

CHAPTER I INTRODUCTION

1.1 Background of the Problem

There are four basic language skills which must be covered by students, namely, listening, speaking, reading, and writing. Of these four skills, they are divided into two categories, namely receptive skills, which include reading and listening skills, and productive skills, which include writing and speaking skill. Other than listening, speaking, and reading, one of the skills that students must develop is the ability to write because it is a productive ability that involves creating something from students' minds in order to develop their ability to express their ideas and form social relationships by communicating with others. Writing is a form of communication in which messages, ideas, and feelings are conveyed in writing.

According to Nunan (as cited in Basonggo et al., 2016, p. 1) writing is the process of thinking to invent ideas, thinking about how to express them in good writing, and clearly organizing them into statements and paragraphs. Therefore, writing skill need to be learned by students so that they can master them well by using some of the roles in writing, such as sentence structure, tenses, idioms, and vocabulary, correctly, so that they can be used to express the student's thoughts, feelings, and communication with others. Furthermore, Meyers (as cited in Heryanti and Sucipto, 2017 p. 83) states that writing is a method of producing language in the same way that human do when they speak. Writing can be defined as communicating with other people using the words you want to write on paper or digital media such as email, business letters, newspapers, diaries, and so on. This skill is an

important part of conveying thoughts and ideas and arranging them into sentences or paragraphs.

Writing, like speaking, is a productive skill, which means that it involves language production rather than acceptance. Many students believe that writing, especially in a foreign language, is difficult to learn. When students want to write something, they should have a lot of information, ideas, and thoughts in their heads. They must not only consider what they are going to write, but they must also consider the general structure of the text in order to write correctly.

Based on the 2013 curriculum, students in senior high school must master some text types such as narrative text, recount text, hortatory exposition text, analytical exposition text, descriptive text, report text, spoof text, new item text, discussion text, anecdote text, and procedure text. Students must show their English skills in the class, such as by telling a narrative story in both written and oral form. When someone shows something, others will observe and give comments. A written performance can be read again and again in order for others to more easily pay attention to the mistakes and give comments. Others can give positive or negative comments on someone's performance. Because of that, some students will feel insecure when writing an English text because they are concerned about other students' grades and assessments. The students will perceive that they are unable to write, which may have an impact on their writing quality.

Many factors can influence students' writing quality, including their grammar, vocabulary, ideas, and personality, which is self-esteem. As we all know, writing is a difficult task. It is quite difficult to develop an idea into a long paragraph while adhering to the rules of the text. These factors can make students think that they are unable to complete the task. They are not confident in their abilities. This personality may be the most difficult

obstacle for students who are just beginning to learn a foreign language. In other words, students' self-esteem may influence their desire to write.

Based on the researcher's interview with one of English teachers at SMAN 2 Negeri Agung on September 21st 2020, the researcher identified several problems, including: First, students still lack of vocabulary, so they have difficulty writing the appropriate vocabulary. The second, students have difficulty expressing ideas in writing, so when they are given writing assignments, they are generally unable to complete them. The third, students have a low ability to write sentences with proper English grammar. The fourth, most of the students' writing skill is still poor, so they lack the confidence to express their ideas on paper. The last, Students only have little memorization of vocabulary, grammar, and tenses so that they often make mistakes in writing proper English sentences. Therefore, Even though the teacher has used a good method in teaching and learning English, the students still forget what they have to write on paper.

In addition, there are English teachers at SMAN 2 Negeri Agung who apply several techniques and media, so it can make it easier for students to master their writing skills. Unfortunately, even though the teacher uses effective techniques and media, the students' writing scores are still low. It may occur because of a person's personality. One of the factors influencing student achievement is a person's personality. Self-esteem is one of the many personality factors that influence students' achievement. Self-esteem is an aspect of a person's personality that is really important in daily life because they have various roles in life. The effect on achievement, the relationships we have, and our sense of satisfaction with ourselves. Self-esteem is an evaluation of oneself and the source of energy that determines a person's level of confidence and enthusiasm. Someone who likes himself more or has high self-esteem will set bigger life goals and will continue to fight for those goals so that he can get what he

wants. Otherwise, someone who has low self-esteem can make him not develop his potential maximally because they feel they are not capable of doing it well, so they cannot try their best.

Based on the researcher's interview with the students at SMAN 2 Negeri Agung especially the tenth grade on September 21st 2020, the researcher identified several problems, namely students' anxiety and self-esteem in learning English. Many students feel anxious and have low self-esteem so they find it difficult to learn English. Some students who have a high level of self-esteem, they are able to overcome difficulties in learning, especially learning English so that their achievement of grades is also quite satisfactory. Meanwhile, students who have low self-esteem levels, they do not like learning a foreign language because for them it is a language that is difficult to understand and not the language they use everyday so that when there is a foreign language lesson, namely English, they are lazy to study it seriously so that the achievement of grades which they get is also low.

According to Coppersmith in Multahada and Mabelle (2015, p. 118) he argues that self-esteem is the result of an individual's evaluation of one's own worth, which is expressed in attitudes toward oneself. His evaluation expresses an acceptance or rejection attitude and shows how much the individual believes that he is capable, meaningful, successful, and valuable according to personal standards and values. Besides that, Papalia et al., (as cited in Marwati, 2015 p. 148) is also stated that self-esteem grows from social interactions and one's experiences, both pleasant and unpleasant, which will shape self-esteem into positive or negative self-esteem. In addition, it demonstrates that self-esteem is a viewpoint that assesses the extent to which a person believes in his or her own competence or ability.

Self-esteem is influenced by internal and external factors. Internal factors are factors that exist within or are generated by an individual's ideas, beliefs, practices, or behavior.

While external factors are factors in the environment, such as messages conveyed verbally or nonverbally, or experiences evoked by parents, teachers, organizations, culture, and other important people. In addition, Coopersmith (as cited in Djamahar, 2020, p. 6) stated that self-esteem is a self-assessment of feelings of worth or meaning expressed in individual attitudes towards him.

It can be concluded that one of the factors that influence students' achievement is their personality. Self-esteem is an assessment made and maintained by each individual using rules against himself, conveying an attitude of agreement or disagreement, and showing how far a person can be sure that he is competent, meaningful, successful, and worthy. In other words, self-esteem is a personal judgment of suitability expressed in an individual's attitude toward himself. In short, it indicates that self-esteem is a measure of how much a person believes in his or her own intelligence. Self-esteem plays an important role in mastering a second language.

Brown (as cited in Humaera, 2015, p. 38) stated that there can be no successful cognitive or affective activity without some level of self-esteem, self-confidence, knowledge of oneself, and belief in one's own abilities for that activity. Therefore, we can sum up that how we play our potential, which we call self-esteem, affects our success in learning English in school. In other words, self-esteem is the personality of a person who has a valuable role in the learning process. Furthermore, Dedmond (as cited in Asri et al., 2019, p. 3) defines self-esteem as a complicated set of feelings about ourselves that guide our behavior, affect our attitudes, and drive our motivation. It refers to our feelings about our abilities and worth, which can be positive or negative. From the above statement, we can correlate students' self-esteem to their learning results because if we are unsure about our own capabilities for that activity, we will not succeed in learning and it will also affect our psychology, such as

motivation. Motivation can be low if the quality of one's self-esteem is low. Students will have trouble achieving a good score when they are unmotivated to learn.

Based on the explanation above, the researcher is interested to conduct a research paper with the title "The Correlation between Students' Self-Esteem and Their Writing Ability in Narrative Text at The Twelfth Grade Students of SMAN 2 Negeri Agung Academic Year 2021/2022".

1.2 The Identification of the Problems

Based on the background of the problems above, the researcher identifies several problems as follows:

1. Students still lack of vocabulary, so they have difficulty writing the appropriate vocabulary.
2. Students have difficulty expressing ideas in writing, so when they are given writing assignments, they are generally unable to complete them.
3. Students have a low ability to write sentences with proper English grammar.
4. Most of the students' writing skill is still poor, so they lack the confidence to express their ideas on paper.
5. Students only have little memorization of vocabulary, grammar, and tenses so that they often make mistakes in writing proper English sentences. Therefore, Even though the teacher has used a good method in teaching and learning English, the students still forget what they have to write on paper.

1.3 The Limitation of the Problem

Based on the identification of the problems above, the researcher focuses the problems on the correlation between students' self-esteem and their writing ability in

narrative text at the twelfth grade students of SMAN 2 Negeri Agung academic year 2021/2022.

1.4 The Formulation of the Problem

Based on the limitation of the problems above, the researcher formulates the problem as follows: “is there significant correlation between students’ self-esteem and their writing ability in narrative text at the twelfth grade students of SMAN 2 Negeri Agung academic year 2021/2022?”

1.5 The Objective of the Research

The objective of this research is to find out whether there is significant correlation between students’ self-esteem and their writing ability in narrative text at the twelfth grade students of SMAN 2 Negeri Agung academic year 2021/2022?”

1.6 Uses of the Research

This section explained about the uses of the research which was divided into two aspects as follows:

1.6.1 Theoretically

The results of this research are expected to be a useful reference for other researchers. This can be a trigger for them to continue further research and obtain additional information about theories of self-esteem and theories of writing.

1.6.2 Practically

a. Students

As information for students, they must be confident and increase their self-esteem in order to improve their ability to write. In addition, they also know their level of self-esteem.

b. Teacher

The results of this study can be used by English teachers to determine the level of self-esteem of students and provide information for English teachers about how to encourage students to increase their self-esteem so that they can improve their ability in learning English, especially in writing skill.

c. Next Researcher

The results of this research are expected to provide information for further research that is in the same area.

CHAPTER II THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Writing Ability

In line with the explanation in the background, there are four language skills which need to be mastered by students in English education, such as listening, speaking, reading, and writing. Writing is one of the four skills that need to be mastered by students. It is an important skill because in writing, someone is able to write what they want to express. Writing is a way to transfer ideas, opinions, emotions, and feelings to others in written form.

According to Brown (as cited in Masitoh & Suprijadi, 2010, p. 39) writing is a thinking process. He states that writing can be planned and given an unlimited number of revisions before its release. Furthermore, according to Linse (as cited in Masitoh & Suprijadi, 2010, p. 39), writing is a combination of their writing process and product: discovering ideas,