THE RELATIONSHIP AMONG SELF-CONCEPT, READING ATTITUDE AND READING COMPREHENSION ACHIEVEMENT OF SINGLE PARENTED STUDENTS OF PUBLIC JUNIOR HIGH SCHOOLS IN DISTRICT OF ILIR BARAT I PALEMBANG

Rosdiana Surip  
Junior High School No. 42, Palembang, South Sumatera  
ana.fadli@yahoo.co.id

Abstract: This study investigated whether or not there were significant correlations between self-concept and reading comprehension achievement, and between reading attitude and reading comprehension achievement. The aims of this study were also to see whether or not students’ self-concepts and reading attitude gave significant contribution to reading comprehension achievement; whether there were significant correlations among students’ self-concept, reading attitude and reading comprehension achievement; and how much self-concept and reading attitude contributed to students’ reading comprehension achievement. One hundred and eighty-three single-parented students of Public Junior High Schools in District of Ilir Barat I Palembang, South Sumatera, were participated in this study. Self-Concept and Reading Attitude questionnaires and a reading comprehension test were used to collect the data. The results of this study revealed that there was a positive correlation between students’ self-concept and reading comprehension achievement and between students’ reading attitude and reading comprehension achievement. There was also a significant correlation among self-concept, reading attitude and reading comprehension achievement. Students’ self-concepts and reading attitude gave significant contribution (44.4%) to reading comprehension achievement.

Keywords: self-concept, reading attitude, reading comprehension achievement

Growing up in a single-parent family can have both positive and negative effects on both the parent and the child. Barajas (2011) notes that lower high school graduation rates, lower GPAs, and greater risk for drug abuse are only some of the negative outcomes associated with growing up in a single-parent home, while Roland (2013) and Perez (2010) state that single parent household causes greater sense of responsibilities, reducing conflict-related stress, resentment, economical stress and schoolwork suffers.

In terms of schoolwork suffers, Perez (2010) further says that test scores measuring reading, math and critical thinking skills are more likely to be poor in children from single parenting especially divorced families. Problems of these students with teachers tend to increase, as do difficulties with academic work, and children of divorces are more likely to be truants and stop attending school completely at age 16 than children with two married parents (Perez, 2010).
Furthermore, another effect of single parenthood that is caused by divorce is also shown by Park (2008) in his research that divorce has more detrimental impacts on children’s educational aspiration and disengagement for both single mother and single-father families than does the death of a parent. In other words, we can say that the divorce of the parents can harm the psychological side of the children although in some cases it may bring positive effect but in fact especially in our society it causes negative effect more. Although the parents surely understand these side effects to the children, the divorce itself seems to keep increasing in numbers.

In the Western countries, there is a growing increase in the percentage of adults and children living in single parent households (Nwachukwu, 1988 in Salami & Alawode, 2000). The number of single parenting in United States has increased from 19.5% in 1980 to 29.5% in 2008, while in United Kingdom the number increased from 13.9% in 1981 to 25.0% in 2008 (the U.S. Census Bureau, Statistical Abstract of the United States, 2012). In Nigeria, although there are no available statistics of single-parent families, practical experience a newspaper reports show that there is an increase of single parents in Nigeria (Salami & Alawode, 2000). These facts cause the image that being in single-parenting in western countries is something common or usual.

Comparing to other Western countries, the prevalence of single parenthood is still relatively low in Asia although the number of single parenthood itself has increased during the past few decades (Park, 2007).

On the contrary of the Western, being in single-parenting in Asia especially in Indonesia is becoming something unusual or even embarrassing. Although it is something unusual, it sometimes becomes final decision taken to solve problem. Badan Pusat Statistik (2011, as cited in Naf’ah, 2014) notes the number of single-parent households caused by divorce is 1.76%, while the number caused by the death of the spouse is 5.77% out of the total number of family households in Indonesia. This fact, surely, causes a number of children living in single parenting family as well.

Various studies present research which indicates that there is a correlation between the impact of single parenting on children and their academic achievement. Lange, Dronkers and Wolbers (2013) find out in their research that living in a single-parent family is negatively related with children’s educational performance compared to living with 2 biological parents. Salami and Alawode (2000) also found that the effects of single parenting on the academic achievement of 100 senior secondary students in Ejigbo Local Government Area of Osun State indicated that students from single parenting had significantly worse academic achievement than those from intact homes. Their study also showed that children from single-parenting homes exhibit lower self-esteem, lower academic motivation, lower tolerance for delay of gratification and lower academic achievement than those from intact homes where both father and mother are present.

Viewed from the statement that single parenting gives positive and negative influences to the child and the parent, it can be said that the family households surely influence the children’s development mentally and physically. These also affect the students’ failure and success in life,
especially in terms of education. These are not only becoming the responsibilities of their single-parents but also becoming the responsibilities of their teachers as the educators, guides and their motivators at schools.

Regarding this situation, the psychological effects are becoming the important factors in the development of the children living in single-parent households. The effects could in terms of attitude, interest, motivation, self-confidence or self concept toward the subjects that they have in school, even toward the school environment, like their teachers or the friends of theirs. In this study, the writer tries to highlight only two of the factors. They are self-concept and attitude in relation to one of the academic achievement.

On the contrary of single-parented students, the dual-parented seem to have much more luck in terms of the family household. They could have such high motivation from the two-parents, could have great attention too, even they could possess high self-confidence and positive attitude toward their subject in school since they develop under good guidance of their parents or family environment. However, those from single parent-family seem not to have much more luck in terms of progress in academic achievement since they have many psychological factors haunted behind.

For many decades, self-concept has been the subject of enquiry because it forms an integral part of human development (Metivier, 2009). Manning (2007) also views that students frequently display a decline in self-concept during elementary school and the transition to middle level and as students transition from middle to high school, their self-concept gradually grows. This implies that self-concept changes as someone grows.

Other researchers, Bachman and O’Malley (1986), in their study found that self-concepts were influenced by social contexts in which for young people, the very important social one was the school; their work for many years was defined primarily by schools and teachers, and so was their success in their work. In other words, self-concepts may be influenced much by external factors, i.e. the surroundings, the people around, the school or even the work.

According to Gadeyne, Ghesquiere and Onghena (2004), to develop the student’s positive self-concept, parents need to provide a harmonious household climate, full of happiness and have adequate necessities. While teachers in schools also need to provide a conducive learning environment and be sensitive to the psychological needs of the students. Both parents and teachers are being the important figures in students’ psychological growth, therefore both home and school environments give much influence on them as well.

Above all the statements of self-concept, McLaughlin et al., (2005, as cited in IEA, 2012) describe that because motivation to learn to read includes feeling that one can succeed, it is important for students to have strong self-concept about their reading ability in order to continue building on current levels of learning to move to higher plateaus. This statement is supported by Butkowsky and Willows (1980, as cited in Taube, 1988) who found that poor readers displayed characteristics indicative of learned helplessness and low self-concepts of ability such as: low initial estimates of success, low persistence and attribution of failures to lack of ability and attributions of success to factors.
beyond personal control.

In term of attitude, every educator has encountered students who are labeled as having a bad attitude (Frith, 2014). Attitude can refer to anything that reflects parents’ and individuals’ feelings about education, schooling and attainment or academic achievement/performance (Gorard, See & Davies, 2012). Attitudes help students define how they see situations, as well as define how they behave toward the situation or object.

Summers (1977) also explains attitude as a response thus permitting a person's attitude to be inferred and elicited by providing appropriate verbal and nonverbal stimuli. An attitude has intensity and is a personal evaluation containing either positive, neutral or negative valence. Furthermore, Summers adds (1977, p. 139) that attitudes about reading exist within the individual and cannot be seen or observed in direct fashion. However, the presence of attitudes toward reading can be inferred from various behavioral samples. Attitudes held by a person toward reading will tend to cause that person to notice things and do things selectively. Moreover, Gonzáles (2004, as cited in Quiles, 2009, p. 30) states that attitude are indicative of the disposition students have to learn, therefore, it should be considered as an important variable. Thus, from all statements above we can conclude that both attitude and self-concept give much contribution to the success and failure of an individual in academic achievement.

Accademically, attitude and self-concept are two variables that contribute to students’ achievement in reading. According to Progress in International Reading Literacy Study (PIRLS) 2012 (as cited in IEA, 2012), more than any other skill, the ability in reading is fundamental to successfully navigating the school curriculum and central to shaping each individual’s trajectory through life, his or her economic wellbeing, and the ability to actively and fully participate in broader society. This shows that reading, especially reading ability is very important in students’ success in life.

Additionally, Swalander and Taube (2007, as cited in Khajavi & Ketabi, 2012) state "good reading ability is the key to success in educational settings and this is why researchers try to find effective educational and psychological variables that can explain variations in reading ability and academic achievement" (p. 207). Also Mullis, Martin, Kennedy and Foy (2007, p.139) correlate attitude, self-concept and reading ability of the students as “positive student attitudes toward reading and a healthy reading self-concept are major objectives of the reading curriculum in most countries. Students who enjoy reading and who perceive themselves to be good readers usually read more frequently and more widely, which in turn broadens their reading experience and improves their comprehension skills”.

According to the Programme for International Assessment (PISA) in 2009 and PIRLS 2012 (as cited in Mullis, Martin, Foy & Drucker, 2012), reading belongs to one of the three academic achievements being tested to measure students achievement in a country. These three academic achievements, namely Reading, Mathematics and Science, are considered as the core subjects of success in school. Moreover, Jordan, Snow and Porsche (2000) also state that
success in reading is a gateway to success in other academic areas as well. In addition, Nichols et al., (2005, as cited in Mullis, Martin, Foy & Drucker, 2012) state that the behaviors, attitudes, and literacy level of students in the classroom may influence or limit teachers’ instruction choices, thereby affecting students’ reading development.

According to PIRLS (2011, as cited in Mullis, Martin, Foy & Drucker, 2012, p. 203),

Research indicates that positive attitudes and high achievement in reading go hand in hand. That is, students who like reading have higher achievement, but the relationship is bidirectional, with attitudes and achievement mutually influencing each other. Better readers also enjoy reading more than poorer readers.

In addition, the result of PISA study in 2012 showed that Indonesia was at number 64 out of 65 countries participated in the study. Indonesia score was only 396 below than average score (i.e. 496) (OECD, 2013). In most countries, children from single-parent families do not perform as well as students from two-parent or other types of families (OECD, 2010). In the United States and several partner countries, children from single-parent families score much lower in reading than their peers from two-parent or other types of families, even after accounting for social background (OECD, 2010).

Regarding the discussion that single-parented household has a correlation with the academic achievement, it is assumed that there will also be a correlation between self-concept of students from single parenting and their reading comprehension achievement as well as their reading comprehension achievement has relationship with their attitude toward reading. In this study, the writer includes reading as one of the main points in her research because reading is becoming one important part of academic achievement.

Before conducting the study, the writer visited to the schools where she would like to do the research. In her visits, she found that there were some single-parent students in every level of the students, from grade 7 up to 9. From the interview with some of counselors of the schools, the single-parented students seemed not to have much problems in terms of behavior since they always tended to be present in every school hours and they also had good interaction with their peers or teachers. However, in terms of academic achievement, personal concept, and attitude toward academic achievement, the counselors couldn’t give any further information instead of saying that the students were average. On the basis of this, the writer would like to find out how their reading comprehension achievement was in relation to their self-concept and attitude by giving them tests and questionnaires, since reading was one important part of academic achievement.

Interpreting the importance of the correlation, the writer has conducted a study focusing on the following research questions:

1) Was there any significant correlation between self-concept and reading comprehension achievement of the single-parented students?

2) Was there any significant correlation between reading attitude and reading comprehension achievement of the
single-parented students?
3) Did students’ self-concepts and reading attitude contribute to their reading comprehension achievement?
4) Was there any significant correlation among students’ self-concept, reading attitude and their reading comprehension achievement?
5) How much did self-concept and reading attitude contribute to reading comprehension of single-parented students of Public Junior High School in District of Ilir Barat I Palembang?

METHODOLOGY
In this research, Correlational Research Design was applied. There were 3 variables namely; self-concept, reading attitude, and reading comprehension achievement. The predictor (independent) variables were students’ self-concept and attitude. The criterion (dependent) variable was the reading comprehension achievement. The population of the study was 273 single-parented students of Public Junior High Schools in the District of Ilir Barat I Palembang. There were 193 students participating as the sample of this research.

The first step to collect the data, visits to the schools were conducted to find out whether there were single-parented students in each Public Junior High School in the District of Ilir Barat 1. After that, a questionnaire was distributed to get the demographic data of the students (their names, gender, class, parents’ educational background, and the cause of being single-parented). The second one was Self Description Questionnaire (SDQ II) developed by Marsh (1992) from SELF Research Centre (Bankstown Campus) University of Western Sydney, Australia. It was a ready-made questionnaire. The writer decided to use this SDQ II instrument because it was designed to measure self-concept of young adolescents attending Junior High and High Schools, grade 7-10 (Marsh, 1992).

SDQ II was designed to measure four non-academic areas (physical ability, physical appearance, peer relations and parents’ relations) and three academic areas (reading, mathematics and social in general) and a global perception of self. Originally, SDQ II consisted of 102 items in which it covered 11 subscales: Math (10 items), appearance (8 items), general (10 items), same sex relation (10 items), opposite sex relations (8 items), physical abilities (8 items), verbal (10 items), parents (8 items), peer (10 items), school (10 items) and honesty (10 items).

However, in order to be in line with the study, the writer had eliminated the subscales that did not seem to be in relation with the academic achievement, which were appearance, general, same sex relation, opposite sex relations, physical abilities, parents, peer, and honesty. This elimination was based on what Malhotra (2006) stated that we may eliminate items of the questionnaire if they seem not to be in relation with the topic. Creswell (2005) also states that modifying an existing questionnaire is permitted since it is the easiest way to construct an instrument. Creswell (2005, p. 180) further states, “modifying an instrument means locating an existing instrument, obtaining permission to change it, and making changes in it to fit the requirements”. Thus, there were only three subscales (Math, verbal, and school) that were involved in this
questionnaire and there were 30 items altogether. Each statement of items had response which could be checked in four scales: 1) Strongly disagree 2) Disagree 3) Agree 4) Strongly agree. The writer gave the questionnaire directly to all the sample students.

Attitude was measured by means of the Elementary Reading Attitude Survey, or ERAS (McKenna & Kear, 1990) in McKenna, Kear and Ellsworth (1995). There were 20-items, 4-node, and pictorial rating scale based on the cartoon character Garfield and comprises two 10-item subscales for recreational and academic (school-related) reading attitude. In order to be easily understood by sample and non-sample students, the writer modified the cartoon character Garfield with the smiley faces expressed the feelings of very much dislike, dislike, like, and very much like.

For the purpose of this study, the questionnaire was translated into Bahasa Indonesia in order to make it more easily understood by the students. This also referred to what Malhotra (2006) pointed out that in conducting questionnaire, the language used and context of the questions must all be familiar to the respondents. Bahasa Indonesia version was checked by a teacher of Bahasa Indonesia at the writer’s school. After having the feedback and revising it, the questionnaires were checked by the writer’s advisors and it was then tried out. Next, the writer checked the validity and reliability of the items of the tests by using SPSS 22. To check the validity of the items the writer applied Corrected Item Total Correlation method and in order to check the reliability of the tests the writer verified the tests by using Cronbach’s Alpha.

The results of the statistical analysis of self-concept questionnaire showed that there were 16 valid items (4 items of Math, 5 items of verbal, and 7 of school subscale) out of 30 items and the reliability was 0.722. The results of the statistical analysis of reading attitude questionnaire showed that there were 18 valid items out of 20 and the reliability was 0.700. The results of the statistical analysis of reading comprehension question test showed that there were 31 valid items out of 40 and the reliability was 0.700.

Normality test and linearity test were conducted prior to data analysis through SPSS. It was fundamental to see if the distribution of data was normal for each variable and linear between variables. It was used to find out whether or not data of students’ self-concept, students’ reading attitude and their reading comprehension achievement were distributed normally. Kolmogorov-Smirnov formula was applied to see the normality. If the normality spread is $p>0.05$, it is normal. If $p<0.05$, it is not normal.

The results indicated that the data from each variable were all normal and appropriate for data analysis with coefficient .325 for students’ self-concept, .454 for students’ reading attitude and .007 for students’ reading comprehension achievement (see test of normality on appendix ).

For linearity test, deviation of linearity was obtained. If probability score was higher than .05, the two variables were linear. The result showed that the deviation from linearity between students’ self-concept and students’ reading comprehension achievement was .819. Next, the deviation from linearity between reading attitude and reading
comprehension achievement was .246. To sum up, all the data were linear for each correlation. For the data analysis, Pearson-Product Moment Correlation and Regression Analyses were conducted.

FINDINGS AND DISCUSSION

The sample of this study consisted of 183 students (94.8% of the total sample) due to the absence of 4.1% of the students at the time of research conducted. The result of self-concept questionnaire revealed that the mean score for students’ self-concept was 40.09.

There were two categories of self-concept (positive and negative) and the mean score of the students’ self-concept showed that 69.4% of students (127 students) had positive self-concept and 30.6% of them (56 students) had negative self-concept. The highest score was 52, and the lowest was 27.

Table 1. Students’ Self-Concept, Reading Attitude, and Reading Comprehension Achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>40.09</td>
<td>Positive (38-64)</td>
<td>127</td>
<td>69.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative (16-37)</td>
<td>56</td>
<td>30.6</td>
</tr>
<tr>
<td>Reading Attitude</td>
<td>56.81</td>
<td>Positive (45-72)</td>
<td>178</td>
<td>97.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative (18-44)</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td>Reading Comp. Achievement</td>
<td>62.75</td>
<td>Very Good (86-100)</td>
<td>3</td>
<td>1.64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good (71-85)</td>
<td>61</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average (56-70)</td>
<td>74</td>
<td>40.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor (41-55)</td>
<td>23</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Poor (&lt;40)</td>
<td>22</td>
<td>12.0</td>
</tr>
</tbody>
</table>

As it shown in Table 1, the mean score for reading attitude was 56.81. There were 178 (97.3%) out of 183 students belonged to positive category and 5 (2.7%) students belonged to negative one. It was revealed that the lowest score was 41, while the highest was 71.

The mean score of the reading Comprehension Achievement test was 62.75 with the level of standard deviation of 13.701. The highest score of the students was 88 and the lowest was 24. There were five levels of the score in reading comprehension achievement test. They were very good, good, average, poor, and very poor. There were 3 students (1.64%) in very good category, 61 students (33.33%) in good category, 74 students (40.44%) in average, 23 students (12.57%) in poor, and 22 Students (12.02%) in very poor category.

Correlation between Students’ Self-Concept and Reading Comprehension Achievement

The result of the correlation analysis between students’ self-concept and their reading comprehension achievement showed that the r-obtained was 0.314 (Table 2) with the significant level at 0.01.

There was a significant correlation between self-concept and reading comprehension achievement of the single-parented students since the p-value (0.000) was lower than 0.05, but the strength of the correlation was in very weak level (Johnson & Christensen, 2012).

Table 2. Relationship between Self-Concept and Reading Comprehension Achievement (N=183)

<table>
<thead>
<tr>
<th>Variable</th>
<th>r</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>.314</td>
<td>.000</td>
</tr>
<tr>
<td>Reading Comp. Achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Correlation between Students’ Reading Attitude and Reading Comprehension Achievement

As shown in Table 3, the correlation coefficient or r-obtained was 0.664 with the significant level of 0.01. It means that there was a significant correlation between the two variables since the p-value (0.000) was lower than 0.05. The strength of the correlation of both variables was strong (Johnson & Christensen, 2012).

Table 3. Correlation between Reading Attitude and Reading Comprehension Achievement (N=183)

<table>
<thead>
<tr>
<th>Variable</th>
<th>r</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Attitude</td>
<td>.664</td>
<td>.000</td>
</tr>
<tr>
<td>Reading Comp. Achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contribution of Students’ Self-Concept on Reading Comprehension Achievement

Regression analysis was used to find out if the students’ self-concept gave contribution to the students’ reading comprehension achievement.

Table 4. Contribution of Self-Concept on Reading Comprehension Achievement (N=183)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.314a</td>
<td>.099</td>
<td>.094</td>
<td>.000</td>
</tr>
</tbody>
</table>

The result of the analysis revealed that the R Square (R²) was 0.099, suggesting that the students’ self-concept contributed 9.9% of contribution.

Contribution of Students’ Reading Attitude on Reading Comprehension Achievement

The result of the analysis showed that the R Square was 0.441. It means that students’ reading attitude contributed 44.1% on students’ reading comprehension (Table 5). In other words, reading attitude significantly became one of the predictor variables that determined the level of students’ reading comprehension achievement.

Table 5. Contribution of Reading Attitude towards Reading Comprehension Achievement (N=183)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.664a</td>
<td>.441</td>
<td>.438</td>
<td>.000</td>
</tr>
</tbody>
</table>

Correlation among Self-Concept, Reading Attitude and Reading Comprehension Achievement

Table 6 shows the correlation among self-concept, reading attitude, and reading comprehension achievement of single-parented students of Junior High School in Ilir Barat I.

The correlation coefficient or r-obtained was 0.666 with the significant level of 0.01. It means that there was a significant correlation between the two variables since the p-value (0.000) was lower than 0.05. It indicated that H0 was rejected and H1 was accepted. The strength of the correlation of both variables was in weak level (Johnson & Christensen, 2012).

Table 6. Contribution of Self-Concept and Reading Attitude towards Reading Comprehension Achievement (N=183)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square change</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.666a</td>
<td>.444</td>
<td>.000</td>
</tr>
</tbody>
</table>

Based on the findings, most of the single-parented students of Public Junior High School in District of Ilir Barat I Palembang had positive self-
concept. It means that the students viewed positively toward themselves in reading. A person who has positive view of herself/himself makes him/her confident and gives himself/herself high self-esteem which results in a positive self-concept. This was due to what Jerajani (2006, as cited in Zahra, 2010) explained how a person thinks about himself affects his behavior to a great degree.

In line with self-concept, reading attitude had also important role toward reading comprehension achievement of the single-parented students of Junior High School in District of Ilir Barat I Palembang. It was shown by the result of the questionnaire they had in this research. The students mostly scored high in defining their feelings and behavior toward situations or object. It implied that the single-parented students also viewed positively in attitude toward reading. In other words, comparing to the self-concept, reading attitude give much more contribution to the reading comprehension achievement of the single-parented students.

Furthermore, from the data, it was found that there was a positive relationship between students’ self-concept and their reading comprehension achievement, between their reading attitude and their reading comprehension achievement, and also among the three variables. The correlation was a significant between self-concept and reading attitude, although it was in a weak level. The relationship between reading attitude and reading comprehension was also significant, in a strong level. Last, the relationship among the three variables was also significant although it was in a fair level. The relationship indicated that, the more positive self-concept and reading attitude they possessed, the better reading comprehension they could reach.

According to Yahaya, Boon, Ghaffar and Zakariya (2009, p.303) at present, the development of self-concept among the students is worrying. Most students have low self-concept and they are so passive and negative, that affects their academic achievements in schools. From this statement, we might say that someone’s self-concept is able to develop as he/she grows. Even, an adolescent can have a positive self-concept in some domains and a negative self-concept in others (Hair, Hadley & Moore, 2008). Also, Rehman (2001, as cited in Metivier, 2009, p.iv) says that self-concept affects life style and being affected by other variables. Self-concept can be developed in academic or non-academic domains, the more positive self-concept she or he possesses the better she or he perceives him or herself in both domains.

CONCLUSION

Regarding the result of the study, it can be concluded that there might be many factors which cause the success and failure in reading comprehension achievement of the single-parented students of Public Junior High Schools in District of Ilir Barat I Palembang. They could be from outside or even inside of the single-parented students themselves.

Self-concept is only one of the internal factors that contributed to the single-parented students in this area. In line with self-concept, reading attitude also contributed partly, even though it took more portion than self-concept. Since, in this research the writer just highlighted two of the aspects, it can be summarized that the
aspects, namely self-concept and reading attitude, contributed only 44.4% to their level of reading comprehension. This means that there are still other factors (55.6%) that influence their achievement in reading.

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**About the Author:**
Rosdiana Surip, S. Pd., M. Pd is the graduate of the Postgraduate study program, Sriwijaya University. She is an English teacher at SMPN 42 Palembang.