THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) METHOD TO TEACH READING VIEWED FROM STUDENTS’ SELF-ESTEEM
(An Experimental Study at the first Semester Students of English Education Department IKIP PGRI Bojonegoro in the Academic Year of 2012/2013)

Submitted to Fulfill One of the Requirements for Getting Graduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
2013
ABSTRACT

PUTU PRASETYONYINGRUM. NIM S891108082. 2013. The Effectiveness of Collaborative Strategic Reading (CSR) method to Teach Reading Viewed from the Students’ Self-Esteem (An Experimental Study at the first semester Students of English Education Department IKIP PGRI Bojonegoro in the Academic Year of 2012/2013). First Consultant : Prof. Dr. Joko Nurkanto, M.Pd. Second Consultant: Dr. Abdul Asib, M.Pd. Thesis. English Education Department Graduate School, Sebelas Maret University.

This research is aimed at finding out whether : (1) CSR method is more effective than Direct Instruction method to teach reading; (2) The students who have high self-esteem have better reading skill than those who have low self-esteem; and (3) there is an interaction between teaching methods and self-esteem in teaching reading.

The method which was applied in this research was experimental study. It was conducted at the first semester Students of English Education Department IKIP PGRI Bojonegoro, East Java in the Academic Year of 2012/2013 from June 2012 to December 2012. The population of the research is the first semester Students of English Education Department IKIP PGRI Bojonegoro in the Academic Year of 2012/2013. It consists of 3 classes; the total number of population is 138 students. The sample was two classes (experimental class which taught using CSR and control class which taught using Direct Instruction). In taking the samples a cluster random sampling technique was used. Each class was divided into two groups (the students who have high and low self-esteem). Then, the instruments which were used to collect the data were questionnaires for getting the data of the students’ self-esteem and a multiple choice test for getting the data of the students’ reading skill. The two instruments were tried out to get valid and reliable items. The data were analyzed by using Multifactor analysis of variance ANOVA 2x2 and Tukey test. Before conducting the ANOVA test, normality and homogeneity test were conducted.

Based on the result of the analysis, there are some research findings that can be taken: (1) CSR is more effective than direct instruction method to teach reading; (2) The students who have high self-esteem have better reading skill than those who have low self-esteem; and (3) There is an interaction between teaching methods and self-esteem in teaching reading.

Based on the result of the research it implies that CSR is very effective method for teaching reading to the first semester Students of English Education Department IKIP PGRI Bojonegoro in the Academic Year of 2012/2013. Therefore it is recommended that; (1) it is better for teachers to apply CSR method in teaching and learning process, (2) to improve the students’ self-esteem, CSR method can be used to teach the students; and (3) future researchers can conduct research with different sample and different psychological aspect.

Keywords: Collaborative Strategic Reading, Direct Instruction, Self-Esteem
APPROVAL
THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) METHOD TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM
(An Experimental Study at the first Semester Students of English Education Department FKIP PGRI Bojonegoro in The Academic Year of 2012/2013)

PUTU FRASETYONINGRUM
NIM: 3841183992

This Thesis has been approved by the Board of Consultants of English Education of Graduate School of Sebelas Maret University Surakarta

Prof. Dr. Joko Nurkamto, M.Pd.
NIP. 19610124 1987021001

Dr. Abdul Asib, M.Pd
NIP. 195203071980031005

Consultant I

Consultant II

The Head of English Education Department of Graduate School
Sebelas Maret University

Dr. Abdul Asib, M.Pd.
NIP. 195203071980031005
LEGITIMATION FROM THE BOARD OF EXAMINATION

THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) METHOD TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM

(An Experimental Study at the First Semester Students of English Education Department, FKIP PGRI Depok, conducted in the Academic Year of 2012/2013)

This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate School of Sebelas Maret University on February 6th, 2013.

Board of Examiners

Chairperson Dr. Devi Rochsaminingsih, M.Pd, Ph.D.
NIP. 196009181987022001

Secretary Dr. Soejo, M.A.
NIP. 195101211980031002

Examiners 1. Prof.Dr. Joko Nurkmain, M.Pd
NIP. 1961101241987021001

2. Dr. Abdul Asib, M.Pd
NIP. 19520371980031005

The Director of Graduate School of Sebelas Maret University,

The Head of English Language Education Department of Graduate School of Sebelas Maret University.

Prof. Dr. Ir. Ahmad Yunus, M.S.
NIP. 196107171986011001

Dr. Abdul Asib, M.Pd
NIP. 195203071980031005
PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled "The Effectiveness of Collaborative Strategic Reading (CSR) Method to Teach Reading Viewed from Students’ Self-Esteem (An Experimental Study at the First semester students of English Education Department KIP PGRI Usjateng in the Academic Year of 2012/2013) "It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the references.

If, then, this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, February 6th 2013
M. Prasetyo Pratama
NIM. S391010982
MOTTO

Life is Blessing, only if you know How to Appreciate it.
DEDICATION

I dedicated this thesis to:

• My beloved father and mother
• My beloved brothers
• My beloved husband to be
• The chief of KNP PGRI Bojonegoro
• All of my friends, who always give support and motivation to finish this thesis well
ACKNOWLEDGEMENT

The researcher’s greatest thank goes to Allah SWT, for the blesses given to her so that she can finally finish the thesis as a partial fulfillment of the requirements for getting the Graduate Degree in English Education of Graduate School of Sebelas Maret University Surakarta. She realizes that she is unable to finish the works, from the preparation of the research up to the reporting of the research, without contributions, helps, suggestions, and comments from many people. Therefore, she would deeply like to thank to:

1. The Director of Graduate School of Sebelas Maret University for his permission to conduct the research.
2. The Head of English Education Department of Graduate School of Sebelas Maret University Surakarta who has given his support and guidance for writing this thesis.
3. Prof. Dr. Joko Nurkanto, M.Pd, as the first consultant for his guidance, suggestions, and criticism in completing this thesis.
4. Dr. Abdul Asih, M.Pd, as the second consultant, for his guidance, suggestions, and criticism in completing this thesis.
5. The lecturers of English Education Department of Graduate School of Sebelas Maret University Surakarta, for their lectures’ guidance and criticism.
6. The Chief of IKIP PGRI Bojonegoro, for his permission to conduct the research at the institution and the students of IKIP PGRI Bojonegoro, for their cooperation during the study.
7. Her friends who had assisted when she met difficulty in accomplishing this thesis and her big family who always give support and motivation during her study.

Finally, researcher is aware that this thesis is still far from being perfect. Therefore constructive criticism and suggestions are really needed for the perfectness of further research.

Surakarta, 6th February 2013

PTPN
TABLE OF CONTENTS

TITLE ...................................................................................... i
ABSTRACT .............................................................................. ii
APPROVAL ................................................................................ iii
LEGITIMATION FOR BOARD OF EXAMINERS ......................... iv
PRONOUNCEMENT .................................................................... v
MOTTO ....................................................................................... vi
DEDICATION ............................................................................... vii
ACKNOWLEDGMENT .................................................................. viii
TABLE OF CONTENTS .............................................................. ix
LIST OF TABLES ........................................................................ xi
LIST OF FIGURES .......................................................................... xii
LIST OF APPENDICES ............................................................... xiii

CHAPTER I: INTRODUCTION ....................................................... 1
A. Background of The Study ...................................................... 1
B. Problem Identification .......................................................... 5
C. Problem Limitation ............................................................... 6
D. Problem Statement .............................................................. 6
E. Objectives of the Study .......................................................... 7
F. Benefits of the Study .............................................................. 7

CHAPTER II: REVIEW OF RELATED LITERATURE ..................... 9
A. Theoretical Description ......................................................... 9
   1. Reading ........................................................................... 9
      a. Definition of Reading .................................................. 9
      b. Micro and Macro Skills of Reading .............................. 11
      c. Reading Process ....................................................... 13
      d. Models of Reading ................................................... 14
   2. Teaching Reading .............................................................. 15
      a. Before Reading Activities .......................................... 16
      b. While Reading Activities .......................................... 17
      c. After Reading Activities .......................................... 19
   3. Collaborative Strategic Reading (CSR) ............................... 20
      a. Definition / Description of CSR .................................. 20
      b. Procedure of CSR ................................................... 22
      c. The Strength of CSR ............................................. 23
      d. The Weaknesses of CSR .......................................... 24
   4. Direct Instruction Method ................................................... 24
      a. Definition of Direct Instruction Method ...................... 24
      b. Procedure of Direct Instruction Method ..................... 26
      c. The Advantages of Direct Instruction Method ............. 29
      d. The Disadvantages of Direct Instruction Method ........... 30
   5. Self Esteem ......................................................................... 31
      a. Definition of Self Esteem .......................................... 31
      b. Sources of Self Esteem ............................................. 33
c. Element of Self Esteem .......................................................... 34
d. Characteristics of Students Having High and Low Self-Esteem .. 36
e. Effect of Self Esteem ............................................................. 37
f. Roles of Self-esteem in Learning .............................................. 39
g. Strategies for Increasing Self-Esteem ...................................... 39
B. Review of Related Research .................................................. 42
C. Rationale .............................................................................. 45
   1. The Difference between Collaborative Strategic Reading (CSR)
      Method and Direct Instruction Method .................................. 45
   2. The Difference Between The Students Who Have High Self-Esteem
      and The Students Who Have Low Self-Esteem ...................... 46
   3. Interaction Between Teaching Method and Student Self-Esteem.... 47
D. Hypothesis ........................................................................... 49

CHAPTER III: RESEARCH METHOD ............................................. 50
A. The Place and Time of the Study ............................................ 50
B. The Research Design ........................................................... 50
C. The Subject of the Research .................................................. 51
D. Technique of Collecting of the Data ....................................... 53
E. Technique of Analyzing of the Data ....................................... 57
F. Hypothesis Testing ............................................................... 59
G. Statistical Hypothesis ........................................................... 61

CHAPTER IV: THE RESULT OF THE STUDY ................................ 63
A. Description of the Data ........................................................ 63
B. Normality and homogeneity Test .......................................... 73
C. Hypothesis Testing ............................................................... 74
D. Discussion of the result of the study ...................................... 77

CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION ...... 83
A. Conclusion ........................................................................... 83
B. Implication .......................................................................... 84
C. Suggestion .......................................................................... 85

BIBLIOGRAPHY .......................................................................... 86

APPENDICES

commit to user
LIST OF TABLES

Table 1       Top Characteristic of High and Low Self-Esteem Students .......... 36
Table 2       Simple Factorial Design 2 x 2 ........................................ 57
Table 3       Frequency Distribution of A1 ............................................. 63
Table 4       Frequency Distribution of A2 ............................................. 64
Table 5       Frequency Distribution of B1 ............................................. 65
Table 6       Frequency Distribution of B2 ............................................. 66
Table 7       Frequency Distribution of A1B1 .......................................... 67
Table 8       Frequency Distribution of A2B1 .......................................... 68
Table 9       Frequency Distribution of A2B2 .......................................... 69
Table 10      Frequency Distribution of A2B3 .......................................... 70
Table 11      Normality Test ................................................................. 72
Table 12      Homogeneity Test ............................................................. 72
Table 13      Multifactor Analysis of Variance ......................................... 58
Table 14      Summary of Analysis Variance 2 x 2 ................................... 73
Table 15      Summary of Tukey Test ....................................................... 74
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Polygon and Histogram of Data $A_1$</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Polygon and Histogram of Data $A_2$</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Polygon and Histogram of Data $B_1$</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>Polygon and Histogram of Data $B_2$</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>Polygon and Histogram of Data $A_1B_1$</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>Polygon and Histogram of Data $A_2B_1$</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>Polygon and Histogram of Data $A_1B_2$</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Polygon and Histogram of Data $A_2B_2$</td>
<td>71</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Lesson Plan for Experimental Class</td>
<td>91</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Lesson Plan for Control Class</td>
<td>141</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Blue Print of Reading Test</td>
<td>192</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Reading Test try out</td>
<td>193</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>The Validity and reliability of Reading Test</td>
<td>211</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Reading Test (Post test)</td>
<td>217</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Blue Print of Self-Esteem Questionnaire</td>
<td>237</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Self-Esteem Questionnaire</td>
<td>238</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>The Validity and Reliability of Self-Esteem Questionnaire</td>
<td>244</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Blue Print Valid and Reliable of Self Esteem Questionnaire</td>
<td>249</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Items for Self-Esteem Test</td>
<td>250</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Score of Students Self-Esteem and Reading test</td>
<td>256</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Mean, Median, Mode and Standard Deviation</td>
<td>260</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Result of Normality Testing</td>
<td>277</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Result of Homogeneity Testing</td>
<td>285</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>Result of F-Test ANOVA</td>
<td>286</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>Result of Tukey Test</td>
<td>288</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

A. Background of the study

Mastering English requires mastering the four language skills, namely: listening, speaking, reading, and writing. One of four language skills of English is Reading. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension (Fauziaty, 2005: 139). In university, reading skill is very important. Reading remains the most accessible for the satisfaction of the varied needs of many people (Robinson, 1975: 10). It will give much information that is useful for life. Harmer (1998: 68) says that many of the students want to be able to read texts in English either for their careers, for study purposes or for simply pleasure. By reading the students can get and become familiar with the new grammar and can widen their vocabularies. Nunan (2003: 69) says that for most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content subject where reading is required. In short, with the strengthened reading skill, learners will make greater progress and development in all order areas of learning.

Based on preliminary study, many students of university have some problems related to reading skill. They have difficulties in comprehending text, to know the words in the text and they have low understanding of the message from the text. Probably the students know the words but they don’t
know the meaning of the text. Some students know the meaning of the words or vocabularies of the text but they cannot get the message of the text. And there are some students who don’t know the meaning of the text at all. In other hand, they have difficulties to understand of general idea, to identify main idea, explicitly and implicitly stated information, certain word reference. It can be seen from their mistakes when the teacher/lecturer asks them to read, to translate, and to comprehend the texts. And it also can be seen from the result of tests, their result is still low.

Therefore, students must have an ability to comprehend texts. The understanding of the text varies according to both one’s knowledge of the word and the purpose one has in reading. It also varies according to one’s knowledge of language and of text types. A reader has several possible purposes for reading, and each purpose emphasizes a different combination of skills and strategies. Reading emphasizes many criteria that define the nature of fluent reading abilities, it also reveals the many skills, processes, and knowledge bases that act in combination, and often in parallel, to create the overall reading comprehension abilities. It is necessary to have adequate understanding to suit a purpose since it is central to reading. Students need to understand how texts work and what they do when they read, and they must be able to monitor their own comprehension (Grabe and Stoller, 2002: 9-10).

Method of teaching is one of the important factors in the teaching and learning process. There are many kinds of methods. One of then is Collaborative Strategic Reading (CSR). CSR is one of collaborative
approaches in teaching English. In this approach students are taught reading comprehension strategies while working collaboratively (Mujis & Reynolds 2008:322). Students used this strategy to preview a text before they read and to review after they have read (Klinger & Vaughn, 1998 in Kinberg, 2007: 146). It combines instruction in comprehension strategies and study skills with collaborative peer practice. Students learn four strategies through (a) Preview (i.e. Previewing and predicting) by Clough and Chuk (i.e. monitoring for understanding and vocabulary knowledge), (b) Get the Gist (i.e. understanding the main idea), and (d) Wrap Up (i.e. self-questioning for understanding). The goal of CSR was to help students learn to monitor their own comprehension (Klinger & Vaughn, 1998 in Kinberg, 2007: 146). The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement (Vaughn, S & Klinger, J. K, 2011).

Based on the observation, many of the first semester students of English Education Department at IKIP PGRI Bojonegoro have different level of language proficiency. Some students’ background of English Knowledge is very poor, so they cannot catch up with others in class. The students who have good English knowledge background are very active in the class. Consequently, the condition fosters competition rather than cooperation among the good students and discourages the weak students. In addition, the weak students begin to develop negative attitudes towards studying English even though they recognize the importance of the English language.

*commit to user*
Many teachers still use Direct Instruction method to teach reading. Duran, et al. (2003: 3) state that Direct Instruction is a method by which students are taught face to face in small or large group utilizing systematic and explicit instruction. In this method, the activity is teacher-centered and the students have lack of opportunities to express their own idea in the class. They just become the followers and depend on the teacher during learning process. Usually, the teacher asks the students to read the text, asks the difficult words, and then asks the students to translate the text.

The other thing that can influence the student’s reading skill comes from other factor besides the teaching method. It is the students’ self-esteem. Self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy (Coopersmith in Brown, 2000: 103). Such evaluation is built up through repeated experiences of success and failure, other people’s impressions, and the self-appraisals in relation to ideal selves (Woolfolk, 2007: 88).

Watts (2004: 8) states that self-esteem is how we think and feel about ourselves. It refers to how we think about they way we look, our abilities, our relationship with others, and our hopes for the future. Self-esteem is the confidence we have on ourselves. (Centeno. Kat, 2010) In a learning environment, it provides a platform for a learner to develop the skills to achieve succes in life. A high self-esteem in children will carry them through
as they grow up. Children with such characteristic are confident, positive, independent and happy. When they feel good about themselves, learning new skills is easy and harmonious. This characteristic is not taught. Rather, it is built up through school activities that will help nurture it. Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one’s self-esteem.

Self-esteem plays an important role in reading skills. Students with high self-esteem are likely less to feel embarrassed or afraid when they read text. Meanwhile, students with low self-esteem tend to be afraid doing it.

Since students' self-esteem and the method of teaching applied by the teachers are important factors in teaching reading, the writer is interested in conducting a research entitled: “THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) METHOD TO TEACH READING VIEWED FROM STUDENTS’ SELF-ESTEEM (An Experimental Study at the first semester students of English Education Department IKIP PGRI BOJONEGORO in the academic year 2012/2013)”

B. Problem Identification

Based on the background of the study, there are some problems can identified as follows:

1. Why do the first semester students of English Education Department IKIP PGRI Bojonegoro have low reading skill?

2. What factors cause low reading skill?
3. Does the technique or the method of teaching used by teachers influence students’ reading skill? 

4. Is CSR effective to teach reading? 

5. Do the students need self-esteem in reading? 

6. Does the students’ self-esteem influence their reading skill? 

C. Problem Limitation 

The writer realizes that it is impossible to investigate all the problems, therefore, the writer only limits the problems of the research which are supposed to influence the students’ reading skill, namely: the methods used by the teacher (CSR Method and Direct Instruction Method) and the students’ self-esteem (high and low). 

D. Problem Statement 

From the background of the study, problem identification, and problem limitation, there are three problems that are formulated as follows:

1. In general, is there any difference in reading skill between the students taught using CSR Method and Direct instruction method? If there is a difference, which group of students has a better achievement? 

2. In general, is there any difference in reading skill between the students having high and low self-esteem? If there is a difference, which group of students has a better achievement?
3. Is there any interaction effect between teaching methods and students’ self-esteem on reading skill?

E. Objectives of the Study

Based on the problem statement above, the general objective of this study are whether:

1. To know there is any difference in reading skill between the students taught using CSR Method and Direct instruction method.

2. To know there is any difference in reading skill between the students having high and low self-esteem? If there is a difference, which group of students has a better achievement?

3. Is there any interaction effect between teaching methods and students’ self-esteem on reading skill?

F. Benefits of the Study

Hopefully the study can give some benefits for the teacher, students, and other researcher.

1. For the teachers

This study gives information to the teachers about the importance of students’ self-esteem and teaching methods in teaching reading. CSR can be an alternative teaching method to teach reading.
2. **For the students**

The result of this study is hoped to be able to know their competencies and potential condition in mastering reading skill. By knowing their potential condition, the students can measure how well their competencies, so they have hard effort to improve their competencies.

3. **For Other researchers**

It is hoped that the result of this study can help other researchers who conduct further research at the same subject and can be reference.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Reading

a. Definition of Reading

Many definitions of reading have been proposed. The followings are the definitions of reading proposed by some experts. Eskey n Fareel (2009: 14) states that reading is a process of obtaining information from a written text that does not involve converting written language into spoken language. According to Eagleton and Dobler (in Hedgecock and Rerris, 2009: 16) reading is automatic comprehension of print-based and electronic media require the same “fundational skill” (decoding, fluency, and vocabulary). Grellet, Urquhart, and Weir in Hedgecock and Rerris (2009: 16) straightforwardly assert that reading entails constructing meaning from written text.

Reading is composed of word recognition and linguistic comprehension (Catts and Kamhi, 2005 : 25). The word recognition component translates print into linguistic from and the comprehension component makes sense of the linguistic information. The process of recognizing printed words is called as decoding. Meanwhile the process of understanding the message that the print convey is called as comprehension. Therefore, reading involves the reader, the text, and the interaction between reader and text. The text and the readers are the two physical entities
necessary for the reading process to begin. It is, however the interaction between the text and the reader that constitutes actual reading.

Reading is an interactive process, sociolinguistic process, involving a text, a reader and a social context within which the activity of reading takes place (Bernhardt in Celce-Murcia, 2001: 15). In reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader’s acting on or interpreting the text and the interpretation is influenced by the reader past experience, language background, and cultural framework, as well as the reader purpose for reading (Himelson, 1994:30).

Another opinion is also stated by Fauziati, (2002:19) that Reading is an interactive process. The reader processes his background knowledge and the printed text using specific skill and strategies to form expectation about the text, selecting and using the most productive cues to form or reject those predictions. According to Stanffer, Reading is a mental process requiring accurate word recognition, ability to call to mind particular meanings, and ability to shift or reassociate meaning (Stanffer in Petty and Jensen, 1987: 2008).

Based on explanation above, it can be concluded that Reading skill is an interactive process, sociolinguistic process, and mental process of receiving, making sense, and interpreting information to understand language message in written or printed form involving reader, text and the interaction between the reader and the text.
b. Micro and Macro skills of Reading

According to Brown (2004: 187), microskills of reading include:

1) Discriminate among the distinctive graphemes and orthographic patterns of English
2) Retain chunks of language of different lengths in short-term memory
3) Process writing at an efficient rate of speed to suit the purpose
4) Recognize a core of words and interpret word order patterns and their significance
5) Recognize grammatical word classes (nouns, verbs, etc), systems (tense, agreement, pluralization), pattern, rules, and elliptical forms.
6) Recognize that a particular meaning may be expressed in different grammatical forms.
7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Brown (2004: 188) also describes the macro skills of reading as below.

1) Recognize the rhetorical forms of written discourse and their significance for interpretation
2) Recognize the communicative functions of written texts, according to form and purpose
3) Infer context that is not explicit by using background knowledge
4) From described events, ideas, etc, infer links and connection between events, deduce effect and causes, and detect such relations as main idea,
supporting idea, new information, given information, generalization, and
exemplification.

5) Distinguish between literal and implied meanings

6) Detect culturally specific references and interpret them in a context of the
appropriate cultural schemata.

7) Develop and use battery of reading strategies, such as scanning and
skimming, detecting discourse markers, guessing the meaning of words
from context, and activating schemata for the interpretation of texts.

Another opinion stated by Hamner (1991: 183) introduces six skills of
reading. The first skill is predictive skill; in this skill, the readers predict what they
are going to read; the process of understanding the text is the process of seeing
how the content of the text matches up to these predictions. In prediction skills,
the readers read the background knowledge, the readers’ shemata. The second
skill is extracting specific information. In order to extract specific information, or
to find out a fact or two, the readers should scan the text. Scanning here means a
technique of reading quickly on every people. The third is getting the general
picture. People often read because they want to know the main idea, or gist of the
text, an overview without too concerned more detail. In order to get the general
picture, the readers should skim the text. Skimming is technique of reading
quickly to identify the gist of the text. Skimming is usually done to find special
information, such as main idea, and supporting detail. The fourth is extracting
detailed information required, to be able to understand the information required,
the readers have to access the texts for detailed information. Then the fifth is
recognizing function and discourse patterns, recognizing such as discourse marker is an important part of understanding how a text is constructed. And the last one is deducing meaning from context.

Based on the explanation above and syllabus at IKIP PGRI Bojonegoro, it can be concluded that the indicators of reading are understanding of main ideas, explicitly and implicitly stated information, meaning of certain words, word reference and purpose of the text.

e. Reading Process

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include:

1. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
4. Strategic competence: the ability to use top-down as well as knowledge of the language (a bottom-up strategy)
Reading is sometimes referred to a passive or receptive skill, but if it is examined it will give a proof that reader will be active in comprehending the text. In reading process, readers try to guess the message of the text. The mind is free to assimilate the message being communicated by the interrelationship in the coding, to deduce the meaning of unfamiliar elements from the context through their relationship in the coding, and to deduce the meaning of unfamiliar elements from context through their relationship to the whole message. According to schema theory, comprehending a text is an interactive process between the reader’s background knowledge and text. Reading is cognitive process which means that the brain has required some skills in understanding the message.

d. Models of Reading

According to Nunan (1998: 63-65), there are two models of reading process, they are:

1) Bottom-Up Model

It refers to decoding individual units on the printed page, working one way up from smaller to large units to obtain meaning and to modify one’s prior knowledge. This model assumes that a reader proceeds by moving his eyes from left to the right across the page, first taking letters, combining them to form words, then combining the words to form the phrases, clauses, and sentences of the text.
2) The Top-Down Model

It brings with the reader hypothesis and prediction about the text and his or her attempts to confirm them by working down to the smallest units of the printed text. Readers who are weak in one reading strategy might rely on other processes to compensate this weakness. From the explanation above, it is clear that in the top-down model, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences, and then tries to find the information by guessing the meaning.

3) Interactive Model

It deals with a particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of the reader’s cognitive structure. Eskey states that interactive processing refers to the interaction between information obtained by means of bottom-up decoding and information provided by means of top-down analysis. Comprehending reading text is not only determined by text to be decoded, but also by prior knowledge of the reader. The interactive model stresses both what is on the written page and the reader’s prior knowledge. It views that reading is the interaction between reader and text.

2. Teaching reading

Comprehending a text is a process of interaction between the reader’s background knowledge and the text. Teachers should help the students improve
their ability to comprehend the text. Fauziaty gives ways of handling a reading class. It consists of two parts: first, it will discuss the prominent theory of the nature of reading and the schema theory. Secondly, it presents the implication of the theory for the EF teaching or reading: the classroom practices to develop text-based processing skills. Abbott (1983: 92-102) states that there are three suggested activities related to reading:

a. Before Reading Activities

The overriding aim in doing any class works with the learners before they begin to read a text is to create a positive attitude in their mind towards the text to be read. The following activities can be applied in the class before reading activities:

1) Anticipating the content

If the text has section with headings, the learners can be asked to read only these headings and say or write down what they expect the text to be about.

2) Anticipating both the content and the form

It is a merely indication of what would actually occur. The point is that it is not only anticipating the content of what the learners will shortly read on the reverse side but it is also rehearsing the vocabulary, most of which is already known to this group of learners. The aim is to recall known language and activate language the readers may expect to come across.
3) Vocabulary work

Even if your learners are interested in the subject matter of the reading text you have chosen, they will soon lose interest if they find the vocabulary too difficult. If the majority of words are unknown to the learners, it would be wise to discard the text and choose another one which is more appropriate to their linguistic level.

b. While Reading Activities

1) Identifying the main idea

The type of reading used for such practice will be *skimming*, since the aim is to avoid close and slow reading of the text for all details. The recommended activities are: (a) read the passage in order to give a title; (b) read the passage in order to select the most appropriate title from those given; and (c) identify the topic sentence. A paragraph will often have a topic sentence or key sentence. It helps a reader to understand a text if he can identify topic sentence because obviously these will indicate the main idea, thus acting as markers to the organization of the text.

2) Finding details in a text

The type of reading practiced here is *scanning*. One of useful technique to use for this work is the information-gap technique, whereby the reader has to fill in the missing information on a worksheet by scanning a text which has the required information.
3) Following a sequence.

The learner who realizes that what he is reading involves some form of sequencing is able to understand a lot of text, even there are some unknown words. An example at the elementary level would be, for instance, the route from one place to another. Here, the teacher is usually required to indicate the sequence of moves by plotting the route on a street plan. At much more advanced level, an example would be a text describing some kind of process, where sequence is also important.

4) Inferring from the text.

Together with identifying the main idea, the ability to infer ('reading between lines') is sometimes called a manipulative thinking skill. Unlike reading for literal meaning which focuses on what is explicitly stated, we often go beyond what is explicitly stated. We want to make conjectures, to work out what is implied in the text. In short, we think when we read. Of course, inferring presupposes literal understanding of the text. It is not an alternative, but the higher level of comprehension.

5) Recognizing the writer’s purpose and attitude

This can be difficult even for the native reader, since a good writer will often prefer being subtle and indirect in his intention and attitudes. Therefore, we are here concerned with reading by the advanced learners.

The concept of this point is: (1) the writer’s purpose: it could be any of the following or a mixture of them: to ridicule, to amuse, to protest, to
acquire, to teach, etc; (2) The writer’s attitude: it would be determined by his purpose. It could be serious, superficial, sympathetic, angry, etc.

6) Recognizing discourse features

A text will consist of discourse, a combination of interrelated sentences. The combination is formed in various ways. For instance, the words will belong together as members of the same lexical field. We can identify discourse feature as: (1) this, that, they, he, I, you, we, they, it as substitutes referring back to previous statements; (2) first, secondly, thirdly, and so forth signaling a list of some sort; (3) but indicating a change or contrast relative to some previous statement; and (4) so introducing a consequence or result of previous event.

7) The teacher’s role

While the learners are busy with their silent reading, the teacher will be very active. Not only has the teacher provided the texts and suggested ways of treating them, but also be there in the class, ready to help both individual learner with particular difficulties and the whole group if general difficulties arise. The teacher will very likely be asked the meaning of an unknown word in the text and he may be tempted to give an instant translation.

c. After Reading Activities

While the learners are reading purposely, the teacher can gain a good idea of how they are coping with their reading because the teacher will be
able to circulate round the classroom, seeing how well the reading tasks are being done. However, some kind of follow-up should be valuable. While the learners are still interested in their reading, the teacher can check the result of the reading tasks. Checking on the reading activity is only the first step. The teacher can exploit the learners' experience in reading by means of further activities. For example, we may consider it valuable language work to deal with some of the unknown words which had deliberately chosen not to consider at the pre-reading stage. We may now want to go from the receptive stage to the productive stage of learning certain words. We must not forget that reading is often a preliminary to some other language work like writing. What the learners have been reading can sometimes be used as a model for their own writing. So, this stage is very valuable for teacher and students, in that it can be the starting point to work on writing activity.

3. Collaborative Strategic Reading (CSR)

a. Definition of CSR/Description of CSR

Collaborative Strategic Reading is an instructional framework that can help students to understand all texts that they read. Liang & Dale, 2006 in Bender and Jarkin (2009, 180) state that Collaborative Strategic Reading is an instructional framework that can help students to understand all texts that they read. In CSR, students are taught four comprehension strategies to use with all texts. CSR can help students to improve their reading comprehension, increase their vocabulary, and work cooperatively with peers.
### CSR’s Plan for Strategic Reading

<table>
<thead>
<tr>
<th>BEFORE READING</th>
<th>DURING READING</th>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preview</strong></td>
<td><strong>Click and Clunk</strong></td>
<td><strong>Wrap-up</strong></td>
</tr>
<tr>
<td>1. BRAINSTORM</td>
<td>1. Were there any parts that were hard to understand (clunks)?</td>
<td>1. ASK QUESTIONS</td>
</tr>
<tr>
<td>What do we already know about the topic?</td>
<td>2. How can we fix the clunks?</td>
<td>What questions check whether we understand the most important information in the passage?</td>
</tr>
<tr>
<td>2. PREDICT:</td>
<td>3. Use fix-up strategies:</td>
<td>Can we answer the question?</td>
</tr>
<tr>
<td>what do we predict we will learn about the topic when we read the passage?</td>
<td>a. Reread the sentence and look for key ideas to help you understand.</td>
<td>2. REVIEW</td>
</tr>
<tr>
<td></td>
<td>b. Reread the sentences before and after looking for clues.</td>
<td>What are the most important ideas?</td>
</tr>
<tr>
<td></td>
<td>c. Look for a prefix, root word, or suffix in the word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Break the word apart and look for smaller words.</td>
<td></td>
</tr>
</tbody>
</table>

**Get the Gist**

1. What is the most important who or what?
2. What is the most important idea about the person, place or thing?

---

**Figure 1.** CSR’s plan for strategic reading includes before, during and after reading strategies.
b. Procedure of CSR

Kinberg (2007 : 147) states that Collaborative Strategic Reading (CSR) can be broken down into the following components:

- **Preview**
  In this stage, students glance over the text they are about to read and then generate ideas about what they already know about the topic. They also make predictions about what they are going to learn about the topic as they read.

- **Click and Clunk**
  This phase of CSR takes place while students are reading. “Click” refers to the students’ awareness that he/she understands the reading and that everything makes sense. When students encounter a word or phrase that confuses them, this is called a “Clunk”. Here, students are taught to go back and reread, search for context clues, and otherwise repair the misunderstanding.

- **Get the Gist**
  This strategy also takes place during reading. Here, students are taught to look for the most important item, person, place, or idea being discussed. They are also taught to identify the most important things that are mentioned about the main topic.

- **Wrap Up**
  After students are finished reading, they generate questions and answers that show they have understood what they read. Some teachers have
students pretend they are the teacher and write questions about the passage that they would ask their students.

The four CSR strategies are designed to activate background knowledge and make predictions prior to reading (the preview strategy), monitor reading and enhance vocabulary development during reading (click and clunk strategy); identify main ideas while (the get the gist strategy) and summarize key ideas following reading (the wrap-up strategy).

c. The Strengths of CSR
1. Elicit students' prior knowledge
   Students have to brainstorm their ideas and try to list every thing they know about the topic (Scruggs and Mastropieri, 2010: 208).

2. Encourage students to ask questions that involve higher-level thinking skills, rather than literal recall (Klingner and Vaughn, 2011).

3. Encourage students to use cooperative learning roles and procedure
   Students have to know what they should do in preview, clink and clunk, get the gist, and wrap-up (Scruggs and Mastropieri, 2010: 180).

4. Helps students to monitor their comprehension and knowledge
   Students know their vocabulary level. (Bender and Larking, 2010:180)
d. The Weaknesses of CSR

1. Take time consuming

   Students have to use a lot of time to think about what to list in each steps. (Standish, 2005:9)

2. Teachers vary in the students comfort with the application of cooperative group. (Superman, 2009:11)

4. Direct Instruction Method

a. Definition of Direct Instruction Method

   Many definitions of direct instruction have been proposed. The followings are the definitions of direct instruction proposed by some experts. Carnine (2003:3) states that direct instruction is a method by which students are taught face to face in small or large group utilizing systematic and explicit instruction. This specific means of teaching students may include the teacher signaling, modeling, and following a lesson which is scripted and is designed to have the students respond chorally as the teacher signals the small group or an entire group of students. The pace of a lesson being presented by the teacher is brisk so that the students will respond to what is being presented and will not be distracted. The more engaged and attentive the students are to what is being presented in highly organized lesson, the more success the students will have in learning the lesson objectives.

   In this method, the teacher becomes the decision maker. The teacher will be engaged in many planning decisions, such as deciding what he/she
will go about the reading process. According to Alan (2003:11) direct instruction / teacher centered instruction generally put, in “teacher-centered instruction” the teacher’s role is that of a knowledge expert whose major job is to pass knowledge directly to students. The students job is to absorb or otherwise assimilate the new knowledge.

Arnold and Yeomans (2005:127) say that in direct instruction, the sequence of instruction is arranged so that there is a logical order to teaching, with teaching steps organized according to complexity and utility. High utility skills are taught first, and exceptions are taught later; easy skills or concepts are taught before more difficult ones, and component skills are taught in a logical and sequenced order.

According to Arends (1994 : 311) a teaching model is aimed at helping students learn basic skills and knowledge that can be taught in a step-by-step fashion. For the purposes here, the model is labeled the direct instruction model. Still according to Arends (1994:319) direct instruction model is broken down into the following five step : (1) providing objective and establishing set, (2) demonstrating the skill or understanding that is the focus on lesson, (3) providing guided practice, (4) checking for understanding and providing feedback (5) assigning independent practice.

Based on the explanation above, it can be concluded that Direct Instruction is a method by which students are taught face to face in small or large group utilizing systematic and explicit instruction. In this method, the activity is teacher-centered and the students have lack of opportunities to
express their own idea in the class. They just become the followers and depend on the teacher during learning process.

b. Procedure of Direct Instruction Method

Arend (1994 : 318 - 236) states that the procedures for using direct instruction are:

1. Pre-instructional task associated with the direct instruction model put emphasis on careful preparation of precise objective and performing task analysis so that complex skills can be divided and taught in significant components part.

2. Conducting a direct instruction lesson requires teachers to be proficient in demonstrating complex skills, providing students with reasons for learning these skills, and setting up appropriate conditions for practice and feedback. It breaks down into five steps:
   - Providing objectives and establishing set
   - Demonstrating the skill or understanding that is focused on the lesson
   - Providing guided practice
   - Checking for understanding and providing feedback
   - Assigning independent practice

3. Post instructional tasks of a direct instruction lesson include paying attention to the type of independent homework assignment given so student can practice under more complex conditions and constructing...
good performance- based tests that can accurately measure skills and provide feedback to students. (Gunter, Estes, Schwab, 2003) describes the steps in the direct instruction are:

a. Review previously learned material

Making connections between what is already known and what is to be learned is a critical success factor for learning. Review previously learned material that:

- Is prerequisite knowledge for the new material
- Has important connections with the new material
- Learning strategies that are useful for learning the material

b. State objectives

Lesson objectives should be stated and written on the board. Use language that the students can understand. The purpose of stating the objectives is to set the students’ expectations of what they will learn.

c. Present new material

Clear and detailed instructions will give the students the opportunity to begin absorbing new material. The material should be organized step by step with each step building on the last. Here are two methods for presenting the content:

- Lecture method

A lecture can often be the best way to introduce new material.

Here are five essential steps to the lecture method:

1. State the main points of the lecture
(2) Introduce a main idea or theme

(3) Use examples to illustrate each idea

(4) Use repetition to reinforce the main points

(5) Summarize and refer back to the main organizing idea.

- Demonstrations

Here the teacher demonstrates the skill or principle involved in small segments. After each segment, check for understanding. Visual demonstrations will engage a greater number of students than simple auditory lecture.

4. Guided practice

Guided practice involves the students attempting the skill with the assistance of the teacher and possibly other students. Typically, the teacher will take the students through the skill step by step.

According to Richards and Rodgers (2001: 11-12) state that in practice direct instruction for the following principles and procedures:

1. Classroom instruction was conducted exclusively in the target language.

2. Only everyday vocabulary and sentences were taught

3. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.

4. Grammar was taught inductively

5. New teaching point were introduced orally
6. Concrete vocabulary was taught through demonstration, object and picture abstract vocabulary was taught by association of idea.

7. Both speech and listening comprehension were taught

8. Correct pronunciation and grammar were emphasized.

From the theories above the researcher takes the following procedures to conduct the research:

1. Reviewing previously learned material
   (Gunter, Estes, Schwab, 2003)

2. Conducting the lesson consists of:
   - Providing the objectives and establishing set
     (Arend, 1994)
   - Teaching vocabulary
     (Richards and Rodgers, 2001)
   - Introducing a main idea or theme
     (Gunter, Estes, Schwab, 2003)
   - Demonstrating the skill or understanding that focused on the lesson
     (Arend, 1994)

   - Providing feedback
   - Giving independent homework
c. The Advantages of Direct Instruction Method

1) The benefits of students are direct instruction method seems to satisfy the learners because the students just become the followers and depend on help (Cruichshack, et al. in Angraini, 2009 : 24).

2) Direct instruction method refers to a pattern of teaching which consists teachers explaining a new concept to a large group of students where the way of explanation I straight forward way where the teacher always gives feedback and correction for the mistake that student made (Cruichshack, et al. in Angraini, 2009 : 24).

3) Direct instruction method also academic focus. It means that academic focus one of the highest priorities on the alignment and completion of academic tasks in the classroom. It does not build social relationship among the students. (Joyce and Weil in Angraini, 2009 : 24).

d. The Disadvantages of Direct Instruction Method

1) Direct instruction model is not appropriate for teaching creativity, higher-level thinking skills, or abstract concepts ideas, not for teaching attitudes, appreciation, or understanding of important public issues. (Arend, 1994 : 318).

2) The teacher centrality is strongly occurred in this method. It makes the students become passive in joining the learning
process. Direct instruction method demands not only teacher direction but also strong teacher direction.

3) This method does not promote achievement in creativity. Abstract thinking, and problem solving (Patterson in Cruichshank, et al. in Angraini, 2009:24).

5. Self-esteem

a. Definition of self-esteem:

Many definitions of self-esteem have been proposed. The followings are the definitions of self-esteem proposed by some experts. Coopersmith (1967:3) states that self-esteem is personal judgment of worthiness that is expressed in the attitudes the individual hold toward himself. Webster in Allman, Freeman, Owen, Palow and Shiotsu (2000:22) defines self-esteem as “a confidence and satisfaction in oneself”. Jillian (2004:8) defines that self-esteem is how we think and feel about ourselves. Guindon (2010:12) states self-esteem is “the attitudinal, evaluative component to the self, affective judgments are placed on the self-concept consisting of felling of worth and acceptance which are developed and maintained as consequence of awareness of competence and feedback from the external world”. Abell and Napoleon (2007:12) state self-esteem is the acceptance, compassion and non-judgmental love you feel for the person you are. The term self-esteem refers to the way we look at ourselves and feel
about ourselves. “It is a personal judgment of worthiness that is expressed that is expressed in the attitudes the individual holds toward himself or herself (Guest, 1984:4). James in Weiner & Craighead (2010:1536) states the original definition presents self-esteem as a ratio concerning one’s “Success / pretensions”. How we feel about ourselves may be the simplest definition of self-esteem. Self-esteem will be defined as the emotional, physical and spiritual value we place upon ourselves” (Dean, 1998:1). Laurence (2006:5) states that self-esteem is the individuals evaluation of the discrepancy between self-image and ideal self. Another definition is stated by Brandt (2009:54) self-esteem is belief in one’s abilities and of being capable of meeting life’s challenges and being worthy of happiness. Muijs and Reynolds (2008:231) state that self-esteem is a more general concept refers to a persons general view on worth, meaning, utility, value, price) of his own.

Maslow in Dolan (2007:55-56) defines self-esteem as a vital need of intermediate priority, preceded only by the basic needs of safety and affective links, and a head of self-realization. Other authors have regarded self-esteem differently:

- Experiencing one’s own competence and the feeling of self-efficacy which arises from it (White, 1963).
- A positive or negative attitude towards a particular object: oneself (Rosenberg, 1979)
• The appraisal made by the individual about himself and which is generally maintained and expresses either approval or disapproval, indicating the degree to which the individual considers himself capable, important, successful and valuable (Coopersmith, 1967).

• It is the conviction of how worthy a person is of his or her own love and, as a result, of others' love, independently of what one is, has or appears to be. It is the capacity with which the person is endowed to feel intrinsic self-worth, independently of their personal characteristics, circumstances and achievements that, in part, also define and identify the individual (Polaino-Lorente, 2003).

b. Sources of Self-esteem

Newman & Newman (2009:259) state that self-esteem is based on the sources, namely:

1) Messages of love, support and approval from others

Views of the self as being loved, valued, admired and successful contribute to a sense of worth. By contrast, views of the self as being ignored, rejected, scorned and inadequate contribute to a sense of worthlessness.
2) Specific attributes and competencies

Information about specific aspects of the self is a accumulated through experiences of success and failure in daily tasks or when particular aspects of one’s competence are challenged.

3) The way one regards those specific aspect of the self in comparison with others and in relation to one’s ideal self. Self-esteem is influenced by the value one assigns to specific competencies in relation to one’s overall life goals and personal ideals.

C. Elements of Self-esteem

Branden in Brandt (2009:54-55) states that the ultimate source of self-esteem can only be internal. It is the relationship between a persons self-efficacy and self-respect.

1) Self-Efficacy

Self-efficacy is the belief that you can achieve what you set out to do. When your self-efficacy is high, you believe you have that ability to act appropriately. When your self-efficacy is low, you worry that you might not able to do the task that it is beyond your abilities. Your perception of your self-efficacy can influence which tasks you take on and which ones you avoid. Albert Bandura, a professor at Stanford University and one of a resilient belief in your own abilities. According to Bandura, a
major source of self-efficacy is the experience of mastery, in which success in one area builds your confidence to succeed in other areas. For example, an administrative assistant who masters a sophisticated computerized accounting system is more likely to tackle future complicated computer programs than is a person who feels computer illiterate and may not even try to figure out the new program, regardless of how well he or she could do it.

2) Self Respect

Self-respect, the second component of self-esteem, is what you think and feel about yourself. Your judgment of your own value is a primary factor in achieving personal and career success. People who respect themselves tend to act in ways that confirm and reinforce this respect. People who lack self-respect may put up with verbal or physical abuse from others because they feel they are unworthy of praise and deserve the abuse.

Nathaniel Branden believes that the healthier our self-esteem, the more inclined we are to treat others with respect, benevolence, goodwill and fairness since we do not tend to perceive then as a threat and since self respect is the foundation of respect for others.
d. Characteristics of Students Having High and Low Self-Esteem

Self-esteem is self-approval, or sense that one is lovable and capable. People who have high self-esteem are confident, resourceful, independent and responsible. They accept challenges with enthusiasm and are willing to take risks in order to reach their full potential.

People with low self-esteem, on the other hand, lack confidence in themselves and need constant reassurance. They are overly sensitive and often withdrawn. They become easily frustrated when confronted with problems or setbacks. In short, people with low self-esteem avoid taking challenges such as trying new activities or acquiring new skills, and they have difficulty handling competition, rejection and failure.
Table 1. Top 15 Characteristics Of High and Low Self-Esteem Students. (Guindon, 2010:20)

<table>
<thead>
<tr>
<th>No</th>
<th>High Self-Esteem</th>
<th>Low Self-Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Confident</td>
<td>Withdrawn /shy/quiet</td>
</tr>
<tr>
<td>2</td>
<td>Friendly /outgoing</td>
<td>Insecure</td>
</tr>
<tr>
<td>3</td>
<td>Happy</td>
<td>Underachieving</td>
</tr>
<tr>
<td>4</td>
<td>Positive /optimistic</td>
<td>Negative (attitude)</td>
</tr>
<tr>
<td>5</td>
<td>Motivated</td>
<td>Unhappy</td>
</tr>
<tr>
<td>6</td>
<td>Achieving</td>
<td>Socially inept</td>
</tr>
<tr>
<td>7</td>
<td>Competitive /risk taker</td>
<td>Angry, hostile</td>
</tr>
<tr>
<td>8</td>
<td>Accepting /tolerant</td>
<td>Unmotivated</td>
</tr>
<tr>
<td>9</td>
<td>Involved /active</td>
<td>Depressed</td>
</tr>
<tr>
<td>10</td>
<td>Secure /well adjusted</td>
<td>Dependent / follower</td>
</tr>
<tr>
<td>11</td>
<td>Comfortable with self</td>
<td>Poor self-image</td>
</tr>
<tr>
<td>12</td>
<td>Assertive</td>
<td>Non risk taker</td>
</tr>
<tr>
<td>13</td>
<td>Caring</td>
<td>Lacks self-confidence</td>
</tr>
<tr>
<td>14</td>
<td>Independent</td>
<td>Poor communicator</td>
</tr>
<tr>
<td>15</td>
<td>Responsible</td>
<td>Acts out</td>
</tr>
</tbody>
</table>

e. Effects of Self-Esteem

Self-esteem is one of our most basic psychological needs. The degree or our self-esteem (lack of it) impacts every major aspect of our lives. It has profound effects on our thinking processes, emotions, desire, value, choices and goals. Deficit in self-esteem contribute to
virtually all psychological problem. Low self-esteem affects every aspect of someone’s life. It shows in how someone looks and how someone interacts with other people. Besides being visible to others, if someone has a low opinion of himself / herself and his / her value, he / she may suffer from depression and his / her health may also be affected. Research has shown that low self-esteem is related to a variety of psychological difficulties and personal problems, including depression, loneliness, substance abuse, teenage pregnancy, academic failure and criminal behavior (Morf and Ayduk 2005:140).

Meanwhile, Sprirthart et al. (1998:562-563) mention the effects of self-esteem as follows:

a. Effects on academic performance

Since the more academically successful students tend to display higher level of various affective component, including self-esteem, it might seem to follow that increasing any students’ felling of self-esteem would then be translated into an increase in academic performance.

b. Effects on later success

Closely related to the issue of self-esteem is that students will be more motivated and work harder in school if they believe that their efforts will later pay off in the job market.

(commit to user)
f. Roles of Self-esteem in Learning

A person possesses self-esteem to play an important role in every activity and in achieving certain goal, because self-esteem will strive someone in achieving his purpose by doing the activities.

Self-esteem plays an important role to many activities. Being interested in an activity, enthusiasm will come up followed by pleasure and willingness, and further it will be one's ability. The roles of self-esteem will be mentioned as follows:

1. Self-esteem is important motive in directing individual to carry out his activities.
2. Self-esteem can help individual in concentrating the attention to the problem he faces.
3. Self-esteem is in of the major factors in determining whether an activity is well done.
4. Self-esteem is individual’s aid in interacting with his environment, including leaning activity.
5. Self-esteem helps the individual in his growth and development to achieve his maturity and his dream.

g. Strategies for Increasing Self-Esteem

Since self-esteem is crucial, teachers should try to increase students self-esteem. Woelfolk (2007:890 gives some suggestions for encouraging students self-esteem namely:

commit to user
a. Value and accept all students for their attempts as well as their accomplishments.

b. Create a climate that is physically and psychologically safe for students.

c. Avoid destructive comparisons and competition, encourage students to compete with their own prior levels of achievement.

d. Encourage students to take responsibility for their reaction to events show them that they have choices in how to respond.

e. Set up support groups in school and teach students how to encourage each other.

f. Help students set clear goals and objectives brainstorm about resources they have for reaching their goals.

g. Highlight the value of different ethnic group-their cultures and accomplishments.

Dornyei (2001:31) suggests some strategies for ESL/EFL teachers to create a supportive atmosphere in the classroom, namely: establishing a norm of tolerance, encouraging risk-taking and having mistakes accepted as a natural part of learning, bringing in and encouraging humor and encouraging learners to personalize the classroom environment according to their taste.

Further, Santrock (2006:86-87) proposes six strategies that can increase an individual’s self-esteem, as follows:
a. Identify sources of self-esteem and what is causing low self-esteem.

A key first step in improving self-esteem is to determine what is contributing to low self-esteem.

b. Face a problem and try to cope with it.

Self-esteem is often increased when individuals try to cope with a problem rather than avoiding it (Bednar, et al. in Santrock, 2006:86). Facing problems realistically, honestly and nondiscriminately leads to favorable thoughts about oneself, which lead to self-approval and higher self-esteem.

c. Seek emotional support.

Emotional support and social approval have a positive influence on self-esteem. However, some individuals experience little emotional support or social approval because their families are filled with conflict or their romantic relationships are marked by hostility. In some cases, alternative sources of emotional support can improve self-esteem. Quality friendships, counseling, or therapy can sometimes compensate for shortcomings in other sources of emotional support.

d. Take responsibility for your self-esteem

To increase self-esteem, one should assume that he / she has the ability to improve his / her self-esteem and takes the initiative to do so (Crocker and Park in Santrock, 2006:86).
e. Look for opportunities to achieve

Achievement can also improve self-esteem (Baumeister, et al. in Santrock, 2006:86)

f. Explore sources to improve your self understanding

Many individuals with low self-esteem don’t know themselves well. To improve their self-esteem, they should increase their self understanding.

It can be concluded; self-esteem is the personal judgment which is expressed in the attitudes that the individual holds towards himself and indicates the extent to which an individual believes himself to be capable, successful and worthy. Students having high self-esteem have self responsibility, respecting from another person, high aspiration, great effort, more persistent, believe themselves to be capable, successful and worthy. Meanwhile, students having low self-esteem have the opposite characteristics.

The indicators of self-esteem are believing to be successful, believing to be worthy, feeling confidence of capability, respecting from another person, and having self responsibility.

B. Review of Related Research.

There are some related researches which used in this research. First, Abidin and Riswanto (2012) states that the Philosophical concept of Collaborative Strategic Reading (CSR), in regard with its personalization,
rationalization in the context of teaching reading. They also discusses series number of researches that have been done in the area of the field. The significances usage of CSR as a prominent strategy in teaching reading based on conceptual and theoretical frameworks of cognitive and metacognitive theories which have been proved by reading researchers in L1, ESL and EFL teaching contexts. Hopefully, they basic research provides clear description about CSR within cognitive and metacognitive theories point of view.

Second, Klinger & Vaughn (1998). The first study using CSR was conducted with 26 seventh and eighth graders with low learning abilities who used English as a second language. In this study, students learn to use modified reciprocal teaching methods in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight main idea, summarize main ideas and important detail, and ask and answer the questions. The researchers found that CSR was effective in improving reading comprehension for most of the students with low learning abilities.

Third, Fan (2010) conducted a research on 110 Taiwanese students from two intact classes. The purpose of the research is to investigate the impact of CSR towards EFL Taiwanese students’ reading comprehension. Mixed method is used as a research design. The questionnaire and standardised reading pre-test, post test and interviews were used to gather the data. The research findings showed that the statistical results confirm CSR is more effective than the traditional teacher-led reading approach which focuses on vocabulary and grammar teaching in improving the students’

commit to user
reading comprehension scores. The findings indicated that CSR had a positive effect on the Taiwanese university learners’ reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. Moreover, a detailed analysis of qualitative data suggested that the learners with relatively homogenous English ability provided collaborative scaffolding for text comprehension through co-construction, elaboration, and appeal for assistance, corrective feedback, and prompts.

Fourth, Klingner, Vaughn & Schumm (2000) implemented CSR with fourth graders with a wide range of reading levels. Students in the CSR group significantly outperformed those in the control group on comprehension. In a subsequent study, fifth-grade students were taught to apply CSR by trained classroom teachers during English as a Second Language (ESL) science classes. It was shown that the students significantly increased their vocabulary from pre- to post-testing. Furthermore, students in CSR groups spent greater amounts of time engaged in academic-related strategic discussion and assisted one and another while using CSR.

Fifth, Bryant et al., (2000). CSR research has also been combined with other approaches to address the range of skills needed for reading competence in middle school and high school. In a study of 60 sixth-grade middle school students with varied reading levels in inclusive classrooms, a multi component reading intervention was used to address the range of reading. CSR was used in conjunction with two other research-based strategies: Word
Identification and Partner Reading Results revealed that students with low learning abilities significantly improved their word identification and fluency, but not reading comprehension.

Sixth, Wang (2008) examined the effect of CSR on sixth-graders’ reading comprehension and learning attitudes. Sixty-two pupils from two intact classes were divided into a control group receiving the traditional teacher-directed reading instruction and an experimental group of CSR instruction in combination with story retelling strategy training for fifteen weeks. Multiple measures were used in this study. They consisted of a questionnaire of English learning background, pre-tests and post-tests of reading comprehension, five post-tests administered after reading stories, a story reading post-test which students had never read in the class and a questionnaire of students’ attitudes towards the intervention. It was reported that modified CSR approach was effective in fostering her six-graders’ overall reading comprehension and understanding of the meaning of the stories, and that it increased their English learning motivation. In another study.

C. Rationale

1. The Difference between Collaborative Strategic Reading (CSR) Method and Direct Instruction Method

The teaching method applied by teachers is one of the important factors influencing students reading skill. Therefore, a teacher must give a wise decision in choosing the appropriate teaching method in order to
teach reading successfully. As stated before, the methods compared in this study are Collaborative Strategic Reading (CSR).

Direct Instruction is an oral presentation intended to present information to teach students about particular subject. The activity in Direct Instruction is teacher centered. Direct Instruction encourages one-way communication. Students just become the followers and depend on the teacher during the teaching-learning process. Direct Instruction is supposed not to motivate students and make them passive in joining the learning process. The information tends to be forgotten quickly when students are passive.

Meanwhile, CSR requires different way in teaching learning process. It makes the students work cooperatively which will develop their ability in their social and human relation. In CSR, students not only learn and receive whatever the teacher teaches in the teaching and learning process, but also learn from other students. In other words, they are more active in joining the learning process.

In short, CSR is supposed to be more effective than Direct Instruction to teach reading.

2. The Difference Between The Students Who Have High Self-Esteem and The Students Who Have Low Self-Esteem.

The students having high level of self-esteem expect to do well in their accomplishments, try hard and try to be successful. They are
inclined to attribute their success to their abilities, and to make due allowance for circumstances in interpreting their failures. As a result, students with high self-esteem generally enjoy a great deal of self-confidence and have a realistic assessment of their strengths and weaknesses.

On the other hand, the students having low self-esteem tend to expect the worst, exert less effort on their tasks, especially challenging, demanding ones, and achieve less success. Even, when students having low self-esteem achieve success, they are less apt to attribute their success to their abilities or to enjoy it.

Therefore, the students who have high self-esteem are supposed to have better reading skill than the students who have low self-esteem.

3. Interaction Between Teaching Methods and Student Self-Esteem

It is undeniable that teaching method which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. Unlike Direct Instruction, which place the students in a passive learning role, CSR requires the students to be more active in acquiring the academic content without neglecting their social and human relation with others unconsciously. The teacher not only concerns with teaching academic content, but also considers making the students develop their social and human relation with others.
Self-esteem is quite important factor to acquire reading skill because understanding of the text requires self-esteem. The students having high level of self-esteem expect to do well in their accomplishment, try hard and try to be successful. In the teaching-learning process, they usually have better attitude. They have high desire to pay attention to the teacher. They are active in joining the teaching-learning process. Therefore, CSR is supposed to be more effective for students having high self-esteem.

Direct instruction seems to be suitable for students having low self-esteem since it possesses characteristics which make the student passive during the activity. In Direct instruction the students usually get knowledge only from their teacher. They are not demanded to elaborate their idea, thought, and feeling. It means that they don’t need to be active. In fact, students having low level of self-esteem tend to exert less effort in learning. In other words, they prefer being passive in the teaching-learning process. That is why, Direct Instruction is supposed to be more effective for students having low self-esteem.

Therefore, teaching methods and self-esteem are supposed to have interaction effect toward students reading skill.
D. Hypothesis

Based on the theoretical description and rationale, the hypotheses can be formulated as follows:

1. Students taught using CSR method have better reading skill than those taught using direct instruction at the first semester students of English Education Department IKIP PGRI Bojonegoro in academic year 2012/2013.

2. The students who have high self-esteem have better reading skill than the students who have low self-esteem at the first semester students of English Education Department IKIP PGRI Bojonegoro in academic year 2012/2013.

3. There is an interaction effect between teaching methods and students’ self-esteem on the students’ reading skill. CSR method is more effective than Direct Instruction Method to teach reading for students who have high self-esteem. On the other hand, Direct Instruction Method is more effective than CSR method to teach reading for students who have low self-esteem.
CHAPTER III
RESEARCH METHOD

A. The Place and Time of The Study

The research was carried out in IKIP PGRI Bojonegoro, located at Jl. Panglima Polim No. 46 Bojonegoro, East Java in the academic year of 2012 /2013. It was conducted for about six months, start from July – January 2013. It is described as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Month &amp; Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July– September 2012</td>
<td>Consulation and writing proposal</td>
</tr>
<tr>
<td>2</td>
<td>October 2012</td>
<td>Arranging and developing the instruments</td>
</tr>
<tr>
<td>3</td>
<td>October 2012</td>
<td>Trying out the questionnaires of self-esteem and the reading test</td>
</tr>
<tr>
<td>4</td>
<td>October 2012</td>
<td>Analyzing the result of try out</td>
</tr>
<tr>
<td>5</td>
<td>November-December 2012</td>
<td>Doing research</td>
</tr>
<tr>
<td>6</td>
<td>January 2013</td>
<td>Collecting and analyzing the data</td>
</tr>
<tr>
<td>7</td>
<td>January 2013</td>
<td>Writing the report</td>
</tr>
</tbody>
</table>

B. The Research Design

The research design used in this study is experimental study. Experimental study is the kind of studies in which the researcher is interested in learning about the effects of certain conditions (independent variables) on
other conditions (dependent variables) in controlled study (Mason and Bramble, 1997:93). Experimental study can be defined as the technique, which attempt to ferret out cause and effect relationships. Through experimentations, cause and effect relationship can be isolated (Christensen, 2007:39).

The research design used for the research is a simple factorial design. It can be seen in the following figure.

<table>
<thead>
<tr>
<th>Teaching method (A)</th>
<th>Collaborative Strategic Reading (A1)</th>
<th>Direct Instruction (A2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B1)</td>
<td>A1:B1</td>
<td>A2:B1</td>
</tr>
<tr>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
</tbody>
</table>

Figure 2. factorial design 2 x 2

C. The subject of the research

1. Population

Population is a group of individuals who comprises the same characteristic (Creswell, 2008: 644). The population of the research is the first semester students of English Education Department IKIP PGRI Bojonegoro in the academic year of 2012 / 2013. It consists of 3 classes. In order to make the teaching learning run as usual, the writer uses two classes which are randomly selected. The total number of population is 118 students.
2. Sample

Sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population (Creswell, 2008: 646). In this study, the writer takes two classes (1-A and 1-B) of the population as the sample.

3. Sampling

Sampling is the process of drawing a sample from a population (Johnson and Christensen, 2000: 156). To draw a sample from a population, the writer uses cluster random sampling because it has some advantages, such as it can be used when it is difficult or impossible to select a random sample of individuals, it is often far easier to implement in school, and it is frequently less time consuming (Fraenkel and Wallen, 2000: 139).

Cluster sampling is a sampling in which groups, not individuals, are randomly selected (Gay, 1992: 132). In this case, all members of selected groups have similar characteristics. Based on this idea, cluster sampling is a sampling technique that chooses the sample of study by taking certain classes that have similar characteristics. So, the writer decided to take only two classes (1-A and 1-B) which are randomly selected.

Each class is divided into two groups, students who have high self-esteem and those who have low self-esteem. One of the two classes is
taught by using CSR and another class is taught by using direct instruction. Therefore, there are four groups:

a. Students having high self-esteem who are taught by using CSR
b. Students having high self-esteem who are taught by using direct instruction
c. Students having low self-esteem who are taught by using CSR
d. Students having low self-esteem who are taught by using direct instruction

D. Technique of collecting the data

The way to get the data in a research is usually known as a method of collecting data. In this research, the writer uses a test and a questionnaire to get the data. The questionnaire is used to get the data of the students’ self-esteem and the test is used to get the data of the students reading skill.

1. Questionnaire

The questionnaire is used to get the data of the students’ self-esteem. Johnson and Christensen (2000, 127) stated that a questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study.

The type of questions of questionnaire can be divided into two: open and close ended questions. Open ended questions enable respondents to give their own answer, while close ended questions require respondents to choose from a limited number of predetermined
responses or to select one of the alternative answer given (Christensen, 2007: 56). The writer used close ended question. The form of items is objective. It is used to make the students easier to answer. The questionnaire is used to classify students into two groups: the students who have high self-esteem and those who have low self-esteem.

The questionnaire is in multiple-choice from of four alternatives based on the Likert Scale type. Likert Scale is a scale with a number of points or spaces, usually at least three but not more than seven (Wiersma, 2000: 305). There is no right or wrong answer because the students responses are based on their real conditions. It was validated by expert judgment of psychological aspect.

2. Test

A test can be defined as a systematic procedure for observing one’s behavior and describing it with the aid of numerical devices or category system (Cronbach in Syakur, 1999: 5). The test is used to get the data of the students reading skill. The reading test is in the form of objective test with four options.

3. Try out of the instruments

An instrument is said to be good if it is valid and reliable. Before the instruments are used, they must be tried out. It is intended to find the level of validity and reliability of the instruments. The try out is conducted at the first semester students of English Education
Department IKIP PGRI Bojonegoro in the academic year of 2012 / 2013 who do not belong to the two groups.

a. The validity of the instrument

An instrument is valid if it is able to measure what the researcher is going to measure (Suharsimi, 2002: 160). Further, Suharsimi explains that there are two kinds of validity. In this study, the writer uses internal validity since the writer analyses the items of instruments whether or not they are appropriate to use.

After conducting the try-out test, the result are computed to find out their validity. To measure the validity of the questionnaire, the writer uses the following formula:

\[
\frac{\sum x_i x_i}{\sum x_i^2 - \frac{(\sum x_i)^2}{n}}
\]

Where:

- \( r_{it} \) Coefficient of validity
- \( \sum x_i x_i \) Total of items variance
- \( \sum x_i^2 \) Total variance of item
- \( \sum x_i^2 \) Total variance

The formula that is used to know the validity of the reading test is as follows:

\[
\frac{\sum x_i}{n} = \frac{\sum}{n}
\]
Where:

: coefficient of validity
: mean score of correct answer
: mean of total score
: the proportion of correct answer
: the proportion of incorrect answer
: standard deviation of total score

If \( r_p \) is higher than \( r_c \), the item is valid.

b. The reliability of the instrument

Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2000 : 176). To know the reliability of the questionnaire, the writer uses the following formula:

\[
\rho = 1 - \frac{\sum}{\sum}
\]

Where:

: Coefficient of reliability
: Total of valid items
\( \sum \) : Total variance of all items
\( \sum \) : Total variance
Then, to know the reliability of reading test, the formula used is as follows:

\[ r = 1 - \frac{\sum \text{item variance}}{\text{total variance}} \]

Where:
- \( r \) coefficient of reliability
- \( \sum \) sums of all item variance
- \( \frac{\text{item variance}}{\text{total variance}} \)
- If \( r \) is higher than \( n \), the instrument is reliable.

E. Technique of analyzing the data

The technique used in analyzing the data is descriptive analysis and inferential analysis. Descriptive analysis is used to know the mean, median, mode and standard deviation of the scores of the reading test. To know the normality and the homogeneity of the data, the writer used normality and homogeneity test. The normality and homogeneity tests are done before testing the hypothesis. Inferential analysis used is multifactor analysis of variance 2x2. \( H_0 \) is rejected if \( F_o \) is higher than \( F_o \) if \( H_o \) is rejected, the analysis is continued to know which group is better using Tukey test. The design of multifactor analysis of variance is as follows:
<table>
<thead>
<tr>
<th>Self-esteem (B)</th>
<th>Teaching method (A)</th>
<th>Collaborative Strategic Reading (A1)</th>
<th>Direct Instruction (A2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B₁)</td>
<td>A₁B₁</td>
<td>A₂B₁</td>
<td>B₁</td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>A₁B₂</td>
<td>A₂B₂</td>
<td>B₂</td>
</tr>
</tbody>
</table>

Figure 3: The Design of Multifactor Analysis of Variance

Note:

A₁B₁ : the mean score of reading test of students having high self-esteem who are taught by using CSR

A₂B₁ : the mean score of reading test of students having high self-esteem who are taught by using Direct Instruction

A₁B₂ : the mean score of reading test of students having low self-esteem who are taught by using CSR

A₂B₂ : the mean score of reading test of students having low self-esteem who are taught by using Direct Instruction

A₁ : the mean score of reading test of experimental class which is taught by using CSR

A₂ : the mean score of reading test of control class which is taught by using Direct Instruction

B₁ : the mean score of reading test of students having high self-esteem

B₂ : the mean score of reading test of students having low self-esteem

*commit to user*
F. Hypothesis Testing

a. Anova test

The data are analyzed using the following ways:

1. The total sum of square

\[
= \sum (\bar{y}_i - \bar{y})^2
\]

2. The sum of square between groups

\[
= \sum (\bar{y}_i - \bar{y})^2 - \frac{(\sum y)^2}{n}
\]

3. The sum of square within groups

\[
= \frac{\sum (y_i - \bar{y}_i)^2}{n - c}
\]

4. The between-columns sum of squares

\[
= \frac{\sum (\bar{y}_i - \bar{y})^2}{c - 1}
\]

5. The between-rows sum of squares

\[
= \frac{(\sum y)^2}{n} - \frac{\sum (y_i - \bar{y}_i)^2}{n - c}
\]

6. The sum of squares interaction

\[
= \frac{(\sum y)^2}{n} - \frac{\sum (y_i - \bar{y}_i)^2}{n - c}
\]

7. The number of degrees of freedom associated with each source of variation:

a) df for between-columns sum of squares = C-1

b) df for between-rows sum of squares = R-1

c) df for interaction (C-1) (R-1)
d) df for between-groups sum of squares = G-1

e) df for within-columns sum of squares = Σ(n - 1)

f) df for total sum of squares = N-1

Note:

C = the number of columns
R = the number of rows
G = the number of groups
n = the number of subjects in one group
N = the number of subject in all groups

b. Tukey test

Tukey test is used to know which teaching method is more effective or better to teach reading.

A. Between columns = ______

B. Between rows = ______

C. Between columns ( ) = ______

D. Between columns q( ) = ______ or q = ______

E. The statistic test is obtained by dividing the difference between the means by square root of the ratio of the within group variation and the sample size.

: = ______
G. Statistical Hypothesis

The writer formulates the statistical hypothesis that consists of null hypothesis \((H_0)\) and alternative hypothesis \((H_1)\). The statistical hypotheses are as follows:

1. The difference in reading skill between students who are taught by using CSR method and students who are taught by using Direct instruction method.
   \[ H_{01} : \mu_{A1} = \mu_{B1} \]
   \[ H_{11} : \mu_{A1} > \mu_{B1} \]
   \(H_{01} : \) There is no significant difference in reading performance between the students who are taught by using CSR method and students who are taught by using direct instruction method.
   \(H_{11} : \) The students who are taught by using CSR method have better reading skill than students who are taught by using direct instruction method.

2. The difference in reading skill between students who have high level of self-esteem in reading and the students who have low level of self-esteem in reading.
   \[ H_{02} : \mu_{B1} = \mu_{B2} \]
   \[ H_{12} : \mu_{B1} > \mu_{B2} \]
   \(H_{02} : \) There is no significant difference in reading skill between the students who have high level of self-esteem and students who have low level of self-esteem.
H₃: The students who have high level of self-esteem have better reading skill than the students who have low level of self-esteem.

3. The interaction between teaching methods and students’ self-esteem in teaching reading.

H₀₃: μₐ x μ₃ = 0
H₁₃: μₐ x μ₃ ≠ 0

H₀₃: There is no interaction between teaching methods and students’ self-esteem in reading. It means that the effect of students’ self-esteem level on reading skill does not depend on teaching methods.

H₁₃: There is an interaction effect between teaching methods and students’ self-esteem in reading. It means that the effect of students’ self-esteem on reading skill depends on teaching methods.
CHAPTER IV
THE RESULT OF THE STUDY

This chapter presents the result of the study. It is divided into four parts, namely: the description of the data, normality and homogeneity test, hypothesis test, and the discussion of the result of the study.

A. Description of the Data

The data described are the result of the reading test. It includes the mean, mode, median, standard deviation and frequency distribution followed by histogram and polygon. Based on the group analyzed, the descriptions of the data are divided into eight groups, namely:

1. The data of the reading test of the students who are taught by CSR method (A₁).
2. The data of the reading test of the students who are taught by Direct Instruction Method (A₂).
3. The data of the reading test of the students who have high self-esteem (B₁).
4. The data of the reading test of the students who have low self-esteem (B₂).
5. The data of the reading test of the students who have high self-esteem and taught by CSR method (A₁B₁).
6. The data of the reading test of the students who have low self-esteem and taught by CSR method (A₁B₂).
7. The data of the reading test of the students who have high self-esteem and taught by Direct Instruction Method (A₂B₁).

8. The data of the reading test of the students who have low self-esteem and taught by Direct Instruction Method (A₃B₂).

The data of each group are presented as the following:

1. The data of the reading test of the students who are taught by CSR method (A₁).

   Descriptive analysis of the data A₁ shows that the score is 20 up to 40.
   The range is 18, the number of classes is 7, the interval is 3, the mean is 29.025, the mode is 29.7, the median is 29.17 and the standard deviation is 11.13. The frequency distribution of the data A₁ is in table 3, histogram and polygon are presented in figures 5.

   Table 3: Frequency Distribution of Data A₁

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>$f_i$</th>
<th>$x_i$</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-22</td>
<td>19.5</td>
<td>5</td>
<td>21</td>
<td>12.5</td>
</tr>
<tr>
<td>23-25</td>
<td>22.5</td>
<td>6</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>26-28</td>
<td>25.5</td>
<td>7</td>
<td>27</td>
<td>17.5</td>
</tr>
<tr>
<td>29-31</td>
<td>28.5</td>
<td>9</td>
<td>30</td>
<td>22.5</td>
</tr>
<tr>
<td>32-34</td>
<td>31.5</td>
<td>6</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>35-37</td>
<td>34.5</td>
<td>6</td>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td>38-40</td>
<td>37.5</td>
<td>1</td>
<td>39</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
GROUP A1

![Polygon and Histogram of Data A1](image)

2. The data of the reading test of the students who are taught by Direct Instruction Method (A2). Descriptive analysis of the data A2 shows that the score is 18 up to 32. The range is 14, the number of classes is 5, the interval is 3, the mean is 25, the mode is 25, the median is 25 and the standard deviation is 3.9.

The frequency distribution of the data A2 is in Table 4, histogram and polygon are presented in figure 6.

Table 4. Frequency Distribution of Data A2

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class Boundaries</th>
<th>$f_i$</th>
<th>$X_i$</th>
<th>($%$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 20</td>
<td>17.5</td>
<td>6</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>21 – 23</td>
<td>20.5</td>
<td>9</td>
<td>22</td>
<td>22.5</td>
</tr>
<tr>
<td>24 – 26</td>
<td>23.5</td>
<td>10</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>27 – 29</td>
<td>26.5</td>
<td>9</td>
<td>28</td>
<td>22.5</td>
</tr>
<tr>
<td>30 – 32</td>
<td>29.5</td>
<td>6</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*commit to user*
3. The data of the reading test of the students who have high self-esteem (B₁).

Descriptive analysis of the data B₁ shows that the score is 20 up to 38. The range is 18, the number of classes is 7, the interval is 3, the mean is 28.425, the mode is 29.5, the median is 28.5 and the standard deviation is 4.75. The frequency distribution of the data B₁ is in table 5, histogram and polygon are presented in figure 7.

Table 5. Frequency Distribution of Data B₁

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class Boundaries</th>
<th>f₁</th>
<th>X₁</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 22</td>
<td>19.5</td>
<td>5</td>
<td>21</td>
<td>12.5</td>
</tr>
<tr>
<td>23 – 25</td>
<td>22.5</td>
<td>7</td>
<td>24</td>
<td>17.5</td>
</tr>
<tr>
<td>26 – 28</td>
<td>25.5</td>
<td>8</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>29 – 31</td>
<td>28.5</td>
<td>9</td>
<td>30</td>
<td>22.5</td>
</tr>
<tr>
<td>32 – 34</td>
<td>31.5</td>
<td>7</td>
<td>33</td>
<td>17.5</td>
</tr>
<tr>
<td>35 – 37</td>
<td>34.5</td>
<td>3</td>
<td>36</td>
<td>7.5</td>
</tr>
<tr>
<td>38 – 40</td>
<td>37.5</td>
<td>1</td>
<td>39</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4. The data of the reading test of the students who have low self-esteem (B₂).

Descriptive analysis of the data B₂ shows that the score is 18 up to 38. The range is 20, the number of classes is 7, the interval is 3, the mean is 25.6, the mode is 27-28, the median is 25.375 and the standard deviation is 4.77. The frequency distribution of the data B₂ is in table 6, histogram and polygon are presented in figure 8.

Table 6. Frequency Distribution of Data B₂

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class Boundaries</th>
<th>f_i</th>
<th>X_i</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 22</td>
<td>17.5</td>
<td>6</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>21 – 23</td>
<td>20.5</td>
<td>9</td>
<td>22</td>
<td>22.5</td>
</tr>
<tr>
<td>24 – 26</td>
<td>23.5</td>
<td>8</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>27 – 29</td>
<td>26.5</td>
<td>10</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>30 – 32</td>
<td>29.5</td>
<td>4</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>33 – 35</td>
<td>32.5</td>
<td>1</td>
<td>34</td>
<td>2.5</td>
</tr>
<tr>
<td>36 – 38</td>
<td>35.5</td>
<td>2</td>
<td>37</td>
<td>5</td>
</tr>
</tbody>
</table>

|               |                 | 40  | 100 |     |

Figure 7. Polygon and Histogram of Data B₁
5. The data of the reading test of the students who have high self-esteem and taught by CSR method (A1B1).

Descriptive analysis of the data A1B1 shows that the score is 23 up to 40. The range is 15, the number of classes is 6, the interval is 3, the mean is 15.75, the mode is 31.5, the median is 31.5 and the standard deviation is 3.71. The frequency distribution of the data A1B1 is in table 7, histogram and polygon are presented in figure 9.

Table 7. Frequency Distribution of Data A1B1

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class Boundaries</th>
<th>f_i</th>
<th>X_i</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 – 25</td>
<td>22.5</td>
<td>1</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>26 – 28</td>
<td>25.5</td>
<td>3</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>29 – 31</td>
<td>28.5</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>32 – 34</td>
<td>31.5</td>
<td>6</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>35 – 37</td>
<td>34.5</td>
<td>3</td>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td>38 – 40</td>
<td>37.5</td>
<td>1</td>
<td>39</td>
<td>5</td>
</tr>
</tbody>
</table>

20 100
6. The data of the reading test of the students who have low self-esteem and taught by CSR method (A1B1).

Descriptive analysis of the data A1B1 shows that the score is 20 up to 34. The range is 12, the number of classes is 5, the interval is 3, the mean is 12.675, the mode is 24, the median is 25 and the standard deviation is 3.57. The frequency distribution of the data A1B2 is in table 8, histogram and polygon are presented in figure 10.

Table 8. Frequency Distribution of Data A1B2

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class Boundaries</th>
<th>f_i</th>
<th>X_i</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 22</td>
<td>19.5</td>
<td>5</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>23 – 25</td>
<td>22.5</td>
<td>6</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>26 – 28</td>
<td>25.5</td>
<td>5</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>29 – 31</td>
<td>28.5</td>
<td>3</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>32 – 34</td>
<td>31.5</td>
<td>1</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 9. Polygon and Histogram of Data A1B1.
7. The data of the reading test of the students who have high self-esteem and taught by Direct Instruction Method (A₂B₁).

Descriptive analysis of the data A₂B₁ shows that the score is 20 up to 37. The range is 17, the number of classes is 6, the interval is 3, the mean is 13.275, the mode is 22.5, the median is 22.5 and the standard deviation is 5.08. The frequency distribution of the data A₂B₁ is in table 9, histogram and polygon are presented in figure 11.

Table 9. Frequency Distribution of Data A₂B₁

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class Boundaries</th>
<th>fᵢ</th>
<th>Xᵢ</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 22</td>
<td>19.5</td>
<td>5</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>23 – 25</td>
<td>22.5</td>
<td>5</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26 – 28</td>
<td>25.5</td>
<td>4</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>29 – 31</td>
<td>28.5</td>
<td>3</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>32 – 34</td>
<td>31.5</td>
<td>0</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>35 – 37</td>
<td>34.5</td>
<td>3</td>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
8. The data of the reading test of the students who have low self-esteem and taught by Direct Instructional Method (A2B1).

Descriptive analysis of the data A2B1 shows that the score is 18 up to 32. The range is 14, the number of classes is 5, the interval is 3, the mean is 12.275, the mode is 20, the median is 24.5 and the standard deviation is 4.38. The frequency distribution of the data A2B1 is in table 10, histogram and polygon are presented in figure 12.

Table 10. Frequency Distribution of Data A2B1

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class Boundaries</th>
<th>f_i</th>
<th>X_i</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 20</td>
<td>17.5</td>
<td>5</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>21 – 23</td>
<td>20.5</td>
<td>4</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>24 – 26</td>
<td>23.5</td>
<td>3</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>27 – 29</td>
<td>26.5</td>
<td>5</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>30 – 32</td>
<td>29.5</td>
<td>3</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

commit to user
B. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, the sample must be in normal distribution and homogeneous. The normality test is done by using Lilliefors testing and homogeneity test is done by using Bartlett formula.

1. Normality Test

The sample is in normal distribution if Lo (L-obtained) is lower than Lt (L-table) at the level of significance (α) = 0.05. L stands for Lilliefors.
Table 11. The Summary of Normality Test

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>The Number of Sample</th>
<th>L-Obtained (L_o)</th>
<th>L-table (L_t)</th>
<th>Alfa (α)</th>
<th>Distribution of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>40</td>
<td>0.0663</td>
<td>0.1401</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>B1</td>
<td>40</td>
<td>0.0852</td>
<td>0.1401</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>A2</td>
<td>40</td>
<td>0.0735</td>
<td>0.1401</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>B2</td>
<td>40</td>
<td>0.0767</td>
<td>0.1401</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>5</td>
<td>A1B1</td>
<td>20</td>
<td>0.0483</td>
<td>0.1981</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>6</td>
<td>A2B1</td>
<td>20</td>
<td>0.1017</td>
<td>0.1981</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>7</td>
<td>A1B2</td>
<td>20</td>
<td>0.1255</td>
<td>0.1981</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>8</td>
<td>A2B2</td>
<td>20</td>
<td>0.0938</td>
<td>0.1981</td>
<td>0.05</td>
<td>Normal</td>
</tr>
</tbody>
</table>

The result summary of normality testing using Lilliefors formula shows that all of the values of L_o are lower than L_t. Therefore, it can be concluded that all data are in normal distribution.

2. Homogeneity Test

Homogeneity test is done in order to know that the data are homogeneous. The data are considered as homogeneous data if the $\chi^2$ is lower than the $\chi^2$ at the level of significance ($\alpha$) = 0.005 (7.81).

Table 12. Homogeneity Analysis of the Data

<table>
<thead>
<tr>
<th>Sample</th>
<th>df</th>
<th>$(df)$</th>
<th>$s_i^2$</th>
<th>Log $s_i^2$</th>
<th>$(df)$ Log $s_i^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>0.05</td>
<td>14.46316</td>
<td>1.160263</td>
<td>22.04499942</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>0.05</td>
<td>24.98947</td>
<td>1.397757</td>
<td>26.55738508</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>0.05</td>
<td>11.94474</td>
<td>1.077177</td>
<td>20.46635514</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>0.05</td>
<td>20.26053</td>
<td>1.306651</td>
<td>24.82636374</td>
</tr>
<tr>
<td>Σ</td>
<td>76</td>
<td>0.2</td>
<td></td>
<td></td>
<td>93.89510337</td>
</tr>
</tbody>
</table>

$\chi^2 = (\ln 10)(B - \sum(n_1-1)\log S_i^2)$

$\chi^2 = (2.3026)(95.2435 - 93.8951^2)$

$\chi^2 = 3.104$

Decision: HOMOGENEOUS
Because $\chi^2_o$ ($\chi$ observation) 3.104 is smaller than $\chi^2_t$ ($\chi$ table) 7.81, it can be concluded that the data are homogeneous.

C. Hypothesis Testing

1. Multifactor analysis of Variance Test

Hypothesis test is done after the results of the normality and homogeneity test are fulfilled. It is done to know whether the Ho (null hypothesis) is rejected or accepted. Multifactor analysis of variance is used to test the hypothesis. The Ho (null hypothesis) is accepted if Fo is lower than Ft and rejected if Fo is bigger than Ft. the following is the summary.

Table 13. The Summary of Multifactor Analysis of Variance

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Fo</th>
<th>F(t.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (methods)</td>
<td>320</td>
<td>1</td>
<td>320</td>
<td>1286265</td>
<td>3.96</td>
</tr>
<tr>
<td>Between rows (self-esteem)</td>
<td>162.45</td>
<td>1</td>
<td>162.45</td>
<td>9.068087</td>
<td>3.96</td>
</tr>
<tr>
<td>Columns by rows (interaction)</td>
<td>760.05</td>
<td>1</td>
<td>760.05</td>
<td>4.245171</td>
<td>3.96</td>
</tr>
<tr>
<td>Between groups</td>
<td>558.75</td>
<td>3</td>
<td>186.1667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>1361.5</td>
<td>76</td>
<td>17.91447</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1920</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table shows that:

a. Because $F_o$ between columns (17.8265) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (3.96), the difference between columns is significant. Therefore, the null hypothesis ($H_0$) stating that there is no significant difference in reading skill between the students who are taught by using CSR and students who are taught by using Direct instruction method is rejected. It can be concluded that the teaching
methods differ significantly from one another in their effect on reading skill.

b. Because $F_0$ between rows ($9.068087$) is higher than $F_1$ at the level of significance $\alpha = 0.05$ ($3.96$), the difference between rows is significant. Therefore, the null hypothesis ($H_0$) stating that there is no significant difference in reading skill between the students who have low self-esteem and students who have high self-esteem is rejected. It can be concluded that students having high self-esteem and those having low self-esteem are significantly different in their reading skill.

c. Because $F_1$ Interaction ($4.245171$) is higher than $F_1$ at the level of significance $\alpha = 0.05$ ($3.96$), there is an interaction effect between teaching methods and self-esteem toward students’ reading skill. Therefore, the null hypothesis ($H_0$) stating that there is no interaction between teaching methods and students’ self-esteem in reading skill is rejected. It means that the effect of teaching methods depends on the degree of self-esteem.

2. Tukey Test

After analyzing the variance it needs to be followed by doing a Tukey test (between columns and between rows). The function of this test is to test the difference of the means of each group.
Table 14. The Summary of Tukey Test

<table>
<thead>
<tr>
<th>Between groups</th>
<th>qo</th>
<th>qt(0.05)</th>
<th>qt(0.01)</th>
<th>Meaning</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - A2</td>
<td>5.97</td>
<td>2.86</td>
<td>3.82</td>
<td>qo &gt; qt</td>
<td>Significant</td>
</tr>
<tr>
<td>B1 - B2</td>
<td>4.25</td>
<td>2.86</td>
<td>3.82</td>
<td>qo &gt; qt</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B1 - A2B1</td>
<td>5.00</td>
<td>2.95</td>
<td>4.02</td>
<td>qo &gt; qt</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B2 - A2B2</td>
<td>1.10</td>
<td>2.95</td>
<td>4.02</td>
<td>qo &lt; qt</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

a. Because qo between A1 dan A2 (5.97) is higher than qt(0.05) (2.86) and qt(0.01) (3.82), CSR method differs significantly from Direct Instruction Method to teach reading. The mean score of students who are taught by CSR method (29.00) is higher than that of those who are taught by using Direct Instruction Method (25.00). CSR method is more effective than Direct Instruction Method to teach reading.

b. Because qo between B1 and B2 (4.25) is higher that qt(0.05) (2.86) and qt(0.01) (3.82), students who have high self-esteem differ significantly from students who have low self-esteem in their reading test. The mean score of students who have high self-esteem (28.42) is higher than that of those who have low self-esteem (25.58). Students who have high self-esteem have better reading skill than students who have low self-esteem.

c. Because qo between A1B1 and A2B1 (5.00) is higher than qt(0.05) (2.95) and qt(0.01) (4.02), CSR method differs significantly from the Direct Instruction Method to teach reading for students who have high self-esteem. The mean score of students having high self-esteem
who are taught by CSR method (31.40) is higher than that of those who are taught by using Direct Instruction Method (25.45). CSR method is more effective than Direct Instruction Method to teach reading for students who have high self-esteem.

d. Because $q_0$ between $A_1B_2$ and $A_2B_2$ (1.10) is lower than $q_1$ at the level of significance $\alpha = 0.05$ (2.05), it means that the students who have low self-esteem and taught by using CSR are not significantly different from the students who have low self-esteem and taught by using Direct Instruction in reading skill. Therefore, it can be concluded that the students’ reading skill between the students who have low self-esteem and taught by using CSR and the students who have low self-esteem and taught by using Direct Instruction is not significantly different.

D. Discussion of the Result Of the Study

1. CSR method is more effective than Direct Instruction Method to teach reading.

There are some reasons why CSR method is more effective than Direct Instruction Method to teach reading: (1) by CSR method, the students are more active than the teacher in the learning process, (2) CSR is a teaching method that helps students develop tactical ways to learn a new material and (3) CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills
(Johnson & Johnson, 1987., Slavin 1995). This method can be effective in promoting independence in learning.

According to Klinger and Vaughn in Allwright & Belley (2009: 181) states that students participating in CSR improved their scores on reading achievement. Previewing and predicting before reading in CSR method step activates prior knowledge and starts the process of making connections between new information and what is already known.

Meanwhile, in the Direct Instruction Method, the students are passive in the learning process. Using Direct Instruction Method, teacher takes time much than students in the reading process and there is just a little opportunity for students to participate in the lesson time. Borris (2007) in Hunt (2009:136) defines Direct Instruction Method as a teacher-centered strategy where the teacher is the major information provider. The teacher becomes the decision maker, the teacher will be engaged in many planning decisions, such as deciding what he / she would like to teach, and he / she wishes to teach. The activity is teacher-centered learning. Hanson (1999:312) states that because the teacher takes more time on explaining, information that students get from the text will be easily forgotten. The effect is when the students are given reading test, the students who are taught by CSR method get higher score than the students who are taught by Direct Instruction Method.

Based on multifactor analysis of variance 2x2 and Tukey test, the results show that Fo between columns (17.8265) is higher that Ft at the level of significance $\alpha = 0.05$ (3.96) and qo between A1 and A2 (5.9970)
is higher than that at the level of significance \( \alpha = 0.05 \) (2.86), it means that CSR method differs significantly from Direct Instruction. The mean score of students who are taught by using CSR (29.00) is higher than that of those who are taught by using Direct Instruction (25.00). It means that CSR is more effective than Direct Instruction to teach reading.

2. The students who have high self-esteem have better reading skill than those who have low self-esteem.

Students having high self-esteem have self-responsibility, respecting from another person, believe themselves to be capable, successful, and worthy. Students with high self-esteem are challenged to be the best as they can be. The students having high level of self-esteem expect to do well in their accomplishments and try to be successful (Atwater, 1990: 155). They are invited to attributes their success to their abilities, and to make due allowance for circumstances in interpreting their failures. Greater self-esteem leads to greater effort and persistence in the face of setbacks, so even if one is interrupted in his/her reading, he/she is likely to return to the task (Woolfolk, 2007: 333).

Meanwhile, the students having low self-esteem have the opposite characteristics. They tend to expect the worst, exert less effort on their tasks, especially challenging and demanding ones, and achieve less success (Atwater, 1990: 155). Even, when students having low self-esteem achieve success, they are less apt to attribute their success to their abilities to enjoy it. In other words, students with high self-esteem forge ahead academically while those with low self-esteem fall behind.
Based on multifactor analysis of variance 2x2 and Tukey test, the result show that F0 between rows (9.068087) is higher than Ft at the level of significance 0 = 0.05 (3.96) and q0 between B1 and B2 (4.2586) is higher than qt at the level of significance 0 = 0.05 (2.86). It means students having high self-esteem differ significantly from those having low self-esteem in their reading skill. The mean score of students having high self-esteem (28.42) is higher than that of those having low self-esteem (25.58). It means that students having high self-esteem have better reading skill than those having low self-esteem.

3. There is an interaction effect between teaching methods and students self-esteem on the students reading skill.

The teaching methods which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. Meanwhile, self-esteem is an important factor for influencing behavior and achievement in school. Students who have high self-esteem are more likely to be successful academically, socially, and physically than the students who have low self-esteem (Cornell, et al. in Ormrod, 1998:99).

By CSR method, students are not taught to be dependent on their teachers explanation. The students are taught to be more active to comprehend or to find the meaning and message from the text by themselves. CSR is proved to be effective in increasing students reading achievement (Annisa: 2010). The teacher's goal in conducting the
classroom is not only concerned with teaching academic content but also making students develop their critical thinking in their life. Reasoned (2011) states that Students with high self-esteem have characteristics: (1) tolerant and respect for others; (2) responsible for their actions; (3) have personal integrity; (4) take pride in their accomplishments; (5) self-motivated, (6) willing to take risks; (7) capable of handling criticism; (8) loving and lovable (9) seek the challenge and stimulation of worthwhile and demanding goals; and (10) take command and control of their lives. Students with high self-esteem have high confidence and highly motivated to comprehend a text by themselves using CSR method. It can be concluded that CSR method is more effective than Direct Instruction Method to teach reading for students who have high self-esteem.

On the other hand, Direct Instruction Method doesn't give opportunity for the students to be independent in reading a text. The students are passive in joining reading because they just wait for teachers translation and explanation to know the message of the text. Santrock (2008 in Hunt, 2009: 137) states that Direct Instruction Method is a structured, teacher centered approach for teaching characterized by teacher direction and control, and high teacher expectations for students progress. Meanwhile, students with low self-esteem feel worse after a failure, tend to view failure as a new evidence of their lack of worth, and are less likely to cope effectively with the negative feelings that accompany failure, get negative mood after getting failure, less likely to take action to improve their mood, avoiding unfavorable comparisons.
with others (Heimpel, Wood, Marshall & Brown in Newman & Newman, 2009: 259). It can be concluded that Direct Instruction Method is more effective than CSR method to teach reading for the students who have low self-esteem.

Based on the explanation above, it can be concluded that there is an interaction effect between teaching methods and self-esteem on students reading skill. CSR method is more effective than Direct Instruction Method to teach reading for students who have high self-esteem. On the other hand, Direct Instruction Method is more effective than CSR method to teach reading for students who have low self-esteem.

commit to user
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of the study, it can be concluded that:

1. In general, CSR as one of the methods of collaborative learning is more effective than Direct Instruction method to teach reading at the first semester students of English Education Department, IKIP PGRI Bojonegoro, in the academic year of 2012/2013.

2. The students having high self-esteem have better reading skill than those having low self-esteem at the first semester students of English Education Department, IKIP PGRI Bojonegoro, in the academic year of 2012/2013.

3. There is an interaction between teaching methods (CSR method and Direct Instruction method) and students’ self-esteem to teach reading to students in the first semester of IKIP PGRI Bojonegoro in the academic year of 2012 / 2013. CSR method is more effective than Direct Instruction Method to teach reading for students who have high self-esteem. On the other hand, Direct Instruction Method is more effective than CSR method to teach reading for students who have low self-esteem.
B. Implication

The result of the research proves that CSR method is more effective than Direct Instruction Method to teach reading. It means that CSR method must be applied better than Direct Instruction Method in the learning process. Here are steps for implementing CSR method: (1) Preview. In this stage, students glance over the text they are about to read and then generate ideas about what they already know about the topic. They also make predictions about what they are going to learn about the topic as they read. (2) Click and Clunk. This phase of CSR takes place while students are reading. “Click” refers to the students awareness that he/she understands the reading and that everything makes sense. When students encounter a word or phrase that confuses them, this is called a “Clunk”. Here, students are taught to go back and reread, search for context clues, and otherwise repair the misunderstanding. (3) Get the Gist. This strategy also takes place during reading. Here, students are taught to look for the most important item, person, place, or idea being discussed. They are also taught to identify the most important things that are mentioned about the main topic. (4) Wrap Up. After students are finished reading, they generate questions and answers that show they have understood what they read. Some teachers have students pretend they are the teacher and write questions about the passage that they would ask their students.

Since the result of the research also proves that there is an interaction between teaching methods and students self-esteem, teachers must know the level of students self-esteem before applying a teaching method.
C. Suggestion

1. For the teacher
   a. The result of this research prove that CSR method is one of the effective methods to use in teaching/reading. The writer recommends English teachers to use this method.
   b. Self-esteem as the psychological factor, should be considered before choosing an appropriate method to use.

2. For the students
   a. The students must be more active in the learning process in order to improve their reading skill.
   b. The students must have confidence that they are capable to understand a text and answer every question from the text by themselves.

3. For other researchers
   a. This research can be a reference for other researchers.
   b. They are also able to do another research using self-esteem as the psychological aspect with other teaching methods because it is still difficult to find the literature related to the interaction between self-esteem and teaching methods.
   c. This study has some weaknesses, which enable other researchers to conduct a better study. It can be developed into a wider point of view.
Last but not least, it is only the beginning and it can become a reference for other researchers.