

## Self-Concept on Learning English Reading Comprehension of Sophomore Secondary School Students

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**ABSTRACT:** This study aims to observe the senior high school learners' self-concept in learning English reading comprehension. A survey method was applied in this study by utilizing a Self-Concept Inventory (SCI) to obtain the data on self-knowledge, self-expectation, and self-evaluation. There were 87 students, consisting of 42 male and 47 female students, involved as the research sample. The results of this study showed that the mean score of the students' self-knowledge was 2.94, indicating that the students generally possess a high level of self-knowledge, especially in emotional awareness, acceptance of criticism, and social responsibility. The mean score of self-expectation was 2.98, affirming that participants have a strong positive self-expectation. The mean score of self-evaluation was 3.11, implying that the students perceive themselves positively across all these self-evaluation dimensions. Meanwhile, for overall self-concept, the mean score achieved 3.00 expressed that the students possessed a high level of self-concept (ranging 2.9 – 3.5), in which this self-concept is usually applied in learning reading comprehension. With higher academic self-concept, students tend to put more effort into understanding reading texts, are more motivated, and generally perform better in reading tasks compared to those with lower self-concept.

**Keywords:** self-concept, reading comprehension, senior high school learners

**ABSTRAK:** Penelitian ini bertujuan untuk mengamati konsep diri siswa SMA dalam pembelajaran pemahaman bacaan bahasa Inggris. Metode survei digunakan dalam penelitian ini dengan memanfaatkan Inventarisasi Konsep Diri (SCI) untuk memperoleh data mengenai pengetahuan diri, harapan diri, dan evaluasi diri. Ada 87 siswa, terdiri dari 42 siswa laki-laki dan 47 siswa perempuan, yang terlibat sebagai sampel penelitian. Hasil penelitian ini menunjukkan bahwa skor rata-rata pengetahuan diri siswa adalah 2,94, menunjukkan bahwa siswa secara umum memiliki tingkat pengetahuan diri yang tinggi, terutama dalam kesadaran emosional, penerimaan kritik, dan tanggung jawab sosial. Skor rata-rata ekspektasi diri adalah 2,98, menegaskan bahwa peserta memiliki ekspektasi diri yang positif dan kuat. Skor rata-rata evaluasi diri adalah 3,11, menunjukkan bahwa siswa memandang diri mereka secara positif di semua dimensi evaluasi diri ini. Sementara itu, untuk konsep diri secara keseluruhan, skor rata-rata mencapai 3,00, menunjukkan bahwa siswa memiliki tingkat konsep diri yang tinggi (berkisar antara 2,9–3,5), di mana konsep diri ini biasanya diterapkan dalam pembelajaran pemahaman membaca. Dengan konsep diri akademik yang lebih tinggi, siswa cenderung lebih berusaha memahami teks bacaan, lebih termotivasi, dan umumnya berkinerja lebih baik dalam tugas membaca dibandingkan dengan mereka yang memiliki konsep diri yang lebih rendah.

**Kata Kunci:** konsep diri, pemahaman membaca, siswa Sekolah Menengah Atas.

## INTRODUCTION

Reading comprehension, a fundamental cognitive skill, is the ability to process written text, understand its meaning, and integrate this information with existing knowledge. This multifaceted process represents a complex interplay between decoding written symbols and constructing meaningful understanding from them. Reading comprehension is not merely about recognizing words on a page but involves actively engaging with text to extract and create meaning through multiple cognitive pathways. As Ferroni & Jaichenco (2022) argued that reading comprehension requires active engagement, where readers create mental representations of the text. Research demonstrates that this crucial skill impacts educational outcomes and life opportunities significantly, making it a centerpiece of literacy development across all educational levels (Lumagod & Lumapenet, 2024). It involves analyzing and arguing about the content, which is crucial for problem-solving in various fields (Infante, 2023).

Reading comprehension is still one of the issues faced by Indonesian learners. Indonesian students' reading ability in PISA is low, with an average score far below the OECD average. Specifically, in PISA 2022, Indonesian students' reading literacy score was 359, well below the OECD average (472-480) and ranked 68th out of 81 participating countries. This means that Indonesian students' ability to understand, use, evaluate, and reflect on texts, as well as engage with texts to achieve their own goals, still needs to be improved.

Various aspects can contribute to low reading comprehension, including self-concept. It is identified as one of the factors that affect reading comprehension (Zagoto, 2020). Self-concept is a deep reflection of how individuals understand and judge themselves in a particular context, including how they perceive their reading comprehension skills. It is how someone thinks about, evaluates, or perceives themselves, and it consists of three major components: perceptual, conceptual, and attitudinal (Saikia, 2020). Furthermore, Kasperski & Vaknin-Nusbaum (2022) argues that self-concept is defined as the perception or mental representation that a person has about themselves, including their characteristics, abilities, limitations, values, and roles across different areas of life, such as social, emotional, physical, and academic domains. This self-image is shaped by past experiences, social interactions, cultural values, and personal expectations, and it influences motivation, confidence, resilience, and overall behavior.

Self-concept, according to Ghufon & Suminta (2019), comprises three dimensions: knowledge, expectation, and evaluation. Self-knowledge is the process of developing accurate and positive self-views, and can manifest in various ways, including through self-awareness, social comparison, and self-perception (Alicke et al., 2020). Self-expectation involves the standards and aspirations individuals set for themselves, reflecting their ideal self or the person they strive to become. Self-evaluation is the process of assessing oneself against internal standards or external feedback, leading to judgments of self-worth, competence, or adequacy. Those critical dimensions play distinct but interconnected roles in shaping self-concept.

Several studies have identified self-concept as a strong predictor of reading comprehension. For instance, research conducted on Amharic-speaking students found a statistically significant relationship between reading self-concept and reading comprehension achievement, with self-concept being the highest predictor of reading success (Tiruneh, 2023). Similarly, a study involving Iranian EFL learners demonstrated a significant correlation between self-concept and reading comprehension scores, suggesting that self-concept plays a crucial role in reading achievement (Piran, 2014). In a study of Turkish ELT students, academic self-concept was found to be related to reading skills, indicating that students with a positive self-concept tend to perform better in reading tasks (Sağlam, 2024). Furthermore, self-concept is a crucial factor because it can affect the motivation and achievement of the individual. Students who view themselves as capable readers are more motivated to read and persist through challenging texts, which enhances comprehension (Cekiso, 2024). In addition, students with positive self-concept tend to have higher confidence in overcoming reading challenges, which in turn can increase learning effectiveness. Studies show that individuals with a high self-concept tend to exhibit higher levels of self-confidence. This relationship is supported by research indicating a positive correlation between self-concept and self-confidence: as self-concept improves, so does self-confidence (Sholiha & Aulia, 2020). This confidence, which comes from a positive appraisal of an individual's abilities, allows readers to persevere when facing difficult texts, as they are confident in their ability to understand and solve the problems at hand.

Considering the importance of self-concept importance on English reading comprehension, this study is then addressed to identify its types, comprising the grade of each types obtained, focusing on the senior high school learners in Baubau, Southeast Sulawesi province. Therefore, through this study the researchers are interested to observe deeper the students' self-concept during learning English reading comprehension. Specifically, the research questions to be answered in this study are: What are the types of students' self-concepts and to what extent is each type rated? The results of this study intend to elucidate the its role in English reading comprehension, enabling teachers to develop instructional models that fully leverage this self-concept.

## RESEARCH METHOD

This study employed a quantitative approach using a survey method. This approach was selected due to its effectiveness, efficiency, ease of implementation, broad applicability of results, and its capacity to meet essential data requirements for study. The tenth-grade learners participated as the population of this study from a senior high school in Baubau, Southeast Sulawesi province. To select the respondents, the researcher got into some classes and clarified the goal and objectives of the study to the students and solicited their voluntary involvement as subjects. With the students' assent, 87 participants (42 males and 47 females) consented to engage in the research and complete the designated research instruments.

Data collection in this study applied a Self-Concept Inventory (SCI) adapted from Uan (2013) with four options of a Likert scale from strongly disagree (score of 1) to strongly agree (score of 4). Precisely, the inventory contained 33 positive items, including aspects of self-knowledge (1-13); self-expectation (14-23); and self-evaluation (24-33). To ensure the feasibility of the inventory, a Cronbach's Alpha to measure the internal consistency of the instrument, indicated that the reliability of SCI was favorable at 0.831 (Bandur & Budiastuti, 2018). Therefore, the SCI had fulfilled the condition to be utilized as the research instrument to observe the students' self-concept in English reading comprehension.

The data acquired from the inventory were analyzed using descriptive statistics containing mean score, standard deviation, and level of self-concept. A scoring range and interpretation by Fuertes et al (2023) of the self-concept was divided into five classifications ranging from too low (1.0 – 1.4) to very high (3.6 – 4.0), in which the interpretation of each level was presented in the following table:

**Table 1.** Mean Score Classification of Self-Concept Aspects

Range	Level	Interpretation
1.0 – 1.4	Too Low	This indicates that the students strongly disagreed with the statements and that their self-concept is minimally expressed.
1.5 – 2.1	Low	This indicates that the pupils contest the articulated statements and that their self-concept is not typically expressed.
2.2 – 2.8	Average	This indicates that the pupils neither concur nor dissent with the articulated claims, and that their self-concept is occasionally expressed.
2.9 – 3.5	High	This indicates that the pupils concur with the articulated claims and that their self-concept is typically expressed.
3.6 – 4.0	Very High	This indicates that the pupils unequivocally concur with the articulated statements and that their self-concept is consistently or nearly consistently expressed.

The data gathered in this study were analyzed using descriptive statistics to ascertain the mean and standard deviation of each item. Inferential statistics were not employed for data analysis due to the presence of a singular variable in this study and the absence of research hypotheses requiring testing using descriptive statistics.

## RESULT AND DISCUSSION

### Result

The study observes the self-concept that the students use in studying reading comprehension, comprising three dimensions: self-knowledge, self-expectation, and self-evaluation. The research instrument are distributed to the sophomore students with the age ranging from 15 to 16 years old comprising 42 male students and 47 female students at a senior high school in Baubau city, Southeast Sulawesi province. The analysis of the data obtained from the inventory is presented in the following description.

### Description of Self-Knowledge

Tables below expose the descriptive data comprising average score, standard deviation (SD), and the category of each dimension of self-concept. The statements are orderly compiled from the highest to the lowest mean score acquired. Furthermore, Table 2 presents the aspect of self-knowledge, ranging from items 1-13 contain 9 valid items (the other 4 items are eliminated due to they fail to pass the validity test) specified this aspect into three indicators (Uan, 2013): confidence in self-ability (1,3), openness to others (4,5,6,7,8), and responsiveness to environmental situation (9,10).

**Table 2.** Descriptive Statistics of Self-Knowledge Dimension

Item	Statement	N	Mean Score	SD	Level
9	I experience sympathy while witnessing accident victims.	87	3.13	0.91	High
6	I welcome input from all individuals to enhance my ability to perform.	87	3.13	0.69	High
8	I dislike it when individuals intrude on my private affairs.	87	3.03	0.98	High
7	I do not want everyone to know the problems I am facing.	87	3.03	0.95	High
10	I wish to donate my old clothes to individuals affected by catastrophes caused by nature.	87	3.03	0.83	High
5	I readily seek my parents' opinions regarding my decisions.	87	3.02	0.81	High
4	Whenever I have an issue, I consult my closest companion.	87	2.74	0.91	Average
3	I consistently experience trepidation when confronted with examinations or assessments.	87	2.69	0.70	Average
1	I am confident that my talents surpass those of my pal.	87	2.64	0.83	Average

**Scale:** Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

The table presents descriptive statistics on self-knowledge based on responses to 9 statements. Each statement is rated with a mean score and standard deviation (SD), and categorized into levels of "High" or "Average" based

on the mean scores. Most statements (items 5, 6, 7, 8, 9, and 10) have mean scores above 3.0, indicating a generally high level of self-knowledge among respondents. These high scores suggest that respondents tend to be aware of their feelings, behaviors, and social interactions, such as feeling sorry for accident victims, accepting criticism, and being interested in helping others. Items 1, 3, and 4 have mean scores between 2.64 and 2.74, categorized as "Average". These items relate to self-confidence and hesitation. Standard deviations range from 0.69 to 0.98, showing moderate variability in how respondents perceive themselves. The highest variability is seen in items related to personal interference and accident victims, indicating differing levels of emotional response or personal boundaries among individuals.

Table 3 talks about the self-expectation aspect, ranging from items 14-23, with 8 valid items (1 item is unsuccessful to exceed the validity test), involving 3 areas (Uan, 2013): receiving compliments (14,15,16,17), being able to develop (18,19,21), and trying to change bad personalities (22).

**Table 3.** Descriptive Statistics of Self-Expectation Dimension

Item	Statement	N	Mean Score	SD	Level
19	I shall not squander my chance to succeed.	87	3.33	0.78	High
21	I will capitalize on each chance that arises.	87	3.10	0.80	High
18	In the current term, my academic performance surpasses that of the previous semester.	87	3.02	0.80	High
17	I dislike receiving compliments as it often implies the praiser's ulterior motives.	87	2.96	0.88	High
15	I will endeavor to earn commendation from my parents.	87	2.93	0.89	High
22	I endeavor to be a student who is well-regarded by my educators and peers.	87	2.91	0.89	High
14	I experience joy as I receive praise.	87	2.82	0.94	Average
16	I dislike much praise for my accomplishments.	87	2.78	0.74	Average

**Scale:** Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

The table presents the results of a self-expectation survey, showing various statements related to personal attitudes and behaviors, along with their corresponding mean scores, standard deviations (SD), and levels of agreement or intensity. The mean scores range from 2.78 to 3.33 on a scale, indicating generally positive self-expectations. The SD values range from 0.47 to 0.94, showing moderate variability in responses among participants. Most items are rated as "High", except for two items (14 and 16), which are rated as "Average". Specifically,

the majority of respondents strongly agree with positive self-expectation statements such as not wasting opportunities (Item 19,  $M = 3.33$ ,  $SD = 0.78$ ), making the most of opportunities (Item 21,  $M = 3.10$ ,  $SD = 0.80$ ), and striving to be liked by teachers and friends (Item 22,  $M = 2.91$ ,  $SD = 0.89$ ). This suggests that participants generally hold themselves to high standards and are motivated to perform well and maintain positive relationships. The SD values indicate some differences in how individuals perceive these statements, but overall, the responses are fairly consistent. Items 14 (I feel happy when I get compliments) and 16 (I do not like being overhyped for my achievements) acquire average levels, indicating a more moderate or mixed feeling about external praise. This implies that while participants have high self-expectations, they may be less influenced by external validation or may have nuanced feelings about receiving compliments.

Table 4 below explores the descriptive data of the self-evaluation aspect, ranging from items 24-33 with 6 valid items (the other 4 items flounders the validity test), involving 3 featuring (Uan, 2013) recognizing the diversity of: people's feelings (24,25), each person's desires (28,30), and each person's behavior (32,33).

**Table 4.** Descriptive Statistics of Self-Evaluation Dimension

Item	Statement	N	Mean Score	SD	Level
33	I consistently endeavor to exhibit politeness towards my parents.	87	3.40	0.63	High
32	I endeavor to regulate my conduct to avoid causing harm to others.	87	3.24	0.72	High
24	I acknowledge that individuals possess varying emotions.	87	3.02	1.00	High
25	I exercise caution in my speech to avoid offending people.	87	3.02	0.88	High
30	I honor the preferences of all those near to me.	87	2.99	0.61	High
28	I shall not impose my desires upon others.	87	2.97	0.92	High

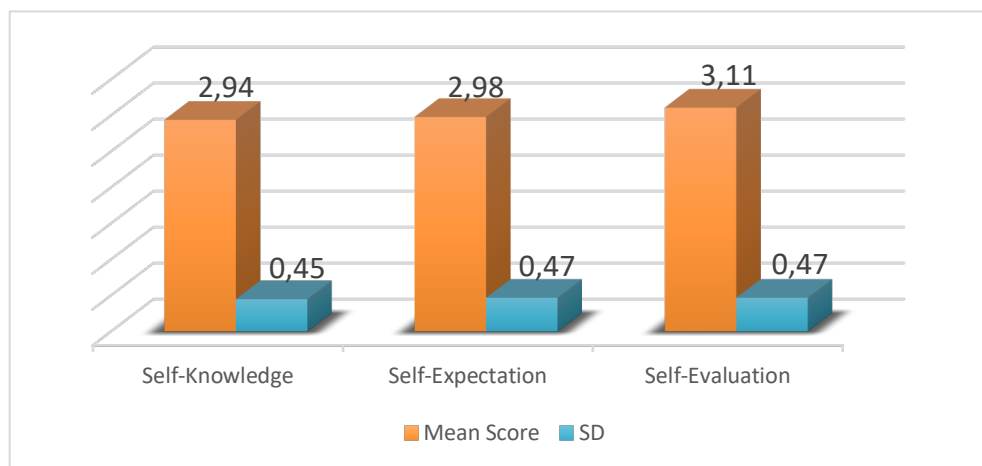
**Scale:** Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

The table above presents summary data on several statements related to self-evaluation behaviors, specifically focusing on politeness, behavior maintenance, emotional awareness, careful speech, respect for others' wishes, and not imposing one's wishes on others. The mean scores range from 2.97 to 3.40, with the overall mean at 3.11. This suggests that respondents generally rate themselves highly on these self-evaluation dimensions, indicating positive self-perceptions regarding politeness, behavior, emotional sensitivity, careful speech, respect, and consideration of others' wishes. The standard deviations range from 0.47 (overall) to 1.00 (item 24), showing moderate variability. The relatively low SD values indicate that most respondents have similar views, with less disagreement or variation in their self-evaluations. Item 33 (I try to always be



polite to my parents) obtains the highest mean score (3.40), suggesting that politeness towards parents is the strongest or most consistently endorsed behavior among respondents. Item 28 (I will not force other people's wishes to match my own) possesses the lowest mean score (2.97), though still rated as high. This may indicate a slightly lower but still positive tendency to respect others' autonomy.

The table above provides the average scores and categories for each statement in each dimension of self-concept. Overall, the results of the stage for each dimension can be seen in the diagram below.



**Figure 1.** Outline of Students' Feedbacks on Aspects of Self-Concept

The figure 1 above informs that the mean score for self-knowledge is 2.94 with SD = 0.45, which suggests that participants perceive their understanding of their own abilities and traits to be slightly below a neutral midpoint if the scoring system ranges from 1 to 5. This indicates room for improvement in awareness and understanding of personal attributes. The mean score of self-expectation is 2.98 along with SD = 0.47, indicating that participants have similarly modest expectations of themselves. This score is also close to the neutral point, suggesting that while there is some acknowledgment of personal goals or aspirations, it may not be strongly optimistic or robust. With a mean score of 3.11 accompanied by SD = 0.47, self-evaluation demonstrates a more positive self-assessment compared to the other two dimensions. This indicates that participants may feel more confident in their ability to assess their performance and outcomes, which could reflect a healthier self-perception in this area.

These findings which pinpoint that the mean scores are in high tiers (ranging 2.9 – 3.5) referring to Fuertes et al (2023) highlight important aspects of personal development within the dimensions of self-knowledge, expectation, and evaluation. The mean scores for self-knowledge and self-expectation which is relatively lower than self-evaluation suggest a need for initiatives aimed at enhancing self-awareness and personal aspirations. Conversely, the more favorable score in self-evaluation indicates that while self-assessment may be



perceived positively, individuals can still benefit from further exploration and growth in their self-understanding and goal setting.

## Discussion

This study observes the self-concept shaped by the students during the English reading comprehension class. This study does not directly compare the distinctions in self-concept components depending on gender, which is a limitation that future research may address to better investigate these disparities in relation to self-concept.

The self-concept observed in this study lies on 3 dimensions: self-knowledge, self-expectation, and self-evaluation. Overall, the mean score achieved for the self-knowledge aspect is 2.94 and SD is 0.45, indicating that the students generally possess a high level of self-knowledge, especially in emotional awareness, acceptance of criticism, and social responsibility. However, there is moderate hesitation and average confidence in academic or skill-related self-assessment and in seeking social support during problems. These insights can guide targeted interventions to strengthen areas of self-confidence and social coping skills. Self-knowledge, the awareness and understanding of one's own thoughts, feelings, motivations, and characteristics, plays a pivotal role in the formation and evolution of self-concept.

Self-knowledge enables individuals to identify areas where they excel and areas where they need improvement, fostering a growth mindset and a proactive approach to personal development. Self-knowledge acts as a foundational building block upon which self-concept is constructed, providing the raw material for self-evaluation and self-definition (Surzykiewicz et al., 2022). Individuals with a strong sense of self-knowledge are better equipped to understand their strengths and weaknesses, values and beliefs, and aspirations and fears, all of which contribute to a more coherent and well-defined self-concept (London et al., 2023). Students who possess strong self-knowledge can identify which strategies work best for them, monitor their understanding, and adjust their approach when comprehension breaks down. This self-regulation leads to more effective reading and better academic outcomes (Ayşe & Ali, 2016; Bağcı & Ünveren, 2020).

The descriptive analysis of the self-expectation aspect results in the overall mean score of 2.98 with a low SD of 0.47, and a "High" level indicates that, on average, participants have a strong positive self-expectation. The results reflect a group of individuals who generally hold themselves to high standards, are motivated to seize opportunities, and value positive social relationships. However, they may have a balanced or cautious attitude toward external praise, preferring intrinsic motivation over external validation. This profile suggests a mature and self-driven mindset toward personal growth and achievement.

Self-expectation, a pivotal facet of self-concept, significantly influences cognitive processes, particularly in the realm of reading comprehension, acting as a motivational and regulatory mechanism that shapes how individuals approach and engage with textual material (Barber & Klauda, 2020). Reading comprehension, a complex interplay of decoding, linguistic processing, and

contextual understanding, is not solely determined by inherent cognitive abilities but is also significantly modulated by an individual's beliefs about their capacity to succeed and the standards they set for their performance (Gong & Shuai, 2023). The extent to which individuals believe they can successfully navigate the intricacies of a text directly impacts their motivation to engage with the material, their persistence in the face of challenges, and the strategies they employ to extract meaning, with a positive correlation observed between self-expectation and reading comprehension proficiency (Aparece & Bacasmot, 2023).

Self-expectation, as it relates to reading comprehension, encompasses several key dimensions, including self-efficacy, goal orientation, and attributional style. Students who possess a strong sense of self-efficacy being more likely to actively engage with challenging material, persist in the face of comprehension difficulties, and employ effective reading strategies (Tarigan et al., 2022). Students who are motivated to read will work really hard in order to comprehend what is being conveyed in the text (Efriza et al., 2023).

The descriptive statistic of self-evaluation obtains the mean score of 3.11 with a low SD (0.47) and a "High" level classification indicates that, on average, respondents perceive themselves positively across all these self-evaluation dimensions. The data suggest that the group surveyed generally views themselves as polite, considerate, emotionally aware, and respectful of others' wishes. The consistency of responses and high mean scores reflect a strong positive self-evaluation in these areas. This implies a healthy social and emotional self-awareness among the respondents.

Within academic self-concept, self-evaluation emerges as a critical component, reflecting an individual's appraisal of their performance and competence in specific tasks, such as reading (Karimova & Csapó, 2021). The process of self-evaluation involves comparing one's performance against internal standards, external benchmarks, or the performance of others, leading to judgments of success or failure and subsequent adjustments in motivation and behaviour (Bosch & Wilbert, 2023). Self-evaluation can significantly impact reading comprehension by influencing a reader's strategy use, and persistence in the face of challenges (Aparece & Bacasmot, 2023). Individuals with a positive self-concept are more likely to motivate themselves and initiate deep learning processes than those with a negative one (Beudels et al., 2021). Furthermore, self-evaluation contributes to the development of self-regulatory skills, enabling students to plan, monitor, and modify their learning strategies, which is essential for academic success (Aparece & Bacasmot, 2023).

A reader's self-evaluation can either facilitate or impede this process by shaping their approach to reading tasks and their interpretation of textual information. For instance, a student who perceives themselves as a capable reader is more likely to approach challenging texts with confidence, persist in their efforts to understand the material, and employ effective comprehension strategies. Conversely, a student with a negative self-evaluation may experience anxiety and avoidance, hindering their ability to engage deeply with the text and ultimately impairing comprehension (Rehman et al., 2020).

The interplay between self-evaluation and reading comprehension is further complicated by the influence of external factors, such as teacher feedback, peer interactions, and the learning environment. Constructive feedback can enhance a student's self-evaluation and foster a growth mindset, encouraging them to view challenges as opportunities for learning and improvement. Conversely, negative feedback or a lack of support can undermine a student's self-confidence and create a self-fulfilling prophecy of failure. Self-assessment, self-evaluation, and self-grading are all terms used to describe the ability of judging one's performance (Keplová, 2022). Therefore, interventions aimed at improving reading comprehension should address not only cognitive skills but also the affective and motivational aspects of learning, fostering a positive self-concept and promoting effective self-evaluation strategies (Carroll & Fox, 2017). Furthermore, to improve students' self-concept in learning English, teachers can implement various learning strategies and interventions that foster engagement and autonomy. Research indicates that effective teaching strategies, such as scaffolding and active learning, significantly enhance both student engagement and teachers' self-concept, which in turn positively influences students' self-perception in learning English (Han, 2021).

## CONCLUSION

Data analysis for each aspect of self-concept, including the overall self-concept itself, finds that the mean scores for all four categories are fairly close, ranging from about 2.94 to 3.11, suggesting that, on average, participants rated themselves similarly across these dimensions. The highest average score is for the self-evaluation aspect (3.11), which indicates that participants view their evaluation of themselves slightly more positively or confidently compared to the other aspects. The lowest average score is for self-knowledge (2.94), which could suggest a slightly lower perception or awareness of their knowledge about themselves. Overall, the average self-concept score was 3.00, categorizing it as high. Although these outcomes are commendable, there remains potential for enhancement in students' self-concept scores. As Ayllón-Salas et al (2025) and Hartelt & Mertens (2024) affirm that a positive self-concept empowers students to engage more effectively with comprehension strategies and enhances their self-regulated learning behaviors, thereby improving overall academic performance and motivation. This dynamic underscores the importance of fostering positive academic self-concept in educational settings to promote deeper, more self-directed learning. Some learning strategies can be applied by teacher to enhance self-concept, for instance logical consequences, challenging responsibilities, dynamic expression media, solution-based feedback, or integration of motivational thoughts and actions.

Self-concept, which encompasses an individual's perception of their abilities, also plays a crucial role in reading comprehension. Positive self-concept is linked to higher reading achievement, as students with a strong self-concept are more likely to engage in reading activities and perform better (Yulianti, 2021). The confluence of self-concept and reading comprehension represents a multifaceted

area of investigation, where an individual's perception of their abilities significantly influences their cognitive engagement with textual material. Self-concept, broadly defined as an individual's perception of themselves, encompasses a range of dimensions, including academic self-concept, which specifically relates to beliefs about one's capabilities in academic domains (Bosch & Wilbert, 2023).

To sum up, this research possesses numerous limitations, for instance the sample size is less than 100 students. Therefore, the findings of this study are anticipated to serve as a reference for future research employing diverse methodologies, such as implementing the proposed teaching practices involving more students which is expected to enhance students' self-concept.

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