THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR WRITING ABILITY AT SECONDGRADE OF SMAN 1 PRINGSEWU

(A Script)

By

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR WRITING ABILITY AT SECOND GRADE OF SMAN 1 PRINGSEWU

NUR KHOLIK

The objective of this research were (1) to investigate whether there is any significant correlation between students' self-esteem and their writing ability, (2) to investigate what type of self-esteem that has the highest correlation with students' writing ability, and (3) to investigate what aspect of writing that has the highest correlation with students' domain specific self-esteem.

This research was a quantitative research, and the design was ex-post facto design. This research was conducted at SMAN 1 Pringsewu in 2016/2017 academic year. Twenty eight students were taken as samples through probability sampling by using simple random sampling. The data were obtained by administering questionnaire about the students' self-esteem and writing test. The data were analyzed by using Pearson Product Moment Correlation in SPPS 23.0 for Windows.

The result of the data analysis showed that there was a significant correlation between self-esteem and students' writing ability. It may happen because self-esteem makes the students be more motivated, confident, and less anxious, it also influences their behavior. It was found that domain specific self-esteem is the type of self-esteem which has the highest correlation with students' writing ability. It was also found that vocabulary is aspect of writing that has the highest correlation with students' domain specific self-esteem. Thus, the researcher claims that self-esteem influences EFL students' learning process and outcomes.

Keywords: correlation, self-esteem, writing ability.

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By

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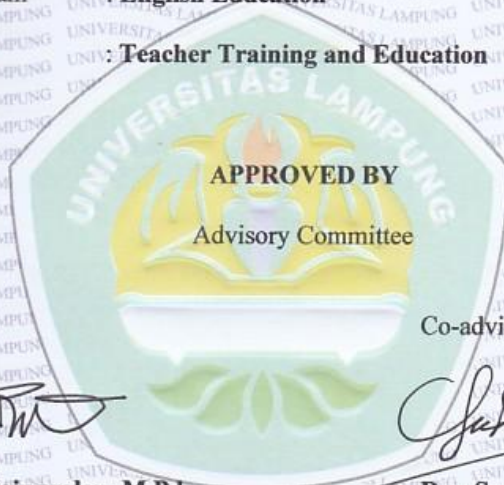
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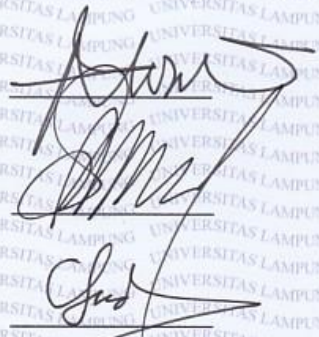NIP 19620203 198811 1 001

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Nur Kholik
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CURRICULUM VITAE

Nur Kholik was born on March 1st, 1995 in Pringsewu. He is the eighth child of wonderful parents, Mastur (the late) and Suwarti. He has four brothers and three sisters.

He started his study from SD N 1 Patoman in 2000, and he graduated in 2007. He, then entered his secondary school at SMP N 1 Pagelaran, and he graduated in 2010. After graduating from junior high school, he continued his study at SMA N 1 Adiluwih and he graduated in 2013.

In the same year, he was accepted as an S1 Student at English Education Study Program at Teacher Training and Education Faculty of University of Lampung. Furthermore, from July to September he did KKN in Wirata Agung, Central Lampung, and teaching practice program (PPL) at SMPN 1 Seputih Mataram. Then he did research at SMA N 1 Pringsewu.

DEDICATIONS

This script is fully dedicated to:

My beloved parents, Mastur (the late) and Suwarti

All of my brothers and sisters

My friends in English Education 2013 of Lampung University

My Almamater, University of Lampung

MOTTO

To define yourself is to limit yourself.

Without labels you remain the infinite being.

(Deepak Chopra)

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Alhamdulillahirrobil'alamin, praise to Allah SWT, the almighty and merciful god, for his blessing and mercy the writer with faith, health and opportunity so that the writer is able to finish this script. The title of this script is, *The Correlation between Students' Self- Esteem and Their Writing Ability at Second Grade of SMAN 1 Pringsewu*. This script is presented toEnglish Education Study Program of Teacher Training and Education Faculty ofLampung University as compulsory fulfillment of the requirements for S1 degree.Gratitude and honor are addressed to all people who have helped and supportedthe writer for completing this script. Here the writer would like to address his gratitude and honor to:

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Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further research. The researcher is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to compose a better script in the future.

Bandar Lampung, July 2017

Nur Kholik

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I. INTRODUCTION

This chapter presented a general description of the study. It covered the background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Writing is one of the four language skills in learning English. Writing is an important ability to be learned by the students to develop their ability to express their ideas, and establish or maintain social relationship by communicating with others. In the other words, writing ability is an important part of communication. Writing is a means to communicate, to convey message, ideas, and feeling in a written form. It is in line with Bryne (1999), he states writing is transforming our thought into language. Writing also reinforced the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly. Good writing ability allows the students to communicate their message or idea to a number of people.

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. It can be infered that writing is speaking to others by using paper or digital

text. Just like speaking, writing is a productive skill that means it involves producing language rather than receiving it. Since producing is more difficult than receiving, many students think that writing is difficult to learn, especially writing in foreign language. When students want to write something they should have a lot of information, ideas, and thought in their mind. Not only think what they have to write, but they also have to concern with the generic structure of the text. It makes the students think that they can not write a good text.

Based on 2013 curriculum, students of senior high school have to master some types of text such as narrative text. In the class, the students have to perform their English such as telling a narrative story both in written and oral. When someone performs something, the others will pay their attention and give comments. A written performance can be read again and again so that the others can more easily notice the mistakes and give comments. The comments to someone's performance can be positive or negative. As a result, some students will feel insecure when produce an English text because they worry about the score and the others' judgment. Thus, the students will feel that they are not able to write, and it may influence their quality of writing.

There are many factors that may influence the students' quality of writing such as students' grammar, vocabulary, ideas, and personality i.e. self-esteem. It has been known that writing is not easy. It is hard enough to develop an idea into a long paragraph and follow the rules of the text. These factors can cause the students think that they can not do it. They do not believe in their ability. This personality

may the main problem for the students to start learning the foreign language skills. In other words, factor that might influence students to learn writing is their self-esteem.

English teachers apply some techniques and media in order to make the students easier to master writing ability. Unfortunately, although the teacher applies good technique and media, the students still get low score in writing. It may happen because of the students' personality. Students' personality is one of the factors that influenced the students' achievement. There are many personality aspects which influence the students'achievement; one of them is self-esteem. According to Coopersmith in Suparman (2010), he defines self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy. In other words, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individual holds toward him self. In short, it shows that self-esteem as the view to value how far someone believes their competence or their ability.

Brown (2000) 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. So, we can conclude that how we see our capabilities that we call self-esteem influences our successful in learning such as learning English in school. In other words, self-esteem is a

personality that has important role in learning process. In addition, Dedmond in Hisken (2011) points out self-esteem as the complication of feelings about ourselves that guides our behaviour, influences our attitudes, and drives our motivation. It is the feelings about our ability and value, and it can be good or bad feelings. From those statements, we can connect self-esteem with students' learning outcome, because we will not succeed in learning if we do not belief in our own capabilities for that activity, and it also influences our psychology such as motivation. If level of self-esteem is low, motivation also can be low. When the students do not learn with high motivation, it is difficult for the students to achieve good score.

There some researchers who already conducted research about self-esteem and English. Putri (2013) conducted research to find out the correlation between students' self-esteem and speaking ability. She claims that students with high self-esteem can reach better score than studets with low self-esteem. It can be conclude that the higher the students' self-esteem scores, the higher their speaking ability and vice versa. Another researcher, Hayati and Ostadian (2008) investigated the relationship between self-esteem and listening comprehension of EFL students. They point out that there is statistically significant relationship between those two variables. Based on those previous research, the writer infers that there is a correlation between students' self-esteem and their witing ability.

1.2. Research Questions

Based on the background above, the researcher formulated the problem as follow:

1. Is there any correlation between students' self-esteem and their writing ability?

2. What type of self-esteem has the highest correlation with students' writing ability?

3. What aspect of writing that has the highest correlation with students' domain specific self-esteem?

1.3. Objectives of the Research

In line with the problem above, the objective of the research were as follows:

1. To investigate the correlation between students' self-esteem and their writing ability.

2. To investigate what type of self-esteem that has the highest correlation with students' writing ability.

3. To investigate what aspect of writing that has the highest correlation with students' domain specific self-esteem.

1.4. Uses of the Research

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

1. **Theoretically**

   The result of the research hopefully bring useful reference for the other researchers, this may become a trigger for them to go to the further investigation and an additional information about theories of self-esteem and theories of writing.

2. Practically

a) The result of this research can be used by English teacher to find out the students' self-esteem level. It is also as information for English teacher concerning on how to encourage the students to improve students' self-esteem.

b) As information for students that they should believe in themselves and increase their self-esteem in order to improve their writing ability. Furthermore, they also know their level of self-esteem.

c) As information for teachers and students how self-esteem related to students' learning achievement.

1.5. Scope of the Research

In this research, researcher focused only on one skill of four English skills that was writing ability. The population of the research were the second grade students of SMA N 1 Pringsewu. The researcher chose one class randomly by using lottery. This research was conducted to know the correlation between students' self-esteem and their writing ability. So, the researcher used two tests to collect data this research without any treatment. The first test was a questionnare of self-esteem that was translated into Bahasa Indonesia, and the second test was writing a narative text test.

1.6. Definition of Terms

Some terms were defined in order to give similar perception. These were stated below:

1. Coopersmith in Suparman (2010) defines self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy.

2. Writing is an ability to express ideas, wants, needs, and feelings writtenly by using paper or digital text. In writing, we communicate a massage to others for some purposes such as establish or maintain social relationship.

3. Correlation means statistical description for determining relationship between two variables. In this research, the first variable is the students' self-esteem (independent variable), and the second variable is the students' English writing ability (dependent variable).

4. Ability is a competence in applying certain activity. In writing, the components are content, organization, vocabulary, language use, and mechanic.

This chapter already discussed general description of the study. It covered the background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter concerned with several points: concept of writing, concept of self-esteem, concept of narrative text, previous related research, theoretical assumption, and hypothesis elaborated the following section:

2.1. Concept of Writing

Writing is one of language skills that is studied in the school. Writing is an activity of combining words into sentences, and then combining sentences into a text. Writing as one of the four language abilities and most often studied as the last one, plays an important role in the processes of language learning. Writing is considered as a skill which involves listening, speaking, and reading. In other hands, learn this skill same as learn all language skill. As a result, if the students have good writing ability, they can have good language abilities. Furthermore, the four language skills are integrated, so developing one skill supports the development the others.

Writing is also considered as a very important role in today's world. Almost information exchange both academic and non-academic around the world takes place through written texts. Takes for example, when people are going to make a

research, they publish it in form of written form. Moreover, Broughton et al state that writing is considered both private and public activities. People generally write to either communicate something to other people (the writing is meant to be read by others) or to be used for their own personal use (the writing is not usually meant to be read by others).

Writing as one of the four abilities of language is difficult to learn. It is the activity that is requiring the ability to make the words become sentences. It is also activities of constructing sentences into a text. It is in line with Bryne (1999), he states writing is transforming our thought into language. Writing is not easy. It may the most difficult subject because the students have to produce a text by using English which is not their first language. The students also have to write what they think in their mind, and state it on a paper by using correct procedure as each type of text has its own generic structure. Just like the other skills i.e. swimming, the more we practice, the better it is. It takes series practices to develop this ability, it can not learn only one time.

Communication can be grouped in oral or written. Oral communication includes listening and speaking, and written communication encompasses reading and writing. These abilities can be grouped differently, reading and listening are receptive abilities as they are used in receiving information, and speaking and writing are productive abilities as they are useful for producing and conveying information. Based on that statement, writing can be the most difficult ability among the four abilities of language, because producing is more difficult than

receiving. It will be difficult for the students to express their idea if they don't have good writing ability.

Writing and speaking are productive skills that means they involve producing language rather than receiving it. Actually, we can say that writing involves communicating a message (something to say) by using words on a paper. We need to be able to form letters to be words, and to join these together to make sentences or a series of sentences that link together so that it is understandable for the readers to read. Meanwhile, Meyers (2005) states writing is a way to produce language that the writers do naturally when they speak. It can be concluded that writing is speaking to other on paper or on digital text. However, what we write can be read by others, so that we feel anxious while writing as people will realize it when we make mistakes in our text.

An important aspect that has a significant role in writing is social and affective factors such as students' self-esteem, anxiety, and motivation. According to Silva and Matsuda (2001) social and affective factors seem strongly influence the writing development of writer who have to learn a new language within a variety of social contexts. Moreover, some researchers in L1 compositions have demonstrated that the writing process is extremely complex and involves social as well as cognitive factors (Bizzell, 1992).

There are some aspects in writing which should be given a lot of attention by the students in order to produce a good written text. Jacobs (1981:90) states that there

are five aspects of writing that have to be considered to make the writers successful in their writing.

1. Content refers to the substance of writing, the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.

3. Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

4. Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.

5. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

From the statements above, it can be said that writing is a means of communication to express feeling, ideas, or thought to others people (the writing is meant to be read by others) or to be used for our own personal use (the writing is not usually meant to be read by others) by using symbols on paper or digital text.

2.2. Concept of Self-esteem

There are many personality aspects which influence the students' achievement, one of them is self-esteem. According to Coopersmith in Suparman (2010), he defines self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individual holds toward him self. It is clear that self-esteem as the view to value how far someone believes their competence or their ability.

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 (Blascovich & Tomaka, 1991). While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence 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.

Meanwhile Brown and Marshall (2006) state that the term of self-esteem can be classified into three categories. Sometimes the term is used to refer to overall feelings of affection for oneself (global self-esteem), sometimes the term is used to refer to the way people evaluate themselves in specific domains (domain specific self-esteem), and sometimes the term is used to refer to people's

momentary feelings of self-worth (state self-esteem). Those three terms will be elaborated as follow.

1. Global Self-Esteem

Most often, the term 'self-esteem' is used to refer to a personality variable that captures the way people generally feel about themselves. Researchers call this form of self-esteem as global self-esteem or trait self-esteem, as it is relatively enduring, both across time and situations. Sometimes self-esteem is used to refer to a personality variable that represents the way people generally feel about themselves. Depictions of global self-esteem range widely. It is assumed that global self-esteem is a decision people make about their worth as a person. However it is defined, global self-esteem has been shown to be stable throughout adulthood, with a probable genetic component related to temperament and neuroticism.

2. Domain Specific Self-esteem

The term self-esteem is also used to refer to the way people evaluate their various abilities and attributes. For example, a person who doubts his ability in school is sometimes said to have low academic self-esteem, and a person who thinks she is popular and well liked is said to have high social self- esteem. In a similar vein, people speak of having high self-esteem at work or low self-esteem in sports. The terms self-confidence and self-efficacy have also been used to refer to these beliefs, and many

people equate self-confidence with self-esteem. We prefer to call these beliefs self-evaluations or self-appraisals, as they refer to the way people evaluate or appraise their physical attributes, abilities, and personality characteristics.

3. State Self-Esteem

Finally, the term self-esteem is used to refer to rather momentary emotional states, particularly those that arise from a positive or negative outcome. This is what people mean when they speak of experiences that bolster their self-esteem or threaten their self-esteem. For example, a person might say her self-esteem was sky-high after achieving high score in an examination, or a person might say his self-esteem was really low after rejecting from his or her favorite school. It also refers to these emotions as self-feelings or as feelings of self-worth. Feeling proud or pleased with ourselves (on the positive side), or humiliated and ashamed of ourselves (on the negative side) are examples of what we mean by feelings of self-worth.

Self-esteem is a personality that has an important role in learning process. Brown (2000) 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. So, we can conclude that how we see our capabilities that we call self-esteem influences our successful in learning such as learning English in school.

Self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social instance and other negative situations (Rubio, 2007). Self-esteem can exercise a determining influence on a person's life, for good or bad; when there is very low self-esteem, this may even bring about a need for clinical treatment. However, though in the context of language learning low self-esteem is a non-clinical phenomenon. Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class.

Moreover, Dedmond in Hisken (2011) points out self-esteem as the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation. It refers to an individual's tendency as a person which indicates their judgments of their own worthiness or their appreciation to their own. It is the feelings about our value, and it can be good or bad feelings. From that statement, we can connect self-esteem with students' learning outcome, since it guides their behaviour, influences their attitudes, and drives their motivation. If level of self-esteem is low, motivation also can be low. When the students do not learn with high motivation, it is difficult for the students to achieve good score.

In line with those researchers, Branden (1969) states that high self-esteem is important because when people experience it, they feel and look good, and they respond to others and themselves in healthy, positive, growing ways. They know that they are lovable and capable, and care about themselves and others. They

referred to 'self-esteem' as the subjective life of the individual, largely one's thoughts, feelings, and behavior.

According to the theories above, self-esteem is the way of the people evaluate their own abilities and whether they can appraise their own or not as their value to their own. The students with high self-esteem is the students who appreciate themselve and trust that they can do everything that they want to do as well as others people. It makes them more confident and motivated in learning because they feel that they can learn well. If the self-esteem of the students is high, the students appreciate themselves possitively and trust their own ability in English, so it may help them to improve their English achievement include the writing ability.

2.3. Concept of Narrative Text

Based on 2013 curriculum, many type of texts that have to be mastered by second grade of Senior High School students, one of them is narrative text. Narrative text is a kind of text to tell the story that happened in the past to amuse the readers or listeners. According to Marahamin (1999:96), he defines narrative as a story based on the plot, with the plot consisting of events, person, and conflict. Events told about what happens in the story; person told about the character(s) that was involved in the story; and conflict told about the problem that needs to be resolved.

Narrative always deals with some problems which lead to the climax and then

turn into a solution to the problem. This is the thing that differ narrative from other texts such a descriptive, spoof, and so on. Characteristic of narrative is aesthetics; it should have imagery to increase the reader's interest. In short, 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.

In line with the definition of narrative text, here are the example of genres that fit the narrative structure, they are:

1. *Folktale* is very old traditional story from a particular place that is originally passed on to people in a spoken form, e.g. *The Mighty*.

2. *Fairytale* is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g. *Cinderella*.

3. *Fable* is traditional short stories that teach moral lesson, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g. *The Lion and the Mouse*.

4. *Myth* is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of place or people, e.g. *Joko Tarub.*

Text organization of narrative text according to Beverly (2010):

1. Orientation, it introduces the setting and figures in the story. It refers to the characters, problem, place and time.

2. Complication, it denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems.

3. Resolution, in this part, the character solves problem.

4. Re-orientation, it is the end of the story.

The stages above are the generic structure of narrative text. Besides that, narrative text also has language features. Language features of narrative text are as follow:

1. Focus on the specific and individualized participants: a particular person or thing.

2. The use of noun phrases (e.g. *a beautiful princess, a huge temple*).

3. The use of connectives (e.g. *first, before that, then, finally*).

4. The use of adverbial phrases of time and place (e.g. *in the garden, yesterday*).

5. The use of simple past tense (e.g. *he walked away from the village*).

6. The use of action verbs (e.g. *walks, sleep, wake up*).

7. The use of thinking verbs, feeling verbs, verbs of senses (e.g. *she felt hungry, she thought she was clever, she smelt something burning*).

An example of narrative text:

Timun Emas

Long time ago, lived an old woman named Mbok Sirni. She lived by herself because her husband had long passed away and she had no child. Every day, she prayed to God to give her a child.

One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds. "Plant it around your house." The giant then left without saying anything else.

In the morning, Mbok Sirni planted the seeds. The seeds grew and blossomed. Not long after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni plucked the golden cucumber and carried it home. With caution and care, she sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas

Years passed by and Timun Emas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her.

A few days later, the giant came to see Mbok Sirni about her promise. "Mbok Sirni! Where is Timun Emas?" shouted the giant. "My daughter, take these bag with you. It can save you from the giant. Now, run through the back door," said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry he ran after Timun Mas.

The giant was getting closer and closer, so Timun Emas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber field. But the giant ate them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant's body was scratched and bled. "Aaargh, I'll get you, Timun Emas!" shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt and shrimp paste inside. The ground which the salt touched turned into a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, "Help! Heeeeelp…!" Then the giant drown and died.

Timun Mas then immediately went home. She ran and hugged Mbok Sirni. Since then, Timun Emas and Mbok Sirni lived happily ever after.

2.4. Previous Related Research

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

Fahim and Rad (2011) investigated the relationship between self-esteem and paragraph writing of Iranian EFL learners. The data shows, the correlation between self-esteem and paragraph writing is significantly correlated. So, the

higher the students' self-esteem scores, the higher their paragraph writing scores and vice versa.

Hayati (2013) investigated the effect of self-esteem on students' reading comprehension achievement. She found that there is a significant effect of students' self-esteem on their reading comprehension. Self-esteem affects the sudents' reading comprehension achievement by making the students be more confident and have more motivation in learning process, so that it can improve their reading comprehension achievement.

Putri (2013) claims that students with high self-esteem can reach better score than students with low self-esteem. It can be conclude that the higher the students' self-esteem scores, the higher their speaking ability and vice versa. She says that after investigating the effect between students' self-esteem and their English speaking ability, the result of the analysis showed that self-esteem has effect on students' speaking ability.

Halima (2015) also investigated the importance of self-esteem in enhancing foreign language learners' speaking skill. The analysis of the questionnaires' results revealed that both teachers and learners strongly support the importance of self-esteem as an affective factor in improving the oral production performance. Other researchers, Hayati and Ostadian (2008) investigated the relationship between self-esteem and listening comprehension of EFL students. They point out that there is statistically significant relationship between those two variables.

From the related studies above, it shows that self-esteem influences English achievement. Although there is already research about the correlation between EFL students' self-esteem and their writing ability, the writer is still interested in investigating it. The instruments for collecting the data in previous research were Coopersmith's Self-Esteem Inventory and TOEFL proficiency test. The writer believes that when we are going to measure someone's writing ability, we have to ask him to produce a text. So, what makes this research different from the previous one is the instrument for collecting the data.

2.5. Theoretical Assumption

According to some concepts above, the writer assumes that there is a correlation between self-esteem and students' English abilities especially writing ability. The students with high self-esteem is the students who appreciate themselves and trust that they can do everything what they want to do as well as others people. If the self-esteem of the students is high, the students appreciate themselves possitively and trust their own ability in English, so that it may help them to improve their writing ability.

Students with high self-esteem think that they are good students. What the teacher's say is a good suggestion, not a bad comment. They do not think that they make a big mistake because in learning it is normal when we make mistake. So, their ability will improve because of accepting the suggestion from others. The students also do not think that the task given by the teacher is difficult. They can do what the teacher instruct. For example, the teacher asks them to write a

narrative text. They do not confuse about it. They believe that they can do it well. It is clear that the students with high self-esteem can learn better than the students with low self-esteem and vice versa that means self-esteem has correlation with students writing ability. It makes them more confident and motivated in learning because they feel that they can learn well, so that they can achieve better writing score.

There are three types of self-esteem, global self-esteem, domain specific self-esteem, and state self-esteem. In this research, the writer assumes that domain specific self-esteem is the type of self-esteem which has the highest correlation with students' writing ability. Domain specific self-esteem is the way people evaluate their various abilities and attributes. When someone believes in his ability, he will be good at that ability. For example, people who evaluate themselves as the people who have good voice will love singing. Since they love singing, they sing a lot. Thus, their competence in singing will be better because they practice it a lot.

According to Jacobs (1981) there are five aspects of writing, they are content, organization, vocabulary, language use, and mechanic. In this research, the writer assumes that vocabulary is the aspect of writing which has the highest correlation with students' domain specific self-esteem. Vocabulary is an important aspect in writing because writing is a means of communication that uses vocabulary to express the idea. When someone is lack in vocabulary, it will be difficult for him to write a good text because he does not know the appropriate vocabulary.

2.6. Hypothesis

Based on the theoretical assumption stated above, the researcher formulated hypothesis as follows:

1. There is correlation between students' self-esteem and their writing ability.

2. Domain specific self-esteem is the type of self-esteem that has the highest correlation with students' writing ability.

3. Vocabulary is the aspect of writing which has the highest correlation with students' domain specific self-esteem.

This chapter already discussed some issues which lead to the formulation of the hypothesis. They are concept of writing, concept of self-esteem, concept of narrative text, previous related literature, theoretical assumption, and hypothesis.

III. METHODS

This chapter concerned with the methods of the research. They were research design, population and sample, research instruments, validity and reliability, research procedures, data analysis, and hypothesis testing. The explanation of each subsection will be presented as follows:

3.1 Research Design

This research was intended to investigate the correlation between students' self-esteem and their English writing ability. This was a quantitative research. The writer used Ex-post facto design, because the writer gave no treatment but collected the data and saw the relation between two variables that happened. So the research aimed at collecting the data in order to answer the question about the current status of the object in which the researcher did not have control of the independent and dependent variable. Ex-post facto design is used when the researcher does not have control over the selection and manipulation of the independent variable (Hatch and Farhady, 1982). In line with Hatch and Farhady, Setiyadi (2006) points out that *co-relational study, and causal comparative study* are two types of ex-post facto design. Since this research was intended to investigate the correlation between the students' self-esteem and their writing ability, the researcher did not need to give treatment to the subjects, he only had to

give two tests that measured each variable, *co-relational study* was used. The formula of *co-relational study* is as follows:

T1 T2

In which:

T1: test for collecting data of independent variable

T2: test for collecting data of dependent variable

The variables of this research were students' self-esteem and their English writing ability. Self-esteem was psychological factor symbolized as X variable scored by using self-esteem questionnaire. English writing ability was one of the language abilities tested by writing test and the result of students' English writing ability symbolized as Y. Self-esteem was classified as independent variable because it was assumed that self-esteem influenced students'writing ability. Students' writing ability was classified as dependent variable because it was assumed that students' writing ability was affected by their self-esteem. In this present study, the researcher used one class as the experimental class.

In collecting the research data, the researcher administered test of self-esteem in form of questionnaire and test of writing ability. The researcher administered the questionnaire first in order to know the students' self-esteem level. After that, the researcher gave the test of writing ability in form of fostering a topic into paragraphs to measure the students' writing ability. Then, the output from questionnaire will be correllated with the score of students' writing test.

3.2. Population and Sample

Population is the whole subject of the research. The population of this research was the second grade students of SMAN 1 Pringsewu in academic year 2016/2017. There were 9 classses, 5 clasess were science class, and 4 were social class, and each class consisted of about 30 students. Meanwhile, sample is a smaller group selected from population as a representative. The writer took only one class from those classes as sample. The sample were taken by using simple random sampling, so that each class in population had a chance to be chosen as sample. First, the researcher wrote those 9 classes on a small-folded paper, one class for one piece of small-folded paper. Then the researcher took one folded paper randomly to choose the class to be the sample. The use of this method was to fulfill the validity aspect and to get normal distribution data.

3.3. Research Instruments

The main purpose of this research was to investigate the correlation between students' self-esteem and their writing ability. So, the researcher used two instruments in collecting the data, as follows:

1. **Self-esteem Questionnaire**

    In collecting the data of students' self-esteem, the researcher used questionnaire. Questionnaire is an instrument which is very effective to measure aspects and variables associated with personality or psychology aspect and sociology (Setiyadi, 2006). The questionnaire was *close-ended questions,* because it provided several answers, and the students only gave

cross mark for the most suitable answer. The scale was based on the *Likert Scale.*

As the researcher already explained in previous chapter, according to Brown and Marshall (2006) there were three types of self-esteem, Global, Domain Specific, and State self-esteem. Thus, to measure the level of self-esteem, three types of self-esteem questionnaire were used in this research. First was Global self-esteem questionnaire made by Rosenberg (1965). The questionnaire consists of 10 items. Second was Domain Specific self-esteem questionnaire that was developed by Hassan (2001). The questionnaire consists of 25 items. In the present study, the term "foreign language (FL)" in Hassan's original scale was replaced with the term "English". An example of an item on the scale was "My ability to learn English was high". Third was State self-esteem questionnaire that was made by Heatherton and Polivy (1991). The questionnaire consists of 20 items. All the scales were originally written in English, and Bahasa Indonesia version of the scales were used. The students were asked to complete the questionnaire within 20 minutes.

The questionnaire consists of 55 items that were answered by four point scale ranging from strongly agree to strongly disagree. Items without asterisk were positive worded statement and items with asterisk were negative worded statement. The score of self-esteem was the calculation of

every statement's score. Sum of the scores of each items, if the score was high, it means the students' self-esteem was high and vice versa.

1. Global Self-esteem

No	Statement	SA	A	D	SD
1	On the whole, I am satisfied with myself				
2*	At times, I think I am not good at all				
3	I feel that I have a number of good qualities				
4	I am able to do things as well as other people				
5*	I feel I do not have much to be proud of				
6*	I certainly feel useless at times				
7	I feel that I am a person of worth, at least on an equal plane with others				
8*	I wish I could have more respect for myself				
9*	All in all, I am inclined to feel that I am a failure				
10	I take a positive attitude toward myself				

2. Domain Spesific Self-esteem

No	Statement	SA	A	D	SD
1	My ability to learn English is high				
2	I express myself freely in English				
3*	I have a problem with some gramatical rules when writing in English				
4	I participate effectively in English discussions				
5	I can speak English very well				
6*	My understanding of what others say in English is limited				

7*	I speak English with a heavy Indonesian accent				
8	I have some English reading habits				
9	I can write very well in English				
10	I feel good about myself when speaking in English				
11	I feel happy when I am with my English classmates				
12	I can read very well in English				
13*	I do not feel at ease when I talk to my English instructors				
14*	I find difficulties talking in English in front of my classmates				
15*	My classmates are better English learners than me				
16	My English instructors have high expectations of me				
17*	My English classmates do not like me				
18	I can understand English very well				
19	I am always attenttive to my English instructors				
20	I attend Engliss class sessions on time				
21	I volunteer myself for any English classroom activities				
22*	I miss many English class sessions				
23*	I avoid many discussions in English				
24	I read for pleasure in English				
25*	I reluctantly participate in English classroom activities				

3. State Self-esteem

No	Statement	SA	A	D	SD
1	I feel confident about my abilities.				
2*	I am worried about whether I am regarded as a success or failure.				
3	I feel satisfied with the way my body looks right now.				
4*	I feel frustrated or rattled about my performance .				

5*	I feel that I am having trouble understanding things that I read.				
6	I feel that others respect and admire me.				
7*	I am dissatisfied with my weight.				
8*	I feel self-conscious.				
9	I feel as smart as others.				
10*	I feel displeased with myself.				
11	I feel good about myself.				
12	I am pleased with my appearance right now.				
13*	I am worried about what other people think of me.				
14	I feel confident that I understand things.				
15*	I feel inferior to others at this moment.				
16*	I feel unattractive.				
17*	I feel concerned about the impression I am making.				
18*	I feel that I have less scholastic ability right now than others.				
19*	I feel like I'm not doing well.				
20*	I am worried about looking foolish.				

The scoring system was as follow:

The positive worded statements will be scored :

Strongly Agree (SA)   : score = 4

Agree (A)   : score = 3

Disagree (D)   : score = 2

Strongly Disagree (SD)   : score = 1

While the negative worded statements, with an asterisk (*) will be scored as follows :

Strongly Agree (SA)   : score = 1

Agree (A)   : score = 2

Disagree (D)   : score = 3

Strongly Disagree (SD)   : score = 4

2. Writing Test

This step was done after the researcher had given the questionnaire to the subjects. The researcher gave writing test to find out the students' writing ability. The researcher chose narrative text as a writing test because in 2013 Curriculum the students of Senior High School have to master this kind of text. Writing was a productive skill, so that the researcher assessed students' writing ability by asking them to produce a text. The researcher provides 6 topics which were well known by the students. They are Timun Emas, Malin Kundang, Bawang Merah and Bawang Putih, Sangkuriang, Keong Mas, and Toba Lake. The students had to choose one of those topics. They were instructed to finish the test in 60 minutes.

Since writing was subjective measurement, the great weakness of written ratings was their tendency to have rather low reliability, and to make sure the consistency of rating of that subjective measurement, inter-rater reliability was used. There were two raters in scoring the test; the researcher himself and the English teacher of the school. In evaluating the students' writing scores the raters scored the result of students' text writing by using scoring rubric. The criteria of scoring system were

based on the rating sheet from Jacob et al (1981) which concerned to
the five aspects of writing.

Table of Specification

Aspects of Writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through 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 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, ideas clearly stated or supported, succinct, well-organized, logical sequence, 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, ideas confused or disconnected, lacks logical sequencing and
	9-7	Very poor: does not communicate, no organization or not
	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register

Vocabulary	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pro- nouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or 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
	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing

Mechanics	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 to evaluate

Based on the criteria above, the researcher evaluates the aspects of narrative text writing based on content, organization, vocabulary, language use, and mechanic. The range of the score was 0 to 100.

3.4. Validity and Reliability

Validity and reliability are two important aspects in research instrument. The researcher used those criteria for the instrument in order to get finding which was valid and reliable. Finding in research could be less meaningful and be doubted if the instrument that is used does not fulfill those two aspects. Thus, the researcher tried to fulfill those two aspects.

3.4.1. Validity of Questionnaire

Validity of a test relates with how far the test measures the criteria that were going to be measured. The writer applied a questionnaire that deals with self-esteem to measure students' self-esteem. Since the test was made based on the used to measure self-esteem the writer assumed that the questionnaire was valid. Besides the writer used construct validity analysis to measure the validity of the

questionnaire. Setiyadi (2006) states that to fulfill this type of validity, the researcher had to see the all indicator that were items of questions, and analyses them whether those questions already represent whole materials that will be measured. If a scale had represented all idea or concept which was going to be measured, this scale had fulfilled this aspect of validity. From the validity analysis that was done by the researcher, inter-rater, and expert judgement, all item of questionnaire represents all idea or concept of self-esteem. So, it was valid to measure students' self-esteem.

3.4.2. Validity of Writing Test

For the writing test, to claim it was valid, the researcher used content validity and construct validity. Construct validity concerns how the test actually in line with the theory that was being measured. Writing have five aspects to be measured, therefore, if the test had already measured those five aspect of writing, the test had been covered the aspects of construct validity. It was scored by referring the aspects that were measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics. Meanwhile, content validity relates with how far the test based on the curriculum (Setiyadi, 2006). So, the researcher chose the topic of writing test based on 2013 curriculum. He chose narrative text because it had been learn by the students of Senior High School. Thus, the researcher asked the subjects of the research to write a narrative text.

3.4.3. Reliability of Questionnaire

Reliability of the test relates with the consistence of the results. To check whether the questionnaire was reliable or not, the items of the questionnaire were analyzed by using *Cronbach Alpha* to indicate that the questionnaire were reliable and applicable for measuring self-esteem level of the students. The analysis will be done after the subjects of the research answered the questionnaire. The higher score of *Cronbach Alpha* is, the better questionnaire is. Setiyadi (2006) states if the scale was arranged in Likert scale, the minimum score of *Cronbach Alpha was* 0.70.

3.4.4. Reliability of Writing Test

For writing test, to ensure the reliability of scores and to avoid the subjectivity of the research, the writer used inter-rater reliability. Inter-rater was used when scores of the test were independently estimated by two or more judges or raters. It means that there is another person who scores the test besides the writer himself. In this research, the second rater was the English teacher of the school.

3.5. Research Procedures

In conducting the research, the writer used the steps as follows :

    1. Determining the research design

        In conducting this research, the writer used ex-post facto design with two variables, students' self-esteem as independent variable (X) and students' English writing ability as dependent variable (Y).

2. Determining the population and sample

The population were all the second year students at SMAN 1 Pringsewu. There were 9 classes, 5 classes were science class, and 4 classes were social. The researcher took one class to be chosen as sample by using lottery.

3. Determining research instruments

a. Test of Self- Esteem:

The test was a questionnaire consisting of 55 items of Likert scale with item answered on a four point scale from strongly agree to strongly disagree to measure students' self-esteem.

b. Test of writing ability:

The test was by asking the students to write a narrative text. The material of writing test was based on 2013 Curriculum for Senior High School to measure students' English writing ability.

4. Administering self-esteem test

The writer gave the questionnaire to the students about self-esteem. The questionnaire was distributed to the students directly. Since the questionnaire consists 55 items, the writer gave 20 minutes for the students to answer all items.

5. Administering English writing test

This test was used know the students' writing ability. The test was producing a narrative text. The time given for the test was 60 minutes. The students were subjected to the test without any treatment. The writer conducts English writing test to measure their writing ability.

Their works would be rated by the researcher and the English teacher of the school.

6. Collecting the data

After administering the tests, the data from both tests would be collected.

7. Scoring the students' works

After collecting the data, the students' writing works were scored by the researcher and the English teacher of the school, and the students' self-esteem questionnaire test was score by the researcher him self.

8. Analyzing the data

The score of writing test and self-esteem questionnaire test were analyzed by using *Pearson Product Moment Correlation* analysis in SPSS 23.0 for Windows in order to investigate whether self-esteem had correlation with students' writing ability or not.

3.6. Data Analysis

In order to find out the correlation between the students' self-esteem and their writing ability, the researcher analyzes the data as follow:

1. Tabulating and scoring self-esteem questionnaire test and writing test. The students' answer of the self-esteem questionnaire test and writing test were scored and tabulated. For the writing test, the students' work were scored by inter-rater; first rater was the researcher himself and the second rater was the English teacher of the senior high school. The everage score of the two raters were the score of the students' writing test.

2. Analyzing the data

    After tabulating and scoring self-esteem test and writing test, the writer analyzed the validity and reliability of self-esteem questionnaire and writing test. Then, for answering the research question, the writer correlates the data of students' self-eteem with the data of students'writing ability in order to find the correlation between them. In analyzing the data, the researcher used Pearson Product-Moment correlation analysis in Statistical Package for Social Science (SPSS) 23.0 for windows.

3.7. Hypothesis Testing

After finding the coefficient correlation between students' self-esteem and their writing ability the researcher finds out the criterion of the hypothesis acceptance. To determine whether the first hypothesis was accepted or rejected, the following criterion acceptance was used :

$H_0 = r_{value} < r_{table}$

$H_1 = r_{value} > r_{table}$

Notes:

H_0 (Null Hypothesis): There was no correlation between the students' self-esteem and their writing ability. The $H_{0\ could}$ be accepted if r_{value} was lower than r_{table}.

H_1 (Alternative Hypothesis): There was a correlation between the students' self-esteem and their writing ability. The $H_{1\ could}$ be accepted if r_{value} was higher than r_{table}.

The coefficient was between 0 up to 1. The negative coefficient shows contrary correlation, while the positive coefficient shows that there was a correlation. Below was the interpretation of coefficient correlation:

a. Between 0.800 to 1.00 : very high correlation

b. Between 0.600 to 0.800 : high correlation

c. Between 0.400 to 0.600 : medium correlation

d. Between 0.200 to 0.400 : low moderate

e. Between 0.00 to 0.200 : very low correlation

(Setiyadi, 2006: 167)

The researcher used the level of significance 0.01 in which the hypothesis was approved if sign < p. It means that the probability of error in hypotheses was only 1%.

This chapter already discussed several points: they were research design, population and sample, research instruments, validity and reliability, research procedures, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions of the research and suggestions based on the data analysis from previous chapter. This chapter is divided into two parts, the first is conclusions and the second is suggestions.

5.1. Conclusions

The present study was conducted to investigate the issue of correlation between self-esteem as a psychological factor and writing ability. In other words, it was mainly concerned in showing the fact that English language learners who believe in their own abilities and capacities would have better writing ability. The obtained result showed that self-esteem correlated positively with the students' writing ability.

There was a significant correlation between self-esteem and writing ability with the level of significance 0.01 which means that the probability of error in hypothesis was only 1%. The positive correlation revealed in this study showed that high level of self-esteem was an important factor in enhancing English language learners' writing ability because the higher they self-esteem, the higher their writing ability. When the students had low self-esteem, they could not solve their problem in learning. The main problem that was faced by the students with

low self-esteem was the lack of vocabularies. Students with low self-esteem might find difficulties to transfer their idea into English while writing it, so that they do not believe that they can make a good text. They also feel anxious while writing. They afraid that they will make many mistakes in the text they made. They know that the text will be read by others, so they do not want to look foolish by showing their mistakes in what they produce.

Then, the writer infers that self-esteem as students' self-esteem is an important aspect in achieving good score in writing because it influences students' motivation, confident, anxiety, and behavior in learning English. The writer also agrees with the previous researcher who stated there is a significant correlation between students' self-esteem and their writing skill, reading skill, speaking skill, listening skill, and English language proficiency. Furthermore, the writer assumes self-esteem influences not just the students' writing ability but their English achievements.

5.2. Suggestions

Based on the conclusion of the research, the researcher put some suggestions, they are:

1. The writer suggests to the English teachers that they should concern to the students' psychological factors like self-esteem. This is because the teacher may be the one who influence students' self-esteem in the school. The English teachers may not correct the students' mistake in front of class to avoid students' feeling inferior. Teachers' responsibilities are to

create relaxed and friendly situations where the learners can learn with confidence, high motivation, and less anxiety, because the more the students feel secured in the class, the more they want to be active in writing activities. Therefore, the teacher can give more exercise on writing to the students. Then, he or she should appreciate students' works. Show them that what they already do is good, so that the students have positive appreciation on themselves. Hopefully, their belief in their abilities will be higher than before, and turn them into students with higher self-esteem who are able to write very well. In addition, domain specific self-esteem and vocabulary have high correlation to the writing ability. It means the increment of domain specific self-esteem is followed by the increment of writing ability. Since vocabulary highly correlated with domain specific self-esteem, the teacher should give more attention to vocabulary while teaching writing.

2. It is strongly suggested for others researcher to investigate the correlation not only between students self-esteem and writing ability, but others psychological factor such as motivation, confidence, and another English skill. For other researchers who are going to conduct similar research, this research can be used as a source of reference. This research is not perfect. The subjects in this research were only 28. The result may be different when the sample of the research is much more. Therefore, it is suggested for others writers intending to do any similar researches to comprehensively and deeply pay more attention to self-esteem so that the result will be much better and helpful for language academic development.

Those are the conclusion and suggestions of this research. In the conclusion, the researcher explained the conclusions into paragraph, while for suggestions the researcher presented it in two points of views.

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