudes towards learning English will have affective filter and the task for the teacher will be substantial. It means that second language acquisition depends on the affective factors.

MacIntyre and Gardner (1991) looked in more detail at anxiety in the classroom. They give suggest for teachers have power and responsibility to disappeared the development of anxiety by building self confidence through positive early experience, providing reassuring feedback, and promoting self-perception of developing proficiency. In this case, the teacher gives opportunity for students to share their problem in the classroom. In order to students more confidence or they don't get anxiety when reading English Text.

Meichenbaum and Biemiller (1998), also said that:

“High self-direction and students’ expertise should not be viewed as an attribute of a child; rather, the process of self direction depends on the “fit” between the demands of the situation and the ability and interest of the student”.²⁷

B. Previous Study

In this research, the researcher assumes that there is correlation between self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/ 2014. This research

²⁷ Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools 5 Simple-to-Follow Strategies for principles* (California: Corwin Press, INC, 2001), 83.

focus on self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo.

This research planning comes from the previous research finding. This research was presented by Retno Rismi Untari (210908048) by title The Correlation between Students' Self Confidence and English Speaking Ability in SMP N 2 Ponorogo. The research focused on students' self confidence toward English speaking ability of eighth grade students of SMPN 2 Ponorogo.

According to her research, she concluded that there was significant correlation between students' self confidence and English speaking ability in SMP N 2 Ponorogo. In this research r_{xy} is 0.9002, in significance standard of 1% r_t is 0.418. While for standard significance 5% r_t is 0.325. So, $0.900 > 0.325$ and $0.900 > 0.418$. It means that there are any correlations between self confidence and English speaking ability in SMP N 2 Ponorogo.

Besides that, this research planning comes from the journal of Naomi Boakey and Lynne Southey by title the influence of Socio- affective Factors in Students' Reading ability. They said that students' motivations and attitudes influence their participation in reading classes or class activities. Furthermore, students with low motivations will do less reading and students with high motivation will do higher motivation.

Beside the journal of Naomi Boakey and Lynne Southey, this research planning also comes from the Thesis of Loree J. Hisken by title the Correlation between Self Esteem and Student Reading Ability, Reading Level, and Academic Achievement. She comes from University of central Missouri in Warrensburg Missouri

According to her research, she concluded that students who show a positive attitude toward reading and confidence in reading, they have higher levels of academic success. By contrast, students with low self esteem tend to have lower reading abilities because they do not feel confident to take risk in their reading. She also said that a high level of self esteem acts as a buffer against anxiety. So, students with high self esteem do not refuse with reading challenges.

Different with this thesis; in this research the researcher assumes that there is correlation between self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014. According to the researcher, he or she concluded that if the students have low self confidence, the students' English reading ability is low. By contrast, if the students have high self confidence, so, the students' English reading ability is high.

C. Theoretical Framework

This section describes two variables: self confidence and English reading ability. The first variable is self confidence followed by its definition of self confidence and its element. And the second is English reading ability is followed by definition of reading and its element.

From the two variables above, we can conclude the theoretical framework as follows:

1. If the students have low self confidence, the students' English reading skill is low.
2. If the students have high self confidence, the students' English reading skill is high.

D. Hypothesis

Hypothesis in this research is stated based on the theoretical background and theoretical framework. The hypothesis is whether the more confident the students have, the better they have their English reading skill to tenth grade students of SMAN 1 Badegan Ponorogo in Academic year 2013/ 2014.

CHAPTER I

INTRODUCTION

G. Background of Study

English as one of foreign language is considered very important in international communication, because in the global era the countries can't stand alone by themselves in their development. They need corporation and relationship with other nations. When the person continues education or work in other countries where English is spoken, as a consequence, he or she should speak English. If he or she can't use it, he or she should study before go there in order to be able to communicate with other person. Today there are about 6.000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10.²⁸ It means that English is one of International language which has been spread in world.

English has official or special status in at least 75 countries with a combined population of two billion people.²⁹ It is estimated that one out of four people worldwide speak English with some degree of competence. English is one of second language which is learned by people depend on their ability.

²⁸Christine Kenneally, *The First World.Viking,2007* (online),grammar.about.com/od/e/g/English Language term. htm, accessed on May 12, 2014 at 10.40am.

²⁹ Tony Reilly, "English Changes Lives." *The Sunday Times* [UK], November 11, 2012, (online), grammar.about.com/od/e/g/englishlanguageterm.htm, accessed on May 12, 2014 at 10.45 am.

In the college or university, English has many varieties, such as semantic, grammar, phonology, sociolinguistics, psycholinguistics, discourse analysis, etc.

Language is communication tool which is spoken by all people in the world. With Language, everybody can explore their opinion, feelings and ideas. The existence of language is very important for us. The fact without language we do not get information from other people, beside that people also do not join a good correlation with other people in the world. Not only first language but also second language especially English, we study it in the school because English language can help us to communicate with tourist.

Based on *Merriam Webster's Collegiate Dictionary*, it is explained that language is a systematic means of communicating ideas or feeling by the use of conventionalized signs sounds, gestures, or marks having understood meaning.³⁰ It means that language is our communicating ideas that use of sign sounds, body language, and mimic. There are four skills in English education, they are: listening, speaking, reading and writing

Reading is one of receptive skills in which the students are asked to read and understand a text. In other reference, reading is a process of readers combining information from a text and their own background knowledge to build

³⁰H. Douglas Brown, *Principles of Language and Teaching Fifth Edition* (United States of America: Pearson Longman, 2007), 6.

meaning.³¹ In this case, the readers should integrate between their background knowledge and the text to comprehend its meaning.

Reading is an essential skill for learners of English as second language, for most of these learners it is the most important skill to master in order to ensure success in English. With the advantages of reading skill we can learn other English aspects. For example by reading, we get many information and knowledge. Furthermore, we can speak or tell information which is got from reading. So, in this case we do not only improve your reading skill but also speaking skill.

According to W.S. Gray reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences.³² It means reading is form of our experience which related with mind or brain to get the meaning of text.

There are many purposes of reading, they are to get the main idea of text, to determine kinds of text, reading to sequence or organization, reading to inference, reading to classify, reading to evaluate, and reading to compare or contrast.

³¹ McGraw Hill, *Practical English Language Teaching: Reading* (New York: McGraw Hill Companies, 2008), 2.

³² M. F. Patel and Praveen M. Jain, *ENGLISH LANGUAGE TEACHING (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 114.

Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.³³ It means that reading can be the fun activity, because we don't only get happiness but also many information and knowledge.

Reading skill refers to the specific abilities that enable a person to read with independence and interact with the message.³⁴ Reading skills or reading abilities are our ability to find meaning of text and read the text fluently.

There are some strategies to make reading is interesting in the classroom, for example: 1) the teacher tell about the topic and motivate the learners; 2) the teacher allow the learners to read the text; 3) the topic should be interesting and effective in order to make the learners enjoy; 4) selective approach for better comprehension of text.³⁵

At the time, researcher teaching reading in the classroom, she or he gets the students refuse to reading in front of class. In this case, the researcher analyze about caution of this problem, and this problems caused by both internal factor and external factor. Internal factor include students less comprehension in reading text, the vocabulary ability, the method of reading learning, and the grammar structures of students, besides that external factor such as self

³³ *Ibid.*

³⁴ <http://www.ask.com/question/what-is-reading-skills>, accessed on May 12, 2014 at 10.55 am.

³⁵ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 123.

confidence, anxiety, self image and self concept. Based on description, in this study, the researcher wants to find out correlation between self confidence (external factor) and English reading ability.

Self confidence people trust of their own abilities.³⁶ It means that self confidence is feeling of person which he or she is able to do something correctly. In reading English, self confidence is needed because it can help us to read fluently. The overall aspects of English are different from mother language. So, in this case some students feel afraid to read English texts.

The indications of students to have high self confidence are for example they are being willing to take risks, admitting their mistakes and learning from them, accepting compliment graciously from the other.³⁷ But students have low self confidence are for example they show the fear, make a cheating into habitual, worried in facing someone, and have no spirit when following the class. By self confidence we feel enjoy to do activities, especially for students to improve their English reading ability.

According to Manktelow and Amy Carlson it is stated that Self-confident people inspire confidence in others: their audience, their peers, their bosses, their customers, their friends and gaining the confidence of others is one of the key

³⁶<http://www.counselingcenter.illinois.edu/self-help-brochures/self-awarenessself-care/self-confidence/>, accessed on May 12, 2014 at 10.20 am.

³⁷ Retno Rismi Untari, "The Correlation between Students' Self Confidence and English Speaking Ability in SMP N 2 Ponorogo" (Thesis, Ponorogo: STAIN PRESS, 2012), 4.

ways in which a self-confident person finds success.³⁸ It means that self confident people from anywhere during people feel satisfaction.

We can overcome fear and build self confidence with the some ways, like reframing fear, take responsibility for our lives, change a negative vocabulary, and utilize affirmations.³⁹

Reframing fear involves try to see fear as an indicator of growth. *Taking responsibility* for our lives means learners can conclude lack of self confidence or low self esteem as a result of an unequal society and the social pressures under which they operate. *Change negative vocabulary* means remind students that each choice they make to do or not to do something. *Positive friends* means positive friends can help them maintain their positive energy levels.

There are eight components of self confidence, they are self acceptance, self respect, self esteem, self belief, self love, self assurance, self determination, and self admiration. Self acceptance is understanding who you are and accepting your faults. Self esteem is taking care of yourself and treating yourself right. Self belief is trusting yourself and having faith in your skills ability. Self love is the feeling energetic, excited and respect yourself. Self assurance is just knowing that you will succeed at what you do. Self determination is freedom, being in

³⁸ <http://www.mindtools.com/selfconf.html>. accessed on May 12, 2014 at 10.15 am.

³⁹ Tom Burns and Sandra Sinfield, *Teaching, Learning and Study Skills: A guide for Tutors* (India: A Sage Publications Company, 2004), 53-56.

complete and total control of your reality. Self admiration is the feel against the grain to suggest that people become proud but they not suggesting egotism.⁴⁰

People who are not self confident depend on the approval of others in order to feel good about themselves. They tend to avoid taking risks because they fear failure. They generally do not expect to be successful. By contrast, self-confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves and they don't feel they have to conform in order to be accepted. There are some factors which affect people's self confidence, they are parents' attitude, friends and society.

Parents' attitude can influence children feelings about themselves. If parents critical or demand and overprotective toward children' development, so children will be incapable, inadequate or inferior personality. By contrast, if parents give more courage for children' development toward self reliance, accept and love their children when they make mistakes, so children will learn to accept themselves and they will develop their self confidence by their way.

Based on the explanation above, the researcher is interested to make research by title THE CORRELATION BETWEEN SELF CONFIDENCE AND ENGLISH READING SKILL TO THE TENTH GRADE STUDENTS OF SMAN 1 BADEGAN PONOROGO IN ACADEMIC YEAR 2013/ 2014.

⁴⁰Colm O'Reilley, *The 8 Components of True Inner Confidence* (Online) <http://www.selfgrowth.com/Articles/Oreilley3.html>. Accessed on June 24, 2014 at 15.00 am.

H. Limitation of Study

The study is focused on the Correlation between Self Confidence and English reading skill to the Tenth Grade of SMAN 1 Badegan Ponorogo in Academic Year 2013 /2014.

I. Statement of Problem

Do the more confident the students have, the better they have their English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014?

J. Objectives of Study

Regarding to the problem statements, objectives of the study are formulated into:

To know whether the more confident the students have, the better they have their English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014.

K. Significance of Study

This result of observation is expected to be able to give advantages, both theoretically and practically.

3. Theoretical Aspect

This result of observation can add knowledge in particular about contribution to education knowledge in particular about self confidence and English reading skill.

4. Practically Aspect

d. Students

The result of study is expected to increase the students' reading skill, particularly, the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014

e. Teacher

The result of study is expected to be an input for teachers, particularly English teacher to motivate their students to read especially in English reading text.

f. Other researcher

The result is expected to be able to give contribution to readers, particularly, the students of English Department of STAIN Ponorogo, in enriching references concerned with the correlation between self confidence and English reading skill.

L. Organization of Thesis

To make easy to arrange the thesis, in this section will explain about the organization of thesis. There are five chapters. They are:

CHAPTER I: Introduction

This chapter consists of background of study, the problem identification, limitation of the study, statement of the problems, objectives of the study, organization of problem, and significance of the study

CHAPTER II : Review of related literatures

This chapter consists of theoretical background, previous study, theoretical framework, and hypothesis.

CHAPTER III: Research Methodology

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV: Research Finding

This chapter consists of research location, data description, data analysis, and discussion

CHAPTER V : Closing

This chapter consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

E. Theoretical Background

4. Self Confidence

e. Definition of Self Confidence

Based on Oxford Advanced Learners Dictionary, it is defined that self confidence is having confidence in oneself and one's ability.⁴¹

Self confidence is learner's belief that they indeed are fully capable of accomplishing a task is a least partially a factor in their eventual success in attaining the task.⁴² It means that, self confidence is the belief on one's own ability for finishing task or assignment.

f. Strategies for Developing Confidence

There are some strategies for us to be more confident to read English texts. Such as⁴³

9) Diligent for searching information everywhere and every time.

10) Diligent to explore our knowledge for everyone.

11) Trying to be usefulness person when we are needed.

⁴¹ <http://www.oxfordlearnersdictionaries.com/definition/english/self-confident>, accessed on May 12, 2014 at 11.11 am.

⁴² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition* (San Fransisco: Addison Wesley Longman, 2001), 62.

⁴³ Sutan Surya and Hariwijaya, *Big Bang Spirit* (Yogyakarta: Pustaka Insan Madani, 2008), 44-46.

12) Constructing good self concept

13) Introspecting our self

14) Trying positive thinking

15) Interacting with other person

16) Constructing our identity

g. Characteristics of High Confidence

According to Simon Fuller “individuals with a high self esteem are involves confident in their work with another and they will make friends easily”.⁴⁴ Self esteem is individual’s confidence in her own values, opinion, and importance. So, self esteem is also called self confidence.

According to him, there are characteristics of person who have high self esteem, are:

7) Sense of worth : the person with a high self esteem, they have more belief in their own worth as people.

8) Live in present : the person with high self esteem tends to like living in present than dreaming about the future or memorize about the past.

9) Avoid manipulation: the person is confident in her/ his ability and rights in varieties situations and with the others.

⁴⁴ Simon Fuller, Characteristics of High Self Esteem, (online) <http://www.ehow.com/info/8606746-characteristics-High-Selfesteem.html#zz2ySLbO1S>, accessed on April 10, 2014 at 10. 45.

- 10) Express self : the person with high self esteem, they will communicate successfully with other and share her ideas or opinion when necessary.
- 11) Awareness of values: the person with high self esteem decides a good values what influence her/ his life or relations with others.
- 12) Self acceptance: the person with high self esteem will be happy with who he/ she is and accept faults that may has.

h. Components of Self Confidence

There are components that need to be mastered in order to have true, lasting and unshakable inner beauty, they are:⁴⁵

- 9) Self Acceptance is understanding who you are and accepting your faults. It means that try to accept good or bad thing in ourselves.
- 10) Self respect means taking care of yourself and treating yourself right.
- 11) Self esteem is the value you place yourself. It means that recognize and affirm that you are good enough and valuable.
- 12) Self belief is trusting yourself and having faith in your skills ability. It means that the person do not afraid to try new thing and trust they can do it.

⁴⁵Colm O'Reilley. *The 8 Components of True Inner Confidence* (Online) <http://www.selfgrowth.com/Articles/O'Reilly3.html>. Accessed on June 24, 2014 at 15.00 am.

- 13) Self love is the feeling energetic, excited and respectful on our abilities. It means that the person love themselves.
- 14) Self assurance means just knowing that you will succeed at what you do.
- 15) Self determination is freedom, being in complete and total control of your reality.
- 16) Self admiration is the feel against the grain to suggest that people become proud but they do not suggesting egotism.

5. English Reading Skill

k. Definition of Reading

Reading is a process of readers combining information from a text and their own background knowledge to build meaning. It means that reading is one of receptive skill that used readers' knowledge to understand meaning of text.

l. Definition of Reading Skill

Reading skill is an ability to inspect, appreciate the fact, and think the symbol in the article form. It also means that ability of thinking process that involves all of sense and understanding and language message.

Based on some definitions above, we can conclude that reading skill is students' skill to read and understand English text in order to find out the point of text.

Reading skill is our abilities to read text and get the meaning. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and style of reading.

m. Purposes of Reading

One of the purposes of reading is to get some information and knowledge. Rivers and Temperly explain the purposes of reading suitable with text selection might well include the following:⁴⁶

- 8) To get information, such as travel brochures, train timetable, bus schedules, notice, etc.
- 9) To respond or to curiosity about the topic, such as magazine article, newspaper editorials, advertisements, etc.
- 10) To follow instructions, such as maps, route planners, recipe, guides, etc.
- 11) For pleasure and enjoyment, such as poems, short stories, reviews, etc.

⁴⁶ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 206.

12) To keep in touch, such as postcards, notes invitations, letters, etc.

13) To know what is happening in the world, such as news articles, news reviews, etc.

14) To find out when and where, such as announcements, programmes, tour guides.

n. Components of Reading

There are five component of reading, such as:⁴⁷

6) Phonemic awareness is the knowledge and manipulation of sounds in spoken words.

7) Phonics is the relationship between written and spoken letters and sounds.

8) Reading fluency is the ability to read with accuracy and appropriate rate, expression and phrasing. It include oral reading skills

9) Vocabulary development is the knowledge of words, their definition and context.

10) Reading comprehension strategies is the understanding of meaning in text.

⁴⁷<http://Irs.ed.uiuc.edu/students/jblanton/read/5essential.htm> accessed on May, 30 2014 at 10.00 am.

o. Types of Reading

Type of reading is the various kind of reading. In general, types of reading are classified into:⁴⁸

5) Intensive reading

Intensive reading is text reading or passage reading. In this the learners read text to get knowledge. This reading is done to carry out to get specific information.

There are few characteristics of intensive reading, there are:

- f) This reading helps students to develop active reading
- g) In this reading, teacher play main role
- h) Linguistic items are developed
- i) It has aim at active use of language
- j) Speech habit is emphasized and accent, stress, intonation and rhythm can be corrected.

6) Extensive reading

Extensive reading is type of reading to train the students to read directly and fluently in target language, especially English. It for enjoyment without the aid of teacher.

There are few characteristics of extensive reading, there are:

- g) It helps learners to develop active vocabulary

⁴⁸M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 117-124.

- h) The subject matter is emphasized
- i) The learners play main role because they have to ask for measures
- j) The idea can be developed
- k) It has aim is to enrich learners' knowledge
- l) Through it the good reading habit can be developed

7) Aloud reading

Aloud reading is type of reading which is important in teaching English because teacher should know training of reading aloud must be given at primary level because it is the base of words pronunciation.

There are many characteristics or aloud reading, such as:

- e) It helps learners to develop the skill of reading very well by speaking
- f) It also helps learners to develop the skill of pronunciation very well
- g) The teacher uses reinforcement during reading
- h) In this reading, learners imitate what said teacher. So, the teacher should have innovative ideas.

8) Silent reading

Silent reading is a very important skill in teaching English, because this reading should be employed to increase reading ability among learners and this reading is done to acquire a lot of information.

There are few characteristics of silent reading, such as:

- d) It can makes learners very active and accurate
- e) It concentrates the attention of learners toward subject matter
- f) Learners participate together and it save time because it is done at a time.

p. Process of Reading

The process of reading are classified into three stages, they are:

- 4) Recognition stage: in this learners recognize form. Difficulty at this stage depends upon the difference between the script of the mother tongue and English; and between the spelling conventions of two languages.
- 5) Structuring stage: in this learners understand the structural meaning
- 6) Interpretation stage: in this stage, learners comprehend the significance of a word, phrase, and sentence.

q. Models of Reading Skill to Comprehend Meaning

The theoretical models that researchers use to describe how people print. There are three models of reading skill to comprehend meaning, they are:⁴⁹

4) **Bottom-up model** consists of lower-level reading processes.

Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Understanding letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

5) **Top-down model**, this model begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. Within a top-down approach to reading, the teacher focuses on meaning-generating activities rather than on recognition.

6) **Interactive model**, this model combines elements of both bottom-up and top-down models to reach comprehension. The

⁴⁹ McGraw-Hill, *Practical English Language Teaching: Reading* (New York: The McGraw-Hill companies, 2008), 5-7.

model which is usually used in reading comprehension Indonesia Junior High School is top-down models.

r. The Activities to Improve Reading Skill

There are some activities to improve students' reading skill in the classroom, such as:⁵⁰

- 13) Finding a specific item of information quickly.
- 14) Using of accompanying information, such as: heading, picture, to predict the content of the text.
- 15) Distinguishing between fact and opinion.
- 16) Guessing the meanings of unfamiliar words by using contextual clues.
- 17) Reading at different speeds for different purposes.
- 18) Recognizing larger rhetorical patterns such as classifications, cause-effect.
- 19) Recognizing coherence relations such as main idea, supporting details.
- 20) Using prior knowledge to find out meanings within the text.
- 21) Predicting the connections words
- 22) Using the dictionary well.

⁵⁰ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2000), 223.

23) Making appropriate inferences of words expression of anything.

24) Responding appropriately to the text.

s. Teaching Reading

Reading is one of process receptive skills that combining information from a text and readers' background knowledge to build the meaning. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. It means that reading skills have relation with other skills. In this, there are principles for teaching reading, such as:⁵¹

9) Exploit the reader's background knowledge

Background knowledge includes all of the experience, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works and cultural background and knowledge.

Reading can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. For example in teaching learning process, the students

⁵¹ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill companies, 2003), 74-78.

difficult to get meaning, they may ask to teacher or make prediction about the meaning.

10) Build a strong vocabulary base

Basic vocabulary should be explicitly taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

11) Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of that monitoring comprehension includes verifying that the predictions being made are correct and checking adjustment when meaning is not obtained.

12) Work on increasing reading rate

In this, the teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skill. It is very important to understand fluent readers.

13) Teach reading strategies

According to Anderson, he said that strategic reading means not only knowing what strategy to use, but knowing

how to use and integrate a range of strategies.⁵² One of reading strategies is listening verbal report of another reader who has just read the same material.

14) Encourage readers to transform strategies into skill

For example, the use of explicit strategy instruction to move readers from conscious control of reading strategies to unconscious use of reading skill.

15) Build assessment and evaluation into your teaching

Doing assessment or evaluation after teaching is used to know students' comprehension about the material.

16) Strive for continuous improvement as a reading teacher

Reading teacher need to be passionate about their work, they should view themselves as facilitators, helping each reader discover what works best.

t. Reading Techniques and Activities in Classroom

There are many reading activities that can make students enjoy in the classroom, such as.⁵³

9) Phonics

⁵² *Ibid.*, 76.

⁵³ Caroline T. Linse and David Nunan, Series Editor, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill companies, 2005), 79-86.

One of the easiest ways to begin phonics is by introducing sounds and letters that are associated with specific noun.

10) Predictable stories or pattern book

According to Optiz “predictable stories or pattern book contain illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text”.

11) Sight words

Sight words are especially difficult to sound out decode because they don't follow regular spelling patterns. For example the use of a path-style board game with different sight words. Children throw a dice and move space. Whenever they land out the sight word, they read it aloud.

12) Print-rich environmental

Environmental print is the print that is seen all around us. It is the print on sign, labels, billboards, and so on.

13) Learning centers

Learning centers are station or place within a classroom where children can work alone, in pairs, or in small groups. Learning centers can apply with environmental print that focused on specific topics.

14) Language experience approach

Language experience approach is used to help native English speaking, ESL, AND EFL children develop beginning literacy skills. It can be a meaningful and pleasurable group literacy experience and individual experience.

15) Own word

This activity is asks students to come up with their own words related to the topics and then the words are written on small index cards or in the students' notebook. The last, review the words with each children.

16) Questioning technique

This activity provides some questions about what students are reading, to check their comprehension.

6. The Correlation between Self Confidence and English Reading Skill.

In this research, the researcher assumes that there is correlation between self confidence and students' English reading ability. The main objectives in learning English is students be able to read English fluently.

According to Krashen's affective filter hypothesis, in acquisition foreign language, affective factors have a strong influence. Krashen said that "learners with high motivation, self confidence, a good self image, and a low level of anxiety are better reached for success in second language acquisition". He also said that "a learner who has generally

negative attitudes towards learning English will have affective filter and the task for the teacher will be substantial. It means that second language acquisition depends on the affective factors.

MacIntyre and Gardner (1991) looked in more detail at anxiety in the classroom. They give suggest for teachers have power and responsibility to disappeared the development of anxiety by building self confidence through positive early experience, providing reassuring feedback, and promoting self-perception of developing proficiency. In this case, the teacher gives opportunity for students to share their problem in the classroom. In order to students more confidence or they don't get anxiety when reading English Text.

Meichenbaum and Biemiller (1998), also said that:

“High self-direction and students’ expertise should not be viewed as an attribute of a child; rather, the process of self direction depends on the “fit” between the demands of the situation and the ability and interest of the student”.⁵⁴

F. Previous Study

In this research, the researcher assumes that there is correlation between self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/ 2014. This research

⁵⁴ Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools 5 Simple-to-Follow Strategies for principles* (California: Corwin Press, INC, 2001), 83.

focus on self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo.

This research planning comes from the previous research finding. This research was presented by Retno Rismi Untari (210908048) by title The Correlation between Students' Self Confidence and English Speaking Ability in SMP N 2 Ponorogo. The research focused on students' self confidence toward English speaking ability of eighth grade students of SMPN 2 Ponorogo.

According to her research, she concluded that there was significant correlation between students' self confidence and English speaking ability in SMP N 2 Ponorogo. In this research r_{xy} is 0.9002, in significance standard of 1% r_t is 0.418. While for standard significance 5% r_t is 0.325. So, $0.900 > 0.325$ and $0.900 > 0.418$. It means that there are any correlations between self confidence and English speaking ability in SMP N 2 Ponorogo.

Besides that, this research planning comes from the journal of Naomi Boakey and Lynne Southey by title the influence of Socio- affective Factors in Students' Reading ability. They said that students' motivations and attitudes influence their participation in reading classes or class activities. Furthermore, students with low motivations will do less reading and students with high motivation will do higher motivation.

Beside the journal of Naomi Boakey and Lynne Southey, this research planning also comes from the Thesis of Loree J. Hisken by title the Correlation between Self Esteem and Student Reading Ability, Reading Level, and Academic Achievement. She comes from University of central Missouri in Warrensburg Missouri

According to her research, she concluded that students who show a positive attitude toward reading and confidence in reading, they have higher levels of academic success. By contrast, students with low self esteem tend to have lower reading abilities because they do not feel confident to take risk in their reading. She also said that a high level of self esteem acts as a buffer against anxiety. So, students with high self esteem do not refuse with reading challenges.

Different with this thesis; in this research the researcher assumes that there is correlation between self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014. According to the researcher, he or she concluded that if the students have low self confidence, the students' English reading ability is low. By contrast, if the students have high self confidence, so, the students' English reading ability is high.

G. Theoretical Framework

This section describes two variables: self confidence and English reading ability. The first variable is self confidence followed by its definition of self confidence and its element. And the second is English reading ability is followed by definition of reading and its element.

From the two variables above, we can conclude the theoretical framework as follows:

3. If the students have low self confidence, the students' English reading skill is low.
4. If the students have high self confidence, the students' English reading skill is high.

H. Hypothesis

Hypothesis in this research is stated based on the theoretical background and theoretical framework. The hypothesis is whether the more confident the students have, the better they have their English reading skill to tenth grade students of SMAN 1 Badegan Ponorogo in Academic year 2013/ 2014.

CHAPTER I

INTRODUCTION

M. Background of Study

English as one of foreign language is considered very important in international communication, because in the global era the countries can't stand alone by themselves in their development. They need corporation and relationship with other nations. When the person continues education or work in other countries where English is spoken, as a consequence, he or she should speak English. If he or she can't use it, he or she should study before go there in order to be able to communicate with other person. Today there are about 6.000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10.⁵⁵ It means that English is one of International language which has been spread in world.

English has official or special status in at least 75 countries with a combined population of two billion people.⁵⁶ It is estimated that one out of four people worldwide speak English with some degree of competence. English is one of second language which is learned by people depend on their ability.

⁵⁵Christine Kenneally, *The First World.Viking,2007* (online),grammar.about.com/od/e/g/English Language term. htm, accessed on May 12, 2014 at 10.40am.

⁵⁶ Tony Reilly, "English Changes Lives." *The Sunday Times* [UK], November 11, 2012, (online), grammar.about.com/od/e/g/englishlanguageterm.htm, accessed on May 12, 2014 at 10.45 am.

In the college or university, English has many varieties, such as semantic, grammar, phonology, sociolinguistics, psycholinguistics, discourse analysis, etc.

Language is communication tool which is spoken by all people in the world. With Language, everybody can explore their opinion, feelings and ideas. The existence of language is very important for us. The fact without language we do not get information from other people, beside that people also do not join a good correlation with other people in the world. Not only first language but also second language especially English, we study it in the school because English language can help us to communicate with tourist.

Based on *Merriam Webster's Collegiate Dictionary*, it is explained that language is a systematic means of communicating ideas or feeling by the use of conventionalized signs sounds, gestures, or marks having understood meaning.⁵⁷ It means that language is our communicating ideas that use of sign sounds, body language, and mimic. There are four skills in English education, they are: listening, speaking, reading and writing

Reading is one of receptive skills in which the students are asked to read and understand a text. In other reference, reading is a process of readers combining information from a text and their own background knowledge to build

⁵⁷H. Douglas Brown, *Principles of Language and Teaching Fifth Edition* (United States of America: Pearson Longman, 2007), 6.

meaning.⁵⁸ In this case, the readers should integrate between their background knowledge and the text to comprehend its meaning.

Reading is an essential skill for learners of English as second language, for most of these learners it is the most important skill to master in order to ensure success in English. With the advantages of reading skill we can learn other English aspects. For example by reading, we get many information and knowledge. Furthermore, we can speak or tell information which is got from reading. So, in this case we do not only improve your reading skill but also speaking skill.

According to W.S. Gray reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences.⁵⁹ It means reading is form of our experience which related with mind or brain to get the meaning of text.

There are many purposes of reading, they are to get the main idea of text, to determine kinds of text, reading to sequence or organization, reading to inference, reading to classify, reading to evaluate, and reading to compare or contrast.

⁵⁸ McGraw Hill, *Practical English Language Teaching: Reading* (New York: McGraw Hill Companies, 2008), 2.

⁵⁹ M. F. Patel and Praveen M. Jain, *ENGLISH LANGUAGE TEACHING (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 114.

Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.⁶⁰ It means that reading can be the fun activity, because we don't only get happiness but also many information and knowledge.

Reading skill refers to the specific abilities that enable a person to read with independence and interact with the message.⁶¹ Reading skills or reading abilities are our ability to find meaning of text and read the text fluently.

There are some strategies to make reading is interesting in the classroom, for example: 1) the teacher tell about the topic and motivate the learners; 2) the teacher allow the learners to read the text; 3) the topic should be interesting and effective in order to make the learners enjoy; 4) selective approach for better comprehension of text.⁶²

At the time, researcher teaching reading in the classroom, she or he gets the students refuse to reading in front of class. In this case, the researcher analyze about caution of this problem, and this problems caused by both internal factor and external factor. Internal factor include students less comprehension in reading text, the vocabulary ability, the method of reading learning, and the grammar structures of students, besides that external factor such as self

⁶⁰ *Ibid.*

⁶¹ <http://www.ask.com/question/what-is-reading-skills>, accessed on May 12, 2014 at 10.55 am.

⁶² M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 123.

confidence, anxiety, self image and self concept. Based on description, in this study, the researcher wants to find out correlation between self confidence (external factor) and English reading ability.

Self confidence people trust of their own abilities.⁶³ It means that self confidence is feeling of person which he or she is able to do something correctly. In reading English, self confidence is needed because it can help us to read fluently. The overall aspects of English are different from mother language. So, in this case some students feel afraid to read English texts.

The indications of students to have high self confidence are for example they are being willing to take risks, admitting their mistakes and learning from them, accepting compliment graciously from the other.⁶⁴ But students have low self confidence are for example they show the fear, make a cheating into habitual, worried in facing someone, and have no spirit when following the class. By self confidence we feel enjoy to do activities, especially for students to improve their English reading ability.

According to Manktelow and Amy Carlson it is stated that Self-confident people inspire confidence in others: their audience, their peers, their bosses, their customers, their friends and gaining the confidence of others is one of the key

⁶³ <http://www.counselingcenter.illinois.edu/self-help-brochures/self-awarenessself-care/self-confidence/>, accessed on May 12, 2014 at 10.20 am.

⁶⁴ Retno Rismi Untari, "The Correlation between Students' Self Confidence and English Speaking Ability in SMP N 2 Ponorogo" (Thesis, Ponorogo: STAIN PRESS, 2012), 4.

ways in which a self-confident person finds success.⁶⁵ It means that self confident people from anywhere during people feel satisfaction.

We can overcome fear and build self confidence with the some ways, like reframing fear, take responsibility for our lives, change a negative vocabulary, and utilize affirmations.⁶⁶

Reframing fear involves try to see fear as an indicator of growth. *Taking responsibility* for our lives means learners can conclude lack of self confidence or low self esteem as a result of an unequal society and the social pressures under which they operate. *Change negative vocabulary* means remind students that each choice they make to do or not to do something. *Positive friends* means positive friends can help them maintain their positive energy levels.

There are eight components of self confidence, they are self acceptance, self respect, self esteem, self belief, self love, self assurance, self determination, and self admiration. Self acceptance is understanding who you are and accepting your faults. Self esteem is taking care of yourself and treating yourself right. Self belief is trusting yourself and having faith in your skills ability. Self love is the feeling energetic, excited and respect yourself. Self assurance is just knowing that you will succeed at what you do. Self determination is freedom, being in

⁶⁵ <http://www.mindtools.com/selfconf.html>. accessed on May 12, 2014 at 10.15 am.

⁶⁶ Tom Burns and Sandra Sinfield, *Teaching, Learning and Study Skills: A guide for Tutors* (India: A Sage Publications Company, 2004), 53-56.

complete and total control of your reality. Self admiration is the feel against the grain to suggest that people become proud but they not suggesting egotism.⁶⁷

People who are not self confident depend on the approval of others in order to feel good about themselves. They tend to avoid taking risks because they fear failure. They generally do not expect to be successful. By contrast, self-confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves and they don't feel they have to conform in order to be accepted. There are some factors which affect people's self confidence, they are parents' attitude, friends and society.

Parents' attitude can influence children feelings about themselves. If parents critical or demand and overprotective toward children' development, so children will be incapable, inadequate or inferior personality. By contrast, if parents give more courage for children' development toward self reliance, accept and love their children when they make mistakes, so children will learn to accept themselves and they will develop their self confidence by their way.

Based on the explanation above, the researcher is interested to make research by title THE CORRELATION BETWEEN SELF CONFIDENCE AND ENGLISH READING SKILL TO THE TENTH GRADE STUDENTS OF SMAN 1 BADEGAN PONOROGO IN ACADEMIC YEAR 2013/ 2014.

⁶⁷Colm O'Reilley, *The 8 Components of True Inner Confidence* (Online) <http://www.selfgrowth.com/Articles/Oreilley3.html>. Accessed on June 24, 2014 at 15.00 am.

N. Limitation of Study

The study is focused on the Correlation between Self Confidence and English reading skill to the Tenth Grade of SMAN 1 Badegan Ponorogo in Academic Year 2013 /2014.

O. Statement of Problem

Do the more confident the students have, the better they have their English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014?

P. Objectives of Study

Regarding to the problem statements, objectives of the study are formulated into:

To know whether the more confident the students have, the better they have their English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014.

Q. Significance of Study

This result of observation is expected to be able to give advantages, both theoretically and practically.

5. Theoretical Aspect

This result of observation can add knowledge in particular about contribution to education knowledge in particular about self confidence and English reading skill.

6. Practically Aspect

g. Students

The result of study is expected to increase the students' reading skill, particularly, the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014

h. Teacher

The result of study is expected to be an input for teachers, particularly English teacher to motivate their students to read especially in English reading text.

i. Other researcher

The result is expected to be able to give contribution to readers, particularly, the students of English Department of STAIN Ponorogo, in enriching references concerned with the correlation between self confidence and English reading skill.

R. Organization of Thesis

To make easy to arrange the thesis, in this section will explain about the organization of thesis. There are five chapters. They are:

CHAPTER I: Introduction

This chapter consists of background of study, the problem identification, limitation of the study, statement of the problems, objectives of the study, organization of problem, and significance of the study

CHAPTER II : Review of related literatures

This chapter consists of theoretical background, previous study, theoretical framework, and hypothesis.

CHAPTER III: Research Methodology

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV: Research Finding

This chapter consists of research location, data description, data analysis, and discussion

CHAPTER V : Closing

This chapter consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. Theoretical Background

7. Self Confidence

i. Definition of Self Confidence

Based on Oxford Advanced Learners Dictionary, it is defined that self confidence is having confidence in oneself and one's ability.⁶⁸

Self confidence is learner's belief that they indeed are fully capable of accomplishing a task is a least partially a factor in their eventual success in attaining the task.⁶⁹ It means that, self confidence is the belief on one's own ability for finishing task or assignment.

j. Strategies for Developing Confidence

There are some strategies for us to be more confident to read English texts. Such as⁷⁰

17) Diligent for searching information everywhere and every time.

18) Diligent to explore our knowledge for everyone.

19) Trying to be usefulness person when we are needed.

⁶⁸ <http://www.oxfordlearnersdictionaries.com/definition/english/self-confident>, accessed on May 12, 2014 at 11.11 am.

⁶⁹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition* (San Fransisco: Addison Wesley Longman, 2001), 62.

⁷⁰ Sutan Surya and Hariwijaya, *Big Bang Spirit* (Yogyakarta: Pustaka Insan Madani, 2008), 44-46.

20) Constructing good self concept

21) Introspecting our self

22) Trying positive thinking

23) Interacting with other person

24) Constructing our identity

k. Characteristics of High Confidence

According to Simon Fuller “individuals with a high self esteem are involves confident in their work with another and they will make friends easily”.⁷¹ Self esteem is individual’s confidence in her own values, opinion, and importance. So, self esteem is also called self confidence.

According to him, there are characteristics of person who have high self esteem, are:

13) Sense of worth : the person with a high self esteem, they have more belief in their own worth as people.

14) Live in present : the person with high self esteem tends to like living in present than dreaming about the future or memorize about the past.

15) Avoid manipulation: the person is confident in her/ his ability and rights in varieties situations and with the others.

⁷¹ Simon Fuller, Characteristics of High Self Esteem, (online) <http://www.ehow.com/info/8606746-characteristics-High-Selfesteem.html#zz2ySLbO1S>, accessed on April 10, 2014 at 10. 45.

- 16) Express self : the person with high self esteem, they will communicate successfully with other and share her ideas or opinion when necessary.
- 17) Awareness of values: the person with high self esteem decides a good values what influence her/ his life or relations with others.
- 18) Self acceptance: the person with high self esteem will be happy with who he/ she is and accept faults that may has.

I. Components of Self Confidence

There are components that need to be mastered in order to have true, lasting and unshakable inner beauty, they are:⁷²

- 17) Self Acceptance is understanding who you are and accepting your faults. It means that try to accept good or bad thing in ourselves.
- 18) Self respect means taking care of yourself and treating yourself right.
- 19) Self esteem is the value you place yourself. It means that recognize and affirm that you are good enough and valuable.
- 20) Self belief is trusting yourself and having faith in your skills ability. It means that the person do not afraid to try new thing and trust they can do it.

⁷²Colm O'Reilley. *The 8 Components of True Inner Confidence* (Online) <http://www.selfgrowth.com/Articles/O'Reilly3.html>. Accessed on June 24, 2014 at 15.00 am.

- 21) Self love is the feeling energetic, excited and respectful on our abilities. It means that the person love themselves.
- 22) Self assurance means just knowing that you will succeed at what you do.
- 23) Self determination is freedom, being in complete and total control of your reality.
- 24) Self admiration is the feel against the grain to suggest that people become proud but they do not suggesting egotism.

8. English Reading Skill

u. Definition of Reading

Reading is a process of readers combining information from a text and their own background knowledge to build meaning. It means that reading is one of receptive skill that used readers' knowledge to understand meaning of text.

v. Definition of Reading Skill

Reading skill is an ability to inspect, appreciate the fact, and think the symbol in the article form. It also means that ability of thinking process that involves all of sense and understanding and language message.

Based on some definitions above, we can conclude that reading skill is students' skill to read and understand English text in order to find out the point of text.

Reading skill is our abilities to read text and get the meaning. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and style of reading.

w. Purposes of Reading

One of the purposes of reading is to get some information and knowledge. Rivers and Temperly explain the purposes of reading suitable with text selection might well include the following:⁷³

- 15) To get information, such as travel brochures, train timetable, bus schedules, notice, etc.
- 16) To respond or to curiosity about the topic, such as magazine article, newspaper editorials, advertisements, etc.
- 17) To follow instructions, such as maps, route planners, recipe, guides, etc.
- 18) For pleasure and enjoyment, such as poems, short stories, reviews, etc.

⁷³ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 206.

19) To keep in touch, such as postcards, notes invitations, letters, etc.

20) To know what is happening in the world, such as news articles, news reviews, etc.

21) To find out when and where, such as announcements, programmes, tour guides.

x. Components of Reading

There are five component of reading, such as:⁷⁴

11) Phonemic awareness is the knowledge and manipulation of sounds in spoken words.

12) Phonics is the relationship between written and spoken letters and sounds.

13) Reading fluency is the ability to read with accuracy and appropriate rate, expression and phrasing. It include oral reading skills

14) Vocabulary development is the knowledge of words, their definition and context.

15) Reading comprehension strategies is the understanding of meaning in text.

⁷⁴<http://Irs.ed.uiuc.edu/students/jblanton/read/5essential.htm> accessed on May, 30 2014 at 10.00 am.

y. Types of Reading

Type of reading is the various kind of reading. In general, types of reading are classified into:⁷⁵

9) Intensive reading

Intensive reading is text reading or passage reading. In this the learners read text to get knowledge. This reading is done to carry out to get specific information.

There are few characteristics of intensive reading, there are:

- k) This reading helps students to develop active reading
- l) In this reading, teacher play main role
- m) Linguistic items are developed
- n) It has aim at active use of language
- o) Speech habit is emphasized and accent, stress, intonation and rhythm can be corrected.

10) Extensive reading

Extensive reading is type of reading to train the students to read directly and fluently in target language, especially English. It for enjoyment without the aid of teacher.

There are few characteristics of extensive reading, there are:

- m) It helps learners to develop active vocabulary

⁷⁵M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers and Distributors, 2008), 117-124.

- n) The subject matter is emphasized
- o) The learners play main role because they have to ask for measures
- p) The idea can be developed
- q) It has aim is to enrich learners' knowledge
- r) Through it the good reading habit can be developed

11) Aloud reading

Aloud reading is type of reading which is important in teaching English because teacher should know training of reading aloud must be given at primary level because it is the base of words pronunciation.

There are many characteristics or aloud reading, such as:

- i) It helps learners to develop the skill of reading very well by speaking
- j) It also helps learners to develop the skill of pronunciation very well
- k) The teacher uses reinforcement during reading
- l) In this reading, learners imitate what said teacher. So, the teacher should have innovative ideas.

12) Silent reading

Silent reading is a very important skill in teaching English, because this reading should be employed to increase reading ability among learners and this reading is done to acquire a lot of information.

There are few characteristics of silent reading, such as:

- g) It can makes learners very active and accurate
- h) It concentrates the attention of learners toward subject matter
- i) Learners participate together and it save time because it is done at a time.

z. Process of Reading

The process of reading are classified into three stages, they are:

- 7) Recognition stage: in this learners recognize form. Difficulty at this stage depends upon the difference between the script of the mother tongue and English; and between the spelling conventions of two languages.
- 8) Structuring stage: in this learners understand the structural meaning
- 9) Interpretation stage: in this stage, learners comprehend the significance of a word, phrase, and sentence.

aa. Models of Reading Skill to Comprehend Meaning

The theoretical models that researchers use to describe how people print. There are three models of reading skill to comprehend meaning, they are:⁷⁶

7) **Bottom-up model** consists of lower-level reading processes.

Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Understanding letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

8) **Top-down model**, this model begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. Within a top-down approach to reading, the teacher focuses on meaning-generating activities rather than on recognition.

9) **Interactive model**, this model combines elements of both bottom-up and top-down models to reach comprehension. The

⁷⁶ McGraw-Hill, *Practical English Language Teaching: Reading* (New York: The McGraw-Hill companies, 2008), 5-7.

model which is usually used in reading comprehension Indonesia Junior High School is top-down models.

bb. The Activities to Improve Reading Skill

There are some activities to improve students' reading skill in the classroom, such as:⁷⁷

- 25) Finding a specific item of information quickly.
- 26) Using of accompanying information, such as: heading, picture, to predict the content of the text.
- 27) Distinguishing between fact and opinion.
- 28) Guessing the meanings of unfamiliar words by using contextual clues.
- 29) Reading at different speeds for different purposes.
- 30) Recognizing larger rhetorical patterns such as classifications, cause-effect.
- 31) Recognizing coherence relations such as main idea, supporting details.
- 32) Using prior knowledge to find out meanings within the text.
- 33) Predicting the connections words
- 34) Using the dictionary well.

⁷⁷ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2000), 223.

35) Making appropriate inferences of words expression of anything.

36) Responding appropriately to the text.

cc. Teaching Reading

Reading is one of process receptive skills that combining information from a text and readers' background knowledge to build the meaning. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. It means that reading skills have relation with other skills. In this, there are principles for teaching reading, such as:⁷⁸

17) Exploit the reader's background knowledge

Background knowledge includes all of the experience, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works and cultural background and knowledge.

Reading can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. For example in teaching learning process, the students

⁷⁸ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill companies, 2003), 74-78.

difficult to get meaning, they may ask to teacher or make prediction about the meaning.

18) Build a strong vocabulary base

Basic vocabulary should be explicitly taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

19) Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of that monitoring comprehension includes verifying that the predictions being made are correct and checking adjustment when meaning is not obtained.

20) Work on increasing reading rate

In this, the teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skill. It is very important to understand fluent readers.

21) Teach reading strategies

According to Anderson, he said that strategic reading means not only knowing what strategy to use, but knowing

how to use and integrate a range of strategies.⁷⁹ One of reading strategies is listening verbal report of another reader who has just read the same material.

22) Encourage readers to transform strategies into skill

For example, the use of explicit strategy instruction to move readers from conscious control of reading strategies to unconscious use of reading skill.

23) Build assessment and evaluation into your teaching

Doing assessment or evaluation after teaching is used to know students' comprehension about the material.

24) Strive for continuous improvement as a reading teacher

Reading teacher need to be passionate about their work, they should view themselves as facilitators, helping each reader discover what works best.

dd. Reading Techniques and Activities in Classroom

There are many reading activities that can make students enjoy in the classroom, such as:⁸⁰

17) Phonics

⁷⁹ *Ibid.*, 76.

⁸⁰ Caroline T. Linse and David Nunan, Series Editor, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill companies, 2005), 79-86.

One of the easiest ways to begin phonics is by introducing sounds and letters that are associated with specific noun.

18) Predictable stories or pattern book

According to Optiz “predictable stories or pattern book contain illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text”.

19) Sight words

Sight words are especially difficult to sound out decode because they don't follow regular spelling patterns. For example the use of a path-style board game with different sight words. Children throw a dice and move space. Whenever they land out the sight word, they read it aloud.

20) Print-rich environmental

Environmental print is the print that is seen all around us. It is the print on sign, labels, billboards, and so on.

21) Learning centers

Learning centers are station or place within a classroom where children can work alone, in pairs, or in small groups. Learning centers can apply with environmental print that focused on specific topics.

22) Language experience approach

Language experience approach is used to help native English speaking, ESL, AND EFL children develop beginning literacy skills. It can be a meaningful and pleasurable group literacy experience and individual experience.

23) Own word

This activity is asks students to come up with their own words related to the topics and then the words are written on small index cards or in the students' notebook. The last, review the words with each children.

24) Questioning technique

This activity provides some questions about what students are reading, to check their comprehension.

9. The Correlation between Self Confidence and English Reading Skill.

In this research, the researcher assumes that there is correlation between self confidence and students' English reading ability. The main objectives in learning English is students be able to read English fluently.

According to Krashen's affective filter hypothesis, in acquisition foreign language, affective factors have a strong influence. Krashen said that "learners with high motivation, self confidence, a good self image, and a low level of anxiety are better reached for success in second language acquisition". He also said that "a learner who has generally

negative attitudes towards learning English will have affective filter and the task for the teacher will be substantial. It means that second language acquisition depends on the affective factors.

MacIntyre and Gardner (1991) looked in more detail at anxiety in the classroom. They give suggest for teachers have power and responsibility to disappeared the development of anxiety by building self confidence through positive early experience, providing reassuring feedback, and promoting self-perception of developing proficiency. In this case, the teacher gives opportunity for students to share their problem in the classroom. In order to students more confidence or they don't get anxiety when reading English Text.

Meichenbaum and Biemiller (1998), also said that:

“High self-direction and students’ expertise should not be viewed as an attribute of a child; rather, the process of self direction depends on the “fit” between the demands of the situation and the ability and interest of the student”.⁸¹

J. Previous Study

In this research, the researcher assumes that there is correlation between self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/ 2014. This research

⁸¹ Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools 5 Simple-to-Follow Strategies for principles* (California: Corwin Press, INC, 2001), 83.

focus on self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo.

This research planning comes from the previous research finding. This research was presented by Retno Rismi Untari (210908048) by title The Correlation between Students' Self Confidence and English Speaking Ability in SMP N 2 Ponorogo. The research focused on students' self confidence toward English speaking ability of eighth grade students of SMPN 2 Ponorogo.

According to her research, she concluded that there was significant correlation between students' self confidence and English speaking ability in SMP N 2 Ponorogo. In this research r_{xy} is 0.9002, in significance standard of 1% r_t is 0.418. While for standard significance 5% r_t is 0.325. So, $0.900 > 0.325$ and $0.900 > 0.418$. It means that there are any correlations between self confidence and English speaking ability in SMP N 2 Ponorogo.

Besides that, this research planning comes from the journal of Naomi Boakey and Lynne Southey by title the influence of Socio- affective Factors in Students' Reading ability. They said that students' motivations and attitudes influence their participation in reading classes or class activities. Furthermore, students with low motivations will do less reading and students with high motivation will do higher motivation.

Beside the journal of Naomi Boakey and Lynne Southey, this research planning also comes from the Thesis of Loree J. Hisken by title the Correlation between Self Esteem and Student Reading Ability, Reading Level, and Academic Achievement. She comes from University of central Missouri in Warrensburg Missouri

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Different with this thesis; in this research the researcher assumes that there is correlation between self confidence and English reading ability to the tenth grade students of SMAN 1 Badegan Ponorogo in academic year 2013/2014. According to the researcher, he or she concluded that if the students have low self confidence, the students' English reading ability is low. By contrast, if the students have high self confidence, so, the students' English reading ability is high.

K. Theoretical Framework

This section describes two variables: self confidence and English reading ability. The first variable is self confidence followed by its definition of self confidence and its element. And the second is English reading ability is followed by definition of reading and its element.

From the two variables above, we can conclude the theoretical framework as follows:

5. If the students have low self confidence, the students' English reading skill is low.
6. If the students have high self confidence, the students' English reading skill is high.

L. Hypothesis

Hypothesis in this research is stated based on the theoretical background and theoretical framework. The hypothesis is whether the more confident the students have, the better they have their English reading skill to tenth grade students of SMAN 1 Badegan Ponorogo in Academic year 2013/ 2014.

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