CHAPTER I

INTRODUCTION

The first chapters of the present study described several subchapter of the introduction of the study, namely, research background; research problems; research objective; research scope; and research significance.

1.1 Research Background

The 2013 Curriculum (*henceforth*: K-13) is a national curriculum designed with a scientific approach. This curriculum is implemented to improve the education quality in Indonesia. This national policy inevitably applies to all learning subjects including English as a Foreign Language (Kemdikbud,2013). EFL is organized in four skills, they are: listening, speaking, reading and writing. The four skills are integrated with grammar and vocabulary. Among the four skills, writing needs serious attention. Many students have difficulties in writing the text structures and language elements of descriptive and narrative texts.

Prior observation conducted at the eighth grade students at SMP SARASWATI SERIRIT showed that many students were found deficient in writing descriptive and narrative texts. The students' minimum competency criteria have not achieved a percentage ≥75%. The following

data show the students' deficiency in writing descriptive and narrative texts.

Tabel 1.1

Students' General Writing Competency

Minimum Competency Criteria	Frequency and Percentage	
	f	%
< 75	14	67%
≥ 75	7	33%
Total	21	100%

Source: Data analysis of February 2019

The table above shows 14 students (67%) have not achieved the minimum competency criteria; whereas, 7 students (33%) have achieved the minimum competency criteria. When the above data was analyzed in terms of text types, other data could be obtained.

Tabel 1.2

Students' Writing Competency

Based on Indicators

M CC	Indicators													
	Title		Topic Sentence		Develop-ment		Arrange m-ent		Diction		Gramma r		Mechani cs	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
≥ 75	8	38 %	7	15 %	7	15 %	8	38 %	6	29 %	5	24 %	6	29 %
< 75	13	62 %	14	85 %	14	85 %	13	62 %	15	71 %	16	76 %	15	71 %
Tot al	21	10 0	21	10 0	21	10 0	21	10 0	21	10 0	21	10 0	21	10 0

Source: Data analysis of February 2019

Table 1.2 shows there were 13 students (62%) who were deficient in choosing a suitable title; 14 students (85%) who were deficient in writing topic sentence; 14 students (85%) who were dificient in development; 13 students (62%) who were deficient in arranging coherent

supporting sentences; 15 students (71%) who were deficient in using punctuation; 16 students (76%) who were deficient in grammar; and, 15 students (71%) who is deficient in mechanic.

Based on the result of pre-observation, it was found several factors that affected students' deficiency in writing, namely media, classroom activities, and students' self-esteem. When probed through focused group interview, it was speculated that self-esteem seems to be the source of students' deficiency. Previous research has shown the important role of self-esteem in determining students' success in writing in EFL. Self-esteem reflects an individual's overall subjective emotional evaluation of their own worth' self-esteem encompasses beliefs about oneself. Self-esteem is operationally defined as an individual student's confidence of his/her attitude, knowledge, and skill (competency) in writing descriptive and narrative texts. There have been researches conducted in previous years concerning self-esteem and its relationships in reducing students' writing deficiencies.

The first research was conducted by Esti Kusuma Wardhani (2017). The objective was to prove the correlation between grammar mastery, self-esteem, and writing skill. The results show a positive significant correlation between students' grammar mastery and writing skill. It was concluded that students' grammar mastery and self-esteem were important variables contributing to writing skill.

The second research was conducted by Esmaeel Abdollahzadeh & Toraj Banan (2013). The research purpose to investigate the relationship between self-esteem and postgraduate EFL students' use of writing strategies. They concluded that the teacher who wants to teach writing needs to make their syllabuses according to the learners' fields of study to enhance the level of a writing performance of learners.

The third research was conducted by Mansoor Fahim & Somaye Khojaste Rad (2011). The study aimed to understand the relationship between self-esteem and paragraph writing of Iranian EFL learners. 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 α- Chronbach index showing a high reliability among all raters.

The fourth research was conducted by Badran (2001). The purpose of this study was to relate 'writing apprehension" and "self-esteem" of English as a Foreign Language (EFL) university students were related to the quality and quantity of their writing. The writing apprehension of the EFL university students negatively correlated with their self-esteem. Low apprehension students wrote better quality compositions than their high apprehension counterparts. In other words, writing apprehension negatively influenced the quality of students'

composition writing. Low apprehension students had higher self-esteem than high apprehension students, and low self-esteem students were more apprehensive in their writing than their high self-esteem counterparts. These findings have been supported in the literature. It was suggested that writing skills improvement courses be taught to university students in nontraditional ways. To lower anxiety levels among students, it also suggested that teacher evaluation be reduced and replaced with peer or self-evaluation whenever possible.

The fifth research was conducted by Manjula Patil , et al. (2011). The study was conducted in Dharwad city (Karnataka) to examine the relationship between self- esteem and adjustment among children with reading and writing difficulties. Analysis revealed that 93% of academically low achieving children (based on the class records and teacher rating) were found to be having reading difficulty while 58% had writing difficulty. Among academically high/normal achieving children, 77% were found to be normal in reading while13% were found to be having reading difficulty. In writing 87% of the high/normal achieving students were normal and 5% were found to be having difficulty. Children with reading and writing difficulties obtained significantly low score in self-esteem and adjustment when compared to normal children. Children having reading and writing difficulty had poor scores on general and academic aspects of self-esteem and on peers and teachers related areas of adjustment. However, the differences between the groups were found to

be low suggesting that suitable remedial/ intervention program may bring the children with difficulty with normal children.

Based on the previous research about writing and self-esteem, they were related. The relation stated by research of Manjula Patil et all (2011) when they stated that children with reading and writing difficulties obtained significantly low score in self-esteem and adjustment when compared to normal children. So the present reseach was conducted to know whether they are related.

1.2 Research Problem

Based on the research background above, the research problem can be formulated into two:

1. How was students' self-esteem in writing descriptive and narative text in SMP Saraswati Seririt?

2. What was students' deficiency in writing descriptive and narative text in SMP Saraswati Seririt?

3. Was there any relation between students' self-esteem in writing descriptive and narative text in SMP Saraswati Seririt?

1.3 Research Objectives

Based on the statement of the problems mentioned previously, the research objective could be formulated as follows.

1.3.1 General Objective.

The general objective of the proposed research was to appraise the students' writing self-esteem and writing

deficiency based on its indicators, especially in writing descriptive and narrative texts at SMP SARASWATI SERIRIT.

1.3.2   Specific Objectives.

The specific objectives of the proposed research were as follows:

1) to describe the students' writing self-esteem on descriptive and narrative texts at SMP SARASWATI SERIRIT;

2) to identify the students' writing deficiencies in choosing a suitable title, determining an appropriate topic sentence, developing the topic sentence into a cohesive paragraph, arranging supporting sentences systematically, using word spelling, choosing correct word meaning, applying appropriate word usage, applying capitalization and using correct punctuation.

3) to describe the relation between students' self-esteem and writing deficiency in writing.

1.4 Research Significance

The research significance was divided into two main significance, those were theoretical significance and practical significance.

1.4.1 Theoretical Significance.

Theoretically, this research was hoped to be useful for developing writing self-esteem and minimize writing deficiencies in writing descriptive and narrative texts among students at SMP Saraswati Seririt.

1.4.2 Practical Significance.

The proposed research will be relevant for the following individuals.

1) **Students**.

Students will be assisted effectively in developing high self-esteem in writing descriptive and narrative texts;

2) **Teachers**.

EFL teachers will be also benefitted as they could design supporting writing activities which enhance self-esteem and reduce the students' writing deficiencies effectively;

3) **Future Researchers**.

Future researchers could also use the research results to design an intensive research by investigating

other moderator and intervening variables other than writing self-esteem.