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CHAPTER 1

INTRODUCTION

I.1. Background of The Study

English is a primary language of several countries. In this era, Indonesia is one of the countries that admitted that English is important. It can be shown from English becomes a subject in the schools. While, English is divided into four skills, they are reading, listening, speaking and writing. Writing is one of the important skills that should be mastered by students. It has always occupied a place in most English Language courses. Writing is also a way to communicate with other people in a verbal way. There is no limitation for writing, a writer can write anything that they want. By writing also we can share and get some information.

Writing is also a tool to connect the relationship separated. Writing is a series of activities going on and involves several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. Writing is not easy work, because writing should be able to produce something new and can give an idea or ideas to the reader through writing. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. It means that writing should use good language of written, so the ideas of the writer can be delivered as well to the reader.

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According to Al-Hattab (2006: 14), writing is as much an emotional as a cognitive process, so that the affective factors strongly impact all phases of the writing process. Many native speakers find difficulties in mastering the writing. Nonetheless, writing is a crucial skill that is poorly acquired, researches into writing problems seem to be behind those examining other language areas.

Writing is seen as a fairly complicated skill. Writing is also a combination of cognitive and affective processes. So, that to optimize learning, equal attention should be given to the two sides; cognitive and affective. Anders in Ameerah (2000) claims that language learning is affected by both domains which are the mental and emotional sides of human behavior.

Self-esteem is considered as one of the important affective factors because the success or failure of a person depends mostly on the degree of one's self-esteem. Self Esteem is a small part of the affective domain that has a major influence on the success of writing as Lawrence in Dias Agata (2013: 114) insisted that Self Esteem construct is recognized today to be a major factor in learning outcomes. Hyland; Weigle in Dias Agata (2013: 114) Writing is seen as more than a standardized system of communication, but also as an essential tool for learning. There are many problems in EFL learning caused from affective aspect. In the writing process, writing could not be separated from the cognitive and affective involvement, Moreover, Branden (1985) stated in ameerah that the biggest barrier to success is not lack of ability or talent but it is lack of self-esteem.

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Brown (2006: 145) states that no successful activity can be occurred without some degree of Self Esteem. Thus, Self Esteem is like gives students trust to themselves that they can be success in learning based on their ability. Al-khattab(2006:) said that Self Esteem has multi-dimensions which are: global Self Esteem, which mean general assessment a person makes of one's self, situational Self Esteem, that means a particular task within a situation.

But it does not happen, many teenagers belief that they have low self-esteem. It is signed with many problems that should be faced by teenagers such problem in the school, their environment until their love affair. The signs of students have low self-esteem are lack of confidence, negative view of life, fear of taking a risk and fear of being ridiculed (VA health care).

The phenomena above happened in the tenth grade of Islamic boarding schools of technology Riau. They fear to make a mistake, they fear to answer the teacher's question, they fear to answer questions in front of the class. Adolescents suffer from low self-esteem problem, research finding has confirmed that about 50% of adolescents are considered to be "at risk" of engaging in different learning problems because of low self-esteem (Reasoner : 2004 in Ameerah). Low self-esteem either causes or contributes to anxiety, defensiveness, interpersonal problems as well as low academic achievement. Because the degree of our self-esteem impacts every major aspect of our lives. It has profound effects on our thinking processes, emotions, desire, values, choices and goals.

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Self-efficacy is also considered as one of the important cognitive factors because the learning process is based on the cognitive theory. Bandura stated that (1977a, 1997) formally defined perceived self-efficacy as personal judgments of one's capabilities to organize and execute courses of action to attain designated goals, and he sought to assess its level, generality, and strength across activities and contexts. The level of self-efficacy refers to its dependence on the difficulty of a particular task, such as spelling words of increasing difficulty; generality pertains to the transferability of self-efficacy beliefs across activities, such as from algebra to statistics; strength of perceived efficacy is measured by the amount of one's certainty about performing a given task.

Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health. Bandura (1977) outlined four sources of information that individuals employ to judge their efficacy: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These components help individuals determine if they believe they have the capability to accomplish specific tasks.

But in fact, the importance of self-efficacy is not applied yet for some students. Sometimes students who consider that they are smart will think they

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will get a good score also and the contrary. However, the smart students are not guaranteed get a high score because a high score is not only influenced by smart students but also many factors. If the factors impede students it will influence their achievement in teaching learning process. This phenomenon also happened at the tenth grade of Islamic boarding schools of technology of Riau. There are some student belief that a high score is gotten by a smart student and the contrary. If he or she does not smart enough, he or she will get a score good enough. In other side, when they will do exercise or examination term, they will not prepare to facet it. They do not try to understand the material deeper, even some of them are not study willfully. It makes them get a low score. But, based on this experience they do not try to improve it.

Moreover, Islamic Senior High School of Technology Boarding School of Riau is one of the educational institutions that use School Based Curriculum (SBC) in the process of teaching and learning English as the current curriculum. Writing is taught once a week with time duration about 45 minutes and the passing grade on this school subject is 78. In the syllabus, many kinds of writing text that consist of several modes. One of them is a descriptive text. Descriptive text aims to describe someone, thing and animal.

In writing descriptive text, students can show and explain their ideas that they cannot show in spoken form. Based on the curriculum, the purpose of studying writing is that the students are able to write, arrange a text. Students also can catch the meaning of a text and create a written. Some efforts have been done by the teachers of the tenth grade of Islamic Senior

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High School of Technology Boarding School of Riau, such as written by showing a picture around them. Furthermore, the English teacher also always makes practicing to write before start the course. It is hoped that the students will get the highest score. Thus, based on the teachers' and students' efforts above, the students ought to get a good writing of English. But in fact, the students' writing is still low.

Based on the writer's preliminary observation in Islamic Senior High school of Technology Boarding School of Riau, the teacher said that there were some phenomenon that happened in the class about some factors made students gets a low score. Some of the students were difficult to share the ideas when they were learning to write English, the teacher said that students did not really confident to write in writing subject, they were afraid of making mistakes and got troubles in writing subject. Where, students were not able to write a piece of descriptive text accurately, Some of the students felt writing difficult, some of students did not have self-confidence to share their ideas when writing English, some of the students were shy to write in front of the class when writing English.

Based on the description above, the students should have higher self-Esteem and Self Efficacy in their learning process especially writing ability. Because self-esteem and self-efficacy are affective and cognitive factors that support students' achievement in the learning process. Self-esteem and self-efficacy also will lead them to achieve their achievement.

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Based on the description and problem above, the writer is interested and feel it is necessary to conduct a research entitled “The Influence of Self Efficacy and Self Esteem toward Writing Ability in Descriptive Text at Islamic Senior High School of Technology Boarding School of Riau.

I.2. Statement of the Problem

Based on the background above, we know that writing is one of the skills that should be mastered because it is included to the productive skills. By writing students can share their ideas, from wherever they want. They also can elaborate their thinking became interested. They also can develop their capabilities in writing activity. To facilitate this need, the teacher has already provided several strategies in writing subject. The teacher tried to develop her material become interesting subject. A lot of activities and games were done by the teacher.

Sometimes teaching and learning process is conducted in outdoor. The teacher uses any media, such as pictures, magazine and book to support their teaching learning process, those activities help students to produce language easily. All of the efforts have been maximally done by the teacher. But there are some problems that are found in the field such as: The students were not able to develop their ideas, some of students were afraid of making mistakes in writing, some of the students also shy to write in front of the class, some of the students did not have self- confidence to share their ideas in teaching learning process.

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After having aforementioned efforts, there are some questions needs to be addressed: why do some students not able to share their ideas? Why do some students fear to make a mistake when they are learning writing English? Why are some of the students are shy to write in front of the class? Why do the students not have self- confidence to share their ideas in teaching learning process? Is there any significant influence between self-efficacy and self-esteem toward their writing ability?

The philosophy behind Bandura's Triadic Reciprocal Determinism is that all determinants of motivation are functionally dependent, interacting and influence one another (Bandura, 1997). Therefore, an individual who has high self-efficacy and is successful in most of the tasks he/she undertakes will most likely develop high self-esteem.

Alternatively, self-esteem could also influence self-efficacy. "It is true, however, that people tend to cultivate their capabilities in activities that give them a sense of self-worth. If empirical analysis are confined to activities in which people invest their sense of self-worth, they will inflate correlations between self-efficacy and self-esteem, because the analysis ignore both domains of functioning in which people judge themselves inefficacious but could not care less and those in which they feel highly efficacious but take no pride in performing the activity well because of its socially injurious consequences" (Bandura, 1997). So, it means that Even though the two concepts (self-efficacy and self-esteem) are different, they are connected. They influence each other.

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I.3. Limitation of the Problem

Based on the background statement problems about the students' writing ability above, the study was focused on relationship students' self-efficacy and students' self-esteem and their writing ability in descriptive text.

The research subject, two classes were chosen as samples of the research at Islamic senior high school of Technology Boarding School of Riau. The class chosen was based on teacher's information that there were two classes taught by the same teacher.

I.4. Purpose and Objectives of the study

The main purpose of this research was to examine the relationship between student's self-efficacy, student's self-esteem on students' writing ability in descriptive text at Islamic Senior High School of Technology Boarding School of Riau. Furthermore, on the research questions were formulated to this study, the objectives were stated as follows:

1. To find out the level of Self Efficacy of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.
2. To find out the level of Self Esteem of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.
3. To find out the level of ability in writing descriptive text of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.
4. To find out the relationship between self-efficacy and their writing ability in descriptive text of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.

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5. To find out the relationship between self-esteem and their writing ability in descriptive text of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.
6. To find out the influence between self-efficacy and self-esteem toward their ability in writing descriptive text of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.

1.5. Research Questions

Based on the limitation of the problem above, the research questions were formulated at the following question:

- a. How far is the level of Self-efficacy of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.
- b. How far is the level of Self Esteem of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.
- c. How far is the level of writing ability in descriptive text of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau?.
- d. Is there any significant relationship between self-efficacy and their writing ability in descriptive text of the tenth grade students at Islamic Senior High School of Technology Boarding School of Riau?
- e. Is there any significant relationship between self-esteem and their writing ability in descriptive text of the tenth grade students at Islamic Senior High School of Technology Boarding School of Riau?.

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- f. Is there any significant influence between self-efficacy, self-esteem toward their writing ability in descriptive text of the tenth grade at Islamic Senior High School of Technology Boarding School of Riau.

I.6. Significance of the study

This study hoped would give benefits to the teacher, students and school in teaching learning process. Based on the theory of Bandura (1992, 1995) stated that the assumption was the main factors that constituted one's self system (cognitive skills, attitudes and abilities, including self-efficacy) and became fundamental to how individuals perceive, respond and cope with situations in everyday life. While, Baumeister (2003) also stated that high self-esteem was a fundamental factor to become persistent, especially during longer periods of failure. A person with high self-efficacy will believe that they are able to do their work on his part.

While, a person who has low self-efficacy they will consider that they are not able to do work in his part. In this situation, a person with low self-efficacy will give up. And the opposite, a person with high self-efficacy will endeavor to settle it. Briefly, this study is used to:

- a. To describe about students' self-efficacy and students' self-esteem writing ability in descriptive text
- b. To describe the teacher about the importance of self-efficacy and self-esteem improve students' writing ability.
- c. To give the information for the school that self-efficacy and self-esteem is important for teaching learning process, so most of the teacher should



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use self-efficacy and self-esteem as hidden curriculum to improve students' ability.

I.7 Rationale of the study

This study was conducted to find out the influence of students' self-efficacy and students' self-esteem toward writing ability in descriptive text . It is very important to know students' self-efficacy and self-esteem to know themselves and also find their capability, in what part that should they develop and they would make it confidently, because they knew what they should do. Monica and Frank, Ph,D (2011) stated that one of the characteristic of high self-efficacy was self-confidence, because self-efficacy tended to lead to more experience which increased their ability which led to greater self-confidence.

This positive cycle directed itself to increase self-efficacy even further.They also said that one of the characteristics was positive, with high self-esteem would be positive with an appreciative and grateful attitude towards life. They can freely praise themselves and others and tend to look for the positive aspect of life and not dwell on the negative.Abraham (1943) stated in his paper that self-esteem include to the basic need before become motivated to achieve higher level needs. It means that self-esteem is very important to influence student's achievement especially in writing ability.

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1.8 The Definition of the Term

The terms defined below should be used to clarify their meaning to avoid misunderstanding.

1. A correlation is a measure of the strength of the relationship between two sets of data (Hartono: 2008). Creswell (2012: 338) also stated that correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Correlation meant in this research is the relationship between student's Self Esteem and their ability in writing at the tenth grade of Islamic senior high school of Islamic boarding school technology of Riau.
2. Writing is the activity of writing. Ability is a level of intelligence (Hornby : 2010). So, Writing ability is the skill of a person to express her/his ideas, feeling or something by using written language.
3. Dedmond stated in Hisken(2011) self-esteem is the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation. Burn in MansoorFahim also stated (2012: 24) that Self Esteem is a positive or negative attitude of an individual to himself. Then, Jamesian also stated (2010: 447) that Self Esteem is a personal judgment of self-worth that is determined by how well individuals evaluate themselves on a dimension that they personally value.
4. Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words (Artono in Fikri, 2011: 31).

5. Bandura stated in mahdieh (2012) that Self-efficacy is people judgments of their capabilities to organize and execute course of action required to attain designated types of performances. Furthermore, he viewed self-efficacy as people's belief about their abilities to exercise control over events that are likely to affect their lives, and their beliefs in their capabilities to put together the motivation, cognitive resources, and other action needed to control task demands.

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