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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1. Self-Efficacy

##### II.1.1. The Nature of Self-Efficacy

Self-Efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influences over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes (Bandura: 1998). Bandura also (1986) states that self-efficacy is a major component of social cognitive theory. Social cognitive theory explains psychosocial functioning in terms of triadic reciprocal causation. The triad consists of behavior, cognitive and other personal factors, and the external environment.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their effort in the face of failure. They quickly recover their sense of efficacy after failure or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. In contrast, people who doubt their capabilities shy away from

difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks.

### II.1.2. The Principle of Self -Efficacy

Bandura (1997) states that there are four factors that influenced self-efficacy. These components help individuals determine if they believe they have the capability to accomplish specific tasks. They are as follows:

#### a. Performance Outcomes

Performance outcomes are also called mastery experience, enactive mastery. According to Bandura, performance outcomes or past experience is the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task. For example a positive experience, if an individual performed well in a previous job assignment, they are more likely to feel confident and have high self-efficacy in performing the task when their manager assigns them a similar task. The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and

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complete then task with much better results. Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failure undermines it, especially if failures occur before a sense of efficacy is firmly established. So, if the students' success on his experience, it will increase students' self-efficacy.

b. Vicarious Experiences

Vicarious experience known also as modeling, it affects self-efficacy through a social comparison process where people judge their capabilities in relation to the capability of others (Bandura, 1997). It is believed to be the second most effective to develop their self-efficacy, People can develop high or low self-efficacy vicariously through other people's performance. A person can watch some in a similar position perform, and then compare his own competence with the other individual's competence. If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone on a similar fail can lower self-efficacy. For example, in decreasing self-efficacy, smoking cessation program, where, if the individual witness several people fail to quit, they may worry about their own chances of success, leading, leading to slow self-efficacy for quitting, or a weight-loss program where others do not achieve the result you are hoping for.

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c. Verbal Persuasion

Verbal persuasion is also known as social persuasion, Wise and Trunell (2001) also state that verbal persuasion is the most effective when following a performance accomplishment. Redmond (2010) states self-efficacy is also influenced by the encouragement and discouragement pertaining to an individual's performance or ability to perform. For instance, such in positive example, a manager telling an employee; "you can do it. I have confidence in you." Using verbal persuasion in positive light generally leads individuals to put forth more effort; therefore, they have a greater chance at succeeding. The level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility; there will be a greater influence.

d. Physiological feedback (emotional arousal):

Physiological arousal is the fourth determinant of self-efficacy (Bandura, 1998), physiological is also called affective arousal (Smith, 2002). People experiences sensations of their body and how they perceive this emotional arousal influence their beliefs of efficacy. Some examples of physiological feedback are: giving a speech in front of a large group of people, making a presentation to an important client and taking an exam. Although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy. Students with poor self-efficacy do not feel in control and believe they do not have capabilities for success. Students' perception about

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their abilities influence how they behave, their thought pattern, and their emotional reactions in difficult situations (Bandura in Jill E, Scott, 1984).

### II.1.3. Dimension of self-efficacy

- a. Self-efficacy magnitude; measured the level difficulty task an individual feels is required to perform a certain task (such as: easy, moderate and hard).
- b. Self-efficacy, strength; refers to the amount of conviction an individual has about performing successfully at diverse levels of difficulty, how confident am I that I can excel at my work task? How sure am I that I can climb the ladder of success? For example, some people could believe much more strongly in their ability to lift a 100-pound object than others.
- c. Generality of self-efficacy; refers to the “degree to which the expectation is generalized across a situation, how sure am I that what I have learned will apply to my new tasks? For instance, a person’s self-efficacy for lifting a 100-pound object may or may not vary with fatigue.

### II.1.4. Types of Self-Efficacy

According to Baron in Desi Safitri (2016) there are three types of self-efficacy, they are:

- a. Self-regulatory self-efficacy

It means that ability to resist peer pressure, avoid high risk activities. Self-efficacy for self-regulated learning is a subset of self-

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regulation. Self-regulation is defined as “a systematic process of human behavior that involves setting personal goals and steering behavior toward the achievement of established goals” (Zeidner et.al: 2000). Much is known about the antecedents and consequences of self-efficacy, but further research is needed on the influence of self-regulation on self-efficacy, these findings describe how self-regulation makes students’ self-efficacy beliefs actionable in order to attain positive academic outcome. Zeidner and colleagues (2000: 351) recognized the necessity for a more integrated understanding of self-regulation through the development of a universally accepted definition, stating that this concept needs to be defined more definitively and used more consistently by researchers and practitioners in the field specifically in regard to the components that comprise it.

Besides, Zimmerman (1989: 29) believed that for students to be self-regulated, their learning must involve the use of specified strategies to achieve academic goals on the basis of self-efficacy perceptions. This statement marks the importance of three elements necessary for academic success that include: students' self-regulated learning strategies, self-efficacy perceptions of performance skill, and commitment to academic goals. Students’ self-regulated learning strategies are specific processes (like rehearsal and memory aids) that direct the organization and transformation of knowledge and information. Perception of performance skills refers to students’ beliefs of their capabilities to follow through with

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the actions necessary to successfully complete a task or obtain skills to succeed. A commitment to academic goals is the desire needed to obtain academic goals, such as grades, social esteem, or post-graduation employment.

Zimmerman also claimed these three components of a social cognitive approach to self-regulated learning are of particular importance to educational psychologists. The social cognitive approach differentiates the effects of self-regulatory influences from those of overt behaviors while explaining the advantage of each. Additionally, it provides a link between students' self-regulatory processes and specific social learning. Students must believe they are capable of developing strategies needed to meet their academic goals. Once learned, they must be able to, and believe they are able to, implement the appropriate strategies. This emphasizes the importance of self-efficacy as a necessary precursor to self-regulation.

#### b. Social self-efficacy

It means that ability to form and maintain relationships, be assertive, engage in leisure time activities. Social self-efficacy can be defined as the extent of confidence in one's ability to conduct the social interactions needed to establish and sustain interpersonal relations. As a construct, there are many definitions provided for social self-efficacy in the literature based on Bandura's (1997) theory which can be applied to specific situations. Another definition of social self-efficacy can be built on one's self-expectation in relation to performance in interpersonal

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relationships. This expectation is an important determiner of success in social relationships. Social self efficacy is not only important for the effectiveness of social behavior, but also for psychological adjustment and mental health (Connolly, et al. 2004).

As indicated, social problem solving skills and social self-efficacy beliefs are crucial factors in an individual's life. When one considers a stressful situation caused by interpersonal problems, and there is doubt about one's personal ability to solve problems successfully as well as low self-efficacy, the determination of the relationship between social problem solving skills and social self-efficacy can be important. Figuring out social problem solving skills and social self-efficacy can help prepare training programs in guidance psychological counseling and related areas. Therefore, the purpose of this study is to determine the relationship between social problem solving skills and social self-efficacy.

## c. Academic self-efficacy

It means that ability to do the course work, regulate learning activities, and meet expectations. Since Bandura's seminar article on self-efficacy, there has been an accumulation of research evidence supporting the positive links between students' academic efficacy and their achievement. Specifically, the evidence has shown that students with high self-efficacy in various academic domains, choose to engage in tasks that foster the development of their knowledge, skills, and abilities in those areas; exert effort in the face of difficulty; and persist longer at challenging

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tasks. Furthermore, besides the positive influence that self-efficacy appears to have on the *quantity* of effort, there is evidence that students high in academic efficacy differ in terms of the *quality* of their effort, using more deep cognitive and metacognitive processing strategies than their counterparts with weaker efficacy beliefs.

While educators are understandably concerned about teaching students knowledge and skills, results from more than 30 years of self-efficacy research have made it clear that simply possessing knowledge and skills does not ensure that learners will be motivated to apply them. Instead, students need both ‘the skill and the will’ to successfully function within different domains and under a variety of circumstances. In fact, much of the research suggests that students’ perceptions of confidence (i.e., their self-efficacy beliefs) may more accurately predict their motivation and future academic choices than actual competence. Therefore, Bandura and others have suggested that teachers would do well to implement instructional practices that not only foster knowledge and skill attainment, but also promote the development of the necessary accompanying confidence.

At the same time, efficacy scholars caution that attempting to build positive efficacy beliefs through programmes that overemphasize verbal persuasion methods is unlikely to be successful (Bandura: 1998). Instead, educators should focus their efforts primarily on providing students with authentic mastery experiences. Clearly, instructional strategies focused on



providing students with opportunities for performance success, align well with Bandura's emphasis on effective attainment as the most influential source of self-efficacy information.

### II.1.5. Characteristic of Self-Efficacy

#### a. Characteristic of high Self-Efficacy

- a) **Self-confidence;** this is the most obvious characteristics of high self-efficacy. They approach tasks or situations with a sense of their ability to be successful. This self-confidence tends to lead to more experience which increases their ability which leads to greater self-confidence. This positive cycle lends itself to increasing self-efficacy even further.
- b) **Accurate self-evaluation;** individuals with high self-efficacy tend to be able to accurately evaluate their performance. They are neither overly-critical nor overly positive but are able to examine themselves realistically in order to pursue self-improvement.
- c) **Willingness to take risks;** individual with high self-efficacy are willing to take risks because they understand that taking calculated risks increases the chances of success. As they are not fearful of failure or mistakes, reasonable risks can only increase self-efficacy.
- d) **Sense of accomplishment;** generally individual with high self-efficacy feel a sense of accomplishment because they are often more successful due to the willingness to take risks and to pursue interests. Even if they fail or make mistakes they feel a sense of

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accomplishment because they view mistakes as opportunities to improve themselves

#### b. Characterization of Low Self-Efficacy

- a) **Fear of risk;** individual with low self-efficacy will think themselves as unable to be successful. Finally, they are often unwilling to take a risk or try new thing because they are convinced that the result will be failure. This is particularly unfortunate because the main way to increase self-efficacy is through practice and experience.
- b) **Fear of uncertainty;** a person with low self-efficacy is related to self-doubt and uncertainty. The individual doesn't want to try without a guarantee of success. As the result, they may never try the new thing.
- c) **Feeling of failure;** usually, people who have low self-efficacy have feelings of failure. The individual is indicated they might avoid or not try new things due to the risk involved. As a result, they are less likely to experience success and more likely to see themselves as a failure.
- d) **Impression management;** is the attempt to control how others might perceive you in order to be seen more positively. People with low self-efficacy feel they are not capable, but may try to present a successful and competent image to others. They may put a great deal of energy into behaving in a way to obtain approval from

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others and experience a great deal of worry about being found out to be a fraud. For instance, they may try to hide mistakes from others rather than learn from them, which prevent them from increasing their sense of self-efficacy (Monica A. Frank, Ph.D).

### II.1.6. The Impact of Self-Efficacy on Human Functioning

Bandura (1994) tells that self –efficacy affects human functioning through the four major psychological processes. These are cognitive, motivation, affect and selection processes. Each process will be described as below:

#### A. Self-efficacy and cognitive process

Self-efficacy, impact the cognitive process by influencing the anticipatory scenarios humans construct and rehearse (Bandura, 1994). For instance, those with high self-efficacy beliefs tends to anticipate success scenarios while those with low self-efficacy beliefs tend to dwell on pitfalls and anticipate failure. In short, self-efficacy impacts analytic thinking.

#### B. Self-efficacy and Motivation

Self-efficacy impacts motivation by determining the goal level, preference and resilience to failures (Bandura, 1994). Those with a high sense of self-efficacy tend to set higher goal levels than those with low self-efficacy and, consequently, tend to exert more effort. Accordingly, those with low self-efficacy tend to give up in difficult situations and limit their future involvement in similar endeavors.

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Conversely, those with high self-efficacy persevere in difficult circumstances and are resilient in light of failure. (Bandura, 1997).

### C. Self-efficacy and Affective Processes

Affective processes are regulated emotional state and the elicitation of emotional or physiological reactions are influenced by self-efficacy on several fronts. Bandura (1994) offers that the following example a weak sense of efficacy to exercise control over stressors activates autonomic reactions, catecholamine secretion, and release of endogenous opioids. Conversely, those with a greater sense of self-regulatory efficiency tend to be more successful in reducing health impairing habits and incorporating health-promoting habits into their lifestyle.

### D. Self-efficacy and Selections Processes

Self-efficacy influence selection processes, which self-efficacy influence the types of activities and environment that people choose. Bandura (1994) tells that people avoid situations that they believe are beyond their capabilities but readily to capable of handling. High self-efficacy belief will lead to the more challenging undertaking (Bandura, 1997).

## II.1.7. The Role of Self-Efficacy

Virtually all people can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most people also realize that putting these plans into action is not quite so simple.

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Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached. People with a strong sense of self-efficacy:

- a. View challenging problems as tasks to be mastered
- b. Develop deeper interest in the activities in which they participate
- c. Form a stronger sense of commitment to their interests and activities
- d. Recover quickly from setbacks and disappointments

People with a weak sense of self-efficacy:

- a. Avoid challenging tasks
- b. Believe that difficult tasks and situations are beyond their capabilities
- c. Focus on personal failings and negative outcomes
- d. Quickly lose confidence in personal abilities

### **II.1.8. Self-Efficacy and Education**

Self-efficacy beliefs have been shown to affect educational performance through their effects on motivation, achievement and self-regulation. Motivation studies have found that three indicators of motivation (choice of activities, persistence and level of effort) are influenced by self-efficacy beliefs. For example, Bandura and Schunk,(1981) found that children with a high sense of perceived self-efficacy were more likely to choose to continue with a task than children with low self-efficacy, Schunk (1981) found that children with a high sense of self-efficacy persisted longer and were more successful on difficult arithmetic tasks than children with low self-efficacy and Collins (1982; cited in

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Bandura, 1997), found that children with a stronger sense of self-efficacy solved more problems and chose to rework more problems than children of the same ability who maintained a low sense of self-efficacy. To Bandura (1997) these studies show that “students may perform poorly either because they lack the skills or because they have the skills, but lack the perceived personal efficacy to make optimal use of them”.

Achievement studies have demonstrated that self-efficacy beliefs positively correlate with academic achievement (e.g. Jinks and Morgan, 1999; Pajares and Schunk, 2001 and Zimmerman, Bandura, and Martinez-Pons, 1992). This relationship between self-efficacy and achievement has also received support from domains other than academic functioning. For example, McCormick and McPherson (2003) studied 332 young instrumentalists who were completing graded music examinations. They found that self-efficacy was the best predictor of performance.

Many academic achievement studies have focused on the domains of maths and literacy with the domain of science receiving little attention. Britner and Pajares (2001) maintain that the academic success in science is especially imperative nowadays considering the rapid progress that is being made in areas of science and technology. In addition to this lack of research involving science self-efficacy, there appears to be an imbalance with regard to the age of the participants of self-efficacy research. The majority of studies have been conducted in relation to adolescents and young adults, with few studies investigating the younger age range. However, where studies regarding children’s academic self-



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through a lack of knowledge, but from inefficient use of skills. Pintrich and De Groot (1990) suggested that increased self-efficacy beliefs may lead to increased use of metacognitive strategies and thus, to increase performance levels. They conclude that students must have both the ‘will’ and the ‘skill’ to be successful in classrooms” (p38).

### II.1.9. How to Build Self-Efficacy

According to Bandura's social cognitive (learning) theory, an important source of motivation comes through the many links between goal setting and self-efficacy. Managers can begin by setting up small, basic goals leading up to larger, more difficult ones in order for the employee to develop beliefs of efficacy as each one that is successfully completed (Bandura, 1982). For example, if a new employee is assigned an extremely difficult task, the employee will likely experience self-doubt, stress, and threat of performing an unfamiliar task, resulting in an unsuccessful performance. However, if they are assigned a simple task and are able to experience initial success, with more difficult tasks being introduced slowly they are building high self-efficacy along the way (Bandura, 1982). These tasks are examples of performance outcomes, which are the most significant sources, used to develop self-efficacy. As stated by Bandura (1988), competencies are superbly developed when, “modeling is combined with guided practice and success experiences”.

Additional steps to building self-efficacy begins with taking one step at a time. As mentioned, start with small successes and build upon those. Second, review past successes. Looking back on what you have accomplished will give

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you confidence in what you can accomplish. Third, visualize your success. See yourself completing the task or project and imagine the results being beyond successful. Fourth, find a role-model. This touches on the vicarious experiences and verbal persuasion factors that help build self-efficacy. A mentor will build you up while you witness their successes to help you realize that you can be successful as well. Fifth, recognize that thoughts of self-doubt will come and have a plan for addressing them. One way is to develop a list of positive thoughts, put them in writing, and keep them handy. Finally, find positive social support. Spend time around people who are positive and will build you up through verbal persuasion and stay clear of those who may want to bring you down (LeVan, 2010).

In the workplace, self-efficacy, self-esteem, job-satisfaction, and workplace environment interact to establish employee engagement. This means that the employee engages either positively or negatively with the company. Building positive engagement will help build self-efficacy, self-esteem, and job-satisfaction. The methods described by Arnold Bakker (2009) involved extensive interviews with each employee to measure their positive and negative views about their role and function. Albeit small, one aspect of the research points to modifying the job at the individual level with the goal of building confidence through successes.

### **II.1.10. Self-efficacy toward writing ability**

Self-efficacy is considered as a person's belief in the ability to perform certain behaviors (Bandura: 2000). This statement is believed that individuals who

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judge themselves as capable of performing certain tasks or activities are more likely to be capable of doing the particular task. Individual with self-efficacy may feel better to write when they have self-belief or self-confidence in their ability to write (Lale khadijah : 2016). They may also be more assertive and face with the difficulties with more perseverance when doing a writing task. In the self-efficacy there are three degrees of efficacy are mentioned; high, middle and low. Those who have a high confidence in the writing ability are considered as people with high self-efficacy or having a positive sense when it comes to writing. So, the students with high self-efficacy consider hard writing task as a challenge to fulfill and try their best to accomplish the task by making productive use of their cognitive strategies (Lavelle,2006 in Laleh Khojasteh).

Bandura (1997) also hypothesized that efficacy beliefs influence level of effort, persistence, and choice of activities. It is mean that, students with high sense of self-efficacy for accomplishing an educational task will participate more readily, work harder and persist longer when they encounter difficulties. Moreover, they encounter difficulties in writing task, they will work harder to accomplish it. Students' perceived self-efficacy influenced their skills acquisition both directly and indirectly by heightening their persistence (Barry; 1995). The direct effect indicates that perceived self-efficacy influence students' learning through cognitive as well as motivational mechanisms. Bandura theorized that students with a high sense of efficacy will undertake difficult and challenging tasks readily, whereas youngsters who doubt their capabilities will avoid difficult tasks (Bandura; 1997 in Barry). It is clearly said that, a person with high self-

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efficacy will try hardly to undertake the difficult tasks, they will not avoid it. It's same as if they are faced with writing task, they will try to accomplish the task. But if not, they will avoid it. Schunk (1983a in Barry) stated that social comparative feedback revealing that other students can master the academic material increase beliefs of personal efficacy, skill acquisition, and performance. Clearly, that social and evaluative feedback accompanying formal instruction influences self-efficacy beliefs, which turn enhances development of academic. It is the evidence that social and evaluative one of the characteristics of high self-efficacy. Students with social and evaluate feedback in teaching learning process of writing will lead them to enhance their achievement in academic.

## II.2. Self-esteem

### II.2.1. The Concept of Self-Esteem

Self-esteem is how we value ourselves, how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationship, our work and every part in our lives. Positive self-esteem will give us the strength to take charge of our lives and grow from our mistakes. While, low self-esteem will feel unworthy, incapable and incompetent, Because a person with low self-esteem will feel poorly about him or herself, will feel the fear of taking risks. Self-esteem is widely acknowledged as being less malleable than self-concept as it encompasses the ways that individuals feel about their strengths and weaknesses. For example, an individual may be hopelessly uncoordinated when playing sport; cognitively, that person may appraise his or her performance and form a low self-concept for sport playing capacity. However,

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if that person wasn't concerned about sport, viewing it as an unimportant hobby, then the self-esteem of that individual may not be affected. According to Murk (2006), High self-esteem typically exhibit a positive degree of both competence and worthiness, while low self-esteem involves living both a lack of competence and a lack of worthiness. Based on the typical positive and negative of self-esteem it can be concluded that positive is needed in an activity.

### II.1.2. Levels of Self-Esteem

According to Brown (2000) that Self-esteem is also described of three general levels.

#### 1. General or Global Self-Esteem

Is a stable quality within an individual and an evaluation that one makes of one 'worth. To be relatively stable in a mature adult, and is resistant to change except by active and extended therapy. It is a general assessment that makes one's own worth over time that crosses a number of situations. In can be analogized to a statistical mean or median level of overall self-appraisal, global self-esteem is intended to the students whenever they are and wherever they are even when they are outside the campus, global self-esteem will always be their personal judgment which always exists in their daily activity. Global self-esteem is relatively stable in a mature adult, it is resistant to change except by active and extended therapy, it is also the general or prevailing assessment, one make one's own worth over time and across a number of situations.

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### 2. Situational or Specific Self-Esteem

One's assessment of one's ability in life certain situation, such as work or education, home, or on certain discretely defined traits, a person has different degree of situational self-esteem depending upon the situation or the trait in question, for example situational self-esteem is the degree of self-esteem while students are learning the English subject. Their personal judgment toward themselves while learning English Subject is their situational self-esteem. Situational or specific self-esteem also has one's self- appraisals:

- A. In particular life situations, such as social interaction, work, education, home.
  - B. Or on certain traits, such as intelligence, communicative ability, athletic ability.
  - C. Or on personality traits like gregariousness, empathy, and flexibility.
- The degree of situational or specific self-esteem a person has may vary depending upon the situation or the trait in question.

### 3. Task Self-Esteem

Refers to specific activities in particular situations. For example, within the educational domain, task self-esteem also may refer to one subject area. Self-esteem might encompass second language acquisition in general and task self-esteem might appropriately refer to one's self evaluation of a particular aspect of the process; speaking, writing, a particular class in a second language or even a special kind of the

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classroom exercise. Task self-esteem also relates to particular tasks within specific situations. For example, within the educational domain, task self-esteem might refer to one subject matter area (e. g. Mathematics, English subject). Task self-esteem might refer to one's self evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language, or even a special kind of classroom exercise.

Based on explanation above, it is clear for us that self-esteem has positive correlation with the performance, attitude and feeling and it becomes the important variable in second language acquisition.

### II.1.3. Types of Self-Esteem

Christopher J. Murk ( 2006 ) said that there are some basic types of self-esteem:

#### 1. Low self-esteem

Low self-esteem is diagnostic criterion or associated characteristic of nearly two dozen mental disorders, but several individuals summarize the effect of low self-esteem in a way that captures its lived qualities as well. Rosenberg and Owens explain in Murk (2006) the characteristic of low self-esteem they are feeling such as hypersensitivity, instability, self-consciousness, lack of self- confidence, general depression, pessimism, loneliness and so forth.

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## 2. High Self-esteem

High self-esteem was almost associated with positive abilities and characteristic. People with high self-esteem simply feel better about themselves, about life, about the future and so forth. High self-esteem is also associated with desirable personal and interpersonal characteristic and behavior.

## 3. Medium Self-esteem

Coopersmith in Murk explained (2006) that medium self-esteem is simply the result of not having had enough exposure to the development factors that lead to high self-esteem , but of also having more than enough exposure to such factors to avoid having low self-esteem. However, others regard medium self-esteem as a distinct type with its own unique characteristic.

Based on the explanation above, it can be seen that positive self-esteem is better for daily life, such as education, work, sociality, and others.

### II.1.4. Characteristic Self-Esteem

#### a. Characteristics of High Self-esteem Persons

A high self-esteem person has certain characteristics. He/she may have some or all of the following characteristics:

1. A person is open to criticism and deal with mistakes comfortably.
2. A person can give and receive expressions of feeling, appreciation and so on spontaneously.

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3. A person's saying, doing and appearance go in harmony.
4. A person accepts changes in different life aspects without being worried.
5. A person is flexible in responding to situations and challenges.
6. A person can be firm under conditions of stress.
7. A person can speak about his proficiency and lack of it with honesty and without being embarrassed.
8. A person moves and speaks easily and confidentially.
9. A person appreciates his own merits.
10. A person does not consider himself inferior to others. (Branden in Ameerah,1985)

**b. Characteristics of Low Self-esteem Persons**

A low self-esteem person has particular characteristics. He/She may have some or all of the following characteristics:

1. A person feels awkward, shy conspicuous and unable to express him/ herself with confidence.
2. A person worries about making mistakes and is always embarrassing to expose him/herself to anything new.
3. A person is hyper sensitive and hyper alert to signs of rejection.
4. A person deals with life in a protective and defensive manner.
5. A person is depressed, unhappy and shows a greater degree of anxiety and aggression.
6. A person does not feel satisfied with his/her life.

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7. A person is vulnerable to criticism and has greater social anxiety.
8. A person feels inferior to others or unworthy.
9. A person does not like leadership role or voluntary tasks.
10. A person behaves inconsistently.
11. A person suffers a lot of personal mistakes and sees failure as a result of deficiency in his/her abilities.
12. A person underestimates his/her abilities. (Apter, 1998; Timothy et al in Ameerah, 2001).

### II.1.5. Self-esteem toward Writing Ability

Self-esteem is the important aspect in succeeding the foreign language learning. Self-esteem also includes cognitive, affective and behavioral elements (Robert Reasoner: 2005). Cognitive, affective and behavioral elements are needed to have high and healthy self-esteem. Cognitive as one consciously thinks about oneself as one considers the discrepancy between one's ideal self, the person one wishes to be, and the perceived self or the realistic appraisal of how one sees oneself. While, affective refers to the feelings or emotions. And behavioral refers to behaviors such as assertiveness, resilience, being decisive and respectful of others. In line with the idea, we can say that affective one of the aspects that should use in learning foreign language, moreover learning writing English as a foreign language. As Veronica (2003) said that Affective Issues has become a matter of debate and extensive research among language teachers, linguist and researchers as having a high impact on success in EFL/ESL learning. Brown also

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said in Carmen Rosa(1996) that second language acquisition is influenced by both intrinsic and extrinsic affective factors that contribute to the success of language learning, the intrinsic factors of self-esteem has been reported as one of the personality factors present during any cognitive or affective activity in the second language classroom. While, the extrinsic factors of effectively include socio-cultural variable resulting from the second language learner's experiences of learning two languages and two cultures. In other hand, according to (jerry and zlatan: 2005: 79) Psychologist, psychiatrists, sociologists, and educators have identified that global self-esteem as a factor that influences motivation, career aspirations, educational success, job satisfaction, and mental and physical health. Dealing with the idea, Heatherton and Polivy (1991: 223) said in Tood that self-esteem has three major components, they are performance self-esteem, social self-esteem and physical self-esteem. Performance self-esteem refers to one's sense of general competence, include intellectual abilities, school performance, self-regulatory capacities, self-confidence, efficacy and agency. People who are high in performance, self-esteem believe that they are smart and capable. While, social self-esteem refers to how people believe others perceive them. People who are high self-esteem will believe, respect and value the others. And physical self-esteem refers to how people view their physical bodies and includes such as athletic skill and physical attractiveness, body image. Dealing with it, Brown (2006: 145) states that no successful activity can be occurred without some degrees of self-esteem. Based on the explanation above, it convinces us that whatever kind of activities is not success without high self-esteem. Clearly, show

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us that self-esteem (affective) is important in EFL/ESL teaching learning process in the classroom. Because affective is one of factors is needed, should be seen and supposed in the learning process. Self-esteem is included in intrinsic affective, and the components of self-esteem are important to get success in learning process. Moreover, students with high self-esteem will lead them to have a positive image and support their efficacy. So, they can achieve and develop their academic achievement.

### II.1.6. Differences and Relationship between self-esteem and self-efficacy

Self-efficacy and self-esteem have already become a popular word. Many people know about them, moreover, they are included with affective and cognitive domain. Self-efficacy and self-esteem have a big space in the teaching and learning process because both of them motivate students in the teaching and learning process. However, self-efficacy and self-esteem are different. Bandura also state in Garland sharp (2001) that self-efficacy and self-esteem are sometimes used interchangeably, but they are different concept. Bandura distinguished between self-efficacy and self-esteem. Stajkovic and Luthans also stated (1998) in Grand Sharp that they distinguished between self-efficacy and self-esteem.

Based on Bandura(1997) in Saleh Al-Khatib stated that Self-esteem can be defined as the positivity of the person's evaluation of the self. And also Kohn (1994) in Saleh Al-Khatib reported that self-esteem is the personal judgment of worthiness that is expressed in the attitude the person hold toward himself. It is how individual evaluate himself and his characteristic. While, Luszczynska and friends in Salih stated that self-efficacy is the belief in one's competence to tackle

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novel tasks and to cope with adversity in a wide range of stressful or challenging encounters, as opposed to specific self-efficacy which is constrained to a particular task at hand. Self-efficacy will make a difference to as how people feel, think, and act. High self-efficacy allows individuals to choose challenging settings and explore their environment or create new ones.

Similarly, self-esteem and self-efficacy are important factors in teaching learning process. Bowles and Gintis in Azizuddin Khan (1976) stated that Self-esteem is an important factors for job satisfaction and job performance. In the line of idea, Vancouver Community Network (1998) said that self-efficacy is necessary for a healthy self-esteem. If a person does not feel worthy of love and respect of others, he may not develop a positive image of self. Pajares (1996) stated Research shows that self-efficacy influential academic, performance, motivation, learning and achievement. According to Bandura (1997) also said that self-efficacy beliefs influence task, choice, effort, persistence, resilience and achievement. (Brown, 2000, 145) also claimed that no successful cognitive or 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. It means that self-esteem and self-efficacy is support each other to achieve and develop their academic achievement.

### II.3. Writing Ability

#### II.3.1. The Concept of Writing

Writing is one of the skills that should be mastered the same as reading, listening and speaking. To make a good writing is not difficult to work, but

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writing cannot be produced without grammar and vocabulary mastery. Writing does not happen all at one time.

There are four steps to produce a good written Reid in M. Syafi'i et al (2011):

1. Prewriting, that prewriting is viewed as thinking before writing. A writer will strive hard to perform the product of his writing in a good performance either in the aspect of content, organization, vocabulary, language use, or mechanics. As we know, writing is not an easy work. It takes much time to develop this skill, because writing is not a product but it is a process. In writing, choosing and narrowing topic to be developed is very crucial. Narrowing the subject in a specific topic so that it will be easy to develop. After choosing narrowing a topic the next step is brainstorming. Brainstorming activities are to collect or generate ideas and details in process writing. Brainstorming also can be done by asking as many questions such as what, when, where, who, why and how. In brainstorming there three techniques to develop the material such as listing, free writing and clustering.
2. Planning (Outlining), in this step, we need to organize the ideas by brainstorming. The most successful way to organize the ideas generate is making an outline from a brainstorming list. Making an outline can be developed some steps they are: brainstorming by listing, grouping, writing the topic sentence and simple outlining.

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3. Writing and revising the draft, after brainstorming and making an outline, now may start to write and revise several drafts until produce a final writing. There some step that should take in this process. Firstly, writing the first through the draft. Secondly, revising content and organization. And lastly, proofreading the second draft for grammatical and mechanical errors.
4. Writing the final product, this step became the last process to produce a good written. In this step we can write neatly and legibly, and rewriting until you satisfied with the final product.

In short, the steps above are used to help us to make a good written language.

Harmer (2004:41-42) summarizes at least five tasks of the teachers have to perform before, during, and after student writing are the following:

1. Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing; teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues of the language used to perform certain written functions, for example, the important issue is that they are made aware of these things – that these things are drawn to their attention.

2. Motivating and provoking

Students often find themselves “lost for words”, especially in creative writing tasks. This is where the teacher can help, provoking the

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students into having ideas, infusing them with the value of the task, and persuading them what fun it can be. It helps, for example, if teachers go into class with prepared suggestions so that when students get stuck they can immediately get help rather than having the students to think of ideas on the spot. Time spent preparing amusing and engaging ways of getting students involved in a particular writing task will not be wasted. Students can be asked to exchanged ‘virtual’ e-mails or discuss ideas before the writing activity starts. Sometimes teachers can give them the words they need to start a writing task as a way of getting them going.

#### 3. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing, of course), and prepared to help students overcome difficulties.

#### 4. Responding

Teachers react to the content and constructing of a piece supportively and often (but not always) make suggestions for its improvement. When teachers respond to a student’s work in various draft stages, teachers will not be grading the work or judging it as a finished product. Teachers will, instead, be telling the student how well it is going so far. Teachers might also make comments about their use of language and suggest ways of improving it.

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## 5. Evaluating

When evaluating students' writing for test purposes, teachers can indicate where they wrote well and where they made mistakes, and teachers may award grades; but although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity. When teachers hand back marked scripts teachers can get their students to look at the errors and try to put them right.

According to Jordan (2007:5), there are five types of writing: they are expository, narrative, persuasive, descriptive, and process writing.

- a. Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or a definition that enhances the reader's understanding.
- b. Narrative writing accounts for personal or fictional experience, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.
- c. Persuasive writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer

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take a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.

- d. Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more of the senses.
- e. Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

In addition, Brown (2007: 220) divided two kinds of writing skill as follows:

#### a. MicroSkills

- 1) Produce graphemes and orthographic patterns of English
- 2) Produce writing at an efficient rate of speed to suit the purpose
- 3) Produce an acceptable core of words and use appropriate word order patterns
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms
- 6) Use cohesive devices in written discourse

#### b. MacroSkills

- 1) Use the rhetorical forms and conventions of written discourse
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose

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- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills will determine the type of writing that the students are able to write. Generally, the microskills apply more appropriately to imitative and intensive writing. While the macroskills are essential for the successful mastery of responsive and extensive writing (composition or essay). In other words, in writing analytical exposition text, what the students need is the microskills of writing.

### II.3.2. Process of writing

Meyers (2005, pp. 2-3) states that a good writer is working through the process, even not every writer writes in the same way exactly. Meanwhile, in order to write well, there are generally six steps that must be followed. The first is exploring ideas. In this step, subject, purpose and audience need to be considered. The next is prewriting by using brainstorming, clustering, or free-writing. The

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third is organizing. The next step is writing a first draft by writing quickly to record thoughts and putting notes and new ideas in the margins. The fifth is revising the draft by reading it aloud and adding or omitting materials then moving materials around. The last is producing the final copy. It can be concluded there are steps to produce a good writing. Generally, they are exploring ideas, prewriting, organizing, writing a first draft, revising the draft, and producing the final copy.

**II.3.3. The Purpose of Writing**

As one of the four skills of reading, speaking, listening and writing, writing also can be used for a variety of purposes. According to Harmer (2004:31-34), he divides it into two purposes. The first one is writing-for-learning, that role where students write predominantly to augment their learning of the grammar and vocabulary of the language. The second one is ‘writing-for-writing’, where students directed learning and write in various genres using different registers.

In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experiences based on the given topic in their books

**II.3.4. The Components of Writing**

There are some components of writing that should be considered by the writers. The components will determine whether our writing product is good or

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not. So, the components of writing are crucial thing for writers. Hughey ( 1983: 139) stated that there are five components of writing as follows:

1. Content

In the content, the writers need to think creatively, what they are going to write in their writing. The description of the content is knowledgeable, substantive and relevant ideas.

2. Organization

The organization refers to the ability of writers in organizing their sentence into a coherent and cohesive idea. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive.

3. Vocabulary

Vocabulary is necessary for writers to become conscious of the word, to consider their meaning, to enjoy their sound and to respect their importance. Mastering vocabulary mean that the writers are able to select effective idioms, word choices and appropriate register in their writing ability.

4. Language Use

Language use refers to the effective complex construction, agreement, tense, number, word order, articles, pronoun and prepositions.

5. Mechanics

Good writers demonstrate mechanically the aspects of writing, including spelling, punctuation, capitalization, paragraphing and handwriting.



Components above are used to evaluate a written language that has been made by students.

### II.3.4. Parts of Paragraph

According to Kane (1988:92), a paragraph is a group of sentences developing a common idea, called the *topic*. Blanchard and Root (2003:8) define a paragraph as a group of sentences that develops one main idea. A paragraph usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences that explain the main idea or give some detailed information called supporting sentences. A concluding sentence, sometimes added at the last paragraphs.

Fowler (2006:32) says the paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. As a distinct passage, it begins with a new line (often indented: the new line marks a break in sense from the previous paragraph, and consequently a breathing space). In paragraphs, we also can find topic sentence, supporting details, closing sentence, transition signals in some kinds of text such in narrative, recount, persuasive, and expository paragraphs. A combination of some paragraphs usually also defined as the texts.

Patel (2008:131) explains in the paragraph, the lexical and structural items sold in proper order. This writing task needs an idea or theme to be expressed in a paragraph. The teacher should give interesting topic to the students so that he could make paragraph writing very interesting.

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## II.3.5. The Elements Of Paragraph

### 1. Unity

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea.

### 2. Coherence

Another element of a good paragraph is coherence. The Latin verb *cohere* means “hold together”. For coherence in writing, the sentences must hold together; that the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

### 1. Teaching Writing

Teaching writing refers to the activity of the teacher in guiding his/her students to become good writers. In teaching writing, the students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Here, the role of teacher takes the important part. The teacher needs to understand well who his/her students are and how their ability. Then, it will be easy to find the effective strategies to be applied in writing class. Besides, suitable materials are also easy to be found. In conclusion, teaching writing is the activity of the teacher to improve the students’ ability in writing by using appropriate strategies and suitable materials.

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Becoming a good teacher of writing is not easy as it sounds. There are some principles that should be considered by the teacher in which these principles become the guidelines to achieve the goals of teaching writing. Nunan (2003: 92) described the principles of teaching writing as follows:

- a. Understand the students' reasons for writing.

The teachers need to understand and convey the teachers' and the school's goals of the study to make sense to the students. It means that the teacher should consider what the focus of the writing is so that there is no dissatisfaction with writing instruction in writing class.

- b. Provide many opportunities for students to write.

Writing always improves with practice. The more practice, the more skill will be reached. The role of the teacher here is careful to create the lesson plans and make sure that the time for writing practice is completely enough. In addition, writing practice should provide students with different type of writing as well as possible. It can be journal entries, letter writing, summaries, poetry or any type of writing that teachers find useful to be practiced in writing class.

- c. Make feedback helpful and meaningful

Helpful and meaningful feedback refers to the understandable comments that the teachers are given to the students. As the result, they will pay attention much on it and try to correct the errors. Besides, the teachers may use any kinds of strategy to response the students'

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writing such as written comments, individual conferences, taped responses, typed summary responses, and so forth. Finally, the teachers should provide helpful and meaningful feedback that is understandable in order to construct students to look for problems and correct them on their own.

- d. Clarify how the students' writing will be evaluated

It is very important to avoid discrepancy between the students' work with the teacher's assignments. So, the teachers should make the clear evaluation rubric to evaluate the students' writing products. Therefore, they will know where their mistakes belong.

#### II.4. Descriptive Text

Artono in Fikri (2011: 31) stated that descriptive text is a part of factual genres. Its social function is to describe a particular person, person or thing.

- a) The generic structure of descriptive text are:
  - a. Identification, identifies a phenomenon to be described.
  - b. Description, describe parts, qualities, and characteristic.
- b) Language features

Descriptive text often used "be" and "have". Which tense is often used is simple present tense. However, sometimes is used Past Tense if the thing to be described doesn't exist anymore.

c) Examples of descriptive text

**Mr. Kartolo, the farmer**

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his crops.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Based on the explanation above, identification and description are the generic structure of descriptive text that helps us to make a good written of descriptive text.

**II.4.1. Assessing Writing Descriptive Text**

Brown (2003: 4) stated that assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher unconsciously makes an assessment of the students' performance. It shows that the assessment is a process to measure the students' performance or product even they are still in trying. Two important components in the assessment of writing are the nature of the task, or prompt and the scoring criteria or rubric. It also explains that in assessing writing the teacher should consider what the aspects are needed as the guidance and the rubric is also needed as the scoring criteria.

The following table is the example of a rubric for assessing the students' writing. It is taken from Syafi'i (2013: 161-164):

**TABLE II.1**  
**The ESL Composition Profile**  
**The Scoring Guide of the English Scorer**

Aspect	Range	Criteria
Content	30-27	Excellent to Very Good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.
	26-22	Good to Average: some knowledgeable of the subject; adequate range; limited development of the thesis; mostly relevant to the 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 the knowledge of the subject; non-substantive; not pertinent; or not enough to evaluate
Organization - Identification -Description	20-18	Excellent to Very Good: fluent expression; ideas clearly stated/supported; 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; ideas confused or disconnected; lacks 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, 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, idioms, word form; or not enough to evaluate
Language Use -Simple Present Tense -Adjectives -The attribute has and have -Linking verbs	20-18	Excellent to Very Good: effective complex constructions; few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions
	17-14	Good to Average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning never obscured
	13-10	Fair to Poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions and or fragments, deletions; meaning confused or obscured
	9-7	Very Poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate

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Aspect	Range	Criteria
Mechanics -Spelling -Punctuation	10	Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	7	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	4	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

## II.5. Related Studies

There are some researchers have been conducted and they are relevant to this research paper, such as:

- a. Felor Hashemnejad, Masoud Zoghi and Davoud Amini (2014) conducted a research entitled “The Relationship between Self-efficacy and Writing Performance across Genders”. They were from Islamic Azad University, Ahar, Iran. In his research, he tried to find the correlation between students’ self-efficacy and their writing performances across genders. The data were analyzed using Pearson’s correlation and Independent sample t-test. The result revealed that there was no significant relationship between male and female EFL students’ self-efficacy and writing performances. There was a difference with the writers’ research that was gender. Writers’ research was based on students’ ability. While the similarities, they were talking about self-efficacy and writing.
- b. A research from Ameerah Ali Moqbel Al-Hattab. He was from Taibah University. This research was researched in 2006 entitled “Self-esteem and Writing Achievement of Saudi EFL Students in Secondary Schools”.

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He tried to find the correlation between self-esteem and writing achievement. He found that self-esteem and writing achievement has correlation positively, When student's self-esteem increases his/her achievement in English writing increases and vice versa. The correlation between the two variables was significant at the level of 0.01 the instruments of self-esteem are questionnaires (QSE) and writing is tested (EWAT). The similarities this study is talking about self-esteem and writing. But the researcher of writer focuses on students' writing ability.

- c. This research from Jill K. McKenzie who comes from University of Wisconsin-Stout (1999) with the title "Correlation between Self-efficacy and Self-esteem in Students". This study was determined the correlation between self-efficacy and self-esteem in students. The data were analyzed by use of the Pearson r coefficient and t-test. The research data collected found that the only statistically significant difference was found on self-esteem and gender. There is a difference with writers' research, in her research self-esteem as a variable x (independent) but in this research self-esteem as variable y.
- d. Mohammad Abdu Al-Mekhlafi from Sana'a University, Yemen (2011). He conducts a research with the title "The Relationship writing self-efficacy beliefs and Final Examination Scores in a writing Course Among a Group of Arab EFL Trainee-teachers". The correlational study focused on research question regarding (a) EFL trainee-teachers' perceptions about their own writing, (b) the possible relationship

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between trainee-teachers' perceived self-efficacy in writing and their achievement in a writing course,(c)the relationship between class attendance and final examination scores in a writing course, and (d) the relationship between trainee-teachers' final examination score in writing and their GPA. The participants of this research were forty four female EFL trainee-teachers at Sohar University. The result shows that there is no significant relationship between the subjects' self-efficacy beliefs about themselves as writers and their performances in a writing course. Moreover, results show that students who are absent fewer times from Advanced 1 Writing 1, scored higher final examination mark for the course. The result also indicates that student who have higher GPA scores achieved higher final examination marks for Advanced Writing 1. This research is talking about students' writing self-efficacy and their final examination score in writing course. This research focus on students' writing skill.

- e. Desi Safitri, 2016 with title "the correlation between students' self-efficacy and their English achievement at Islamic junior high school Al-Muttaqin Pekanbaru". The purpose of this research to find the correlation between students' self-efficacy and their English achievement of Islamic junior high school Al-Muttaqin Pekanbaru or not. For taking the sample, the researcher used cluster random sampling, for collecting the data used questionnaire for the variable X and documentation of the students' score in learning for the variable Y. for the analyzing the data was used

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Pearson Product moment Correlation Coefficient and SPSS. The result of this research was 0,528 higher than r table at level 5% (0.349) and 1 % (0.449), the conclusion of this research  $H_0$  is rejected and  $H_a$  is accepted. It shows us that there was a significant correlation between students' self-efficacy and English achievement of Islamic junior high school Al-Muttaqin Pekanbaru. The similarities of this research with the researcher's project are talking about self-efficacy and correlate it with students' English achievement. The researcher of this also talking about self-efficacy as became an independent variable.

- f. "The correlation between student's self-efficacy and their writing ability at the second year of Islamic senior high school Darel –Hikmah". This title is created by Imron Wahyudi. The purpose of this research to find out the correlation between students' self-efficacy and their ability in writing hortatory exposition text. This research was conducted at senior high school Darel –Hikmah Pekanbaru In July 2011. The sample of this research is the second year students of senior high school about 34 students. For collecting the data using the writer used writing test and questionnaire as the prior instrument and interview as the supporting instrument. While, for analyzing the data using Pearson product moment. After analyzing, the student's self-efficacy is categorized into "enough" and students' writing ability is categorized into "enough" with the level significant 5% (0.349) and 1% (0.449). It shows us that "r" was higher than "r table" either in the level 5% or 1%. It also concluded that  $h_a$  is

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accepted and  $H_0$  is rejected, it means that there is a significant correlation between student's self-efficacy and student's writing ability in the hortatory expository text. The similarities study with the researcher is talking about a student's self-efficacy and student's writing ability. But there are differences, the research of the writer has three variables, the student's self-efficacy, student's self-esteem and writing ability. The writing ability of the writer's research is descriptive text. while, the writing of his research is expository exposition text.

- g. "The correlation between students' self-efficacy and their writing performance at SMAN 1 KALIREJO". The purpose of this research was to find out whether there was a correlation between students' self-efficacy and their writing performance. This research was conducted at SMA Negeri 1 Kalirejo in 2015/2016 academic year. The sample of this study numbering of 28 students of a second grade at SMAN in Kalirejo was taken by intact group technique. This research was done in two meetings. In the first meeting, the students were asked to fulfill the questionnaire related to their self-efficacy. In the second meeting, the researcher asked them to make a recount text about their personal life. It was their past experience, according to time sequences. The results of this research showed that there was a positive correlation between students' self-efficacy and their writing performance. It could be seen that the coefficient correlation is higher than the critical value of  $r$  table ( $0.495 > 0.374$ ). Therefore, the

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null hypothesis is rejected and the research hypothesis is accepted. It means that there is a significant correlation between students' self-efficacy and their writing performance. From the data above, it can be concluded that there was a positive correlation between students' self-efficacy and their writing performance. The similarities study with the researcher is talking about self-efficacy and writing. But there are the differences, the researcher's study is about writing ability in descriptive text. While this research is about writing performance in recount text.

- h. "The relationship between self-regulatory efficacy and writing achievement in English". This study is created by Neslihan Ere form Trakya University. The thesis study aims to explore whether students' writing self-regulatory efficacy contributes to their writing achievement in English, investigating the probable relationship between these components. In addition, it is aimed to examine whether students' department, gender and type of high school they graduated have a role in their writing self-regulatory efficacy and writing achievement in English. This study was designed as a quantitative research. The participants of the study were 171 Preparatory Class students of the English Translation and Interpretation (ETI) and English Language Teaching (ELT) Departments at The School of Foreign Languages, Trakya University in 2011/2012 Academic Year. In the study, The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994) was used as the data collection instrument to assess students' writing self-regulatory

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efficacy. Students' writing achievement was determined by their end of the year grades in Writing Course. The data gathered was statistically analyzed by SPSS 17.0. According to the results, Preparatory Class students of ETI and ELT Departments at Trakya University were observed to be moderately efficacious in regulating their writing process. Moreover, a moderate positive relationship, which was statistically significant, was revealed between students' writing self-regulatory efficacy and their writing achievement in English. This result indicated that writing achievement is related to writing self-regulatory efficacy, and students with higher writing self-regulatory efficacy tend to have better writing achievement. However, no significant difference was found in students' writing self-regulatory efficacy and writing achievement in terms of their gender, department and type of high school. Thus, this study highlighted the significance of writing self-regulatory efficacy for writing achievement in English, displaying the positive relationship between these elements. The similarities with the researcher study are talking about writing. While, the difference is about self-regulatory efficacy.

- i. "The relationship between self-esteem and paragraph writing of Iranian EFL Learners". This study is created by Manshor Fahim from Islamic Azad University Tehran Central Branch, Tehran Iran. The present study is an attempt to understand the relationship between self-esteem and paragraph writing of Iranian EFL learners. The study was conducted on

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both Iranian male and female senior EFL learners studying at Tonekabon and Lahijan Azad Universities. To start the project, first of all, the researcher ran the TOEFL test among 80 students. Then, the Self-esteem Coopersmith inventory was given to the same subjects, after that the researcher asked them to write three different kinds of paragraphs in three forms namely; descriptive, comparison/contrast and cause/effect. However, the last two stages were administered in one session by one week interval. Finally, in order to come up with the result, the correlation related to the four questions was measured by Pearson-product moment formula, thus, the results of the calculation of correlation coefficient showed a correlation between variables of each question. Based on the above-mentioned results the null hypotheses of this study were all rejected. Meanwhile, the consistency of the raters was calculated by Chronbach index showing a high reliability among all raters. The similarities are talking about self-esteem and writing, but the difference is about kind of writing, this study is about paragraph writing.

- j. “The Correlation between the writing ability and self-esteem of Surabaya Merchant Marine Academy Students”. This study is created by Dias Agata from Surabaya Merchant Marine Academy. Writing in EFL has been an essential requirement for Students of Surabaya Merchant Marine Academy because it is used when they are on board. Even though it is compulsory, the writing progress is unsatisfactory. Recent studies widely investigates and find the correlation between affective factors in learning,

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especially self-esteem, and student's writing improvements. Following the issues, the present study investigated the correlation between Surabaya Merchant Marine Academy students' English writing progress and their self-esteem. The data were collected using two instruments; Test of English Writing (TEW) and Questionnaire of Self-esteem (QSE) which covers three sections of the questionnaire; global, situational and task self-esteem. The instruments were distributed to 107 students. Then the data were analyzed using Pearson Product Moment. The results of the study revealed that the overall scores of TEW indicated that the level of the student's writing ability was fair; the highest correlation level appeared between situational self-esteem and writing ability and the lowest correlation level appeared between global self-esteem and writing ability, and finally the correlation between self-esteem and writing ability of the students was significantly positive. The similarities study is about self-esteem and writing ability. But there is also the difference is about Merchant Marine Academy Surabaya.

**a. Operational Concept and Indicators**

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning a research, the operational concept can be formulated into particular words to get easily into measuring the research operation. There are three variables used, they are variable X1 as the independent variable, X2 as the independent variable 2 and variable Y as

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the dependent variable. In this research, variable X1 refers to students' self-efficacy, X2 refers to self-esteem and the variable Y refers to students' writing ability.

**b. Indicators of Self-Efficacy**

Bandura state (1994) that indicators of self-efficacy are based on the dimension of self-efficacy, they are: dimension of level, generality and strength.

- a. The students perform in front of the class independently.
- b. The students share their opinion during in the class bravely
- c. The students regret about their performance
- d. The students know what their mistakes are after performing.
- e. The students answer hard questions from the teacher
- f. The students become a volunteer in every task.
- g. The students inform to the teacher to submit the task on time
- h. The students enthuse for every task.

**c. Indicators of Self-Esteem**

Brown (2000) stated the indicators of variable X (students' self-esteem) are as follows:

- a. The students accept the criticism of their peers and teachers
- b. The students give appreciation to others performance
- c. The students commit about what they said
- d. The students do not relax to carry out the exam
- e. The students take any challenges

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- f. The students keep doing many assignments
- g. The students acknowledge proficiency and lack with honesty
- h. The students perform confidently
- i. The students give reward to themselves
- j. The students know their ability well.

**d. Indicator of writing ability**

The indicator of variable Y (student's writing ability) is the students' ability in writing. It will be taken from test of students.

Holly L. Jacob et al (1983) stated The Indicator of variable Y (students' writing ability) are followed:

1. The students are able to use grammar, vocabulary, punctuation, and spelling confidently.
2. The students are able to make the identification of a thing that will be described.
3. The students are able to write a description of a thing that will be described.
4. The students are able to improve the ability of making a descriptive text.
5. The students are able to use simple present tense or past tense correctly.
6. The students are able to make a descriptive text completely.

**e. Assumption and hypothesis****1) Assumption**

In this research, the writer would like to offer some assumptions as follows:

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- 1) Every student has a different level of self-efficacy and self-esteem
- 2) Every student has different achievement in writing ability in descriptive text.
- 3) Self-efficacy and Self-esteem are an important affective and cognitive factors in which it has an important role in students' achievement

**2) Hypothesis**

1.  $H_{a1}$  : There is a significant influence of self-efficacy on students' writing ability in descriptive text at Islamic senior high school of Islamic boarding school technology of Riau
2.  $H_{a2}$  : There is a significant influence of self-esteem on students' writing ability in descriptive text at Islamic senior high school of Islamic boarding school technology of Riau
3.  $H_{a3}$  : There is a significant influence of self-efficacy and self-esteem on students' writing ability in descriptive text at Islamic senior high school of Islamic boarding school technology of Riau