

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,

putting them on paper, and working with them until they are presented in a manner that is polished and comprehensible to readers. Thus, it can be concluded that writing is a thinking process of discovering ideas that are then written down on paper.

Byrne (as cited in Sari, et al., 2013, p. 74) explains that writing is a process of encoding (putting messages into words) carried out with the reader in mind. Therefore, the degree of crafting that needs to be done, and at what level, will also be determined to some extent by the address. Stylistic choices, in other words, depend on why and for whom we are writing. Weigle (as cited in McKay, 2008, p. 245) states, writing is also a cognitive activity.

It means that students are hoped to have ability in writing. The first is they should know the steps of arranging letters, words, sentences and paragraphs by using knowledge and structurally. Then, these are related to each other where the success of communication will be done if sender and receiver get the means or message.

In the context of teaching language, teaching writing is the natural outlet for students to reflect on their listening, speaking, and reading experiences. Unlike the other three language skills, writing lets learners have control over their linguistic components (knowing of language) in conveying their meaning. Writing also lets students to form what they have in their mind. This suggests that writing must be developed as a communicative skill.

Communication can be done either orally or in writing. Oral communication is like listening and speaking. Meanwhile, written communication is like reading and writing. These abilities can be categorized differently into categories that include receptive abilities and productive abilities. Reading and listening are receptive abilities because they are used for receiving information, while speaking and writing are productive abilities because they are useful for generating and conveying information.

In addition, to be clear in describing the concept of writing ability, it is important to know what the ability is. Simply, ability is related to skill in doing something. According to Miller and Mancillas (2001, p. 11) ability has the implication of being able to do something well or having advantages, skills, and resources. Moreover, Geiser & Studly (as cited in Javed et al., 2013, P.131) states, The ability to write something in a productive way is an indicator of success during the learning process.

Based on the explanation above, it can be concluded that writing is a process of expressing ideas on paper by arranging letters to be words, then to be sentences based on the communicative purpose. Writing also has a very important role in today's world because people can exchange information both academically and non-academically through written texts, and it can be published and accessed around the world. Writing involves conveying a message that is said using words on paper or digital media. We must be able to form letters into words and combine them into interrelated sentences so that they can be easily understood by the readers. Writing ability is the ability to express ideas, feelings, and thoughts by organizing words and sentences on paper communicatively.

### **2.1.2 Difficulties in Writing**

Writing can be said to be the most difficult skill among the four language skills. It is more difficult for students learning a second language or foreign language because it is one of the productive skills that require students to produce writing based on their own thinking. Students will find it difficult to express their ideas if they do not have good writing skills. Writing is a skill that is not easy to master. This is probably the most difficult lesson because students must produce texts in English that are not their first language. Students must also write what they think and declare it on paper using the correct procedure because each type of text has its own generic structure. It takes a series of exercises to develop this

ability. It cannot be learned just once.

Wasilah (as cited in Arsyad, et al, 2016, p. 197) states that writing is perceived by teachers and students as the most difficult skill to teach and learn. Writing skills are one skill that needs to be developed in English teaching. Besides it, Kharisma (as cited in Susilawati, 2017, p. 103) explain that writing is more complex than the other skills such as reading, listening, and speaking. Byrne (as cited in Pratiwi, 2016, p. 5) states that problems that make writing difficult are divided into three categories. The first is Linguistic Problem, the second is Physiology Problem, and the third is Cognitive Problem. Linguistic aspect like grammar, vocabulary, language use, and choice of sentence in writing must have full monitoring. Then, physiology problem is more focuses on the writer's difficulty because there are not direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The last is cognitive problem. Writing has to be throught formal instruction like spelling, punctuation, capitalization and paragraphing. In addition, Hedge (as cited in Alfaki, 2015, p. 44) also states that there are problems in writing which are linguistic problem and cognitive problem as describe below:

#### **a. Linguistic Problem**

Based on Hedge (as cited in Alfaki, 2015, p. 44), the linguistic problems in writing are: grammatical problems, sentence structure problems, and problems with diction. Those problems are described below:

First problem in linguistic factor is grammar. Richards and Schmitdt (as cited in Effendi et al., 2017, p. 42) state that grammar is a description of the structure of a language and language units such as words and phrases are formed into sentences. Based on Mabuan (2015, p. 5), categories of the problems in grammar are verb tense (misuse of verb tenses),

subject-verb agreement (misuse of subject/ verb agreement), prepositions (when a preposition is misused, omitted, or added), morphology (omission of plural “s”; misuse and addition of the plural ending in “s”; wrong word formation), articles (omission or addition of “a”, “an”, or “the”), verbs (omission of the verb “do” or “be”; confusion for verb choice) and pronouns (misuse of pronoun).

Second problem is sentence structure. According to Alwi (as cited in Oktafianikoling, 2016, p. 3), Sentence is the smallest unit of language in spoken or written form, which expresses a complete thought. Every sentence is formed from one or more clauses and expresses a complete thought. This criterion is a powerful indicator of development in student writing. Every sentence is formed from one or more clauses and expresses a complete thought. Watkins (2005, p. 95) state that criterion of sentence structure is a powerful indicator of development in student writing. Writers move from simple and compound, speech-like sentence structures to more complex, hierarchical structures using non-finite and embedded clauses.

Furthermore, based on Oshima (as cited in Arfiawati, 2019, p. 73) sentence problems are sentence fragments, choppy sentence, run-on sentence/comma splices and stringy sentence, as follows: (a) Meaning is not clear (sentence fragments), students" error in meaning still found on students" writing. Meaning is not clear is words in the sentence is not having a clear meaning. It is not clear. (b) Choppy sentence are sentences that are too short. Although short sentences can be effective, overuse of them is considered poor style in academic writing. (c) Run-on Sentence, a run-on sentence is a sentence in which two or more independent clauses are written one after another with no punctuation. (d) Comma splices, comma splices entail the incorrect use of a comma (hence: comma splice) to join two (or more) independent clauses together in a single sentence. Comma

splices are a sentence in which two independent clauses are incorrectly joined by a comma without coordinating conjunction. (e) Stringy Sentence, stringy sentence is a sentence with too many independent clauses, usually connected with *and*, *but*, *so* and *because*. It often results from writing the way you speak, going on and on like a string without an end.

The last problem in linguistic factor is diction (word choice). According to Putrayasa (2005, p. 7), diction is choice of word, esp with regard to correctness, clearness, or effectiveness. To composing an effective sentence we should choose the word that appropriate with the same meaning and correct structure cognitive. Example: Everybody brought there own food (word choice).

#### **b. Cognitive problems**

Based on Hedge (as cited in Alfaki, 2015, p. 45), the cognitive problems in writing are punctuation, spelling, content and organization, as describe below:

First cognitive problem in writing is punctuation. Punctuation is one of the most important aspects in writing. Without punctuation, writing is meaningless. Casagrande (2014, p. 5) states, "the truth is, punctuation can be very difficult". In addition, according to Field (2009, p. 88) Punctuation is the system of marking text to help readers" understanding. The most commonly used marks are full stop (indicate the end of a sentence.), comma (separate items in a list, indicate a short pause in a sentence, are always used after said when using direct speech), apostrophe (show that a letter or letters have been left out of a word, e.g. has not becomes hasn't show ownership, e.g. Tom's bike, e.g. birds' wings), hyphen, colon, semi-colon and quotation marks (are used to show direct or quoted speech in writing, are used to indicate titles of poems, songs, short stories or articles, can draw attention to an unusual or particular sense or usage of a word) or inverted commas. According to Byrne (as cited in Sari, et al., 2013, p. 75), the fact that punctuation has never

been standard to the extent as spelling, makes it is problematic.

Second problem is capitalization. Capitalization is one of other aspects in writing. Antonova (2020, p. 303) state that characteristics of capitalization describes as follows: (1) begin a sentence, (2) are used for the title of something, e.g. Lord of the Ringsare, (3) used for the names of special people and places, e.g. Rose, Count Dracula, Sydney, New South Wales, (4) are used for the names of special things, e.g. Opera House, Murray River, (5) begin days and months, e.g. Tuesday, May, (4) are used for initials used in place of a full name, e.g. NSW; J. Smith; P.O. According to Gowere et al (as cited in Alfaki, 2015, p. 45) the rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students. Example: do you like london (Capitalization error).

Third problem in cognitive factor is spelling. Spelling is another aspect of writing. According to Westwood (2008, p. 65), spelling, particularly of common everyday words, is a skill that needs to become automatic. Lack of automaticity seriously hampers the ability of students to express their ideas clearly and easily in writing. Correct spelling only becomes automatic if students have regular and intensive periods in which to write, and if they receive support and corrective feedback from the teacher and peers. Saddler et al (as cited in Westwood, 2008, p. 62) argue that learning to spell in a language like English is not an essay task, and many students have difficulties generating the correct spelling of the words they want to use in their writing. Harmer (2007, p. 324) stated that one of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. Example: The asnwer is obvious (a spelling error).

Fourth problem in cognitive factor is content. Content is a thesis statement that related ideas to develop in a paragraph. Content refers to the topic and its explanation or

elaboration, discussion, evaluation, and conclusion. It is telling personal experience, facts, description, and opinions. According to Saddler in Westwood (2008, p. 58), poor writers typically exhibit major difficulties at two levels, namely coping with grammar, spelling, punctuation, and handwriting (lower level), and generating ideas, sequencing the content and revising. Example: students had trouble generating ideas or elaborating on them.

The last problem in cognitive factor is organization. Organization is the progression, relatedness, and completeness of ideas. Husna, Zainil and Rozimela (2013, p. 7) stated that the students faced difficulties in organizing the ideas because they do not know how to deliver it in English. Example: students had difficulties developing and organizing ideas.

Based on that explanation above, it can be concluded that the cognitive factor consists of four things. Those are punctuation, spelling, content, and organization. Students' problems in writing can also be affected by cognitive factors.

### **2.1.3 Causes of Students' Difficulties in Writing**

Students writing in an EFL classroom context should show their awareness of their own communicative goals, of the reader, and of the writing context. The students' difficulties could be connected to various factors. Therefore, the major factors which trigger the difficulties in writing were seen to have five causes. According to Alfaki (2015, p. 46-48), those problems are: the nature of writing process, lacks learners' motivation, inadequate time, lack of practice and lack of teacher feedback that described as follow:

First, the nature of the writing process. According to Kay (as cited in Westwood, 2004, p. 100) writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write legibly. However, students without writing ability had

difficulties in writing. It caused students to not know how to write correctly.

Second, lacks learners' motivation. Harmer (2007, p. 98) stated that motivation is some kind of internal drive that pushes someone to do things in order to achieve something. Based on Lindstrom in Westwood (2008, p. 59) motivation and anxiety problems often accompany the process of writing for those who are not proficient, and can seriously interfere with the quality and quantity of text the student produces.

Third, inadequate of time. Hess and Wheldall in Westwood (2008, p. 61) stated that lack of planning (time) is one of the reasons why some students write very little, and why their ideas are not presented in a logical order or with sufficient detail.

Fourth, lack of practice. Westwood (2008, p. 59) argue that less competent writers display none of these traits and abilities. They find the task of writing very difficult and unrewarding, and their lack of skills results in minimal work output. Over time, they engage in much less practice in writing than their more competent peers, and through this ongoing lack of practice, they do not improve.

Fifth, lack of teacher feedback. According to Harmer (2007, p. 151) Written feedback is intended to help and teach students as well as to assess their work. Zamel (as cited in Alfaki, 2015, p. 48) states that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators.

Byrne (as cited in Alfaki, 2015, p. 48) states that if we are to be truly readers rather than judges, we should consider what the students have accomplished rather than what they have failed to accomplish. This may assist students in appreciating and incorporating feedback into their revisions. Teacher's feedback is give benefit for student's writing to improving both teaching and learning process so that enables the teachers to find out to what

extent they have been successful in their teaching and what they need to do to make their teaching more effective.

Based on that explanation above, it can be concluded that students' difficulties in writing consist of four causes. These factors include a lack of student motivation, insufficient time, a lack of practice, and a lack of teacher feedback. It makes most students make errors in writing.

#### **2.1.4 Genre of Text**

A text genre is a type of written or spoken discourse. Texts are classified into genres on the basis of the intent of the communicator. Based on the 2013 curriculum for senior high school, genres of text are classified into eleven, namely; narrative text, recount text, hortatory exposition text, analytical exposition text, report text, descriptive text, spoof text, news item text, discussion text, anecdote text, and procedure text.

- **Narrative Text**

A narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. A social function is fulfilled when a narrative deals with problematic events that lead to a crisis or turning point of sorts (climax), which in turn leads to a resolution. The purpose is to amuse or entertain the readers with a story that deals with complications or problems that lead to a crisis and, in turn, finds a resolution and to deal with actual vicarious experiences in different ways. Hornby (as cited in Lubis, 2014, p. 68) states that a narrative is a story that explains the past activities or events in order to be problematic and to give lessons to readers.

- **Recount text**

A recount text is a text that retells events or experiences from the past. Its purpose is either to inform or entertain the audience. There is no complication among the participants, and that differentiates it from the narrative. According to Anderson and Anderson (as cited in Husna and Multazim, 2019, p. 53) a recount text is a text that retells past events, usually in the order that they happened. The social function of this text is to share past experiences, diaries, personal letters, and incident reports.

- Hortatory Exposition Text

Hortatory exposition text is a text which represents the attempt of the writer to have the addressee do something or act in a certain way. The purpose is to persuade the reader or the listener that something should or should not be the case. Djuharie (as cited in Hasibuan et al., 2020, p. 51) states that in the hortatory exposition text, the writer presents a view, ideas, or opinions to influence or persuade the reader to have a pro-contra attitude towards something and invites the reader to do something. It can be concluded that writing hortatory exposition text is a process to produce an idea from the writer about the topic discussed in order to persuade the readers or listeners about something they should do or not do in the case.

- Analytical Exposition Text

Analytical exposition text is a text that discusses something that is happening in society. The writer gives their opinion about the phenomena that will be discussed. According to Priyana et al., (as cited in Irwan et al., 2018, p. 170) Analytical exposition is a text that proposes certain topics that may be pro or contra, or both. The topics to be discussed must be recent events. This type of text can be found in scientific books, journals, magazines, newspapers, articles, and so on.

- Report text

A report text is a text that presents information about something. It is the result of systematic observation and analysis. According to Gerot and Wignell (as cited in Pestaria et al., 2014, p. 29) ) a report may be defined to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

- Descriptive Text

Descriptive text is a text that says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Wyrick (as cited in Husna, Zainil, and Rozimela, 2013, p. 2) states, "The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of details to make an impression on the reader."

- Spoof Text

Spoof text is a text that tells a factual story that happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. Gerot and Wignell (as cited in Orianda and Rosa, 2013, p. 448) state that, A spoof text is a text used to retell an event with an unpredictable ending.

- News Item Text

A news item is a text that informs readers about the events of the day. The events are considered newsworthy or important. Gerot and Wignell (as cited in Astria, 2019, p. 27) state that A news item is a kind of text that is used to inform readers, listeners, or viewers about events of the day that are considered newsworthy or important.

- Discussion Text

This is a text that presents problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historical, and social texts. Christie and Derewienka (as cited in Ilham and Aminullah, 2014, p. 57) a discussion is an argumentative genre that requires the writer to adopt a position and defend it by debating two or more sides of an issue before reaching a conclusion.

- Anecdote Text

Anecdote text is an interesting short story because it is funny and memorable, usually about important or famous people or based on actual events. Mahsun (as cited in Permadi et al., 2018, p. 73) state that Anecdote text is text that is displayed to make participants who experience it feel annoyed or silly.

- Procedure Text

A procedure text is a kind of text that aims to give guidance about steps to do something. . Djuharie (as cited in Ruswinarsih, 2015, p. 15) this text is basically consist of tips or sequence of steps in making something or in doing such activity. Beside it, Emilia (as cited in Ruswinarsih, 2015, p. 15) also state that it is a kind of text that we can find in daily life, such as in manual and recipes.

Based on the above, it can be concluded that there are eleven different text genres that must be learned by students, such as narrative text, recount text, hortatory exposition text, analytical exposition text, report text, description text, news item text, discussion text, anecdote text, and procedure text.

#### **2.1.4 Concept of Narrative Text**

Narrative text is a kind of text to tell the story which occur in the past to entertain the readers or listeners. According to Kane (as cited in Latifa and Manan, 2018, p. 249) narrative text as a meaningful series and events written in words. It can be imaginary story or based on a real incident. Meanwhile, According to Anderson (as cited in Asirika and Refnaldi, 2017, p. 243) narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Based on the explanation above, it can be concluded that narrative text is text which tells a story that occur in the past to entertains and informs the reader or listener.

In addition, Mukarto (as cited in Latifa and Manan, 2018, p.29) explain that the story of animals (fable), the story of citizen (folktale), and legend can be found in narrative text. In other words, narrative text is a written text contain a message which is aim to make the reader understand the meaning of the story. Narrative always addresses some problems which lead to the climax and then turn into a solution to the problem. That is the thing which distinguishes narrative from other texts such a descriptive, spoof, and so on. Based on the explanation above, it can be concluded that narrative text is text that contain about a message which is aim to make the reader understand the meaning of the story.

Characteristic of narrative is aesthetics; it means that the text should have imagery to increase the reader's interest. briefly, conflict and resolution (the way to solve the problem) are important points of narrative, but as well as bearing those two elements, narrative also needs time sequences in order to make the story systematic and run in chronological order. Djatmika and Wulandari (as cited in Susilawati, 2017 p. 103) states, a narrative text have a structural organization that includes orientation, complication, and resolution. Narrative text is type of spoken or written text which tells a story of one character or more who face the problematic situation. The social function of narrative text is to amuse, entertain, and deal

with actual sensational experience. There are so many kinds of narrative texts. The kinds namely: folktales, fairytales, fable, myth, etc. It can be concluded that narrative text have a structural organization that includes orientation, complication, and resolution.

Based on the explanation above, it can be concluded that narrative text is a text that tells about a fictional story to entertain the reader or listener. At the end of the story there will always be wise messages that need to be learned by the reader or listener. It makes the reader feel happy in reading the narrative text. Writing ability in narrative text can be defined as competence or skill to express ideas, feelings, thoughts, or thoughts by using words grammatically and knowledgeable in producing texts that tell a fictional story in the past.

### **2.1.5 Generic Structure of Narrative Text**

Generic structure is the structure of the sections in each paragraph in narrative text. Anderson (as cited in Lubis, 2016, p. 5) states that the steps for constructing a narrative are; Orientation/ exposition, Complication/ rising action, Sequence of event? Climax, Resolution/ falling action, and Reorientation.

#### ○Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

#### ○Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

○Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication.

It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's view.

○Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering. How did it end"?)

○Reorientation: It is an optional closure of event.

Based on the explanation above, it can be concluded that the stages generic structures of narrative text are Orientation/ exposition, Complication/ rising action, Sequence of event? Climax, Resolution/ falling action, and Reorientation.

The stages above are the generic structure of narrative text. In addition, narrative text also has language features. The language features of the narrative text are as follows:

1. The sentence pattern used is usually the Simple Past Tense
2. The beginning of a sentence usually starts with an *Adverbs of Time* such as; *long time ago, once, one, once upon a time.*
3. Many use time conjunctions
4. Sometimes there is direct dialogue between the characters in the story.

Based on the explanation above, the language features of the narrative text are; mostly, the Simple Past Tense is used in sentence pattern, an Adverbs of Time is

typically used to begin sentences, many use time conjunctions, and sometimes there is direct dialogue between the characters in the story.

### 2.1.6 Grammatical Features of Narrative Text

In a text, there is a characteristic which make one text to another text is different. One way is in grammar feature. Leech (2001, p. 607) stated that grammar features of narrative text are using past tense, action verb, and human objects. Clearly, Knapp and Watkins (2005, 221-222) states that proposed another grammatical feature of narrative text is following:

○ When sequencing people and events in time and space, narrating typically uses:

1. Action verbs
2. Temporal connectives

○ Stories are typically written in the past tense unless quoting direct speech; for example:

1. They *were* poor because their pig *ate* them out of house and home and he *didn't share* with the other animals.
  - His name *was* Bob.
  - 'You *should go* on a diet' *said* Clarabelle.

c) In action sequences, mainly action verbs (underlined) are used, while in reflections/evaluations, mental verbs (italicized) predominate; for example:

1. Bells were ringing, sirens screeching and people were running everywhere.
2. Maria *didn't know* what to do next. She *thought* about her mother and *wondered* what was in her head.

d) Narratives often use action verbs metaphorically to create effective images; for example:

1. It was a *terrible* argument.
2. Words were *flying* everywhere.

e) Narratives often use rhythm and repetition to create particular effects; for example:

*Riding*. The boy went *riding* across the wintery moor, far away from the strife of his unhappy home.

f) Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example:

1. Anger, Silence. As the vengeful brother *prowls* the streets.
2. Rose slowly opened the old wooden door. *Dark*. There was nothing but black.

Based on the explanation above, grammar features of narrative text are: The first is when sequencing people and events in time and space, narrating typically uses action verbs and temporal connectives. The second, stories are typically written in the past tense unless quoting direct speech. The third, in action sequences, mainly action verbs (underlined) are used, while in reflections/evaluations, mental verbs (italicized). The fourth, narratives often use action verbs metaphorically to create effective images. The fifth, narratives often use rhythm and repetition to create particular effects. The last, play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects.

### **2.1.7 Writing Process**

In writing, the writer must use good language and be able in arranging the sentences grammatically. There are some rules which are important in expressing an idea in written language. Pardiyono (2006, p. 162-188) proposed six steps to start to write, they are:

1. Deciding communicative want to be written,
2. Choosing topic want to be written,
3. Using sentence pattern correctly,
4. Textually meaning full; it means that the communication purpose of the text must be made clear trough rhetorical construction of meaning which are revealed in series of sentences which hold together cohesively and coherently,
5. Using 'theme-rhyme' to develop the paragraph, and
6. Reviewing the text which was made.

Furthermore, according to Kane (2000, p. 17) there are three steps in writing with instructions: think about it, doing it, and doing it again. Think about it means that in writing process, the first is choosing subject. In this step, writer needs to explore the ways to develop and devise strategies of organization and style in writing. The second steps is doing it or drafting. This writer to develop ideas and to work out a structure but do not lose sign of major goals by pursuing minor ones-proper spelling, conventional punctuation, the exact word (Kane, 2000, p. 34). The third steps is doing it again or revising. After doing steps, there will be final result of writing.

In addition, according to Brereton (as cited in Jayanti, 2019, p.76) states, six separate steps most good writers follow: discovering a topic, planning an approach, writing a rough draft, revising, writing a final draft, and proofreading. Leo et al. (2007, p. 1-4) states, the writer also must prevent several aspects in writing process, those are:

First, avoid ambiguities and misinterpretations. It is mean that the writer should be avoid ambiguities and misinterpretations in writing process. It is very important in writing process because ambiguities and misinterpretations can be problem for reader to understanding of writing.

Second, avoid inputting too many details; overgeneralization will make writing become vague, so the reader cannot understand the meaning what the writer wants to convey. Furthermore, the writer should be avoid inputting too many details, it is aim to make the reader easy to understanding the meaning of what the writer wants to convey.

Third, avoid long-winded explanations which make the writing unclear. In writing process the writer should be make the writing simpler and not long-winded explanations because it is can make the writing unclear. Besides, writing that long-winded explanations can make reader feel boring to read the writing.

The last, avoid plagiarism and sensitive issue (such as: difference races, religions, and social groups). In writing process plagiarism and sensitive issue is the big infraction that must avoided by writer. It is because in writing the writer should be emphasize originality of the writing and must not plagiarize writings of another people.

From the explanation above, it can be concluded that the writing process requires grammatical and good writing measures so that the delivery of the meaning does not cause misunderstandings for the reader. In the writing process, the most important steps are to pour the author's thoughts into his writing. In addition, the writer must also plan and choose the topic of discussion to be written, use correct sentence patterns in accordance with English grammar, and avoid aspects that make the writing process cause misinterpretation for the reader.

### **2.1.8 Assessing Writing**

Assessing writing is the way of measuring students' ability in writing. Urquhart & McIver (as cited in Ratnaningsih, 2016, p. 5) states, the most time-intensive part of teaching writing is assessment. Furthermore, Miller (as cited in Ratnaningsih, 2016, p. 5) defines that assessment as gathering information to meet the particular needs of a student. In addition, McKay (2008, p. 217) states that assessment of writing is more pressing than the assessment of oral language. It is because this skill is more readily associated with learning and academic progress.

According to Brown, (2007, p. 413) there is thing to be considered for assessing writing that is evaluation checklist.

#### **a. Evaluation Checklist**

One way to view writing assessment is through various rating checklists or grids that can indicate to students their areas of strength and weakness and in many cases such taxonomies are scoring rubrics (Brown, 2007, p. 413). Jacobs et al (as cited in Weigle, 2009, 115) states there are five aspects of writing such as content, organization, vocabulary, language use and mechanics.

The first is content, content consist of understanding knowledge of the subject, development of thesis, main point, sufficient details, and interrelationships of the subject. It is mean that in content the writer should be have understanding knowledge of the subject to development of thesis, main point, sufficient details, and interrelationships of the subject.

The second is organization, organization is explaining ideas clear or not, coherence and cohesion, logical sequencing, controlling idea and relationship of ideas within and between paragraphs. In writing organization is very important because it is

explaining ideas that make clear or not, coherence and cohesion or not with theme, can make the writing logical sequencing, and then can controlling idea and relationship of ideas within and between paragraphs.

The third is vocabulary, vocabulary is showing about accurate vocabulary, idiomatic, word form mastery and appropriate register and choice of word. In writing choice of accurate vocabulary is very important to know about knowledge the writer of idiomatic, word form mastery and appropriate register and choice of word.

The fourth Language use, language use is explaining about verb tenses, pronoun, preposition, effective complex construction, number and word order. This aspect is very important to know about knowledge the writer about verb tenses, pronoun, preposition, effective complex construction, number and word order.

The last is mechanics that consist of spelling, punctuation, capitalization, paragraphing, mastery of conventions and handwriting. This aspect is very important to know about knowledge the writer about spelling, punctuation, capitalization, paragraphing, mastery of conventions and handwriting.

From the explanation above, it can be concluded that states there are five aspects of writing such as content, organization, vocabulary, language use and mechanics. The further information of this assessment can be seen in the table below which state by Jacob (as cited in Weigle, 2009, p. 116). All aspects considered in writing are assessed based on writing indicators such as; content, organization, vocabulary, grammar, and mechanics.

**TABLE 1**  
**THE GRATING INSTRUMENT OF ASPECTS IN WRITING ABILITY**

Variable	Sub Variable	Level	Indicator
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Writing ability	Content	30—27	Excellent to good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26—22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		21—17	Fair to poor: limited some knowledge of subject, little substance, inadequate development of topic
		16—13	Very poor: does not show knowledge of subject, non- substantive, not pertinent, or not enough to evaluate.
	Organization	20—18	Excellent to very good: fluent expression, idea clearly stated/supported, succinct, well organized, logical sequencing, cohesive
		17—14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		13—10	Fair to poor: non-fluent, idea confused or disconnected, lack logical sequencing and development
		9—7	Very poor: does not communicate, no organization, or not enough to evaluate
	Vocabulary	20—18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
		17—14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13—10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
		9—7	Very poor: essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate
	Language use	25—22	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns,

			prepositions
		21—18	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
		17—11	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
		10—5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
	Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Based on the explanation above, it is clear that there are some aspects to evaluate students' ability in writing. Five aspects of writing such as content, organization, vocabulary, language use and mechanics. The writer will determine students' score based on students' result in writing.

### **2.1.9 Concept of Self-esteem**

There are many personality aspects that affect the students' achievement, one of them is self-esteem. Self esteem is one of affective factors which has got many attentions in affecting someone's achievement especially in academic performance. Self esteem is important because it influences people's choices and decisions. In other words, it is such a motivational function that people will take care of themselves, explore their full potential and persistently strive towards their goals and aspirations.

Brown (2007, p. 154) states that "self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self confidence, knowledge of yourself, and self-efficacy—belief in your own capabilities to successfully perform that activity." Besides it, Wells and Marwell in Susanti (2017, p. 22) explain that self-esteem as two psychological processes such as evaluation and influence. The evaluation process will place more emphasis on the role of cognition, while the influencing process tends to prioritize the role of feelings. This definition of self-esteem then produces a typology of definition consisting of four: self-esteem as a certain attitude that can involve positive or cognitive reactions, emotional, and behavior; self-esteem as the difference between self and desirable; self-esteem as a psychological response that a person holds toward himself, not his own attitude; and self-esteem as part of the self-system related to motivation or self-regulation or both. Coopersmith (as cited in Alfiah and Budiani, 2014, p. 22) states, aspects of self-esteem are meaning, strength, competence and virtue. Knowing the area of self esteem needs to be done in order to build positive or high self-esteem. From the explanation above, it can be concluded that self-esteem is probably the most pervasive aspect of any human behavior; it is certain attitude that can involve positive or cognitive reactions,

emotional, and behavior in life.

Kutob et.al, (as cited in Tannir and Hroub, 2013, p. 47) defines that self- esteem is the representation of the person's general feeling about him/herself. In addition, according to Baron and Byrne (as cited in Srivastava and Joshi, 2014, p. 37) self esteem can be defined as an individual's attitude about him or herself, involving self-evaluation along a positive or negative dimension. According to Rosenberg (as cited in Gustaman, 2015, p.122) self-esteem is evaluation or pride of the self, how they feel that they are persons of value and capabilities. grantham and ford (as cited in Sudhakar and Sharma, 2020) elaborate that students with high self-esteem set higher goals in life and strive to achieve them with determination, commitment, and steadfastness. Such students do not lose hope even in the face of failures (p. 1213) From the above statements, it describes that self-esteem is a view to assessing the extent to which someone believes in his competence or ability.

According to Blascovich and Tomaka (as cited in Cecily and Jebaraj, 2017, p. 28) they argues 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.

In addition, Brown (as cited in Gustaman, 2015, p. 122) state that the term of self-esteem may be classified into three types namely; global self-esteem, specific self-esteem, and task self-esteem. Those three terms would be elaborated as follow.

#### **a. Global Self – Esteem**

According to Baumeister, et al., 2003, p. 120) Global self-esteem is the evaluative component of self knowledge. In general, high self-esteem refers to favorable global evaluations of the self, and low self-esteem refers to unfavorable evaluations of the self. In addition, Brown (as cited in Gustaman, 2015, p. 122) Global self-esteem refers to overall personality evaluation of self-assessments about themselves. Researchers call this form of self-esteem as global self-esteem, because it is relatively enduring, both over time and in situations. Sometimes self-esteem is used to refer to personality variables that represent how people in general feel about themselves. Depictions of global self-esteem vary widely. It is assumed that global self-esteem is the decision people make about their value as a person. However, global self-esteem has been shown to be stable during adulthood, with a possible genetic component associated with temperament and neuroticism.

#### **b. Specific Self – Esteem**

Rosenberg and Shraugher (as cited in Gustaman, 2015, p.122) specific self-esteem is a better predictor of behavioral outcomes and actual performance on the concept attainment test. Specific self-esteem has a strong effect on school performance; moreover, having a good specific self – esteem is needed for students to acquire second or foreign language (Brown and Rosenberg in Gustaman 2015, p. 122).

#### **c. Task Self – Esteem**

In second language acquisition, self-esteem is a personality which has an important role in learning process. According to Brown (as cited in Gustaman, 2015, p.123) states that in the educational domain, task self-esteem relates to particular tasks within specific situations which focus on one special subject area. In addition, Brown (as cited in Humaera, 2015, p.38) states no successful cognitive and affective activity

can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief in your own capabilities for that activity. Therefore, it can be concluded that the capabilities that we called self-esteem influences someone success in learning such as learning English in school.

Self-esteem is the personal feeling about one's self-worth or personal belief about his or her ability to reach a goal. Self-esteem is a personality that has an important role in learning process. Brown (as cited in Mirhadizadeh, 2016, p.190) state that self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem.

Based on the explanation above, it can be concluded that self-esteem is an evaluation that individuals make and how individuals view himself, leads to acceptance or rejection, as well as individual belief in his abilities, and the success it has achieved. There are 3 types of self-esteem, namely; global self-esteem, specific self-esteem, and task self-esteem. Global self-esteem can be seen in general or globally from a broad perspective; specific self-esteem is self esteem which is seen from a special point of view; and task self-esteem is self-esteem which is relates to particular tasks within specific situations which focus on one special subject area.

#### **2.1.10 Aspects of Self Esteem**

Aspect of self-esteem is an element contained in self-esteem. According to Coppersmith (as cited in Sa'diyah, 2012, p. 10) there are four aspects contained in individual Self Esteem. These aspects are; power, significance, virtue, and competence.

##### **a. Power**

Strength or power shows the ability of a person to be able to regulate and

control behavior and get recognition for that behavior from others. Strength is expressed by the recognition and respect an individual receives from others and the quality of the opinions expressed by an individual which will be recognized by others.

b. Significance

Significance shows the care, attention, affection and expression of love received by someone from another person which shows the acceptance and popularity of the individual from the social environment. Acceptance of the environment is characterized by warmth, good response from the environment and environmental interest towards the individual and the environment likes the individual according to his actual self.

c. Virtue

Virtue or virtue shows an obedience to follow moral and ethical and religious standards where individuals will avoid behavior that must be avoided and conduct behavior that is permitted by morals, ethics and religion. Is considered to have a positive attitude and ultimately makes a positive self-assessment, which means that someone has developed positive self-esteem in himself.

d. Competence.

Competence or competence shows high performance to meet needs and achieve achievement (need of achievement) where the level and tasks depend on the variation of a person's age. Self-esteem in adolescence increases to be higher when adolescents know what tasks are important to achieve their goals, and because they have done these tasks or other similar tasks.

From the explanation above, it can be concluded that there are four important aspects of self-esteem, namely Power, Significance, Virtue, and competence. These

four aspects are a strong and meaningful foundation in self-esteem. Of the four aspects of self-esteem have an important role that can control or influence others and itself, the infertility of the environment that makes each individual means, obedience to the rules that make a feeling of pride in themselves, and the ability to achieve what is expected of the individual itself.

### **2.1.11 The Correlation between Students' Self Esteem and Their Writing Ability**

In academic English, psychological aspect like self esteem is important to students. If students want to write but they do not have high self-esteem, they will feel unworthy so that it decrease students' achievement. If students have high self esteem, they feel worthy and able to give the best results from the assignment given by the teacher, so that it can make them try very well to achieve their best achievement in making their own writing.

Pullman and Allik (as cited in Ahmad et.al, 2013, p. 363) states that high self-esteem plays a highly important role not only in academic achievements of students but also in social and personal development as well. Self esteem and academic achievement have close relationship and have a lasting impact each other. Anthony et al., (as cited in Ahmad et al., 2013, p. 363) state that students with high self esteem have comparatively high academic achievements than students with low self esteem. Self esteem affects all aspects of the life of an individual, such as; job success, school achievement, social development and professional development.

There is a close relationship between self esteem and level of educational attainment of learners (Wiggin et al., as cited in Ahmad et al., 2013, p. 363). In addition, Maruyama et al., (as cited in Ahmad et al., 2013, p. 363) have found that students who generally feel confident show better performance in all areas of their studies and those who demonstrate less confidence show low performance. According to Miraei (as cited in Ahmad et al., 2013,

p. 363) students who feel inadequate or shy cannot participate in the learning activities more actively.

### **2.1.12 Previous Related Research**

There are several researchers who investigated the correlation between students' self-esteem and their English achievement. The writer find out some research which are relevant to this research as follows.

According to Sari (2017), she conducted research to find out the correlation between students' self esteem and their reading ability at the eighth grade of State Islamic Junior High School Andalan Pekanbaru. She clarify that there is a significant correlation between the students' self-esteem and their reading ability in understanding recount text at the eighth grade of State Islamic Junior High school Andalan Pekanbaru. Self esteem is one factor that influences students' reading ability in understanding recount text; meaning that self esteem at the eighth grade cannot be ignored and tend to need noticeable attention.

Furthermore, Illyun (2019), conducted research to find the correlation between students' self-esteem and students' speaking skill through the use of role play. She explain that there a positive correlation between students' self - esteem and students' speaking skill through the use of role play in implementation of lesson plan. The result of the Pearson Product Moment correlation showed that person correlation = 0,548. The result showed  $r = 0,548$  higher than 0,25. It means, if the students' self – esteem is high the students' speaking skill also high. That result indicates that there is correlation both of variable but fairly correlation between them.

In addition, Aisyah (2020), conducted research to find the correlation between students' self esteem and students' speaking ability of eleventh grade at SMAN at Maros. She explain that students who had high self esteem comfortable to speak, even though they

had a lot of pauses and hesitations, and frequent lapses in vocabulary use. Based this previous research, the writer conclude that there is a correlation between students' self-esteem and their speaking skill.

There are similarities and differences between previous research and this research paper that will explain below:

The first, similarities and differences between this study and the research conducted by Sari. This study has similarities with the research conducted by Sari, namely using a quantitative research design, discussing self-esteem, and focused on two variables. Meanwhile, the differences between the two lies in the subject and the object. The subjects of research paper by Sari were the eighth grade students of State Islamic Junior High School Andalan Pekanbaru, and the object was the students' reading ability. While the subjects in this research were twelfth grade students of SMA Negeri 2 Negeri Agung, and the object is the students' writing ability.

The second, similarities and differences between this study and the research conducted by Illyun. This study has similarities with the research conducted by Illyun, namely using a quantitative research design, discussing self-esteem, and focused on two variables. Meanwhile, the difference between the two lies in the subject and the object. The subjects of research paper by Illyun were students of English extracurricular class of SMP Kyai Hasyim Surabaya, and the object was the students' speaking skill. While the subjects in this research were twelfth grade students of SMA Negeri 2 Negeri Agung, and the object was students' writing ability.

The third, similarities and differences between this study and research conducted by Aisyah. This study has similarities with the research conducted by Aisyah, namely using a quantitative research design, discussing self-esteem, and focused on two variables.

Meanwhile, the differences between the two lies in the subject and the object. The subjects of research paper by Aisyah were the eleventh grade majoring in natural science and social sciences of SMAN 7 Maros, and the object was the students' speaking ability. While the subjects in this research were twelfth grade students of SMA Negeri 2 Negeri Agung, and the object was the students' writing ability.

Based on some research above, the researcher assumes that students' self-esteem has correlation in learning at academic English such as reading and speaking. In this research, researcher wants to conduct research about "The Correlation between Self-esteem and Their Writing Ability in Narrative Text at the twelfth grade students of SMA Negeri 2 Negeri Agung. Academic Year 2021/2022. The researcher takes the title because writing is very important skill than other skill. It is as productive skill which involves students to write and to produce language by their mind. Beside it, self esteem is also important because it is psychological aspect that affects their ability in academic English.

## **2.2 Frame of Thinking**

As the explanation above, the writer assumes that there is a correlation between self-esteem and students' English abilities especially writing ability. Students with high self-esteem are students who respect themselves and believe they can do whatever they and others want. If students' self-esteem is high, students value themselves positively and trust their own English language skills, which can help them improve their writing skills.

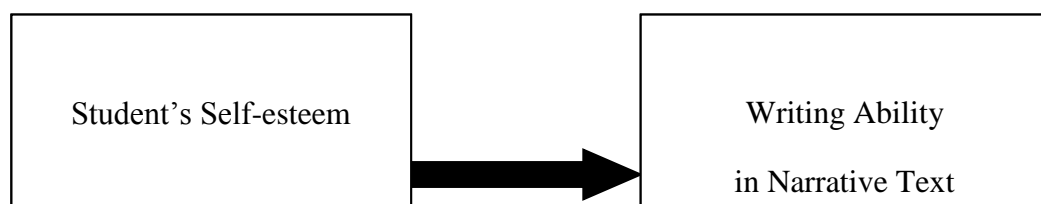
Students with high self-esteem think they are good students. What the teacher says is good advice, not bad comment. They do not think that they are making big mistakes because in learning it is natural that we make mistakes. So, his abilities will increase because he accepts suggestions from others. Students also do not feel that the assignment given by the teacher is difficult. They can do what the teacher instructs. For example, the teacher asked

them to write a narrative text. They are not confused about that. They believe they can do well. It is clear that students with high self-esteem can learn better than students with low self-esteem and vice versa, it means that self-esteem is correlated with students' writing ability. This makes them more confident and motivated in learning because they feel they can learn well, so they can achieve better writing scores.

There are three types of self-esteem including; global self-esteem, specific self-esteem, and task self-esteem. In this study, the authors assume that specific self-esteem is a type of self-esteem that has the highest correlation with students' writing abilities. Special self-esteem is the way people evaluate their various abilities and attributes. When a person believes in his ability, he will become proficient in that ability. For example, people who judge themselves as having a good voice will enjoy singing. Because they love to sing, they sing a lot. Thus their competence in singing will get better because they practice a lot.

Deal with this case, students' self-esteem is related to the writing ability. It is important for students to have high self-esteem, because students will be motivated to write well in order to show the best of their ability.

The correlation between students' self-esteem and writing ability can be drawn as follows:



**FIGURE 1**

**FRAME OF THINKING OF THE RESEARCH**

## **2.3 Hypothesis**

In line to the theories and assumptions above, the researcher formulate hypothesis as follows:

**H<sub>0</sub>** (Null hypothesis) : There is no 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.

**H<sub>a</sub>** (Alternative Hypothesis) : 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.

## **CHAPTER III RESEARCH METHODOLOGY**

### **3.1 Research Method**