

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of self concept, (2) the element of self concept, (3) the concept of academic self concept, (4) the concept of writing, (5) the process of writing, (6) type of writing, (7) the importance of writing skill, (8) previous related studies, (9) the hypotheses of study, and (10) criteria of testing the hypotheses

2.1 The Concept of Self Concept

Self concept is a theory of self evaluation. Shavelson, Hubner, and Stanton were the first to develop an empirically testable hierarchical self concept model. Kumari (2017), states that self concept is a complex, organized and dynamic system of learned beliefs, attitudes and opinions each person. It is person perceptions of himself formed through experience and interpretations of the environment (Deepika and Geetha, 2018, p. 47). According to Sanchez and Roda, self concept as the perception each person has of himself or herself, it is a component of personality development (as cited in Ramadhan, 2017, p.14). Meanwhile, Woolfolk states that self concept as the value that an individual places on his or her own characteristics, qualities, abilities, and action (as cited in Anitha & Parameswari, 2013, p. 30). Based on the definitions above, it can be concluded that self concept is complex, organized and dynamic system of learned beliefs, attitude and perceptions of someone, through experience, reflection and feedback from other.

Self concept is one of the important thing which is learned by students to develops their personality. Individual behavior is highly dependent on the quality of the self concept is a positive or negative self concept. According to Brooks and Emmart, people who have a positive self concept showed the following characteristics :

1. Feeling able too cope with the problem. Subjective self understanding of the ability to deal with the problem facting the objective.
2. Feeling a par with other. Understanding that human beings are not born with the knowledge and wealth. Knowledge and wealth gained from the process of learning and working life. Understanding the causes individuals to feel more or less to other.
3. Receiving a compliment without shame. Understanding the praise, or deserves and award against individuals on the basis of the result of what has been done before.
4. Feeling able to repair themselves. The ability to carry out the process of self-reflection to improve behaviour deemed less.

Meanwhile, people who have a negative self concept showed the following characteristics:

1. Sensitive to criticism. The lack of ability to accept criticism from other as the process of self reflection.
2. Be responsive to praise. Being an overreaction to the action taken, all actions necessary so feel honored.

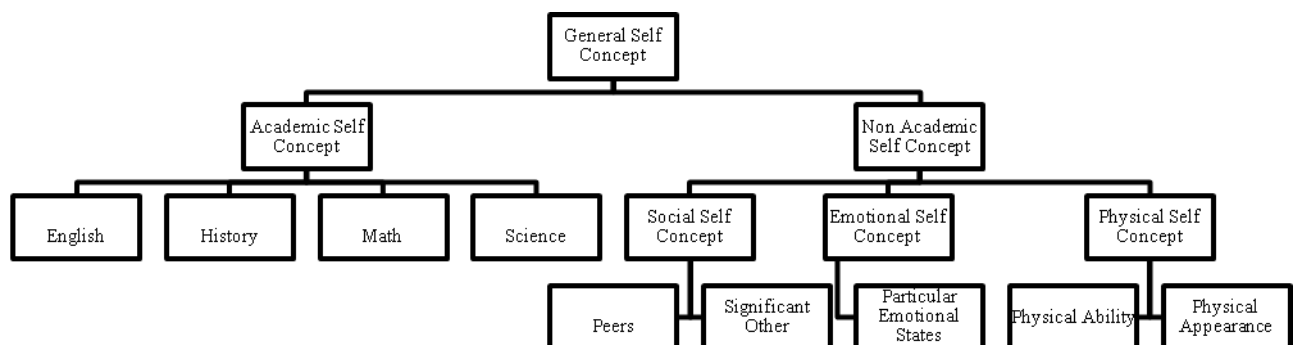
3. Tends to feel liked by other. Subjective feeling that everyone else around him look at himself in the negative.
4. Has the attitude hiperkritik. Like to criticize excessively negative towards other.
5. Experiencing barriers in interaction with the social environment. Feel less able to interact with other people. (as cited in Ramadhan, 2017, p.14-15)

Moreover, students who have high self concept usually perform better learning than students who have low self concept (Liu & Wang, 2008, p.245). Furthermore, Bong and Skaalvik (2003) state that students with high academic self concept value their own abilities, accept challenges, take risks, try new things. students show low self concept exhibit less confidence in their academic aptitudes (Amezcuca & Fernandez, 2000, p. 15). In line with ideas above, Craven and Marsh (2008) state that students with high self concept feel good about themselves and have better abilities than students with low self concept. Students with high self concept tend to feel they are people value and worth, have confidence in themselves and act accordingly. Therefore, students who have high self concept more confidence, realistic view of themselves and also perform better in learning, meanwhile students who have low self concept usually show signs, less confidence and become maladjusted, because of the negative attitudes they hold towards others and themselves.

2.2 The Elements of Self Concept

Academic self concept have some components. It is supported by Strein that the term self concept can be characterized by two elements. First, self concept reflects descriptive (e.g., I like math) as well as evaluative (e.g., I am good at math) aspect of self perception. Second, self perception associated with academic self concept tends to focus on scholastic competence, rather than attitudes (as cited by Desi, 2016, p.15). Meanwhile, Shavelson, Hubner, and Stanton (1986) state general self concept divided into two components : academic self concept and nonacademic self concept. Academic self concept includes English, History, Math, and Science are structured. Nonacademic self concept domains includes a person's belief about his/her abilities in Social, Emotional and Physical self concept are structured followed the narrower aspects for each. For more details on the dimension of self concept can be seen the diagram 1.

Diagram 1 Dimensions of Self Concept



Source : Adapted from shalveson Hubner and Staton (1976)

2.3 The Concept of Academic Self Concept

The academic self concept as specific attitudes, feeling and perceptions about one's intellectual or academic skills, representing a person's self beliefs and self feelings regarding the academic setting. According to Bong and Skaalvik (2003), academic self concept as an individuals' perception of his or her own proficiency in academic subjects. Students who know and aware about their ability have been student's academic self concept within school. It is supported by Cokley (2000) says that academic self concept as a student's view of his or her academic ability when compared with other students. Meanwhile, Boivin states that academic self concept as how students do their assignment or feel about themselves as learners (as cited in Hamed, Hussin & Jam, 2017, p.128). Therefore, academic self concept as a person's self evaluation regarding specific academic domains or abilities.

Academic self concept refers to the beliefs, attitude, knowledge, and ideas people about themselves. According to Marsh and Rhonda, academic self concept is the perception and evaluation that a student has or does about his or her academic abilities (as cited in Ordaz, Aclé & Reyes, 2014, p. 118). Freeman and Areepattamannil (2008), state that academic self concept is comprised of a set of attitude, beliefs and perception held by students about their academic skill set and performance (as cited in Desi, 2016, p.3). It means that academic self concept which student's have is a specific set of their attitude, beliefs, and perception will be held them to get good achievement in academic school. Students who have positive academic self concept will be more active and confident as a participant in

the class activities. it is supported by Simanjuntak, that no successful cognitive or affective can be carried out without degree of self confidence, self knowledge, and belief in own capabilities for that activity (as cited in Desi, 2016, p.14). Therefore, academic self concept as the perception that each one has about himself, formed from experience and relationship with the environment.

Furthermore, Lee states that academic self-concept is an individual's perception of his or her own competence (as cited in Singh and Sarkar, 2015, p.1). Ferla, Valcke and Cai (2009) state that academic self concept is referred to as students' perceptions about their level of competencies within an academic circle. Meanwhile, Demrongpanit (2009) states that self concept as a person's perceptions about his strengths, values, beliefs and attitudes. Based on the definition above, it can be concluded that academic self concept as student's perceptions about their level of competencies within the academic realm.

2.4 The Concept of Writing

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Writing as a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes (Huy, 2015, p.54). According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (as cited in Afrin, 2016, p. 115). Moreover, Ahmed states that writing as a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge (as cited

in David & Ohia, 2016, p.79). Therefore, writing is not only using correct grammar, but writing needs thinking, planning, good idea and good grammar to make and produce a good writing.

Writing is a process of expressing ideas or thoughts in sequence in order to communicate with other in written form. According to Flores, writing is a process by which we transfer our thinking, our ideas, and our experiences into written form (as cited in Marzulina, 2015, p. 3). Meanwhile, Leo et al. (2007) states that writing is a process of expressing ideas or thoughts in words should be done at our leisure. In line with ideas above, Richard (2003) adds that writing is a way of sharing personal meanings and writing courses based on the individual ability to construct his or her views on a topic. It means that the written form as some purpose when it is produced that the writer needs to deliver to the reader. Furthermore, Jani and Mellinger state that writing is a special ability that allows writers to express their thoughts in the form of meaningful words and of a mental interaction through written messages (as cited in Sulisworo, Rahayu, & Akhsan, 2016, p. 178). Based on the definition above, it can be concluded that writing is a process of transferring, sharing and expressing our ideas or thought in words.

2.5 The Process of Writing

Writing is a complex process that consists of several stages. Writing becomes more complex because it does not only put the idea into a paper, but how the written can be understandable by paying attention to some aspects to create a well written text (Westwood, 2008, p. 56). It is supported by Flower and Hayes who state that writing becomes a very complex cognitive activity and at the

sentence level, the writer should control the content, format, sentence structure, vocabulary, punctuation, and spelling (as cited in Sulisworo, Rahayu, & Akhsan, 2016, p. 178). Besides, writing skill requires a well structured way of the presentation of thoughts in an organized and planned way (Javed, Juan & Nazli, 2013, p.130). Therefore, writing more than act of forming letters and word but also the act of putting words into sentences, and sentences into paragraph, spelling words correctly, punctuating and capitalizing in appropriate way in the written form.

In writing process, there are some steps to be taken in producing the text. According to Rumisek and Zemach (2005), writing process goes through several steps to produce a good written product. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process. There is a similar view from Nation (2009) which states that one way of focusing on different aspects of writing is to look at writing as a process (as cited in Desi, 2016, p 5). It means that writing process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing. Writing process, further, incorporates some stages structurally.

The process of writing involve some steps necessary to produce a good quality piece of writing. According to Blanchard and Root (2003), there are at least three steps involved in a writing process. They are as follows.

1. Prewriting, is thinking about your topic and organizing your ideas.
2. Writing, is using your ideas to write a first draft

3. Revising, is improving what you have written

Meanwhile, Richard and Renandya (2002) state that the process of writing has four basic writing, they are as follows.

1. Planning

In this stage, the writer should decide what they will write. In planning to write, the writers have to consider about three main issues. They are the purpose of their writing that deals with the language they use and the information they choose. Next it about the reader that will probably read because it can affect the shape of writing. The last is the content of structure, it deals with generating their ideas in writing.

2. Drafting

The second stage of writing process is drafting. The swriters will focus on fluency of writing without paying much attention in grammatical accuracy. They are also encouraged to deliver their message to other, for example with their peer or classmates.

3. Revising

In this stage, the writer usually read through what they have written before. They may find some errors in writing, such as the order of information is not clear and some meaning that will be delivered to the reader is still ambiguous. If there are still some errors in their writing, the students should revise. It so, the ideas of their writing are clearer for the reader.

4. Editing

The last stage, the writers are engaged in tidying up their writing as they prepare the final draft to be evaluated. The main activities of this stage that the writers edit their mistakes in grammar, punctuation, spelling and vocabulary.

According to Harmer (2004), there are four process of writing, they are as follows.

1. Planning

Planning is process where the writer first think about the main ideas or what to write.

2. Drafting

Drafting is the process where the writer writes the main point of the writing.

3. Editing (reflecting and revising)

Editing is process where the writer rewrite the product of writing and make a revision if it is needed.

4. Final Version

Final version is the final product of writing after doing the three process of writing before. (as cited in Desi, 2016, p.9)

Futhermore, Nunan (2005) also mentions five steps of the writing process, they are as follows.

1. Prewrite

Prewrite is the writing process where the writer asks to collect the thoughts and ideas.

2. Write

Write is the writing process where the writer asks to get and write the ideas on the paper.

3. Revised

Revised is the writing process where the writer try to check and synchronize between one idea to another.

4. Edit

Editing is the writing process where the writer proof read the work and check whether there are any problem related to content, grammar or spelling

5. Publish

This is the last process where the writer rewrite and share with others.

2.6 Type of Writing

There are many types of writing. According to Nelly, eight key text types have been identified as recount, description, information report, explanation, exposition, discussion, procedure and narattive (as cited in Zurnailah, 2017, p.35). Meanwhile, Walker states that writing also have many type of it, including writing

narratives, expository passages, essays, directions, summarises, critiques, and letter writing as developmenta; writing skill are advanced (as cited in Huy, 2015, p.55). Furthermore, Huy (2015) states that there are some type of writing, they are as follows.

1. Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

2. Argumentation

Argumentation called persuasion. It is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting.

3. Description

Description as a model of discourse, it is also the fiction writing mode for transmitting a mental image or particular of a story. Description devides into two parts.

a. Description as a thetorical mode

The purposes of description are to recreate or visually present a person, place, event, or action so that the reader may picture that which is being described

b. Description as a fiction

fiction is a form of narrative, fiction writing also has distinct forms of expression, or modes, each with its own purposes and conventions.

4. Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened)

2.7 The Importance of Writing Skill to the Students

Writing is also the important skill in studying English, which need great investment from the students. Many students do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. According to Sulisworo, Rahayu and Akhsan (2016), writing can help learners to improve their independence, fluency and creativity in writing. Mastery of these skills will make the students

communicate better in various ways that others can understand their ideas. Moreover, Writing skill is an important part of communication for students throughout their academic life, it allows them to organize their feelings and ideas clearly as well as to convey meaning through well-constructed text (Afrin, 2016, p 23). Writing skill also indicates how good the students' ability especially in mastering its aspect such as unity, ideas and organization. Therefore, writing skill is needed to be mastered so much.

2.8 Previous Related Studies

There are some previous studies which are related to my present study. The first study was written by Desi (2016) with the title "A Correlation Study of Academic Self Concept, Grammar Mastery and Writing Skill of the Tenth Grade Students of SMA Negeri 1 Ngemplak Boyolali in the Academic Year of 2014/2015". The population was all the tenth grade students of SMA Negeri 1 Ngemplak Boyolali in the Academic Year of 2014/2015 consisting of seven classes. Meanwhile, 32 students of class X-6 as the sample of this research. This research showed that there was a positively and significantly correlation among academic self concept, grammar, and writing skill. The similarities between the previous study and the present study were: first, both studies focused on the academic self concept and writing performance. Second, both studies used questionnaire and writing test as a technique of collecting the data. Meanwhile, the difference in the previous study and the present study were: first, the present study did not investigate grammar mastery, it just focused on the academic self

concept and writing performance. Second, The population and sample in this previous study was senior high school, and in the present study was junior high school.

The second study was written by Flores (2013) with the title "Self Concept and Self Efficacy as Predictors of Writing Performance of College Freshman Students". The population and sample in his research were 211 undergraduate students of a private university in Manila. This research focused on investigating the relationship among self concept, self efficacy and writing performance. The result showed that the variables have a highly significant correlated. The similarities between the previous study and the present study was both studies focused on self concept and writing performance. The difference in the previous study and the present study was on the previous study focused on the self concept, self efficacy and writing performance, meanwhile, in the present study just focused on the academic self concept and writing performance. Besides, it did not investigate self efficacy.

The third study was written by Badiozan (2012) with the title "A Study on the Relationship between Malaysian Learners' Self Concept in Academic Writing and Their Engagement in One Higher Learning Institution". This study focused on exploring the relationship between Malaysian learners' self concept in academic writing and their engagement in the academic writing class. The population was 170 students, followed by two semi structured interview with each of eight student participants. The result showed that a positive relationship existed between self concept in academic writing and students' engagement. The

similarities between the previous study and the present study was both of the studies focused on the students' self concept and writing. The difference between the previous study and the present study were: first, in the present study did not explore the students' engagement in the academic writing class. Second, in the previous study used mixed methods, meanwhile, in the present study used correlation research or quantitative approach.

2.9 Hypotheses

The hypotheses of this study are proposed in the form null and research hypotheses below :

1. H_0 : There was no significant correlation between academic self concept and writing performance of the ninth grade students of SMP YP Swakarya Banyuasin

H_1 : There was significant correlation between academic self concept and writing performance of the ninth grade students of SMP YP Swakarya Banyuasin

H_0 : Academic self concept did not significantly influence of writing performance of the ninth grade students of SMP YP Swakarya Banyuasin

H_1 : Academic self concept significantly influenced of writing performance of the ninth grade students of SMP YP Swakarya Banyuasin

2.10 Criteria of Testing the Hypotheses

To test the hypothesis above, I use these criteria based on Frankel, Wallen and Hyun (2012)

- If p-value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_1 is rejected.
- If p-value is less than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected and H_1 is accepted.