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The Correlation Between Extensive Reading, Critical Reading, and Self-Esteem in Students' Reading Abilities

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Abstract

This study examined the relathionship between extensive reading activity (ERA) and critical reading (CR), and self esteem. To do so, many classes from second grade of science class and social class in senior high school Lamongan. They were given test of extensive reading and critical reading and questionnaire of self-worth. To attain the desires of the research, this research uses the design of correlative ponder the discoveries of the study indicated that there was highest significant relationship between extensive reading and critical reading ablity, and between in-depth reading and self esteem, and the reserch was found with highest significant among critical studying capacity and self esteem. The collected data were analyzed using a statistical regression analysis using the Pearson product moment coefficient of correlation. The discussion of the result of analysis in this scientific work, this research has three conclusions, there are ERA and CR at either the 0.05 level. And between ERA and Self Esteem (SE) at either the 0.05 level or the 0.01 stage (2-tailed). And CRA and SE at either the 0.05 level or the 0.01 level (2-tailed) too. Therefore the teacher will predict what must be developed and the way to try to do it.

I. Introduction

The effectiveness of mastering English are combinating 3 skills such as extensive reading, critical reading and self esteem. Many teachers complain about high school level students' vocabulary mastery, and if their lack of vocabulary makes it difficult to teach English, especially teaching reading. Extensive reading is one way to overcome those problems. There are many exclusive terms for large reading or extensive reading, such as pleasure reading, self-selected studying, unfastened voluntary reading, and extensive reading (Maruf & Anjely, 2020). Over the years, a plethora of research has revealed that extensive reading allows college students to reap numerous linguistic benefits, alongside with increased examining fluency (Huffman, 2014; McLean & Rouault, 2017, Nakanishi, 2015), vocabulary acquisition (Suk, 2016; Webb & Chang, 2015), and better writing abilities (Mermelstein, 2015; Park, 2016).

A few research have tested the effect of extensive reading on critical thinking or how the quantity of analysing can affect critical thinking improvement. For example, Jimenez, Haydee, Rosales, and Soraya (2010) carried out a look at in El Salvador which geared toward locating out whether reading for pleasure can help their ESL students increase their potential in critical thinking through exposing students to the actual international. Eftekhary & Kalayeh (2014) checked out how extensive reading can enhance ESL/EFL students' critical thinking capability on the Rasht branch of Azad College.

Some research investigated that the success of extensive reading and critical reading are influenced with self-esteem. Students can get good grades which include being supported through good self-esteem, and vice versa, students who are not supported by good self-esteem will also get terrible grades (Maruf & Anjely, 2020). The factor is that the importance of self-esteem as a critical issue affecting language mastering ought to no longer be underestimated. It could be claimed that no activity could be accomplished correctly without self-esteem (Huitt, 2004; see additionally Brown). Self-esteem, including part of the character possessed by the learner becomes more important and individual variations are emphasized extensively (Dornyei, 2012). As stated by Swalender and Taube (2007) that good reading ability is one of the keys to success in education.

And self-esteem is more dominant in human behavior, research findings reveal that students who have low self-esteem around 50% are involved in learning problems (Reasoner, 2004). Learners with low self-esteem are less likely to participate in a class or practise the language (Brown, 2014).

Research Questions

As this study is formulated to gauge the correlation between extensive reading, critical reading, and self-esteem in students' reading ability, the following questions are posed:
1. Will there any correlation between extensive reading ability with critical reading ability?
2. Wil there any correlation between extensive reading ability with students' self-esteem?
3. Will there any correlation between critical reading ability with students' self-esteem?

II. Review of Literature

2.1 Extensive Reading

In 2016 Joe and Day applied the study of the extensive reading strategy with effective results when extensive reading was included in the curriculum section. In addition to those opinions, Grabe and Stoller (in Waring & McLean, 2015) describe that extensive reading is aimed at encouraging students to read extensive materials that interest them and developing cognitive skills and improving reading comprehension (Channuan & Wasanasomsithi, 2013).

Accordig to Entika (2019) the learning motivation signified students'' self-worth or self-concept that reflected their goals, beliefs, attitudes, involvement, approach on learning experiences that in the end it leads to the emergence of a group of "mastery-oriented" students that are very interested to learn and master new knowledge. Paying attention and exploring the philosophical understanding can be traced in terms of language, philosophy means "falsafah" in Arabic), philosophy (in English) whose origin is from Greek, which consists of the word 'philein" means love and "sophia" means wisdom (Elisa, 2019).

So important extensive reading to develop students' reading skills that Hou (2006) researched the effect of the use of alternative learning strategies to improve students' studying and writing abilities in extensive reading programs. Participants are forty students from EFL classes in southern Taiwan, and are expected to use substantial reading from traditional printed material and web-based reading material. It was observed that this interest indeed improved their writing skills, especially half of the scholars who failed the General English Language proficiency take a look at (GEPT) ultimately handed the test after sizeable studying application schooling is required for writing classes.

Research all concur that extensive reading is greater powerful than intensive reading or the grammar-translation technique in enhancing reading rate. And other hand extensive reading has not to correlate with critical reading ability explicitly and only the effect of extensive reading with reading generally. Reading rate refers to reading fluency. Extensive reading promotes studying fluency because students examine a number of books at a definitely smooth stage, which results in few interruptions in reading, there by growing fluency (Stoller, 2015).

2.2 Critical Reading Ability

According to Richards and Platt, a crucial reading capacity is ability in reading in which the reader reacts significantly to what she or he is reading, through concerning the content material of the studying fabric to private standards, values, attitudes, or beliefs (Richards and Platt, 1997:92).

Critical reading is related to critical thinking in that engaging critically in reading means employing critical thinking competencies while analyzing (Douglas 2000, Thistlewaite 1990). These consist of the evaluation and inference competencies (Ennis 1985, Halpern 1998). Reading critically differs from other sorts of studying in that the reading act goes beyond the literal which means by means of questioning the features and functions of the textual content (Fisher 2001, Mclaughlin & DeVoogd 2004). The implementation of evaluation of learning outcomes plays an important role in motivating and learning achievement of students. Therefore, every teaching and learning process must be carried out in the evaluation activities, to see how the progress that has been achieved by students and how effective the teaching is done by the teacher in the class (Ananda, 2019).

Critical reading is also connected with better levels of thinking according to Bloom's Taxonomy (Parker & Hurry, 2007; Seker & Komur, 2008; Zin, Eng & Rafil-Galea, 2014). The questions instructors ask can be classifiying based on to the Revised Bloom Taxonomy in Cognitive area as "remembering, expertise, applying, studying, synthesizing and developing (evaluating)". Teachers are hopped asking better- degree questions for better-level studying. Anyway, most studies could be indicated that teachers usually ask decrease level questions.

2.3 Self Esteem

Self-esteem is a situation that contributes to a person's potential to deal with the stresses of existence and be effective (Maruf & Anjely, 2020). However, it is important for an individual to give an appreciation to himself unconditionally. Such accepting both of his advantageous and bad abilities allows him to be greater liable for himself and be responsible anything enterprise he would try to get achievement (Alexander, 2001; mentioned in Hashemian, 2012).

Furthermore, Demo and Parker (1987 in Kalanzadeh, Mahnegar, and Hassannejad, 2013) gave opinion that in language teaching both of self-esteem and language learning are two complements and they affect to each other. It means that a positive self-esteem will give result in form of an effective language getting to know. As a result, Kalanzadeh, et al. (2013) suggested that a foreign language teachers must take into consideration to the instructional self-esteem of the students as a powerful motivating issue that could optimize the manner of mastering the second language. They further suggested that one important goal of language teaching should be to increase advance the students' self -esteem as it is an important contributing factor in the students' learning of a language, especially in extensive reading and critical reading (Maruf & Anjely, 2020).

III. Research Methods

3.1 Participants

The participants of this study was eleventh Grade of MA Hidayatul Ummah Maduran Lamongan in the Academic Year of 2020-2021. They consists of 40 students in which 20 students belong to the Natural Science Program and 20 students belong to the Social Science Program.

3.2 Instrument

In this research the researchers investigated three groups of data: the scores of extensive reading ability, the scores of critical / crucial reading capability, and the scores of self-esteem. Thus, they were two instruments used in this study, namely test and questionnaire. The test itself includes of test of extensive reading, test of critical reading. The questionnaire was employed to measure students' self esteem. It is adapted from The Rosenberg's questionnaire consisted of 10 statements wit a 5 point Likert scales, (strongly agree, agree, neutral, disagree and strongly disagree). Each scale was scored differently. For strongly agree got 4; agree was 3; neutral was 2; tend to disagree was 1; and score 0 for strongly disagree. The reliability of the questionnaire has been examined. The result showed that within the questionnaire is valid. Since all of them (if they are cross-checked to the value/score of r-table) are higher than the value of r-table, in which the value of r-table for N=40 is 0.3044 (for the degree of importance 95%) or 0.3932 (for the degree of significance 99%) (Donald Ary, 2010:630).

3.3 Data Analysis

To classify the data the researchers calculated the score of each item of the questionnaires, variables and calculate the mean. To answer the first research question or the first hypothesis by using Correlation of Product Moment using SPPS program.

The data were then used to know if there are correlations among them: between Extensive Reading Activity and Critical Reading Ability, between Extensive Reading Activity and Self Esteem, and between Critical Reading Ability and Self Esteem. The ways are by computed them using the formula of r Product Moment. The correlation is significant at the 0.01 level (2-tailed)." It means that there's significant correlation among Extensive reading and Critical Reading Ability with the degree of importance 99%, because the value of r-computation is higher than r-table, which is for N=40 is 0.3044 (with the degree of importance 95%) or 0.3932 (with the the degree of importance 99%), as shown in the following Ary's table of r product moment. The correlation was significant at the 0.01 level (2-tailed)." It means that there was a significant correlation between Extensive reading and Self esteem with the degree of significance 99%, because the value of r-computation is higher than r-table, which is for N=40 is 0.3044 (with the degree of significance 95%) or 0.3932 (with the degree of significance 99%) as shown in the following Ary's table of r product moment. And Correlation is significant at the 0.01 level (2-tailed)." It means that there is significant correlation between critical reading and Self Esteem with the degree of significance 99%, because the value of r-computation is higher than r-table, which is for N=40 is 0.3044 (with the degree of significance 95%) or 0.3932 (with the degree of significance 99%), as shown in the following Ary's table of r product moment.

IV. Results and Discussion

The research question, which is number 1. It says, "Is there any correlation between achievement of extensive reading activity and achievement of critical reading ability? If there is, how do they correlate? It is hypnotized that there is correlation between achievement of extensive reading and achievement of critical reading ability. And the answer of that question is "Yes, there is", and the hypothesis is accepted or proved true. What about the question which says, "How do they correlate?" What is the answer of that question? In accordance with this question, Richards and Platt state that extensive reading method reading in amount and with the intention to benefit a popular knowledge of what's study (Richards and Platt, 1997:133), also meant to expand right reading behaviour, to accumulate knowledge of vocabulary and shape, and to inspire a liking for reading. That statement indicates that by extensive reading someone can increase his vocabulary, structure, and knowledge, and therefore, he will have critical reading ability.

The research question number two "Is there any correlation between achievement of extensive reading activity and students' self-esteem? If there is, how do they correlate? The researc hypothesis which says, "It is hypothized that there is correlation between achievement of extensive reading and students' self-esteem." To the result above, the answer of that question is "Yes, there is", and the hypothesis is accepted or proved true. What about the question which says, "How do they correlate?" What is the answer of that question? In line with that question, Hashemian (2012), in Basco and Han (2016), says that self-esteem means how humans value themselves, how they consider their values to the sector, and the way precious they assume they're to others, is the reason why there is significant correlation between Extensive treading and Self esteem. By reading a lot (extensive reading) someone's experience and knowledge are increasing; by that increase he or she has self-esteem; by havingself-esteem someone will read a lot to maintain his or her self-esteem; and so forth.That result is the research question number 3, which says, "Is there any correlation between the achievement of critical reading ability and students' self-esteem? If there is, how do they correlate?" With that result, this question has beenanswered that there is correlation between CRA and SE. Meanwhile, the hypothesisfor that question is saying, "It is hypotized that there is correlation betweenachievement of critical reading ability and students' self-esteem." With that result,this hypothesis has been accepted and proved true.In parallel with that result, theanswer of why there is significant correlation between CRA and SE is that becausein the view of SE every individual believes himself that he or she is capable,significant, successful, and worthy. Those values influence in their readings to becritical and, vice versa, they are also resulted from their critical reading ability; and critical reading ability brings about that beliefs again, and so forth.

V. Conclusion

There are massive correlation between extensive Reading Activity (ERA) and Critical Reading Ability (CRA) , and extensive Reading Activity (ERA) between Self Esteem (SE). First is the correlation between extensive Reading Activity (ERA) and Critical Reading Ability (CRA) at either the 0.05 level or the 0.01 level (2-tailed). The correlation means that if a student is good at ERA, he/she is good at CRA too, and vice versa; and if he/she is not good at ERA, he/she is not good at CRA

either, and vice versa. And there is significant correlation between ERA and Self Esteem (SE) at either the 0.05 level or the 0.01 level (2-tailed). This correlation means that if a student is good at ERA, he/she has positive self-esteem, and vice versa; and if he/she is not good at ERA, he/she has less positive, or even negative, self-esteem, and vice versa. There is significant correlation between CRA and SE at either the 0.05 level or the 0.01 level (2-tailed). This correlation means that if a student is good at CRA, he/she has positive self-esteem, and vice versa; and if he/she is not good at CRA, he/she has less positive, or even negative, self-esteem, and vice versa.

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PRIMARY SOURCES

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