CORRELATION BETWEEN SELF-ESTEEM AND READING COMPREHENSION OF STUDENTS AT SMA NEGERI 5 PALEMBANG

Maya Anjela[1], *Eryansyah[2], Lingga Agustina Suganda[3]
corresponding author's e-mail *eryansyah@unsri.ac.id
[1,2,3]English Language Education, Faculty of Teacher Training and Education,
Universitas Sriwijaya, Indonesia

Abstract: The objectives of this study were (1) to find out if there was a significant correlation between students' self-esteem and their reading comprehension achievement, and (2) to find out whether or not there was a significant contribution of self-esteem to the achievement of students' reading comprehension. The sample of this study was 118 eleventh-grade students of SMA Negeri 5 Palembang. The sampling technique used was purposive sampling. In collecting the data, the researcher used two kinds of instruments, a self-esteem questionnaire and reading comprehension tests in a form of multiple-choice questions. The Pearson Product Moment Correlation Coefficient and Simple Linear Regression in SPSS version 21 were used to analyze the data. The result of Pearson Product Moment Correlation Coefficient showed that (1) there was a significant correlation between self-esteem and students' reading comprehension achievement because p-value (0.000) was higher than (0.05), and (2) there was 47% contribution of self-esteem to students' reading comprehension achievement.

Keywords: *correlation, self-esteem, reading comprehension achievement*

.

INTRODUCTION

Learning English has become critical throughout the world today. English is one of the international languages used in international relations as a means of communication. It is also widely used in all branches of knowledge. Crystal (2003) states about four hundred million people learned and used English as their first or native language on a regular basis. English is used by people for academic purposes as well as correspondence with others.

In Indonesia, English is used as a foreign language (EFL). As stated in the Indonesian curriculum (the 2013 curriculum), it is taught as a compulsory subject at the junior and senior high school levels. The 2013 curriculum states that reading is one of the language skills to be mastered (Kemendikbud, 2013).

Reading has an important role in learning a language. Talebi (2015) states that reading is one of the important skills in a language learning process because when reading a text, students can add knowledge and information. Students will learn as much information and knowledge as they want by reading. They will catch the success of their studies if they read a lot.

The majority of EFL students find comprehending a reading passage in English is difficult. Mikulecky and Jeffries (2005) state many students have a problem with reading comprehension is the challenge of interpreting English text. This condition is relevant to Wasliman's (2004) research findings which show that the reading score of Indonesian students among East Asian countries is the lowest. Also, PIRLS (2011) reveals that the position of Indonesia is the 53rd out of 58 countries.

Neyers (2002 as cited in Juyandegan, 2016) states that two main factors affect the students' success in reading comprehension: physical (hearing impairment, visual impairment, and gender differences) and psychological (anxiety, self-efficacy, self-esteem, motivation, and attitude). The above explanation shows that self-esteem is one of the psychological factors that affect reading comprehension. Sherman (2015) states that self-esteem refers to an individual's evaluation as a person indicating his judgments of his self-worth or appreciation. Most studies consider self-esteem as a personal judgment, viewpoint, and internal judgment of himself. If a judgment is positive, it will result in the learner's performance.

In line with the statement above, Dornyei (2005) states that that the students who think well about themselves and their skills have a great opportunity to succeed. Self-esteem is considered one of the major affective factors because a person's success or failure depends largely on the degree of self-esteem. Juyandegan (2016) notes that self-esteem is a more powerful factor in human behavior than other factors that can easily be affected by higher or lower self-esteem. It can be inferred that self-esteem is an important factor because it affects the reaction of the people to respond in their life to something they face. Branden (2001) points out that the greatest obstacle to success is not lack of ability, but lack of self-esteem, because the image and expectations that they carry about themselves will harm their selves. When the students experience a very difficult subject, they can find this to be difficult due to a lack of skills.

Brown (2007) states that self-esteem is one of the affective factors affecting phases of the process of understanding comprehension. Even if the learners have significant knowledge of linguistics, it can be suggested; there are some non-linguistic variables in the reading comprehension process. Bagheri and Faghih (2012) state that the reader variable, which is the techniques used by readers including self-esteem, background knowledge, temperament, and motivation, is one of the important factors affecting the reading comprehension process. Moreover, Sweet (as cited in Juyandegan, 2016) states "The reading comprehension ability of students can be a direct indication of their level of self-esteem" (p.310). Similarly, Hisken (2011)states that students with high self-esteem will successfully complete tasks of reading comprehension, while others with lower self-esteem tend to give up in the face of the challenge because they do not feel confident enough to take a chance in their task of reading comprehension. This indicates that persistence and flexibility are shown to people with a higher sense of self-esteem. English learning entails obstacles and risk-taking, so a learner needs to think about himself creatively to cope with them. In line with that statement, Ross and Broh. (2000) state that students with

a high degree of self-esteem trust in their abilities, it can help them improve their ability to understand their reading skills. It suggests that resilience and versatility are shown to people with a higher sense of self-esteem. English learning entails obstacles and risk-taking, so a learner needs to think about himself creatively to cope with them.

The objective of this study is to know if there is a significant correlation between self-esteem and the achievement of student reading understanding.tart writing your article here.

METHODOLOGY
Subjects

This study used purposive sampling. Arikunto (2010) states that purposive sampling is done by taking the subject based on specific purposes. The researcher took four classes consisting of two eleventh-grade natural science classes and two eleventh-grade social science classes as a sample as representative of the sample of the population. The total number of the sample used was 118 students of the eleventh-grade students of SMA Negeri 5 Palembang.

Design and Procedures

This study used a research design for correlation. Creswell (2012) states that a correlation design is a quantitative research technique that is used very systematically to evaluate the trend or pattern for two or more variables or two data sets using the statistical test of data correlation analysis. The researcher used correlation research design to evaluate the correlation between self-esteem and reading comprehension achievement of eleventh-grade students of SMA Negeri 5 Palembang.

Data Collection and Analysis

To collect the data, a reading comprehension test consisted of 40 questions and a self-esteem questionnaire was given to the students. The self-esteem questionnaire by Bagheri and Faghih (2012) consisted of 20 questions. The highest possible score achieved by the students would be 80 and the lowest would be 0. The researcher measures the students' reading level first by using the Informal Reading Inventory (IRI) test to decide their reading comprehension level. The reading comprehension test consisted of level 4, 5,6 and 7. Based on the IRI test results, the reading comprehension level of the eleventh-grade students of SMA Negeri 5 Palembang was level 5. The researcher also asked a validator's judgment to check the test's suitability level. The result was that the test was suitable for the students to be tested. The researcher, however, tested the test items by trying them out at SMA Negeri 5 Palembang to 56 non-sample students of the eleventh-grade students.

The researcher used the Person Product Moment Correlation Coefficient in SPSS 22nd to verify if the test items were correct or not. The test's validity result showed that 40 out of 50 test items were correct and suitable for use. Since r-obtained was higher than t-table (0.279). Therefore, 40 valid question items were valid to be tested and Cronbach's alpha was 0.900. Fraenkel and Wallen (2012) found "for research, a rule of thumb is that reliability should be at least 0.70 or preferably". In brief, the test was reliable to be used.

The self-esteem questionnaire was a ready-made questionnaire about students' self-esteem arranged by Bagheri and Faghih (2012). This questionnaire was used by

Satriani (2017) in research entitled "The relationship between Self-esteem and Reading ability of Indonesian EFL students". The self-esteem questionnaire validity was 0.03 and the Cronbach alpha was 0.92. In conclusion, the questionnaire is valid and reliable.

Using the 22nd version of the Statistical Package for Social Science (SPSS) software, a Pearson product moment coefficient correlation and Regression analysis were analyzed. In this study, regression analysis was used to evaluate the correlation between two variables and their contribution.

FINDINGS AND DISCUSSION

In this research, the researcher collected the data by using a Self-esteem questionnaire and Reading comprehension test. The Self-esteem questionnaire made by Bagheri and Faghih (2012) consisted of 20 questions. The highest possible score achieved by the students was 80 and the lowest was 0. Most students had a moderate level of self-esteem. The total number of students who had this category was 92. It was more than half of the students (77.96%). Meanwhile, 25 students were in a high category (21.19%). Besides, only 1 student was on a low category level (0.85%). Table 1 shows the result of the students' self-esteem questionnaire.

Table 1. Result of self-esteem questionnaire

Score Range	Category	Frequency	Percentage
61-80	High self-esteem	25	21.19%
41-60	Moderate Self- esteem	92	77.96%
21-40	Low self-esteem	1	0.85%
0-20	Very Low Self-esteeem	0	0%
Total		118	

Table 2. Reading comprehension test score

Score Interval	N	%
91-100	7	5.93%
81-90	24	20.33%
71-80	41	34.74 %
61-70	29	24.58%
51-60	12	11.01%
41-50	5	4.20%
31-40	0	0
21-30	0	0
11-20	0	0
0-10	0	0
Total	118	100
Mean Score	73.72	

Table 2 above shows the score distribution of the students ' reading comprehension test. The English subject's passing grade in SMA Negeri 5 Palembang was 75. The researcher used the school's passing grade score as the standard for evaluating the students' achievement in reading comprehension. The test results showed that the highest score was found to be 93, and the lowest score was 48.

Table 3. The score distribution of the reading comprehension test (N=118)

Score Range	Category	Frequency	Percentage
≥75	Pass the passing grade	68	57.63%
<75	Below the passing grade	50	42.37%

68 out of 118 students (57.63%) had passed the passing grade in a reading comprehension test. Meanwhile, 50 students (42.37%) were unsuccessful in their reading comprehension achievement tests. The mean score of the test was 73.72 and the standard deviation was 11.35.

Table 4. The result of students' self-esteem and
reading comprehension achievement

Students' Self-esteem Classification	Reading comprehension score (Mean score)	Number of students (Percentage)
High	88	21.19%
Moderate	70.55	77.96%
Low	48	0.85%

Based on the data in Table 4 above, the mean score of reading comprehension of the students with high self-esteem was 88, the mean score of reading comprehension achievement of the students with moderate self-esteem was 70.55, and the mean score of reading comprehension achievement of students with low self-esteem was 48. It means students with high self-esteem had a high score of reding comprehension, students with moderate self-esteem had a middle score of reading comprehension and students with low self-esteem had a low score of reading comprehension

Achyar (2014) clarified that while using Pearson Product moment coefficient correlation, there are some considerations. All the data should be in normal distribution and the total number of the sample should be at least 30 participants As a result of the Kolmogorov-Smirnov test, the normality of the questionnaire of self-esteem revealed that the p-value was 0.185. Because the p-value (0.185) was higher than 0.05, a normal distribution was available in the data set. The normality of the reading comprehension test has also been the results of the Kolmogorov-Smirnov test, which indicates that the p-value was 0.94. Because the p-value (0.94) was higher than 0.05, a normal distribution was available in the data set.

The Pearson Product Moment Correlation Coefficient was used in this study to determine the correlation between self-esteem and achievement of reading comprehension. The results of the correlation test can be seen in the table below:

Table 5. The results of correlations test

Correlations

		self-esteem	reading
self-esteem	Pearson Correlation	1	,692**
	Sig. (2-tailed)		,000
	N	118	118
reading	Pearson Correlation	,692**	1
	Sig. (2-tailed)	,000	
	N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

It can be seen from the table above that the r-obtained of this study was 0.692 and the level of significance (2-tailed) was 0.000. Since the p-value (0.000) was smaller than 0.05, H0 was rejected and H1 was accepted. It can be inferred that there is a significant correlation between self-esteem and reading comprehension achievement.

In this study, besides figuring out whether or not the two variables have a significant correlation, the researcher would like to know how much the independent variable's contribution to the dependent variable was. To find out the regression equation and the relation of self-esteem to reading, a simple regression analysis was used. The result can be seen in the table below:

Table 6. The results of regression test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,692ᵃ	,478	,474	8,235	,478	106,345		116	,000

a. Predictors: (Constant), self-esteem

It could be seen from the table above that the real value of F is 0.000 which is lower than 0.05. This means there was a significant contribution of self-esteem to the achievement of reading comprehension. Also, the table shows that the r-square value was 0.478. It could be concluded that self-esteem accounts for 47 percent of the variance in reading comprehension.

Stepwise regression was also used to find out which one of the aspects of self-esteem questionnaire would have a greater impact on reading comprehension achievement of the eleventh-grade students of SMA Negeri 5 Palembang. Based on table 15 above, the result showed that among the predictor variables (virtue, competence, significance, and power), competence became the factor that gave more impact on students reading comprehension achievement with R square .416. The predictor variable (competence) explained 41.6 % of the variability in students reading comprehension achievement. Meanwhile, 23.5 percent of the variability in student reading comprehension achievement was substantially explained, power explained 11.5 percent of student reading comprehension achievement variability, and virtue only explained 9 percent of student reading comprehension achievement variability.

Table 7. The result of regression test of Self-esteem aspects

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.300a	.90	.082	10.826	,090	11.437	1	116	,000

a. Predictors: (Constant), virtue

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.645a	.416	.411	8.669	.416	82.764	1	116	.000

a. Predictors: (Constant), Competence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.485a	.235	.229	9.923	.235	37.713	1	116	.000

a. Predictors: (Constant), Significant

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.339a	.115	.107	10.675	.115	15.075	1	116	.000

a. Predictors: (Constant), Power

The objectives of this study were to find out if there is a significant correlation between self-esteem and reading comprehension achievement of students and to find out if there is a significant contribution of self-esteem to the achievement of reading comprehension.

The outcome of a questionnaire on self-esteem showed that 25 students have a high level of self-esteem. While the remaining 92 students have a moderate self-esteem level. Besides, there was one student with low self-esteem.

The outcome of the reading comprehension test showed that in a reading comprehension exam, from 118 students participating in the test, 50 students did not pass the passing grade. The rest of the students, 68 students, passed their reading comprehension test.

There was a significant correlation between the outcome of the students' self-esteem questionnaire and the achievement of reading comprehension. The findings of the analysis showed that the p-value (0.000) is smaller than 0.05, thereby dismissing the null hypothesis (H01) and supporting the test hypothesis (H11). This means that

there is a significant correlation between students' self-esteem and their reading comprehension. It can be perceived that the higher the students ' level of self-esteem, the higher their achievement in reading comprehension. Students with moderate self-esteem were considered to have medium to low scores because they were not optimistic and should be motivated to study.

As quoted by Folk (2017), moderate-range students often have nervous behavior and are not sure of their own ability and lack of motivation. The outcome of this research was consistent with Rahmi, Suparman, and Huzairin (2013), who found a positive link between the self-esteem of the student and the achievement of student reading comprehension. Students with high self-esteem had good reading comprehension performance because they are more confident with their ability, students with low self-esteem had poor reading comprehension performance, and students with moderate self-esteem tend to have mid to low reading comprehension scores. A study by Piran (2014) from the Bandar Abas Branch of Islamic Azad University has shown that a positive relationship exists between self-esteem and understanding of reading. It means students with a high degree of self-esteem have a high degree of understanding reading. Students would be more inspired and confident in themselves when the students trusted their own ability to achieve achievement in their understanding of reading.

Oluwaseun (2014) also found a positive correlation between students ' self-esteem and school children's reading ability. He found that students with low self-esteem struggle with academic-related anxiety and pessimism. Low self-esteem may prevent students from addressing a difficult situation or may feel satisfied with their progress and success in learning. Kids with low self-esteem are unable to face challenges while reading and may lack the correct strategies.

In addition, self-esteem is one of the affective factors influencing students in understanding reading (Brown, 2000). There was a significant relationship between self-esteem and achievement of reading comprehension. The rationale for supporting this finding is that students with high self-esteem will successfully complete tasks of reading comprehension while others with lower self-esteem tend to give up when presented with the challenge because they do not feel confident enough to take a chance in their task of reading comprehension tasks (Hisken, 2011). This leads to a better outcome for students without worrying about pressures or other problems. Sweet (2011 as cited in Juyandegan, 2016) " The reading comprehension ability of students can be a direct indication of their level of self-esteem" (p.310). Roberts (2002) also demonstrated that students with a high level of self-esteem are confident, energic and optimistic. It can help students to have strong reading comprehension skills because they are assured that they will do their reading comprehension job. It can support the students to have good reading comprehension competence because they are assured in doing their reading comprehension tasks.

Furthermore, the result of this study is consistent with Saeedi (2010) who reported self-esteem, having a strong positive correlation with the achievement of student reading comprehension. The students with a high TOEFL reading understanding score showed that they had a good self-esteem level. It can be pointed out that when they finished their task of reading comprehension, students did not give up easily in meeting challenges and were sure of what they were doing. That was in line with Murk (2013) who states that high self-esteem will assist students in overcoming the difficult situation and achieving satisfaction with their progress and achievement. In

line with this study, having prior knowledge to endorse their achievement in reading comprehension, they encountered several challenges, but they did not feel discouraged or blame themselves. It was the product of a good self-esteem..

According to Shore (2016), some factors that make students have low self-esteem are first, the students have poor academic performance, the students feel insecure in the classroom, they are isolated from their classmates and they have lack motivation and appreciation from the teacher. The teacher can nurture students' self-esteem through a continual process of encouragement and support. Shore (2016) states that there are some ways the teacher can do to bring high self-esteem to the students They make students feel important in the classroom, that is, showing appreciation for the things they do well, expressing confidence that students can improve their performance, giving comments that suggest thoughtful appreciation of their work is meaningful and can increase their motivation, giving students an important job or finding ways to help other students. Encourage a sense of belonging by promoting mutual interaction with others by a student.

Finally, the result of simple regression analysis showed that the significant F value is 0.000. Because the significant F value (0.000) is lower than 0.05, the null hypothesis (H_02) is rejected and the research hypothesis (H_12) is accepted. It means that there is a significant contribution of self-esteem to students'reading comprehension. Because the result showed the significant contribution of self-esteem to reading comprehension, we could also find out the percentage of the variance in reading comprehension that was explained by self-esteem. Based on the result the r-squared was 0.478, which meant that 47% of the variance of reading comprehension is explained by self-esteem. The result of Stepwise regression also showed competence become the factor that most influence in students' reading Comprehension achievement with R square .416, it indicated the contribution of each aspect in self-esteem 41.6% for competence, 23.5% for significant, 11.5% for power and 9% for virtue. Coopersmith (1967) states that competence as one of the aspects of self-esteem that influence more in students learning process because competence is about students' judgment of their own ability to reach students' goals in learning successfully. Roberts (2002) states that self-esteem is our judgment of our own worth toward our competence. This study showed that almost half of what contributes to a good level of reading comprehension achievement is influenced by the level of self-esteem of the students and the rest was explained by other factors. However, Mikulecky and Jeffries (2005) state that reading comprehension was also influenced by various factors such as background knowledge, fluency, and critical thinking.

In conclusion, self-esteem shows a strong degree of correlation with reading comprehension and contributes more than half of the percentage of students' reading comprehension achievement. Therefore, it could be interpreted that there was a significant correlation between self-esteem and students' reading comprehension achievement and there was a significant contribution of self-esteem to reading comprehension achievement.

CONCLUSIONS AND SUGGESTION

The results show that the self-esteem of the student has been graded at a moderate level, and more than half of the students have passed the grade. Two conclusions can be drawn based on the results and statistical analyses. First, there was a significant

correlation between the achievement of self-esteem and reading comprehension with r-692. It indicated in the level of a strong degree of correlation.

Second, the result of simple regression analysis showed a significant contribution of self-esteem to the achievement of students reading comprehension. This means that self-esteem leads to the achievement of students' reading comprehension. The result showed that 47% of the variance in reading was explained by self-esteem. In addition to self-esteem, other factors influence students' reading comprehension. Mikulecky and Jeffries (2005) note that different factors such as background knowledge, vocabulary, fluency, and critical thinking affected reading comprehension. In conclusion, self-esteem contributes 47 percent to the achievement of reading comprehension of the eleventh-grade students of SMA Negeri 5 Palembang.

There are three recommendations based on the above conclusion. They are intended for teachers, students, and other researchers. First, teachers need to know and understand more about the self-esteem of students, give students more motivation to get a good self-esteem assessment. This means that the teacher can take academic self-esteem as a strong stimulus that can maximize the process of language learning. For example, the teacher should offer some encouragement at the beginning of the class to the students to believe in their abilities and be confident that they can do their task of understanding reading. The teacher can also provide input on the work of the students. Second, students should have a good self-evaluation and trust in their performance, so that they will feel confident and positive while conducting their task of understanding reading. Third, it is suggested that other researchers who are interested in this topic to conduct the study with a wider area and correlate more with other variables since many unexplained factors can influence the achievement of student reading understanding.

REFERENCES

Achyar, A. (2014). Uji korelasi Pearson dengan SPSS Retrieved from http://teknikanalisisdata.com/uji-korelasi-person-spss/

Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta, Indonesia: Aneka Cipta.

Bagheri, M. S., & Faghih, M. (2012). The relationship between self-esteem, personality type and reading comprehension of Iranian EFL students. *Theory and Practice in Language Studies, 2*(8), 1641-1650.

Branden, N. (2001). *The psychology of self-esteem*. New York Jossey Bass, Inc.

Brown, H. D. (2000). *Principles of language learning and teaching (32nd ed.)*. San Francisco, CA: Addison Wesley Longman.

Brown, H. D. (2007). *Teaching by the principle: an interactive approach to language pedagogy (3rd ed.)*. London, UK: Pearson Longman.

Coopersmith, J. (1967). *The antecedent of self-esteem*. San Fransisco: Freeman and company.

Creswell, J. W. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research (3rd ed.)*. Upper Saddle River, NJ: Pearson Education, Press.

Crystal, D. (2003). *English as a global language (2nd ed.)*. Cambridge, UK: Cambridge University Press.

Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* New York, NY: Routledge.

Folk, J. (2017). Self-esteem test result in moderate level. Retrieved from www.anxietycentre.com

Fraenkel, J. R., & Wallen, N. E. (2012). *How to Design and Evaluate: Research in Education (8th ed.).* New York, NY: McGraw-Hill Higher Education.

Hisken, L. J. (2011). *The correlation between self-esteem and student reading ability, reading level, and academic achievement.* Library Science and Information Service in the Departement of Education Leadership and Human Development. Unpublished research. The University of Missouri. Kansas, USA.

Juyandegan, M. (2016). The relationship between self-esteem and reading comprehension of EFL Iranian pre-university learners. *International Journal of Asian Science, 6*(5), 303-313.

Kemendikbud. (2013). *PedomanKurikulumBahasaInggrishtingkatSMA/MA.* Jakarta, Indonesia: Depdiknas RI.

Mikulecky, B. S., & Jeffries, L. (2005). *Reading power: Reading for pleasure, comprehension skills, thinking skills, reading faster (3rd ed).* White Plains, NY: Logman.

Murk, C. J. J. (2013). *Self-esteem theory, and practice toward a positive psychology of self-esteem (4th ed).* NY: Springer Publishing Company.

Oluwaseun, I. O. (2014). Relationship between self-esteem, reading ability and academic achievement of school children. *Journal of Education Review, 7*(4), 619-625.

Piran, N. A. (2014). The Relationship between self-concept, self-efficacy, self-esteem and reading comprehension achievement: evidence from iranian EFL learners. *International J. Soc. Sci. & Education, 5*(1), 58-66.

PIRLS. (2011). Highlights From PIRLS 2011. Retrieved from nces.ed.gov/pubs2013/2013010.pdf

Rahmi, P., Suparman, U., & Huzairin, H. (2013). The effect of students' self-esteem on their reading comprehension achievement. *U-JET, 2*(10), 1-12.

Roberts, R. (2002). *Self-esteem and early learning (2nd ed.).* London, UK: Paul Champman Publishing.

Ross, C. E., & Broh., B. A. (2000). The roles of self-esteem and the sense of personal control in the academic achievement process. *Sociology of Education, 73*(4), 270-284.

Saeedi, Z. (2010). Personality variable of self-esteem and EFL reading comprehension. *The ITB Journal, 11*(2), 1-20.

Satriani, I. (2017). Relationship between self-esteem and reading ability of Indonesian efl students. *ELTIN Journal, 5*(1), 381-397.

Sherman, A. R. (2015). Low self-esteem and depression. Retrieved from https://psychcentral.com/dysfunction/2017/01/low-self-esteem-and-depression/

Shore, K. (2016). Classroom problems solver students with low self-esteem. Retrieved from www.educationworld.com

Talebi, S. H. (2015). Linguistic Proficiency and Strategies on Reading Performance in English *International Journal of Instruction, 8*(1), 47-60.

Wasliman, L. (2004). The International Association for Evaluation of Education Achievement. Retrieved from https://www.iea.nl

About the Author(s):
Maya Angela Agustin is a graduate of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University Palembang, Indonesia. Eryansyah, M.A., Ph.D. is an assistant professor at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University Palembang, Indonesia. Lingga Agustina Suganda, S.Pd., M.Pd. is an assistant professor at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University Palembang, Indonesia.