

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four language skills in learning English. Brown (2004: 218) states that writing is a convention for recording speech and strengthening the language and lexical features of the language. Patel and Jain (2008: 125) state that writing is an essential feature of learning a language because it provides a very good means of fixing vocabulary, spelling and sentence pattern. Writing is taught in order to develop the student's ideas or thoughts in the written form. According to Harmer (2004: 31), writing is a way to produce language and express ideas, feelings, and opinions using writing text. It means writing is very important and needed for anyone. Besides, writing is not only the process of arranging the alphabets into words or sentences but it is also about expressing people's ideas in the written text. Writing also reinforces the correct use of sentence structures and tenses, idioms, and vocabulary so that the reader gets the idea clearly.

In writing, the idea is delivered by words which are put on paper. Meyers (2005) states writing is a way to produce language that the writers do naturally when they speak. Boardman (2002: 11) states writing is a process of fishing, organizing, rethinking and reorganizing. That statement means that writing is one way to produce language from our thoughts into written form. In other words, it means writers have their own way of expressing their ideas and falling into written form. During writing, the writer should be careful in choosing the right words and connecting with each other. Moreover, it is not enough once in time, but it takes a long time to carry out the process of writing text. It is very important if writing is

applied daily by students. However, many students think that writing is very difficult to learn, especially writing in English. When students want to write something, they need to have a lot of information, ideas, and creative thinking.

Based on the 2013 curriculum, junior high school students must master several types of text such as descriptive paragraph. A descriptive paragraph that clearly describes or discusses something, place, or person based on a generic structure such as clear identification, clear detailed description, an appropriate conclusion. Zemach and Rumisek (2005:25) state that writing descriptive paragraph describes how people, objects, animals or places look or feel. In class, students must do their English such as able to write sentences into a paragraph. When someone does something, someone else pays attention and gives comment. The comments to someone's performance can be positive or negative. As a result, some students were feeling insecure when produce an English text because they worry about the score and the others' judgment. Thus, the students were feeling that they were not able to write, and it may affect their quality of writing.

There are many factors that can affect the quality of students' writing such as students' grammar, vocabulary, ideas, and personality such as self-esteem. It is known that writing is not an easy thing. It is quite difficult to develop ideas into paragraphs and follow the rules of the text. These factors can cause students to think that they are not capable of their writing abilities. This personality may be the main problem for students to start learning English especially writing. According to Coopersmith in Brown (2007:145), self-esteem is one of the psychological factors that represents the consideration of individuals believing that they are worthy, competent, and able to do anything. In other words, self-esteem is a personal

assessment of feelings of worth or meaning expressed in an individual's attitude towards himself. In addition, Rosenberg in Murk (2006:15), describes self-esteem as a positive or negative attitude towards one's self. People with high self-esteem are people who value themselves and consider themselves valuable, people with low self-esteem are people who are afraid to relate to others, reject themselves and do not feel proud of themselves. According to Brown and Marshall (2006) there are types of self-esteem: Global, Domain Specific, and State Self-esteem. In table 3, it can be seen that Domain Specific Self-esteem has the highest correlation with students' writing ability among the three types of self-esteem. Meanwhile, the type of self-esteem which has the least correlation with students writing ability is State Self-esteem. Based on the table 3 above, it can be inferred that each type of self-esteem has significant correlation with students' writing ability, and all of them correlated positively with students' writing ability.

English teachers apply several techniques and media in teaching writing ability to make it easier for students to master. However, even though the teacher applied some techniques and media, the students still got low scores in writing. This can happen because of the student's personality in the form of self-esteem. According to Coopersmith (2010), self-esteem as an evaluation is made and maintained customarily by the individual with regard to himself, expresses an attitude of agreement or disapproval, and shows the extent to which the individual believes that he or she is capable, significant, successful, and valuable. Therefore, it can be concluded that how they see their capabilities that they call self-esteem influences their successful in learning such as learning writing English.

There are several researchers who have conducted research to determine the correlation between student's self-esteem and their English achievement. research entitled "The Correlation between Student's Self-Esteem and Their Writing Ability at Second Grade of SMAN 1 Pringsewu" that has been conducted by Nur Kholik (2017). The aim of the study was to obtain empirical evidence of whether there was a link between students' self-esteem and their writing ability. In general, this research found that there is a correlation between self-esteem and writing ability. Another research that is related to this present study is a research entitled "The Correlation Between Self-Esteem and Writing Ability of The First Year Students of SMAN 1 Pekan Baru that has been conducted by Masyur (2017). It was found out that there was correlation between self-esteem to the students' writing ability.

Based on the explanation above and some former studies, therefore, the researcher would like to know whether there is any correlation between self-esteem and writing ability of the eighth-grade students of SMP Negeri 2 Denpasar. In addition, the researcher is interested in finding and researching "The Correlation between Self-esteem and Writing Ability of the Eighth-grade Students of SMP Negeri 2 Denpasar in Academic Year 2022/2023".

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing investigation is important and useful for the researcher before doing the research. Based on what has been described in the background of the study above, the researcher held research on the correlation between self-esteem

and writing ability of the eighth-grade students of SMP Negeri 2 Denpasar. Moreover, the researcher is interested in finding out the correlation of self-esteem and writing ability of the students in junior high school. Therefore, the research problem in this present study can be formulated in the form of question as follow: is there any correlation between self-esteem and writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023?

1.3 Objective of the Study

Every research has its own objective. Research objective describes concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, the aims of any activities which are related to scientific investigation are always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out the significant correlation between self-esteem and writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023.

1.4 Limitations of the Study

The limitation of the study is very important to make a discussion about the research problem more specific and avoid a broad discussion. In the present study, the research focuses on finding out the correlation between self-esteem and

writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023 by giving questionnaire and writing test which is the student has to write next based on the provided titles. Besides, self-esteem in this study used 4 aspects, namely power, significance, virtue, and competence. Furthermore, in writing ability, understanding descriptive paragraphs about animals around us.

1.5 Significance of the Study

One of the practical reflections which is taken into account in undertaking the present study that is the significance of the expected research findings. Moreover, it is because the significance of the study is important in conducting research. In addition, the study is only focused on figuring out whether there is a significant correlation between self-esteem and writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023. The result of the present study is highly expected and recommended to provide significant research findings related to self-esteem and its correlation with writing ability. In conclusion, the finding of the present study is expected to give both theoretical and practical significance on the correlation between self-esteem and writing ability that was be conducted in the future.

Theoretically, the result of the study is expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about self-esteem and writing ability. Furthermore, the results of the present study are also intended to strengthen the theory that has been existed. Moreover, the addition empirical evidence is expected to be used in the future studies or to give more empirical evidence to the existing findings related to the correlation between

self-esteem and writing ability in understanding writing text, especially descriptive paragraph. In addition, the findings of the present study can disclose further areas of research so that they could be used by other researcher as bases of undertaking a similar study.

Practically, the results of the present study are expected to be beneficial for English teacher, students, and other researchers. For the English teachers, it expected to give information that can be used as a consideration to get better results of the students being taught in SMP Negeri 2 Denpasar. It also gives the teacher result on how to teach writing ability. For the students, it is expected that it can help them overcome the issue by considering better learning strategies in the future so that they can solve their problems in writing ability especially when they do not want to do the activities given by the teacher in writing topic. In addition, the results of the present study are also beneficial for other researchers. Moreover, this study can be used as a reference for future researchers who want to carry a research which is related to the correlation between self-esteem and writing ability in descriptive paragraphs.

1.6 Definition of the Key Terms

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. Additionally, the definitions of the key terms were also intended to make them clear in comprehending this study and to give limitation to the terms of the research

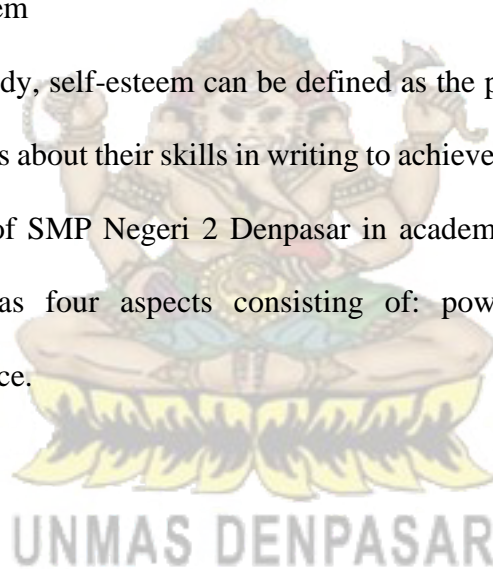
conducted. Thus, the definitions of the key terms that were used in the present study were self-esteem and writing ability. Furthermore, the key terms which were used in the present study were clearly and concisely as follows:

1. Writing Ability

Writing Ability in this research means the ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023 in writing a descriptive paragraph about animal around us which consists of the generic structure those are identification, description, and conclusion.

2. Self-Esteem

In this study, self-esteem can be defined as the perception and evaluation of students about their skills in writing to achieve the goals of eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023. Self-esteem has four aspects consisting of: power, significance, virtue, competence.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review theory for the present study. Therefore, it is used to support and build this research. It is used as a reference and framework for solving problems in this study. A scientific research should be carried out on the basis of some relevant theoretical constructs and hope to provide practical significance and empirical evidence. There are two areas described and discussed in this chapter as follow: Writing Ability and Self-esteem.

2.1.1 Writing Ability

Writing is one of the language skills that should be mastered by the students besides other language skills. Writing is one of the productive skills which is the way how human communication through the written form using signs and symbols. According to Brown (2001:335), the final product of writing; the story, the report, and what that product should “look” like. Writing is not only picking the pencil or pen and make a word into the paper. Writing has many functions in this life which could be learned. Moreover, writing can make the subject’s ideas showed the development of their ability to bring out ideas to the readers as clearly as well and easy to memorize ideas permanently. The present study is supported by some theories of expert views from different sides about writing.

Brown (2004: 218) states that writing is a convention for recording speech and strengthening the language and lexical features of the language. Now people understand the uniqueness of writing with their own features and conventions.

People must know about grammar and text features and that was help them write well. From the above definition, it can be said that writing can be distinguished from other skills as the most difficult. Writing also is productive skill which functions mainly as a mean of communication. According to Richards and Renandya (2002: 303), among the four language skills, writing is the most difficult skill for second or foreign learners to master. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336).

According to Harmer (2004: 31), when writing, students frequently have more time think than they do in oral activities. They can go through what they know in their minds, and even consults dictionaries, grammar books, or the references to help them. Writing encourages students to focus accurate language use. In addition, writing has always been used a means of reinforcing language that has been taught. However, Graham (2008:6) states that there are many skills that developing writers need to learn to the point where there can be executed with little effort or thought. This includes handwriting (or typing), spelling, punctuation and capitalization skills. Writing is a complex skill is requiring an effort of language learners to master in every detail of the writing component. Thus, mastering writing skill simply means that the learners are also able to deliver their feeling and thought in the correct spelling, punctuation, grammar and so on. Moreover, by learning writing they are expected to be able to carry out another essential writing process like planning, evaluating revising and so forth.

According to Ioannou-Georgiou and Pavlou (2003:68), writing is a difficult skill, especially in a foreign language. It is because the writers need to

concern the mastery of language areas such as spelling, grammar, vocabulary and also skills such as handwriting and punctuation. Mastering some numbers of language areas itself is already difficult, plus writers need to think and outline their own ideas. Writers need content as well as direction in producing a written text (Fulwiler, 2002:19). Therefore, teachers' role is very important in teaching and guiding the students in developing their ability to write. Writing class should be made more creative, communicative and enjoyable. Writing helps students learn (Raimes,2001:3). It means students understand better in learning when they write. In addition, writing is a powerful instrument for students since it is used to express their thoughts, feeling helps students in developing their memory and delivering what they think about.

McKay (2006;245) states that writing is a process involves the pre-writing, writing, revising and editing process that writers go through go procedure a piece of writing. In pre-writing, the writer should write their ideas in accordance with the topic that they had chosen. Furthermore, in the writing process, the writer develops their ideas into sentences and combined them as a paragraph. Moreover, in revising and editing processes, the writer has to revise and edit the sentences to make it better. Therefore, Oshima and Hogue (2007:15) state that writing is never one-step action; it is in the ongoing creative act. In the writing process there four steps; 1) pre-writing or create the ideas; 2) organize or organize the ideas; 3) writing; and 4) polishing (revising and editing). Furthermore, Wallace et al. (2004:15) argue that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting, and editing.

Moreover, Weigle (2002:1) states the ability to write effectively is becoming increasingly important in our global community. As a result, the ability to write in a second language is well recognized as an important as tenets of communicative language teaching. So that, in the educational term, the ability to write in the academic class is very important because they not only learn how to write their ideas but also write in many kinds of paragraphs, one of its paragraphs is a descriptive paragraph. According to Savage and Shafiei (2007:34), descriptive paragraph is a paragraph which describes a person, place, or things so that the reader can picture it in his or her mind. The students should be able to write a descriptive paragraph for describing about things, person, and place as well as they can.

Description is also about sensory experience like how something looks how something sounds, and how something tastes (Kane, 2000: 352). It means the descriptions in descriptive paragraph should be expressed in detail and vivid descriptions even to have good descriptions, using sensory experience is important to create clear descriptions. Besides, clear description can make the reader understand what must be made and written based on detailed instructions. In addition, descriptive paragraph is written with the senses since the paragraph was make the readers picture the object by using their sense too. Zemach and Rumisek (2005:25) write that descriptive paragraph explains how person, things, animal or place looks or feels. In writing descriptive paragraph, adjectives are needed to describe person, thing, animal, or place in such a vivid detail. Furthermore, adjectives describe how the writer's feel about something.

Based on the explanation above, the researcher concludes that writing is useful for communicating with others through written form using signs and

symbols. Writing has a function as a communication tool in written form. By writing, writers can share or convey their ideas to readers. Writing in the current era is very beneficial for all circles, especially for students, because writing is one of the basic skills that must be mastered by students. In this study, the researcher uses Brown's theory (2004: 218) states that writing is a convention for recording speech and strengthens the language and lexical features of the language. It can be said that writing is a means of communication to express feelings, ideas, or thoughts to others (writing is intended to be read by others) or personal use (writing is usually not intended to be read by others) by using symbols on paper or digital text.

2.1.2 Self-Esteem

There are many aspects of personality that affect students' learning achievements at this time, one of which is self-esteem. According to Coopersmith in Suparman (2010), self-esteem as an evaluation is made and maintained customarily by the individual with regard to himself, expresses an attitude of agreement or disapproval, and shows the extent to which the individual believes that he or she is capable, significant, successful, and valuable. In short, self-esteem is a personal assessment of the worthiness expressed in the attitude that the individual has towards himself. More clearly, self-esteem is a view to assess how far a person trusts his competence or ability.

Self-esteem is really important for each student to be held to success life in the future. Furthermore, the questionnaires adopted from Coopersmith (1967). The Coopersmith Self-Esteem Inventory (is one of the most commonly used self-report questionnaires designed to measure attitudes toward the self in a variety of

areas (family, peers, school, and general social activities) for adolescents and adults.

Coopersmith (1967) suggests four aspects of self-esteem, namely:

1. Power

Power here means the ability to control the behavior of ourselves and others. This ability is characterized by the recognition and respect that individuals receive from others. A person is successful because he is able to control himself, control and influence others in order to achieve goals and have a good initiative.

2. Significance

Significance is considered as their acceptances, careens, judgments and affections that individuals receive from others. The more expressions of affection that individuals receive, the more meaningful they were be. Individuals who rarely or do not get positive stimulus from others, then the individual were feel rejected and was isolate themselves from relationships.

3. Virtue

Virtue is known as the obedience that follows moral and ethical standards, marked by obedience to stay away from bad behavior. Conformity with morals and ethical standard is adapted by individuals from the values that has given by parents. The discussion of virtue also includes matters relating to human values and religious observance.

4. Competence

Competence means performance of shown with a uniform skill for all ages. Having a good ability was make individuals feel confidents to achieve their goals because individuals are able to solve their problems that they face and are able to face their environment.

According to Blascovich and Tomaka in Rosyida (2016), self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones. While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence or body esteem are used to imply a sense of self-esteem in more specific domains. It is also widely assumed that self-esteem functions as a trait that is stable across time within individuals. By self-esteem the students are able to perform and showing them self-confidently without being nervous and it is directly making a good performance. Cohen et al. (2004:193) state that self-esteem is a critical factor in educational and scholastic achievement. It has been defined as the individual's evaluation of the discrepancy between his/her self-image and his/her ideal self. It is a measure of the extent to which the individual cares about the discrepancy.

Since high self-esteem is going to improve the emotional ambience of a classroom, it is in the student teacher's best interest to enhance and develop this factor in individual students, mainly through fostering suitable interpersonal relationships and providing opportunities for success. Furthermore, Galko (2001:108) states that a person's accomplishments in life are dependent upon his personal prediction of his performance. In actuality, anyone can affect his own future, positively or negatively, through truthful evaluation of his self-esteem. Hence, the students should have a high self-esteem in their life. When self-esteem levels are low, psychological homeostasis is unbalanced, creating insecurity, fear, social examples and other negative situations (Rubio, 2007).

Self-esteem according to Baron, Branscombe and Byrne (2008) is a very responsive to events experienced by individuals in everyday life, for example when an individual is able to achieve the desired goal then self-esteem was increase, but if they fail then his self-esteem was fall. Self-esteem can have a decisive influence on person's life, good or bad. When there is very low self-esteem, this can even lead to the need for clinical care. However, even in the context of language learning low self-esteem is a nonclinical phenomenon. Students can avoid taking the risks necessary to acquire communicative competence in the target language; they may feel very insecure and even out of class. In addition, Dedmond in Hisken (2011) states self-esteem as a complication of feelings about themselves that guide their behavior, influence their attitudes, and encourage their motivation. It refers to the tendency of individuals as individual's wo demonstrate their judgment about their own worthiness or their appreciation of themselves. It is a feeling about their worth, and it can be a good or bad feeling. From these statements can be attributed self-esteem to students' learning outcomes, as it guides their behavior, influences their attitudes, and encourages their motivation. If the level of self-esteem is low, motivation can also be low. When students are not studying with high motivation, it is difficult for students to achieve good grades.

According to the above theories, self-esteem is the way people evaluate their own abilities and whether or not they can judge themselves as their own worth. Students with high self-esteem are students who value themselves and believe that they can do everything they want to do as well as others. This makes them more confidents and motivated in learning because they feel they can learn well. If students' self-esteem is high, students value themselves positively and believe in

their own ability in English, so it can help them to improve their English achievement including writing ability.

2.2 Empirical Review

Empirical review is a review of relevant research that has been conducted that includes a review of previous studies relevant to this research. Empirical evidence can help researchers avoid accident repetition of previous research results and to clarify and define research concepts. In conducting this study, the researchers want to make a correlation between students' self-esteem and writing ability. Several researchers have been done related to this present study which discussed about correlation between students' self-esteem and writing ability.

In addition, for example, research entitled "The Correlation Between Student's Self-Esteem and Their Writing Ability at Second Grade of SMAN 1 Pringsewu" that has been conducted by Kholik (2017). The aim of the study was to obtain empirical evidence of whether there was a link between students' self-esteem and their writing ability. In general, this research found that there is a correlation between self-esteem and writing ability. On the other research related to this present study is a research titled "The Correlation between Self-Esteem and Writing Ability of The First Year Students of SMAN 1 Pekan Baru that has been conducted by Masyur (2017), there was correlation between self-esteem to the students' writing ability.

Considering the result data, those two studies were already good in presenting the data of the correlation between students' self-esteem and writing ability. The sources of materials that the researchers used were good. However, in the written test research conducted by Kholik (2017), in this study, questionnaires

and narrative text were used to determine students' writing ability. It was less effective because the time given by the researcher was only 30 minutes and made students rush and catch up with time. The other research was conducted by Masyur (2017), and the researcher used a questionnaire as an instrument to collect data of students' self-esteem in writing. However, it is unclear which aspects and indicators are used in the questionnaire. In addition, there is no specification of the questionnaire used by researchers in previous studies. In this study, the researcher was making an instrument using aspects based on Coopersmith (1967) and indicators related to the theoretical review so that it is quite clear in making the questionnaire and makes it easier for the reader to identify each item of the questionnaire.

2.3 Hypothesis

A hypothesis is a prediction of what was be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in research. Usually based on theoretical expectations about how things work and existing scientific evidence. To answer the research problem in this study, the researcher assumes that there is a correlational study, namely the directed hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not by chance and that they were significant in terms of supporting the theory under investigation. In this study, the hypothesis proposed is as follows:

Ho: there is no significant correlation between self-esteem and writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023.

Ha: there is significant correlation between self-esteem and writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023.

