THE CORRELATION BETWEEN SELF-ESTEEM AND WRITING ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 1 PEKANBARU

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Abstract: The objective of this research is to determine the correlation between self-esteem and writing ability of the first year students of SMAN 1 Pekanbaru. This is a correlational research that hastwo variables. The sample of this research is one class consisted of 38 students. The class was chosen by using Cluster Random Sampling Technique.Self-esteem questionnaire and writing test were used to collect the data. The self-esteem data were collected by using a set of questionnaire FLSES (Foreign Language Self-Esteem Scale) designed by Hassan (2001). The data of writing ability were taken by administaring test of writing. The collected data were analyzed by using Pearson Product Moment Correlation. The result showsthat there is low correlation between students' self-esteem and writing ability with the correlation value 0.312,while the coefficient correlation is as big as 9.7 %. The self-esteem of the students is categorized in "average" level and the writing ability is categorized in "good" level.It indicates that the students' self-esteem influences their writing ability. Based on the finding, it would be better for the students to pay more attantion on personality aspect, such as self-esteem in learning process of writing.

Key Words: Correlation, Self-esteem, Writing Ability

HUBUNGAN ANTARA HARGA DIRI DAN KEMAMPUAN MENULIS OLEH SISWA TAHUN PERTAMA DI SMAN 1 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara harga diri dan kemampuan menulis pada siswa tahun pertama di SMAN 1 Pekanbaru. Penelitian ini merupakan penelitian korelasi yang melibatkan dua variabel. Sampel pada penelitian ini adalah satu kelas yang terdiri dari 36 siswa. Kelas ini dipilih dengan teknik pengambilan acak kelompok. Dalam penelitian ini, kuisioner harga diri dan tes menulis digunakan untuk mengumpulkan data. Data harga diri diperoleh dengan menggunakan serangkaian kuisioner FLSES (Foreign Language Self-Esteem Scale) yang di desain oleh Hassan (2001) dan data kemampuan menulis diperoleh dengan memberikan tes menulis. Kedua data tersebut dianalisa dengan menggunakan Pearson Product Moment Correlation. Hasil dari penelitian ini menyatakan bahwa terdapat hubungan yang rendah antara harga diri dan kemampuan menulis siswa pada nilai korelasi 0.312, sedangkan koefisien korelasinya yaitu sebesar 9.7 %. Harga diri siswa berada pada tingkat "rata-rata" dan kemampuan menulis siswa berada pada tingkat "baik". Hal ini menunjukkan bahwa harga diri siswa mempengaruhi kemampuan menulisnya. Berdasarkan penemuan ini, akan lebih baik bagi para siswa untuk memberikan perhatian yang lebih terhadap aspek kepribadian seperti harga diri pada proses pembelajaran menulis.

Kata Kunci: Hubungan, Harga Diri, Kemampuan Menulis

INTRODUCTION

In Indonesia, English is a subject that must be taught at school. As reinforced by the education curriculum in Indonesia, based on 2013 curriculumwhere English learning material is emphasized in language competence as a communication tool to convey ideas and knowledge. The teachers have to teach the four language skills in teaching English, they are listening, reading, writing, and speaking. It is important because the purpose of English teaching is to make students master the four basic language skills of English, namely listening, reading, writing and speaking. One of the four skills that have to be mastered by the learners besides listening, speaking and readingis writing. It is an important skill which must be learnt, because it is used to communicate, students must be able to communicate not only in oral form but also in written form.

Based on 2013 curriculum, students of senior high school have to master some types of text such as recount text. The students must be able to understand and produce recount text which told about something that happened in the past.When someone produced something, the others would pay their attention and give comments. The comments could be positive or negative. As a result, some students feel insecure when produced an English text because they worry about the score and others' judgment. Thus, the students feel that they were not able to write and it influenced their quality of writing.

The students' quality of writing can be influenced by some factors; one of them is personality such as self-esteem. This factor can cause the students think that they couldn't write in a good one. Since writing wasn't an easy skill, they didn't believe in their ability. This personality is the main problem for the students to start learning the foreign language skills. In other words, the factor that influences students to write is their self-esteem.

Self-esteem is how we value and perceive ourselves. It is based on our opinions and beliefs about ourselves.Dedmond (2009) in Hisken (2011) pointed out self-esteem as the complication of feelings about ourselves that guides our behavior, influences our attitudes and drives our motivation. It is the feelings about our ability and value, and it can be good or bad feelings. So, from previous statement we can connect self-esteem with students' learning outcome, because we will not succeed in learning if we didn't belief in our own capabilities, and it also influenced our psychology such as motivation. If the level of self-esteem is low, motivation also can be low. When the students do not learn with high motivation, it is difficult for the students to achieve the good score.

Based on the phenomena and theories previously, this research was conducted in order to know is there any correlation between students' self-esteem and their writing ability by the title "The Correlation between Self-esteem and Writing Ability of the First Year Students of SMAN 1 Pekanbaru".

METHODOLOGY

Participants of the Research

The participants of this research were the first year students of SMAN 1 Pekanbaru. A class of 36 students were chosen by using Cluster Random Sampling Technique.

The Data Collecting Technique

The researcher distributed self-esteem questionnaires consisted of 14 statements to the sample students to get students' self-esteem score. To get the score of students' writing ability, the writing test was administrated by the researcher. The writing test was carried out to the students once after the students answering the questionnaires.

The Data Analysis Technique

The students' self-esteem data were gained by distributing questionnaires. The questionnaires were assessed by Likert scale rating which had five options. They are: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree. Each option had score based on the Likert Scale Rating below:

Table 1. Likert Scale Rating

Option	Score	
	Positive worded statements	Negative worded statements
Strongly Agree	4	0
Agree	3	1
Uncertain	2	2
Disagree	1	3
Strongly Disagree	0	4

The value then coverted to the scale $0 - 56$. The researcher used the following classification measurement by Rosenberg (2015) in order to find out the students' level of self-esteem.

Table 2. Interpretation Score of Self-Esteem

Level	Score
High	$38 - 56$
Average	$19 - 37$
Low	$0 - 18$

However, for English writing test, the score was gotten by calculating the score of all writing aspects proposed by Jacob et al (1981), i.e. content, organization,

vocabulary, language use and mechanic. The students' work was scored by inter-rater and the average score of the three raters were the score of the students' writing test. The writer used the following classification measurement by Brown (2010) in order to find out students' level in English writing.

Table 3. The Classification of Students' Writing Score

Test Score	Level of Ability
91-100	Excellent
71-90	Good
31-70	Adequate
11-30	Fair
1-10	Unacceptable

All of the data were analyzed by using the formula of correlation product moment to know the correlation between students' self-esteem and their writing ability. The students' self-esteem is X variable and students' writing ability is Y variable. The correlation product moment is one of techniques that commonly used to find the correlation between two variables. The data will be measured using SPSS 20.0 program. To determine the criteria of correlation, the resercher used the interpretation of number correlation as suggested by Sudijono (2009).

Table 4. The Interpretation of Correlation

r_{xy}	Interpretation
0,00 – 0,20	There is very low correlation between the two variables.
0,21 – 0,40	There is low correlation between the two variables.
0,41 – 0,70	There is moderate correlation between the two variables.
0,71 – 0,90	There is high correlation between the two variables.
0,91 – 1,00	There is very high correlation between the two variables.

Research Findings

After collecting the writing test of the students, the researcher gave it to the raters to be checked. There were three raters in this research which are English teachers. To ensure the reliability of scores and to avoid the subjectivity of the research, the writer used inter-rater reliability. The researcher used Statistical Product and Service Solution Version 20 (SPSS 20) to process the data. The result can be seen in the following table.

Table 5. Inter-Rater Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.940	3

The rater's score is considered reliable if the value of Cronbach's Alpha is >0.60. From the table above, the total data (N of Items) was 3 which are gained from the total of rater, while the reliability value of the rater's score (Cronbanch's Alpha) was 0.940 (high level of reliability). In conclusion, the rater's scores are considered reliable.

Based on the results of questionnaire, the classification of the students' self-esteem levels can be shown in the following table.

Table 6. The Percentage of the Students' Self-Esteem Levels

No	Score	Frequency	Percentage	Description
1	38-56	9	25%	High
2	19-37	25	69%	Average
3	0-18	2	6%	Low
Mean score: 31		N=36	100%	Average

From the table above, it can be seen that from 36 students who filled the questionnaires, 6% of them (2 students) experience low self-esteem. The mean scores of the other 25 students (69%) range from 19 to 37, indicating average self-esteem level. 9 students (25%) show high self-esteem, range from 38 to 56. The data also indicates a mean score of 31, therefore, it can be concluded the self-esteem presented by the students in writing English in the classroom is overall in average level.

Based on the results of writing test, the classification of the students' writing ability levels can be shown in the following table.

Table 7. The Percentage of the Students' Writing Ability Levels

No	Score	Frequency	Percentage	Description
1	91-100	2	5%	Excellent
2	71-90	33	92%	Good
3	31-70	1	3%	Adequate
4	11-30	0	0%	Fair
5	1-10	0	0%	Unacceptable
Mean score: 80		N=36	100%	Good

From the table above, tt can be seen that from 36 students, 3% of them (1 student) experience low writing ability. The mean scores of the other 33 students (92%) range from 71 to 90, indicating good writing ability level. 2 students (5%) show high writing ability level, range from 91 to 100. The data also indicates a mean score of 80, therefore, it can be concluded that the writing ability presented by the studentsis overall in good level.

The correlational value was determined using Pearson Product Moment formula. The result of the calculation is presented in the following table.

Table 8. The Correlation between Self-Esteem and Writing Ability

Correlations		Self-Esteem	Writing Ability
Self-Esteem	Pearson Correlation	1	.312[*]
	Sig. (1-tailed)		.032
	N	36	36
Writing Ability	Pearson Correlation	.312[*]	1
	Sig. (1-tailed)	.032	
	N	36	36
*. Correlation is significant at the 0.05 level (1-tailed).			

Based on the table above, the Pearson Correlation value between self-esteem and writing ability of the first year students of SMAN 1 Pekanbaru is 0.0312 which can be said that the correlation between self-esteem and wrting ability is positive and categorized as low correlation based on the interpretation by sudijono (2009) which has been mentioned before.

Table 9. Regression Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.365	2.739		27.511	.000
	Self-Esteem	.162	.085	.312	1.912	.064

a. Dependent Variable: Writing Ability

Table 9 shows that constant ($Ý$) 75.365, significant 5%. df is N-2= 34= 2.032, see t value to interprete the result. If $t_{obs} < t_{crit}$, variable is not used to predict the strongest influence on the students' writing ability. In table 9, self-esteem has t_{obs} 1.912 $< t_{crit}$ 2.032, it is also has Sig value 0.064 > Sig prob 0,05. It means, self-esteem has influence towards writing ability.

Table 10. Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.312[a]	.097	.070	4.326
a. Predictors: (Constant), Self-Esteem				

From the table above, it can be seen that the determination coefficient value (R squere) is 0.097. So, it can be concluded that self-esteem, as the independent variable, has 9,7 %, contribution in the first year students of SMAN 1 Pekanbaru's writing ability which can be said as low contribution. In other word, 90,3 % contribution of students' writing ability is came from other factors.

DISCUSSION

This research is to investigate whether there is a correlation between self-esteem and writing ability of the first year students of SMAN 1 Pekanbaru. The researcher had collected the data of both variables. One class of 36 students had been taken as a sample. The class was chosen by Cluster Random Sampling technique. The students were asked to fill out the questionnaire of 14 statements to measure their self-esteem level. After the students finished filling out the questionnaire, the students had writing test dealing with recout text to measure their writing ability.

Besed on the questionnaire results, 6% of them (2 students) experience low self-esteem. The mean scores of the other 25 students (69%) range from 19 to 37, indicating average self-esteem level. 9 students (25%) show high self-esteem, range from 38 to 56.The maximum score obtained is 50 out of 56and the minimum score is 13 out of 56. The mean of the students' total scores in the present research is 31, therefore, it can be concluded the self-esteem presented by the students in writing English in the classroom is overall in average level.

Besides, for students writing ability, no students categorized as fair and unacceptable writing ability. The result shows, from 36 students, 3% of them (1 student) experience low writing ability. The mean scores of the other 33 students (92%) range from 71 to 90, indicating good writing ability level. 2 students (5%) show high writing ability level, range from 91 to 100.The maximum scoreof the students is 91out of 100 and the minimum score is 69 out of 100.The data also indicates a mean score of 80, therefore, it can be concluded that the writing ability presented by the studentsis overall in good level.

Besed on the analysis by using SPSS 20.0 program, the data shows that there is positive-low correlation between self-esteem and writing ability of the first year students of SMAN 1 Pekanbaru with correlation coefficient value of 0.312 and interpreted based on Sudijono (2009)'s interpretation of correlation. The contribution of self-esteem to writing ability is 9.7% , while 90,3 % of the students' writing ability is the contribution of other factors.

CONCLUSIONS AND SUGGESTIONS

Conclusion

After conducting research entitled "The correlation between self-esteem and writing ability of the first year students of SMAN 1 Pekanbaru", the researcher found that the mean score of students' self-esteem was 31 which is indicated as average level. While the mean score of students' writing ability was 80 which is indicated as good level. Based on the data, it can be concluded that the students' self-esteem neither high nor low and their writing ability was not bad.

From all the data presented, based on the *Pearson Product Moment* test, it can be concluded that there is correlation between self-esteem and writing ability. The coefficient correlation (r_{xy}) obtained was 0,312, which is categorized as low correlation. While the contribution is 9.7 % , it means that only 10% of 100% the relationship

between self-esteem and writing ability, while 90,3 % is contributed from the other factors.

Suggestions

Since the result of the research shows that there is correlation between self-esteem and writing ability, so, in learning process, students personality aspect such as self-esteem should also be concerned and improved, not only their cognitive aspect.

Related to the result of this research, the researcher suggests to the English teachers that they should concern to the students' psychological factors like self esteem, because the teacher might also be the one who influence students' self-esteem at school. Teachers' responsibilities are to create relaxed and friendly situations where the learners can learn with high self-esteem, high motivation, and less anxiety, because the more the students feel secured in the class, the more they want to be active in writing activities. Therefore, the teacher can give more exercise on writing to the students. Show them that what they already do is good, so that the students have positive appreciation on themselves. Hopefully, their self-esteem will be higher than before, and turn them into students with higher self-esteem who are able to write very well.

The researcher also would like to suggest other researchers to investigate the correlation not only between students self-esteem and writing ability, but others psychological or personality factor such as motivation, confidence, and another English skill. For other researchers who are going to conduct similar research, this research can be used as a source of reference. This research is not perfect. The subjects in this research were only 36. The result may be different when the sample of the research is much more. Therefore, it is suggested for other researchers intending to do any similar researches to comprehensively and deeply pay more attention to self-esteem so that the result will be much better and helpful for language academic development.

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