

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background

Language plays an important role in daily life for human being. According to Fromkin, Rodman and Hyams (2003), language is used by many people around the world for communication to other people from different countries. Language becomes very important to communicate when people have some interactions with other people. Dalilan states that we need a language in our daily communication with other people. Even, some people probably use more than one language in their communication (as cited in Putra and Marzulina, 2015, p.185). Moreover, people use a language as communication tool to share idea, expression and information each other. It is supported by Patel and Jain (2008) that language takes an important role in the communication, such as communication media when one interact to other, self expression and thinking of idea. Besides, by using language, people can express their ideas and feeling, and share it with other people all over the world to interact with one to another.

English is one of international languages that is used by million people all over the world. Sharifian states that English as an international language refers to a paradigm for thinking, research, and practice (as cited in Saputra & Marzulina, 2016, p. 1). In line with Richard who states that English is the

language of globalization, international communication, commerce and trade media, pop culture, different motivation for learning (as cited in Herlina & Holandyah, 2015, p. 107). Therefore, as an international language, English is taught in every country all over the world including Indonesia.

Indonesia must be ready to face the challenges of globalization by improving its human resources and maintaining the stable condition of the country. One of the requirements in facing the challenges of the globalization is mastering the international language. Students are trained in academic skill to prepare for better life in globalization area. It is supported by Lauder who states that English is very important for Indonesia in many parts especially in education (as cited in Saputra & Marzulina, 2016, p.1). Education gives insight, grooms the personality (moral values), adds knowledge, and provides skills for who will live in a very competitive society.

In teaching English, there are four language skills which are learned by students. There are speaking, reading, listening and writing. Nonetheless, writing is claimed to have an important skill to be learned in learning a foreign language include the development of an idea, knowledge, and experience. It is supported by Pasand and Haghi who state that writing is the important skills in learning which involves the development of idea, knowledge and experience with subject (as cited in Saputra & Marzulina, 2016, p. 2). Meanwhile, Richard states that writing is the most important skill that the students need to develop. Development students's writing skill will help them to have a good writing ability (as cited in Desi, 2016, p.1). In addition, writing 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. 105). Therefore, writing is very important skill to be learned in learning process.

Furthermore, writing is also the most difficult skill in English skill especially for foreign language learners. It is supported by Zhang (2013) who mentions the four core language skills namely listening, reading, speaking, and writing where writing is obviously the most difficult skill for second and foreign language learners to master. Moreover, writing is the most difficult and complex activity among the four English language skills, because the process of writing requires a set of competencies (Brown, 2000, p. 54). Furthermore, Rass states that writing is a difficult skill because the writers must balance multiple issues such content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanis such capitalization (as cited in Fajrina, 2017, p.30). Therefore, writing is not only as the most difficult and complex activity for language learners but also complicated components of the writing.

In writing, learners are expected to explore and share the ideas and make them into good paragraph. To be able to express the ideas into a good writing, learners need self concept. Self concept is an important concept of any child's development (Anitha & Parameswari, 2013, p.30). Erlina states that knowing one's self means knowing own thinking and feeling, it becomes aware on what they think and feel. Students who know their ability means that they have student's self concept within school. Students who have self concept tend to

persue an achievement within school subject (as cited in Desi, 2016, p.3). Meanwhile, self concept plays an important role in helping students adapt to their new academic context and learning demands, especially in academic writing (Badiozaman, 2012, p. 6). Therefore, students who have self concept more confidence, realistic view of themselves and also perform better in learning.

The academic self concept is students' view of his or her academic ability. According to McInerney and Mok (2012), academic self concept is individual perception of his strengths, weaknesses, abilities, attitudes, and values. Meanwhile, Bong and Skaalvik (2003) define that academic self concept as the degree of an individuals' perception of his or her own proficiency in academic subjects. In line with ideas, jaiswal and Choudhuri (2017) state that academic self-concept is students' attitude, perception, and enjoyment of subject or class lecture in school. Therefore, the academic self concept is student's perception of their level within academic skill who will guide them to get good achievement in academic skill.

Many researchers believe that academic self concept can help the students' academic success or failure. Self concept is an important prerequisite for performing well in education (Jaiswal & Choudhuri, 2017, p. 109). Students who have high self concept usually perform better learning than students who have low self concept. It is supported by Bong and Skaalvik (2003) that students with high academic self concept value their own abilities, accept challenges, take risks, try new things. Students' low academic self concept exhibit less confidence in their academic aptitudes (Amezcuca & Fernandez, 2000, p.117). Meanwhile, Marsh and

Craven (2006) 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.

Based on my preliminary study with two teachers of SMP YP Swakarya Banyuasin on July, 30th 2018, I found that some students were still not interested in learning English. In learning process, they were not paying attention, sleepy, and also bored. They did not care because they did not understand and they did not want to try to understand, especially in writing skill. Most students got difficulties in writing process. They revealed that many students did not pass the passing grade in writing. Then, I asked them why they did not pass. They said that some students did not develop and organize their idea. It made their writing lacks of detail information and irrelevant to the main idea of the paragraph. In addition, most of the students faced difficulties in making grammatical sentence. They were confused about how to implement the concept. These problems indicate that their writing is far from a good writing.

Beside interviewing with the teachers, I also interviewed the students of SMP Swakarya Banyuasin 1 on July, 31st 2018. They said that English as one of the most difficult skill than other subject, because English have many aspect to be learned especially in speaking and writing process. But many students said that writing is the most difficult skill for second language learners to master. The difficulties were not only in generating and organizing ideas, but also in translating these ideas into readable text. Meanwhile, some students told that they

were still confused about grammar and lack of vocabulary. Therefore, from the statement it can be concluded that the ninth students of SMP YP Swakarya Banyuasin have a big problem in completing writing task.

This situation was supported by some studies which have been done in investigating the relationship between academic self concept and writing performance. Desi (2016) examined a correlation of academic self concept, grammar mastery and writing skill of the tenth grade students. The participant were 32 students of SMA N 1 Ngeremplak. The result showed that academic self concept positively and significantly correlated with students' academic self concept, grammar mastery and writing skill. Meanwhile, Flores (2013) examined self concept and self efficacy beliefs predictors of writing performance of collage freshman students. The participant were 211 collage freshman students of De La Salle university in Manila. The result of this research showed that a significantly correlated of each variable. Moreover, Badiozan (2012) explored the relationship between Malaysian learners' self concept in academic writing and their engagement in the academic writing class. The participants were 170 students higher learning institution. The result showed that a positive relationship existed between self concept in academic writing and student engagement.

Based on the explanation above, I assume that students' academic self concept plays roles in their writing performance. It means that students' academic self concept may influence their writing performance. Having positive self concept will help them improve the quality of their writing performance. As it is stated that self concept helps us to cope successfully with the event in our life and

then to make positive impact on the lives of other. Besides, students' academic self concept plays an important role in writing skill, and will help the students to improve their writing performance.

Based on the description above, there must be the notion on how students' academic self concept and writing performance has the relation. Therefore, I want to explore more about the correlation between academic self concept and writing performance. And the title of the study is **“The Correlation between Students’ Academic Self Concept and Writing Performance of the Ninth Grade Students of SMP YP Swakarya Banyuasin”**

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions.

1. Was there any significant correlation between academic self concept and writing performance of the ninth grade students of SMP YP Swakarya Banyuasin ?
2. Did academic self concept significantly influence writing performance of the ninth grade students of SMP YP Swakarya Banyuasin ?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. to find out whether or not there was a significant correlation between academic self concept and writing performance of the ninth grade students of SMP YP Swakarya Banyuasin.

2. to know if academic self concept significantly influenced writing performance of the ninth grade students of SMP YP Swakarya Banyuasin.

1.4. The significant of Study

This study is expected to be beneficial to:

1. English Teacher in SMP YP Swakarya Banyuasin

To give information and enrich the ways of teaching writing, and also know the concept of academic self concept as one of the factor that can influence the students' success or failure in their writing performance, so that the teachers can guide their students in writing skill.

2. For the Students

This study is also useful to build students awareness that increasing their academic self concept and understanding of grammar will help them to get a better comprehension in writing activity.

3. For Myself as Future Teacher

Understanding on the correlation will be beneficial for helping me to adjust my teaching practice in order to give my students a better chance to reach their best potential achievement in writing.

4. For Future Researchers

The result of this research can be used as one of the references for the other researchers conduct similar studies with my current study.