

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN STUDENTS
WRITING SKILL AMONG THE ELEVENTH GRADE OF
SMAN 1 KOTAGAJAH CENTRAL LAMPUNG**

By:

SONIA ROSALINA

Student Number: 1701070204



TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/2021 M

**AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN STUDENTS
WRITING SKILL AMONG THE ELEVENTH GRADE OF
SMAN 1 KOTAGAJAH CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd.)

In English Education Department

By:

SONIA ROSALINA

Student Number: 1701070204

Tarbiyah and Teacher Training Faculty

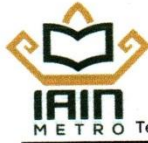
English Education Department

Sponsor : Ahmad Subhan Roza, M.Pd

Co-Sponsor : Rika Dartiara, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/2021 M



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

Title : AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN
STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE
OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG
Name : Sonia Rosalina
Students Number : 1701070204
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr.Wb

Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Metro, May 2021

Co-sponsor

Rika Dartiara, M.Pd
NIDN. 2015099101



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
of Sonia Rosalina**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Sonia Rosalina
Students Number : 1701070204
Judul Skripsi : AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN
STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE
OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Metro, May 2021
Co-sponsor

Rika Dartiara, M.Pd
NIDN. 2015099101

The Head of English Education Department

Andianto, M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No. *B-2282/In.28.1/D/PP.00.9/06/2021*

The Undergraduate Thesis entitled: AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG written by: SONIA ROSALINA, Student Number 1701070204, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 08, 2021 at 07.30-9.30 p.m.

BOARD OF EXAMINERS

Chairperson : Ahmad Subhan Roza, M.Pd

Examiner I : Dr. Dedi Irwansyah, M.Hum

Examiner II : Rika Dartiara, M.Pd

Secretary : Yeni Suprihatin, M.Pd



[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

The Dean of Tarbiyah and Teachers Training Faculty



[Handwritten signature]
Dr. Zubairi, M.Pd

NIP. 19620612 198903 1006

**AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN STUDENTS
WRITING SKILL AMONG THE ELEVENTH GRADE OF
SMAN 1 KOTAGAJAH CENTRAL LAMPUNG**

ABSTRACT

By:

SONIA ROSALINA

It has been explained that self-esteem is a personal judgment of worthiness of one's self. Self-esteem has been seen as an affective element within the individual. Furthermore, writing has been accepted as productive skills that need students' high concentration and good mentality to convey the idea into written form. The objectives of this research were (1) to know the students' self-esteem (2) to analyze the factors influencing students' self-esteem (3) to know the students' writing output.

This research followed qualitative research design that used to describe the students' self-esteem in the writing performance. This research was conducted at SMAN 1 Kotagajah in the 2020/2021 academic year. Twenty-two students in the eleventh grade were taken as subjects by using purposive sampling. The data were obtained by observation, questionnaire, and documentation. Inductive logic moreover used by researcher for collecting, reading, grouping, selecting, and interpreting the data.

The result of this research showed that in domain self-esteem 73% of students ever felt that they did not have skill could be proud of, and the other 27% optimist that they have skill could be proud of. In line with the state self-esteem, 68% of students agreed, 18% of students disagreed, and 14% of students' answer could be that friends influenced their feeling in writing performance. Furthermore, domain specific self-esteem 82% of students found writing difficult because of feeling insecurity, while 18% of students found writing easy because they were confident about the output of their writing. Hence, there were factors that affected students' self-esteem that were divided into internal and external factors. Moreover, the students' writing output noted that the use of to be, articles, and pronouns should be considered.

Keywords: *Descriptive Text, Self-esteem, Writing Performance*

ANALISIS TERHADAP HARGA DIRI DALAM KEMAMPUAN MENULIS SISWA KELAS SEBELAS DI SMAN 1 KOTAGAJAH LAMPUNG TENGAH

ABSTRAK

Oleh:

SONIA ROSALINA

Harga diri merupakan penilaian pribadi tentang kelayakan diri sendiri. Harga diri dilihat sebagai elemen afeksi dalam individu. Selanjutnya, menulis merupakan keterampilan produktif yang membutuhkan konsentrasi tinggi dan mentalitas yang baik untuk menyampaikan ide ke dalam bentuk tulisan. Adapun tujuan dari penelitian ini adalah (1) untuk mengetahui harga diri siswa (2) untuk menganalisis faktor-faktor yang mempengaruhi harga diri siswa (3) untuk mengetahui hasil tulisan siswa.

Penelitian ini menggunakan metode penelitian kualitatif untuk mendeskripsikan harga diri dalam kemampuan menulis siswa. Penelitian ini dilaksanakan di SMAN 1 Kotagajah tahun ajaran 2020/2021. Sebanyak dua puluh dua siswa kelas sebelas diambil sebagai subjek dengan menggunakan *purposive sampling*. Data diperoleh dengan cara observasi, kuesioner, dan dokumentasi. Kemudian, pemikiran induktif digunakan peneliti untuk mengumpulkan, membaca, mengelompokkan, memilah, dan menginterpretasikan data.

Hasil penelitian menunjukkan bahwa pada ranah *global self-esteem* 73% siswa merasa bahwa mereka tidak memiliki keterampilan yang dapat mereka banggakan dan 27% lainnya optimis bahwa mereka memiliki keterampilan yang dapat dibanggakan. Dalam *state self-esteem*, 68% siswa setuju, 18% siswa tidak setuju, dan 14% mengungkapkan bisa jadi bahwa teman mempengaruhi perasaan dalam kemampuan menulis mereka. Selanjutnya, *domain specific self-esteem* 82% siswa beranggapan menulis sulit karena perasaan tidak percaya diri, sementara 18% siswa beranggapan menulis mudah karena percaya diri dengan hasil tulisannya. Oleh karena itu, ada faktor-faktor yang mempengaruhi harga diri siswa yaitu faktor internal dan faktor eksternal. Selain itu, dari hasil tulisan siswa terdapat catatan bahwa penggunaan *to be*, *article*, dan *pronoun* perlu diperhatikan.

Kata Kunci: *Deskriptif Teks, Harga Diri, Kemampuan Menulis*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : SONIA ROSALINA
Student Number : 1701070204
Study Program : English Education Study Program
Faculty : Tarbiyah

States that this undergraduate thesis is originally result of the researcher's research. In exception of certain parts which are quoted from the bibliography mentioned.

Metro, May 2021
The Researcher,



SONIA ROSALINA
NPM. 1701070204

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : SONIA ROSALINA
NPM : 1701070204
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, May 2021

Penulis,



SONIA ROSALINA
NPM. 1701070204

MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِن كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

“And (remember) when your Lord proclaimed, if you are grateful, I will certainly give you more. But if you are ungrateful, surely My punishment is severe.”

(Ibrahim: 7)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

*My beloved parents, Mr. Maryono and Mrs. Dwi Indartiningsih who
always support me in their endless love.*

*My lovely brother and sister, Zafran, Ninggar, Nurul, Sabrina who
have given wonderful motivation to me.*

*My sponsor and Co-sponsor, Mr. Ahmad Subhan Roza, M.Pd. and
Mrs. Rika Dartiara, M.Pd.*

*Puspa, Lina, Eti, Reeza, Antika, Dewi, Dian, Rara, Suci, and class C
of TBI 2017.*

My beloved almamater State Institute for Islamic Studies of Metro.

ACKNOWLEDGMENT

All Praises to Allah, the most gracious, the most merciful praise it to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The researcher is very grateful for the change he given to accomplish an undergraduate thesis.

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd.) in English Education Department entitled: “An Analysis on the Students’ Self-Esteem in Students Writing Skill among the Eleventh Grade of SMAN 1 Kotagajah Central Lampung”.

The researcher realizes that cannot to stand alone, there were many persons who contributed their meaningful hands in accomplishing this undergraduate thesis that researcher could not mention one by one, the researcher thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA., as the Head of IAIN Metro Lampung
2. Dr. Zuhairi, M.Pd., as the Head of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd., as the chief of English Education Department of IAIN Metro Lampung.
4. Ahmad Subhan Roza, M.Pd., as the first advisor who given the researcher advice and suggestion for this undergraduate thesis.
5. Rika Dartiara, M.Pd., as the second advisor, thanks you so much for kindness, knowledge, and support in finishing this undergraduate thesis.
6. All lecturers of the English Education Department of IAIN Metro Lampung who have given their knowledge and shared their experience to the researcher.
7. Headmaster, Teacher, and Staff of SMAN 1 Kotagajah who gives permission to the researcher conduct the research in this school.

8. All of researcher's friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Finally, the researcher believes that this undergraduate thesis is nearly imperfect. Last but not least, hopefully this paper can contribute in teaching learning activity of English language.

It is Allah who bestows success and guides to the Right Path.

Metro, May 2021

The Researcher,



Sonia Rosalina

1701070204

TABLE OF CONTENTS

COVER	i
TITLE.....	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
ABSTRAK	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
ORISINALITAS PENELITIAN.....	ix
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDMENT.....	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF FIGURE.....	xviii
LIST OF APPENDICES.....	xix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Research Questions.....	5
C. Objective and Benefit of the Study.....	5
1. Objectives of the Study.....	5
2. Benefits of the Study.....	6
D. Prior Research.....	6
CHAPTER II THEORETICAL REVIEW.....	11
A. The Concept of Writing	11
1. Definition of Writing	11
2. Kinds of Writing	13
a. Description.....	13
b. Narrative	14

c. Expository	14
d. Argumentation	14
3. Process of Writing	15
a. Prewriting.....	17
b. Drafting.....	17
c. Revising	18
d. Editing.....	18
e. Publishing and Sharing	18
B. The Concept of Descriptive Text.....	18
1. Definition of Descriptive Text.....	18
2. Generic Structure of Descriptive Text	19
a. Identification.....	19
b. Description.....	20
C. The Concept of Self-esteem	20
1. Definition of Self-esteem.....	20
2. Importance of Self-esteem	22
a. High Self-esteem.....	24
b. Low Self-esteem	25
3. Levels of Self-esteem.....	26
a. Global Self-esteem.....	26
b. State Self-esteem.....	27
c. Domain Specific Self-esteem.....	27

CHAPTER III RESEARCH METHODOLOGY 29

A. Type and Characteristics of Research	29
B. Data Resources	31
1. Primary Sources	32
2. Secondary Sources	32
C. Data Collecting Technique	32
1. Observation	33
2. Questionnaire	34
3. Documentation.....	36
D. Data Analysis Technique.....	36
1. Organize and Prepare the Data	36
2. Read Through all the Data	37
3. Coding the Data	37
4. Interrelating Themes and Description.....	38
5. Advance the Theme and Description.....	38
6. Interpretation	38
E. Research Approach.....	40

1. Identifying a Research Problem.....	40
2. Reviewing the Literature	40
3. Specifying a Purpose for Research	39
4. Collecting Data	41
5. Analyzing and Interpreting the Data.....	41
6. Reporting and Evaluating Research.....	41
CHAPTER IV RESULT AND DISCUSSION.....	42
A. Description of Research Setting	42
B. The Result of Students' Self-esteem in Writing Descriptive Text ..	44
1. Students' Self-esteem in Writing Descriptive Text	44
a. Global Self-esteem.....	44
b. State Self-esteem.....	47
c. Domain Specific Self-esteem.....	49
2. Factors Influencing Students' Self-esteem	52
a. Internal Factors	52
b. State Self-esteem.....	53
3. The Writing Output.....	54
C. Discussion.....	56
CHAPTER V CONCLUSION	58
A. Conclusion	58
B. Suggestion	59
1. The Students	59
2. The Teachers.....	60
3. The Further Researcher.....	60

BIBLIOGRAPHY

APPENDICES

CURRUCULUM VITAE

LIST OF TABLES

Table 1. The Result of Students' Self-esteem.....	4
Table 2. The Indicators of Opened-ended Questions.....	35
Table 3. The Headmaster of SMAN 1 Kotagajah.....	42
Chart 1. The Students Global Self-esteem.....	44
Chart 2. The Students State Self-esteem.....	47
Chart 3. The Students Domain Specific Self-esteem.....	50

LIST OF FIGURE

Figure 1. The Data Analysis Process	39
---	----

LIST OF APPENDICES

Appendix 1	The Observation of Students Writing Descriptive Text.....	66
Appendix 2	The Questionnaire Form of Research.....	71
Appendix 3	The Students Responses of Questionnaire Form.....	78
Appendix 4	The Documentation of Research	85
Appendix 5	The Questionnaire Form of Pre Survey.....	88
Appendix 6	The Responses of Pre Survey	94
Appendix 7	Kartu Bimbingan I.....	96
Appendix 8	Kartu Bimbingan II	99
Appendix 9	Surat Bimbingan Skripsi	102
Appendix 10	Surat Izin Pra Survey.....	103
Appendix 11	Surat Balasan Pra Survey	104
Appendix 12	Surat Izin Tugas.....	105
Appendix 13	Surat Izin Research.....	106
Appendix 14	Surat Balasan Research	107
Appendix 15	Surat Bebas Pustaka Perpustakaan.....	100
Appendix 16	Surat Bebas Pustaka Jurusan	101

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a crucial language that people use in the world. It might be said that English is a gateway to discover wisdom. There are many books, articles, and news written in English. In doing so, people learn English to get the knowledge. As a foreign language, English has differences with Indonesian like structure, tenses, pronunciation, and others. Meanwhile, students should master writing because it is an important aspect in learning English. Writing skill is one of four basic language skills that mean to communicate the idea, to convey a message, and to clarify their thought into written form.

Moreover, writing is not a receptive skill because it requires productive skill, which focuses on the word choices, the use of grammar, syntax, and organizing ideas into a coherence and cohesion form. It is just like speaking; writing is producing language rather than receiving. In case, producing is more difficult than receiving either requires concentration and effort. By writing, students can develop their ability, ideas, and critical thinking. Writing is not a simple art since it requires a highly concentrated thought of the writer.

There are many difficulties faced by the writer in writing performance. Firstly, students do not have inadequate groundwork and this can develop into

feelings of frustration and insecurity. The personality of these factors can affect students' motivation, beliefs, perceptions which can be their difficulty. Secondly, students often conclude that writing essays is a topic that has no definite responses. This can be justified because the answer key to the absolute essay question only is known by the teacher and the assessment is based on the appropriate answer. Next, because of this uncertainty, some students dislike writing because they have a fear of failure.¹

Therefore, all of the factors play an important role in every aspect that makes students feel unable to do the writing activity. They doubt their ability and do not believe in their competence. Hence, the influence of personality factors for students to begin studying foreign language is the main issue. In simple words, the aspect that may create difficulties for students to learn writing is about their self-esteem.

Self-esteem is an essential component of almost everything everyone does. It not only aids in academic performance, but also supports social skills and makes it easier for students to have friends. This refers to a positive characteristic about thinking that one's is important or valuable.²

On August 19th, 2020, the researcher conducted a pre survey on the eleventh graders of SMAN 1 Kotagajah, Central Lampung in the 2020/2021 academic year. The problem faced by the eleventh graders of SMAN 1

¹ Noor Hanim Rahmat et al., "Analyzing Perceived Writing Difficulties Through The Social Cognitive Theory," *PEOPLE: International Journal of Social Sciences* 3, no. 2 (October 16, 2017): 8, <https://doi.org/10.20319/pijss.2017.32.14871499>.

² Shraddha Sharma and Surila Agarwala, "Self-Esteem and Collective Self-Esteem Among Adolescents: An Interventional Approach," *Psychological Thought* 8, no. 1 (April 30, 2015): 110, <https://doi.org/10.5964/psyct.v8i1.121>.

Kotagajah in writing cannot be separated from self-esteem. They like English lessons, but students underestimate themselves, so that their thoughts can be difficult to express in written form. Unfortunately, students have the assumption that they do not have strong English skills, especially in writing. It shows that students lack the motivation to achieve their goal in learning foreign language.

Moreover, self-esteem as an attribute for a fundamental and pervasive student needs. For instance, the statement “I can do things as well as individuals” or “I am ready to face the future challenges in my life” is a self-esteem concept that contributes to the psychology of students. In order to attain feelings of satisfaction, high self-esteem is a crucial element. Students with high self-esteem feel more fulfillment, optimism and inspiration than people with low self-esteem. In contrast, depressions, lack of competence to deal with diversity and reduced levels of well-being in adolescence are correlated with low self-esteem.³ Meanwhile, confidence is needed by students to express their performance, especially their writing capacity, in learning English.

Furthermore, on the basis of the curriculum, students are required to be able to capture, through spoken or written form, the contextual significance related to social roles, text structure and linguistic elements of descriptive text. One of the forms of text that students learn in Senior High School is descriptive text, and themes of this text are heterogeneous and attractive. The

³ Ahmed M Abdel-Khalek, “Introduction to the Psychology of Self-Esteem,” *Handbook on Psychology of Self-Esteem*, 2016, 8.

objects in the text are discussed in detail, and it can help students to classify their thoughts. In the process of arranging words into the text requires structured ideas and responses from feelings that function to eliminate mental blocks. It can build the enthusiasm of students to write in foreign language. However, personality factors are major factors affecting the achievement of students.

The researcher proposes twenty questions relating to self-esteem based on the data pre survey. In fact, the question is classified into three levels of self-esteem but the numbering is randomly chosen by the researcher, so that students are answering these questions according to themselves. The pre survey data had been taken from five students by questionnaire on the Google form due the pandemic Covid-19. The table below is the result of a pre survey of the self-esteem of students.

Table 1
The Result of Eleventh Graders Students' Self-esteem of SMAN 1 Kotagajah,
Central Lampung:

No	Name	Global Self-esteem	State Self-esteem	Domain Self-esteem
1.	MR	√		
2.	DPP		√	
3.	AZ			√
4.	PRDKR	√		
5.	TTW	√		

Source: The Students' Questionnaire Result of Self-Esteem that was taken on Pre Survey on August 19th, 2020.

The table above represents the students' self-esteem at the eleventh graders of SMAN 1 Kotagajah, three students were categorized to the answers to the questionnaire for global self-esteem, one student classified the state self-esteem level, and the other classified the domain self-esteem. It can be seen that there are variations in the results so it needs to be explored. Dealing with this case, the researcher would like to analyze the self-esteem of students in the eleventh grade of SMAN 1 Kotagajah writing skills.

B. Research Questions

Focused on the context of the above analysis, some problems related to the self-esteem of the students in the eleventh graders' writing skills of SMAN 1 Kotagajah are as follows:

1. What is students' self-esteem in writing performance among the eleventh graders of SMAN 1 Kotagajah?
2. What are the factors influencing students' self-esteem in writing performance among the eleventh graders of SMAN 1 Kotagajah?
3. How is students' writing output in descriptive text among the eleventh graders of SMAN 1 Kotagajah?

C. Objectives and Benefits of the Study

The objectives and benefits of the study as follows:

1. Objectives of the Study

- a. To know the self-esteem of the students among the eleventh graders of SMAN 1 Kotagajah in writing performance.

- b. To analyze the factors influencing students' self-esteem among the eleventh graders of SMAN 1 Kotagajah.
- c. To know the writing output of the students among the eleventh graders of SMAN 1 Kotagajah in descriptive text.

2. Benefits of the Study

- a. For the students as learners who have a great knowledge. This study is expected to offer the learner advantages over the difficulties they encountered in writing and they are conscious of further practice.
- b. For the teachers as the major instrument of the learning process in writing skill. It will be beneficial and it will give them knowledge about the contribution of self-esteem to the success of writing.
- c. For the other researchers as a media to facilitate society to restructure a whole thing. It is expected that this study will provide the other researchers with feedback and knowledge to perform further studies.

D. Prior Research

There are several researchers who have already published their research on the self-esteem of students and their achievement in English. The following section presents some of the results important to this study.

The first previous study was conducted by Rahmawati in her research entitled "The Correlation between Self-Esteem to the Students' Speaking Achievement". This research investigated the connection between self-esteem

and speech accomplishment. The data shows a substantial contribution of above 8.41 percent self-esteem on the speech of students in class.⁴

The study used a descriptive quantitative method with scoring students' answers and calculates the score for data analysis technique. In addition, the instrument used was a test given to the students, the questionnaire used by Rosenberg's self-esteem scale to know their self-esteem status and the speech test. As a consequence, by applying the Pearson product moment formula, a correlation was analyzed between self-esteem and the speaking achievement of the students.

The similarity between Rahmawati's research and this research is the variable x is self-esteem. Moreover, the difference between Rahmawati's research and this research uses correlation research that focuses on the students' speaking and this research uses qualitative research that focuses on the students' writing.

The second, Fahim et al., in their research entitled "The Relationship between Self-Esteem and Paragraph Writing of Iranian EFL Learners". The aim of this study was to explore the correlation between self-esteem and paragraph writing on Iranian senior EFL learners majoring in English translation and studying at Tonekabon and Lahijan Azad Universities.⁵

The subject of this study selected their performance depending on the TOEFL result. This study used the NashreEbtada version of TOEFL

⁴ Rahmawati, "The Correlation between Self-Esteem to the Students' Speaking Achievement," *Telangkai Bahasa Dan Sastra* 8, no. 2 (2014): 141.

⁵ Mansoor Fahim and Somaye Khojaste Rad, "The Relationship between Self-Esteem and Paragraph Writing of Iranian EFL Learners," *Psychology* 03, no. 01 (2012): 25, <https://doi.org/10.4236/psych.2012.31004>.

proficiency test in the two sections of forty items, consisting of ninety multiple-choice items for structure in section one and fifty items for reading comprehension in section two. The instruments in this research used a self-esteem questionnaire to assess the global self-esteem of subjects and the self-esteem inventory of Coopersmith. To sum up the correlation related to the data, the Pearson-product moment formula was calculated, thus showing statically significant results. So, the higher the self-esteem scores of the students, the higher the scores for their paragraph writing and vice versa. This indicates that there is a positive relationship between proficiency in the English language, self-esteem, and writing paragraphs.

There is a similarity and difference in this previous study, the similarity between Fahim's research and this research using questionnaires to gain the data for the subject's self-esteem. Furthermore, the difference between Fahim's research and this research is the research method. The previous research uses quantitative research, while this study uses qualitative research.

The third previous study by Satriani in her research entitled "Correlation between Students' Self Esteem and English Language Proficiency of Indonesian EFL Students". The goal of this study is to examine the correlation between global self-esteem and English language proficiency (TOEFL) for forty graduate English Education Program students of a post graduate school in Bandung.⁶

⁶ Intan Satriani, "Correlation between Students' Self Esteem and English Language Proficiency of Indonesian EFL Students" 2, no. 2 (2014): 70.

This study used a quantitative research method. In this case, self-esteem and TOEFL score questionnaires were used to examine the association between self-esteem and English language proficiency. The subject of this study used random sampling. Using Pearson's product moment correlation, the researcher calculated the correlation between two variables. Based on the statistical analysis, as an output $r(38) = 0.503$, $p > 0.05$ showed statistically significant. So, the higher the total students' self-esteem, the higher TOEFL score obtained by the students and vice versa. The outcome of this study shows that the self-esteem of students has a substantially strong positive association with their language skills.

The similarity between Satriani's research and this research uses a questionnaire of self-esteem as well. Furthermore, sample research is the difference between Satriani's research and this research. Satriani's research uses random sampling to graduate English program students and this research uses purposive sampling for the eleventh graders of SMAN 1 Kotagajah.

Furthermore, it demonstrates that self-esteem affects the English ability of students from the related studies above. Meanwhile, research is also being conducted on self-esteem and writing skill, the researcher is still interested in investigating it. The researcher will focus on analyzing the self-esteem of students and writing ability of students in this study. The method of data analysis used in this study is descriptive analysis and the implementation of a qualitative method. The researcher believes that when we are assessing the students' writing ability; we should look at the aspect inside them i.e. self-

esteem. Throughout, what makes this research different from the previous one is the data analysis technique that is rarely used in self-esteem research. This research will be conducted mainly for the eleventh graders to turn out the self-esteem of writing abilities of the learners.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

According to Nunan, writing is the mental process of generating ideas, deciding how to convey them, and arranging them into concise statements and paragraphs for a reader to understand.⁷ It implies that writing is an activity requiring mental work to unite the ideas, then how to convey it and organize the concept into a written form with a simple description.

Moreover, Anker states that good writing is not magic, nor is it something that can be done only by “born writers”. Good writing has certain basic characteristics, and every student can improve their writing skills by concentrating on and mastering these skills.⁸ It is implied that students can be good writers no matter what, because writing skill is an ability that can be learned.

Meanwhile, Allan states that writing is also being constructed as processes in which writers plan their writing, produce initial ideas on paper, reread, evaluate, and revise their writing with their purposes and

⁷ David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 88.

⁸ Susan Anker, *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*, 5th ed. (Boston: Bedford/St. Martin's, 2010).

audiences in mind.⁹ Writing is used to explore ideas across the curriculum. It is a primary means for learning and expressing their world knowledge. Students seek the support from their classmates and teacher as they write, discussing their writing decisions, processes, and products.

Whereas, Oshima and Hogue explain that writing is never a one-step act; it is a continuous innovative act.¹⁰ It means that the students have already been thinking about what to say and how to say it when the students first write something. Then they read through what they have written, make changes and corrections after they have finished writing. Afterward, they are confident that their writing reflects just what they want to say, the students write and revise and write and revise again.

On the other hand, Peat states that writing is a form of steady repair, but this will not be difficult if you are serious about your studies.¹¹ It is well worth the refining writing that takes on more shape, character, and becomes easy to read. In many lessons, writing is also an essential control mechanism, a way of achieving ordered discipline.

Based on the statement above, it can be concluded that writing is one of the language skills taught in school. Writing is an action which generates ideas, organizes ideas, and unites ideas into written form, write

⁹ Karen Kuelthau Allan, ed., *Learning to Write with Purpose: Effective Instruction in Grades 4-8, Solving Problems in the Teaching of Literacy* (New York ; London: Guilford Press, 2009), 42.

¹⁰ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3rd ed. (New York: Pearson Longman, 2007), 15.

¹¹ Jennifer K. Peat, ed., *Scientific Writing: Easy When You Know How* (London: BMJ Books, 2002), 8.

on paper, reread, evaluate, and revise with the purpose in mind. Every student is able to be a good writer as long as they believe in their ability.

2. **Kinds of Writing**

There are three kinds of writing: academic writing, creative writing, and personal writing. Oshima and Hogue state that the kind of writing used in high school and college classes is academic writing. Academic writing is distinguished from personal writing and creative writing.¹² To be careful, creative writing is a form of writing which focuses on writing stories, for example poems, poetry, and others. Meanwhile, personal writing is a kind of writing which is private and close to the self, like letters or email. In addition, creative writing and personal writing are informal, but slang, abbreviations, and unfinished sentences are permitted to be used. Academic writing, however, is formal, so it should take care to compose full phrases and arrange them in a certain way.

Focus on academic writing, there are several types of writing that is usually used in high school as follows:

a. **Description**

The senses are attracted by descriptive writing, so it tells how something looks, senses, smells, tastes, and sounds. A good description is an image of a word; the reader may imagine in his or

¹² Oshima and Hogue, *Introduction to Academic Writing*, 8.

her mind the thing, location, or person.¹³ This means that the main aim of descriptive writing is to identify an entity of visual aids that we can see, smell, and feel.

b. Narrative

Narrative is a past story or explanation that includes following a time series or chronological order.¹⁴ It can be inferred that narrative refers in writing to a past event, since it attempts to systematically explain events in the past with a certain sequential one.

c. Expository

Expository paragraphs deal with truth, thoughts, and opinions. It explains, analyzes, describes, compares and demonstrates. The expository is basically an extension of a subject or predicate sequence, but the subject is more difficult and needs to be articulated in a clause or phrase called the topic declaration, usually placed at or near the beginning.¹⁵ In expository type, the aim is to make an explanation to the readers for dealing with an object.

d. Argumentation

Argument is a type of academic writing that takes a position on a problem and provides supporting evidence to convince people to accept the position, or at least consider it. Arguments are sometimes

¹³ Oshima and Hogue, 61.

¹⁴ R. R. Jordan, *Academic Writing Course*, 3rd ed. (United Kingdom: Pearson Longman, 1999), 27.

¹⁵ Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Oxford University Press, 2000), 89.

used to convince a person to do it or not to do it.¹⁶ So, argumentation has a purpose to convince or persuade the readers. It means that argumentation is used to decline or criticize a statement.

3. Process of Writing

Several language experts have attempted to categorize the writing process. Regarding the cognitive process in writing, Brown states that there are three steps in the process of writing, they are prewriting, while writing (drafting), and post writing (revising).¹⁷

The first, prewriting is an essential step which is done before the writer is going to write. It puts critical thinking into action. Before starting writing, the writer is asserted to find ideas to write about. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify information which needs to support the perspective quickly. In other words, brainstorming is one of the several different ways to begin writing.

The second, drafting process is one of the core writing processes. It starts by writing down the target or the main concept. This can, hopefully, be in one sentence. After the main idea is determined, the writer provides additional information that is needed as the supporting idea. Additionally, in order to better their writing, the writer needs to build up their thoughts.

¹⁶ Anker, *Real Writing with Readings*, 258.

¹⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, 2nd ed. (London: Pearson ESL, 2000), 348.

The last, before the writer finishes their writing, a step that must be done is revising; they need to evaluate their draft in order to produce good writing, before they perform proofreading. In the first draft, they also directly make corrections to make it clearer and more impressive. They ought to consider some elements, such as content, accuracy, form, grammar, and punctuation, that are present in the text. To make appropriate revisions, the writer could change that order or insert additions.

Meanwhile, the discouraging “writer’s block” can be experienced by both young and old people if they are involved in more than one or two of these activities at once.¹⁸ Furthermore, Boardman and Frydenberg explained that there are six processes of writing. By analyzing the assignment, brainstorming, organizing your ideas, writing the first draft, rewriting the first draft, and writing the next (final) draft, you can mention it.¹⁹

Step one, the assignment is evaluated to ensure that students understand the assignment provided by the teacher. Step two, brainstorming means writing down the ideas of all kinds, no matter good or bad because in this step the ideas are equal. Step three, organizing your idea means that students can write and probably find many different paragraphs from the ideas in their brainstorming.

¹⁸ Trudy Wallace, Winifred E. Stariha, and Herbert J. Walberg, *Teaching Speaking, Listening and Writing*, 14 (Switzerland: International Academy of Education, 2004), 15.

¹⁹ Chyntia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraphs and Essays, Third Edition*, 3rd ed. (New York: Pearson Education, Inc., 2008), 31.

Afterward, writing the first draft is to turn the outline idea into complete sentences and write the sentences in good paragraph format. Next, rewrite the first draft that means rewrite the paragraph, in this step consist of two parts that are revising and editing. Finally, writing the final paper (or next draft) means writing a clean version of the paragraph with all the revisions and editing carried out, so be sure that the draft uses a good paragraph format. The steps follow each other in order, but it is also very common to repeat some of the stages multiple times.

On the other hand, a much deeper the five-step process writing approach described by Donald Graves in Andrew P. Johnson explains as follows:²⁰

a. Prewriting

The prewriting is an outline of the writer's ideas before starting to write. It means that before a text is ready for the writer to compose, they should plan and generate ideas to find out the goals that they want to write.

b. Drafting

Drafting is the aim of the writer to clearly state the main concept and create content with lots of precise information. Moreover, writing becomes stronger as the drafting process begins. Focus on written content, make sure that it is easy to grasp the

²⁰ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (Lanham, Md: Rowman & Littlefield Education, 2008), 179–180.

concepts they want to express. Based on the previous outline, the purpose of drafting is to create the writing.

c. Revising

This is the process to improve what the writer has written. Here is the part in which writers are involved in arranging their texts as they develop. In this step the writer does rereading, rearranging, adding, removing, and changing the text with critical perspective by the writer.

d. Editing

In this part focus on grammar, spelling, and punctuation errors. The writer should ensure that the context is well designed and has the purpose of the writing. And also editing is a step to correcting the errors and makes the sentences clearer as effectively as possible.

e. Publishing and Sharing

The final step of writing is publishing and sharing, it involves a value of the writer by sharing the concept to the reader in written form. The writing experience is made stronger by publishing and sharing the results of the writer, then having the readers use the result in class.

B. The Concept of Descriptive Text

1. Definition of Descriptive Text

According to Kane, description is something connected with the sensory action as looks, sounds, and feels. Visual awareness is often

concerned, but definition also deals with other forms of perception.²¹ Furthermore, Oshima and Hogue define that the senses are drawn to descriptive writing, as a result, it demonstrates how something looks, smells, tastes, and sounds. A great description is a representation of a word; the reader should picture the object, place, or person in his or her mind.²²

Based on the statements above, it can be inferred that descriptive aspects of factual genres have the primary function to describe the object, place, or person from specific until general context to make the reader be able to imagine the object by recreating sense, impression and emotion.

2. Generic Structure of Descriptive Text

Absolutely, all the text has a generic structure which is defined to get the meaning of relationship in each sentence. Husna and Rozimela state that there are two generic descriptive writing structures; identification and description. The explanation as follows:

a. Identification

This is a part of text where the students could identify the phenomenon.²³ Identification (introduction) is the explanation to the audience in the first paragraph or the first sentence that shows a general statement.

²¹ Kane, *The Oxford Essential Guide to Writing*, 351.

²² Oshima and Hogue, *Introduction to Academic Writing*, 61.

²³ Lailatul Husna and Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA of MAN 2 Padang," *Journal English Language Teaching (ELT)* 1, no. 2 (2013): 2.

b. Description

Description is a clear statement with brief explanation of whom or what is involved in the subject.²⁴ The topic sentence contains the information that the remainder of the paragraph will contain. In addition, one function of the subject should be mentioned in each paragraph, and all the paragraphs create a summary of the subject. It is part of the ability of students to identify elements, attributes and features.

C. The Concept of Self-esteem

1. Definition of Self-esteem

According to Murk, self-esteem is a sense of integrity, or what I sometimes refer to as dignity based on a certain feeling. This focus on the process of mental evaluation and affective experience, rather than on conduct and its consequences, revealed that self-esteem can be seen through the terms of attitude development psychology point of view.²⁵ It means that self-esteem is a personal assessment of value which is reflected in the attitudes of individuals towards themselves. It is undeniable that self-esteem is an essential part of psychology that views how far someone believes their competence or their ability.

Meanwhile, in his another book Murk defined that at the end of the continuum, self-esteem is often discovered because it is often addressed

²⁴ Imelda Wardani and Abdul Waris, "Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique" 2, no. 1 (2014): 2.

²⁵ Christopher J. Mruk, *Self-Esteem and Positive Psychology: Research, Theory, and Practice*, vol. 50 (New York: Springer Publishing Company, 2013), 18, <http://choicereviews.org/review/10.5860/CHOICE.50-7050>.

in relation to mental health, achievement, successful living, and even the “bed of roses”.²⁶

Furthermore, McKay and Fanning explained for psychological survival that self-esteem is indispensable. It is an emotional *-sine qua non-* life can be enormously painful without any measure of self-worth, with many basic unfulfilled needs. Knowledge of self is one of the key factors separating humans from other animals: the ability to shape an identity and then attach a meaning to it. You have the freedom to identify who you are, in other words, and then determine whether or not you like the identity.²⁷ It can be cited that self-esteem refers to personal value, psychological survival, and awareness of oneself. What they want to do and what they feel about themselves is personal existence.

Moreover, Buchalter explains that self-esteem is a gift that we can bestow upon ourselves. Determination and practice are important components of self-esteem. As children our self-worth comes mainly from family, teachers, and friends, but as adults we can begin to take control of our thoughts, reactions, and emotions regardless of our environment and experiences.²⁸ It is widely explained that self-esteem needs determination and practice as an important component to know ourselves.

²⁶ Christopher J. Mruk, *Self-Esteem Research, Theory, and Practice: Toward a Positive Psychology of Self-Esteem*, 3rd ed. (New York: Springer Pub, 2006), 2.

²⁷ Matthew McKay and Patrick Fanning, *SELF-ESTEEM*, 4th ed. (Oakland: New Harbinger Publications, Inc., 2016), 1.

²⁸ Susan I Buchalter, *Raising Self-Esteem in Adults* (United States of America: Jessica Kingsley Publishers, 2015), 215.

Then, Habrat pointed out that self-esteem is seen as the importance that people put on themselves, resulting from their perceived success and input from important others and the sense of competence they feel when faced with a task, such as learning a second language.²⁹ It means self-esteem is the point of one's self confronted by difficulties, feeling successful and not, and also how to behave when getting responses from others.

Based on the experts above, it is obtainable to infer that self-esteem is personal judgment of worthiness of one's self. It depends on how much we appreciate ourselves to know the value of how far we believe our competence or our ability. There are several factors that influence self-esteem, including how we compare ourselves to others, and how others respond to our attitudes.

2. Importance of Self-esteem

Branden assumed that study about self-esteem is a basic human need. Its influence needs neither our knowledge nor our approval. With or without our knowledge, it works its way inside us. We are free to try and understand or remain ignorant of the mechanisms of self-esteem, although we remain a mystery to ourselves in the final situation and bear the consequences.³⁰ There is a need for a degree of self-esteem in dealing with others that underlies reverence for others; privilege to freedom,

²⁹ Agnieszka Habrat, "Psychological and Pedagogical Background of Self-Esteem," in *The Role of Self-Esteem in Foreign Language Learning and Teaching*, by Agnieszka Habrat (Cham: Springer International Publishing, 2018), 10, https://doi.org/10.1007/978-3-319-75283-9_1.

³⁰ Nathaniel Branden, *The Six Pillars of Self-Esteem* (New York: Bantam, 1995), 243.

jealousy or unwarranted hatred; expectations of being treated equally and politely; and the belief that one can contribute to genuine values.

Moreover, we are guided to the value of self-esteem. For instance, recognize how low self-esteem in communication might look. People with problematic self-esteem, sometimes, even when voicing them, underestimate their ideas. By beginning sentences with “I thought” or “I believe”, they can turn facts into confusing opinions. Before they propose new ideas, they apologize. They make comments that are self-deprecating. They joke about releasing their nervous energy, so they laugh at the bad timing.

Suddenly, when they expect conflict and “rejection”, they freeze in frustration and ambiguity. They make comments that at the end of sentences sound like questions with a raised tone of voice. The consequence of unsuccessful education is not always communication issues; often the trigger is a self-concept that generates self-sabotage.

Furthermore, Gilliland in Rahmawati states that the most significant factor in success is self-esteem. Self-esteem should be a product, instead of a birthright, of good things one has done in his life, such as studying in school or helping others. Based on the outcome of their commitment and hard work they exert in and out of school, students should feel good about themselves. People with adequate self-esteem are better experienced; they are alive and sound alive; they are proud of it and are more prepared to go beyond and take care of others. They easily

build those relationships, they do not feel alone, and they have that *joie de vivre* which is so necessary to easily manage their lives and are relaxed toward their own interpersonal happiness.³¹ In short, positive things are the purpose from self-esteem; it can be effective in each season of life including achievement, appreciation, and happiness towards their interpersonal skills.

It is a fact that self-esteem has elements and aspects that affect one's self. It has been argued by Smelser quoted in Murk that:

There is, first, a cognitive element; self-esteem means characterizing some parts of the self in descriptive terms: power, confidence, and agency. It means asking what kind of person one is. Second, there is an affective element, a valence or degree of positiveness or negativeness attached to those facets identified; we call this high or low self-esteem. Third, and related to the second, there is an evaluative element, an attribution of some level of worthiness according to some ideally held standard.³²

This implies that self-esteem is derived from elements and aspects which becomes a consideration of how important self-esteem is in one's self. Furthermore, two forms of self-esteem exist: high self-esteem and low self-esteem.

a. High Self-esteem

In order to assess the outcomes associated with self-esteem, psychological research has found mixed results. People with high

³¹ Rahmawati, "The Correlation between Self-Esteem to the Students' Speaking Achievement," 138.

³² Mruk, *Self-Esteem Research, Theory, and Practice*, 11.

self-esteem, on the one hand, are extremely happy with their lives.³³ Furthermore, Abdel-Khalek argued that a significant element of mental health is self-esteem. More satisfaction, confidence and enthusiasm are experienced by people with high self-esteem compared with low self-esteem, along with depression, anxiety and depressive mood.³⁴

It means to have high self-esteem appropriate to life, competent, and worthy in life. When people with high self-esteem receive negative feedback, they sustain their high self-assessments and preserve or regain their sense of self-worth easily. That is the biggest benefit of having high self-esteem: it makes it possible for you to struggle without feeling worse about yourself.

b. Low Self-esteem

In fact, research shows that they appear to ignore positive feedback, concentrate on negative information about them, and avoid risk, all forms of low self-esteem, in order to maintain adverse or familiarly called “safe” feedback.³⁵ In addition, Brown and Marshall stated that when they lose, people with low self-esteem feel bad about themselves because they lack good qualities.³⁶

³³ Sara Konrath and Paul Allen Anderson, “A Century of Self-Esteem,” *Handbook on Psychology of Self-Esteem*, 2011, 3.

³⁴ Abdel-Khalek, “Introduction to the Psychology of Self-Esteem,” 8.

³⁵ Mruk, *Self-Esteem Research, Theory, and Practice*, 84.

³⁶ Jonathan D. Brown and Margaret A. Marshall, “The Three Faces of Self-Esteem,” in *Self-Esteem Issues and Answers: A Sourcebook of Current Perspectives*, by M. H. Kernis (New York: Psychology Press, 2006), 4.

People suffer from feelings of shortage, inability, and mental distress with low self-esteem, thereby contributing to life dissatisfaction. In addition, people with low self-esteem appear to underestimate or overestimate their potential for many things, and other people's conditions. As an experiential measure of social rejection, low self-esteem is conceptualized.

Based on the quotations above, it can be assumed that the importance of self-esteem is a fundamental human need. Self-esteem plays a role as the most important factor in students' achievement, either in a line of high self-esteem called positive self-esteem, or low self-esteem called negative self-esteem.

3. Levels of Self-Esteem

Brown and Marshall considered that there are three levels of self-esteem that have been identified in literature to capture its multidimensionality, they are; global self-esteem (traits self-esteem), state self-esteem (feelings of self-worth), and domain specific self-esteem (self-evaluations). Those three forms are developed as follows:³⁷

a. Global Self-esteem (Traits self-esteem)

The term "self-esteem" generally refers to a personality variable that reflects how individuals in general feel about themselves. The researchers call this form global self-esteem or trait self-esteem, because the form of its nature is relatively enduring,

³⁷ Brown and Marshall, 2.

either across time or situation. Sometimes this use of self-esteem is for a personality variable that can represent a person's general feeling about themselves. Thus, global self-esteem is a form of the decisions people have made about their value as individuals.

It is defined that this was shown to be stable during adulthood, by regard to the possible genetic components that are interrelated with temperament and emotional stability.

b. State Self-esteem (Feelings of Self-worth)

Momentary emotional states are used to refer to self-esteem, which also mainly comes from positive or negative results. When people speak about interactions that can increase their self-esteem or threaten their self-esteem, this is what people say. For instance, a person said they had very high self-esteem after getting a perfect score on an exam, or someone said they had very low self-esteem after missing a test of their favorite school they wanted.

Hence, emotions are often referred to as self-feelings, or as self-worth. Examples of what people mean by feelings of self-worth are on the positive side, being proud or happy with ourselves, or on the negative side, being embarrassed and humiliated with ourselves.

c. Domain Specific Self-esteem (Self-evaluations)

Eventually, the word self-esteem is used to refer to how individuals assess their different abilities and shortcomings. For instance, individuals who consider their skill are lacking in school

and always get bad scores so that it is said they have low academic self-esteem, and individuals who consider themselves famous and admired are said to have high social self-esteem.

This idea has come to apply to the term self-confidence; too many individuals supposedly associate self-confidence with self-esteem. Researchers tend to call this belief self-evaluation or a form of self-assessment, since it is the way people measure their physical appearance, abilities, and characteristics of their personality.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristics of Research

This study followed qualitative research procedures. Creswell pointed out that qualitative research is informative study, where you make a personal evaluation of the appropriate description according to the situation or themes that capture the key knowledge categories.³⁸ It means that qualitative research is a basically interpretive study that examines personal evaluation toward the phenomenon, and the data was interpreted by the researcher.

The type of this research was basic interpretative studies in qualitative approach. According to Ary et al., a fundamental interpretative research offers a descriptive account aimed at interpreting a phenomenon using knowledge that can be obtained in a number of ways, for instance interviews, observations, and document review. The objective is to understand someone else's world or experience.³⁹ This implies that fundamental interpretive research offers descriptive descriptions aimed at interpreting a phenomenon in different ways.

In the qualitative approaches, Creswell states that qualitative approaches make it possible to be creative and to work more within a system

³⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (United States: Pearson Education, Inc., 2012), 238.

³⁹ Donald Ary, Lucy Cheser Jacobs, and Christine K. Sorensen, *Introduction to Research in Education*, 8th ed (Canada: Nelson Education, 2010), 29.

developed by researchers.⁴⁰ Moreover, Burns defines the goal of qualitative approaches is to provide a naturalistic social context with explanations, interpretations and clarifications. Thus, qualitative study depends on the data obtained by the researcher to make sense of human actions within the research background, as compared to formulating, evaluating, and confirming or disconfirming hypothesis.⁴¹ In short, qualitative research refers to data collected by researchers to understand human behavior in the context of study.

In this study, the researcher analyzed the phenomenon of self-esteem in writing performance. The researcher uses a qualitative approach to investigate and to analyze the students' writing performance which is influenced by students' self-esteem through their descriptive text. The research was conducted in SMAN 1 Kotagajah, central Lampung.

Furthermore, the researcher used a purposive sample as the participants. By some arbitrary process, the purposive sampling was chosen because it was known to present the total population or it was known to generate homogeneous groups.⁴² The researcher selected as participants the eleventh grade students of SMAN 1 Kotagajah. For that reason, they already got descriptive text in the eleventh grade. In this research there were two variables, namely students' self-esteem and students' writing skill.

⁴⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 2nd ed. (California: Sage Publications, Inc., 2003), 23.

⁴¹ Anne Burns, *Collaborative Action Research for English Language Teachers* (United Kingdom: Cambridge University Press, 1999), 22.

⁴² Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publishers, 2006), 91.

The characteristics of qualitative research according to Creswell, as follows:⁴³

1. Investigating an issue and gaining a thorough understanding of a central phenomenon.
2. Having a literature review that confirms the problem but plays a minor role.
3. Defining the objective and research questions in terms of the participant's experiences in a broad and general way.
4. Collecting data from a limited number of people based on their words in order to gain the participants' perspectives.
5. Use text analysis to analyze the data for descriptions and patterns, as well as understanding the results' broader context.
6. By writing reports with a versatile framework and criteria, researchers. Improves their reflexivity and reduces their subjective bias.

According to the preceding description, the researcher investigation used descriptive qualitative analysis to explain and interpret the data or the result.

B. Data Resources

It should discover substantial and reliable data from qualified sources for collecting information. Literature reviews, as Creswell states, materials from both primary and secondary sources are commonly used. The primary literature is that which was recorded by the individual who carried out the study or came up with the ideas. However, secondary literature is literature

⁴³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (2009: Sage Publications, Inc., 2009), 173.

summarizing primary sources. It is not content released by the original researcher or the idea's creator.⁴⁴ The researcher divided the sources into two categories in this study as follow:

1. Primary Sources

Primary sources were originally sourced on which study focused. This research's primary source in this study was taken from the students' questionnaire of self-esteem and students' writing descriptive text. The data was taken from eleventh graders students of SMAN 1 Kotagajah in the academic year of 2020/2021. The researcher found the students' self-esteem in writing performance. In conducting this research, the researcher selected twenty-two students, and then the researcher analyzed the data from the students.

2. Secondary Sources

The secondary sources were taken from a book, journal article, encyclopedia, and documentation related to the research gained. This source offers interpretation centered on primary sources and used to help a particular claim or convince the reader to consider a particular point of view.

C. Data Collecting Technique

Ary et al. states that a variety of data-gathering methods are also available to qualitative researchers for their investigations. Interviews, document analysis, and observation are the most commonly used instruments

⁴⁴ Creswell, *Educational Research*, 83.

of qualitative study.⁴⁵ On the other hand, Creswell explains the forms of data collection that will collect detailed data to assess the complexity of the core phenomenon. When they are put into the following groups, we can see that there are several different forms of qualitative data: observations, interviews and questionnaires, documents and audiovisual materials.⁴⁶ Therefore, the knowledge was obtained by multiple techniques as follows:

1. Observation

Creswell explained that observation is the technique of gathering first-hand, open-ended data by observing individuals and locations at a study site. Observation has both pluses and minuses as a technique of data collection.⁴⁷ The researcher observed students by participating in the classroom that was joined by the teacher to a group of eleventh graders for online class. Difficulties observed in pandemic situations provide challenges to the researcher. The class group was optimized as a classroom as usual where there was action between teacher and students.

Then, Ary et al. explained the purpose of the qualitative study was a complete explanation of actions in a particular environment, rather than a numerical summary of frequency or length of behaviors observed. In general, qualitative observation takes place over a longer time than quantitative observation.⁴⁸ In this research, the researcher observed students' learning situation toward online classes. The researcher found

⁴⁵ Ary, Jacobs, and Sorensen, *Introduction to Research in Education*, 220.

⁴⁶ Creswell, *Educational Research*, 212.

⁴⁷ Creswell, 213.

⁴⁸ Ary, Jacobs, and Sorensen, *Introduction to Research in Education*, 431.

the conditions in which the class would be active when the teacher provided material, some students gave responses and others just read the chat in the group.

The researcher chose participant observation. Ary et al. said “In which the researcher becomes part of the activities of the group or situation being studied and participates in them.” The researcher observed the participant by joining students’ online class group. Observations have been done to know the students’ learning environment; factors affect students’ self-esteem, and results of writing descriptive text.

2. Questionnaire

The questionnaire can be regarded as a type of paper interview. These questions are usually factual and intended to secure information regarding those circumstances or procedures, which are believed to have knowledge of the recipient.⁴⁹ From the quotation, it could note that the questionnaire was prepared and designed from the researchers to the respondents.

The researcher used the open-ended questions, by the reason it allows the researcher to comprehend the central phenomenon and respond to the questions in this study. The open-ended questions in the form of 5W/1H questions that allow the participants answer in free thought and detailed answers. Then, there were fifteen point questions

⁴⁹ Singh, *Fundamental of Research Methodology and Statistics*, 191.

that included a declaration of three levels of self-esteem; global self-esteem, state self-esteem, and domain self-esteem which were analyzed by the researcher.

Creswell described that, “On questionnaires, you ask some closed-ended questions and some open-ended questions. Open-ended responses allow you to go further into the reasons for closed-ended responses and identify any additional feedback that people may have in addition to the answers to closed-ended questions”.⁵⁰ The following table shows indicators that were included into open-ended questions questionnaire by Google form:

Table 2. The Indicators of Open-ended Questions

Statements	
Components	Indicators
Global Self-esteem	Perception of students’ worth, students’ stable in thought, the ability to be grateful
State Self-esteem	Confident in writing performance, the positive outcome of students’ feeling proud, the negative outcome of students’ feeling humiliate
Domain Self-esteem	Academic performance, descriptive text writing capability, interesting to write descriptive text

⁵⁰ Creswell, *Educational Research*, 220.

3. Documentation

Another data collection technique is documentation. It reports how the research was carried out, including the time when it was done.⁵¹ This research was conducted at SMAN 1 Kotagajah, central Lampung on April 14 to 20, 2021. The learning process was implemented in online class. However, it was not a barrier for students to learn English.

The researcher used documents taken from the data of the eleventh graders students of SMAN 1 Kotagajah. Moreover, the output of students' descriptive text was used to support the researcher to remember events or information related to students' writing performance. Then, the researcher attached photos during the research process. Although the research was conducted online via Google form, the researcher asked students to take a photo when they filled out the questionnaire and the photo was uploaded to the Google form shared by the researcher.

D. Data Analysis Technique

Applied deductive and inductive reasoning to the research method was called data analysis and interpretation. The application of deductive and inductive reasoning to the research method is represented by data analysis and interpretation. The researcher used inductive logic in the research process.

⁵¹ Ary, Jacobs, and Sorensen, *Introduction to Research in Education*, 503.

The researcher applied the Creswell model to analyze the data. The data analysis method included the sensing of text and image data. In the next step, Creswell clarified the technique of data analysis as follows:⁵²

1. Organize and Prepare the Data

For this study, the researcher organized and prepared the data. This includes scanning content optically, typing up field notes, or organizing and grouping the data according to the information sources into various forms.

2. Read Through all the Data

In reading all the details, the researcher took a first step to obtain the general essence of the information and to reflect on its significance. What general thoughts do the participants say? What is the sound of those ideas? What is the perception of the data's overall depth, credibility, and use?

3. Coding the Data

With a coding process, the researcher began in detailed analysis. Before the researcher did the coding process, the thing to do was grouping the data to simplify the coding process. The method of coding is to produce a definition for interpretation of the environment or people as well as categories or themes.

⁵² Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 185.

4. Interrelating Themes and Description

It used to generate a description. The researcher described the students' self-esteem in writing performance to be analyzed.

5. Advance the Themes and Description

The researcher used examples of distractions in the discussion. Because at this step, it explains how the description and theme would be represented in a qualitative description.

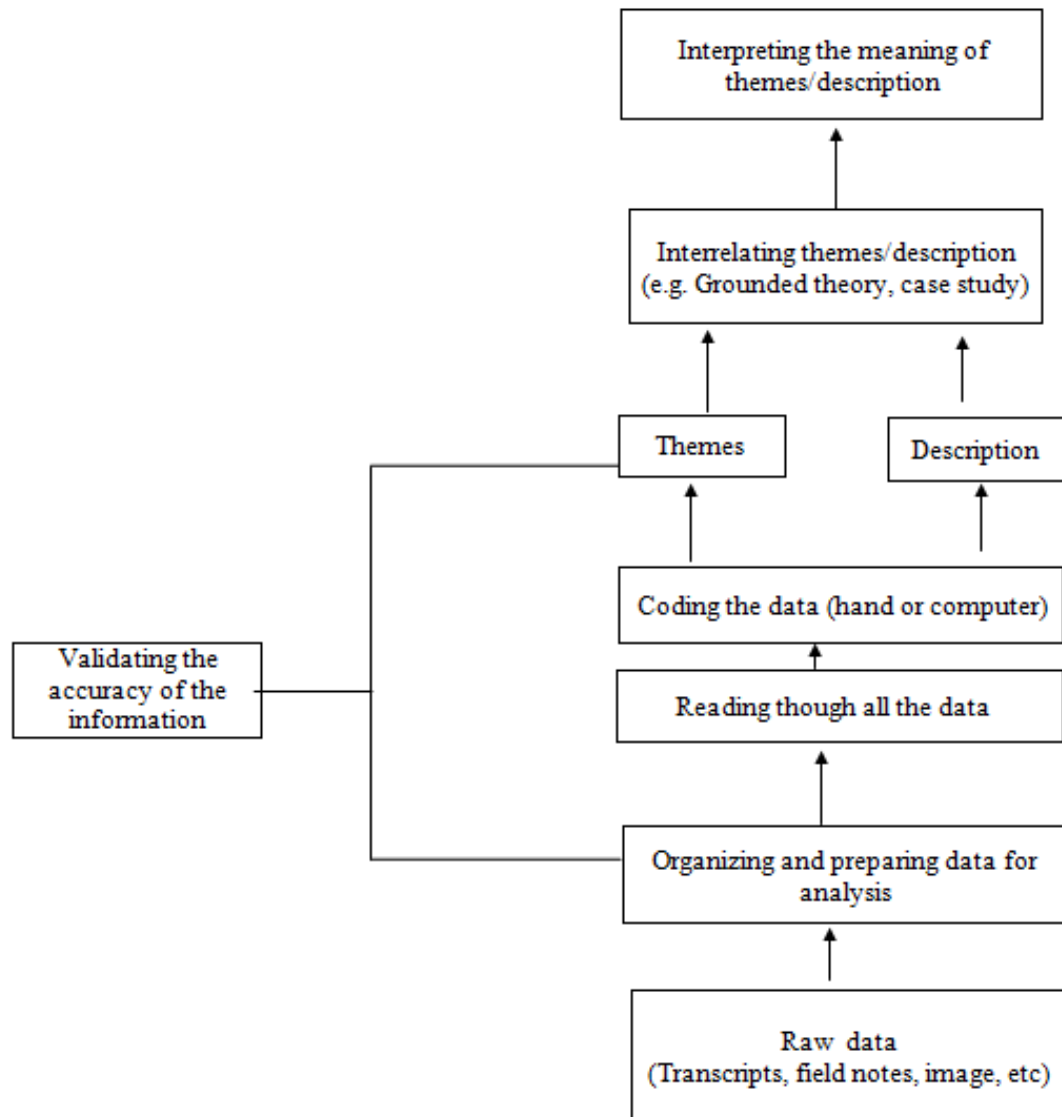
6. Interpretation

A final step in data analysis requires an interpretation of the data or its significance. After completing all of the steps, the researcher interpreted the outcome of the study.

The components of this analysis model by Creswell were pictured by this figure below:⁵³

⁵³ Creswell, 185.

Figure 1. *The data Analysis Process*



Analysis Components of Creswell Model

E. Research Approach

In this study the researcher used six steps in the process of research, they were:⁵⁴

1. Identifying a Research Problem

The researcher started a research by deciding on a subject to investigate, this was a problem or issue in education that needed to be addressed. Identifying a research issue entails deciding on a problem to investigate, creating a case for the investigation, and recommending the relevance of investigation to a specific audience who might read the report.

2. Reviewing the Literature

The researcher learned how to use an academic library to find book and journal articles, how to use computerized databases, how to select and evaluate research quality on a subject, and how to summarize it in a report. Since the library's resources become overwhelming, having a strategy in place for searching the literature and undertaking the review was crucial.

3. Specifying a Purpose for Research

This statement expresses the research's ultimate goal or purpose. The aim of the study was to figure out what the goal was and then narrow it down to specific research questions or hypotheses. In the purpose statement, the main subjects of the study, the participant in the

⁵⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (United States: Pearson Education, Inc., 2012), 7.

study, and the location or site of the investigation were all listed. As a result, it was the most crucial statement in the report.

4. Collecting Data

To provide answers of research questions and hypotheses, the researcher began the process of gathering or collecting data. Data collection might include identifying and selecting individuals for a study, obtaining their permission to participate in the study, and gathering data by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or shortly after data collection, the researcher should make sense of the details given by participants. The process of analysis entails “breaking down the data” to evaluate individual responses before bringing it all back together to create a summary. The analysis and interpretation process includes drawing conclusions about the data, presenting it in tables, statistics, and pictures to summarize it, and describing it.

6. Reporting and Evaluating Research

The researcher produced a written report that was distributed to a small group of people who might benefit from knowledge. Choosing audiences, structuring the article in a format suitable for these audiences, and then writing to all readers were all part of reported study. Beside it, evaluating research entails evaluating the study’s consistency using educational criteria proposed by experts.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

SMAN 1 Kotagajah is one of the several high schools which are located in Kotagajah, Central Lampung. SMAN 1 Kotagajah was established on March 7, 1979 based on the Decree of the Minister of Education and Culture of Republic Indonesia Number: 0188/O/1979. The existence of SMAN 1 Kotagajah as the only SMA with a state status in Kotagajah also contributes to the social, cultural, and economic situation. The list of the headmasters as follow:

Table 3. The Headmaster of SMAN 1 Kotagajah, Central Lampung

No.	Headmaster	Period
1.	Drs. R. Ahmad Matin	1979 – 1987
2.	Hi. Slamet Soeparman, BA	1987 – 1996
3.	Drs. Sukirman	1996 – 1999
4.	Drs. Hamim Hamzah	1999 – 2000
5.	Drs. Abdullah Makmur, HA	2000 – 2002
6.	Drs. Syatbi Tahmid, MM	2002 – 2012
7.	Drs. Mashudi, M.Pd	2012 – 2014
8.	Drs. Maksum Yusup, M.Pd.I	2014 – 2015
9.	Drs. Dasiyo P, M.Pd	2015 – 2019
10.	R. Surya Damayanti, M.Pd.	2019 – now

The vision and mission of SMAN 1 Kotagajah are mentioned. The vision of SMAN 1 Kotagajah is “Faithful, Knowledgeable, Cultured and

Global Insight”. The mission, the first is to improve the welfare of the school community. The second is to provide facilities in order to create quality learning and insight into life skills with information technology. The third is to carry out learning and education to master science technology as competence to continue to higher education. The fourth is to encourage students to develop their potential in order to be able to compete at the national and international levels. The fifth is to increase communion between school communities as an element of society that emphasizes kinship based on faith and piety.

The sixth is to curriculum and competency-based assessment systems that are adaptive to the international standard curriculum as the basis for learning. The seventh is to be innovative, participative, and accommodate management in order to create a conducive situation. The eighth is to develop the skills of teachers and employees to become qualified facilitators. The ninth is to develop a green, beautiful, clean, safe, and harmonious school environment.

The environment conditions around SMAN 1 Kotagajah are very supportive of creating a comfortable learning atmosphere, considering that the school is quite from the noise of factories, markets, and bus terminals, even close to several public facilities that are sufficient to support education such as mosques, Christian churches, Catholic churches, hospitals, and local community are very supportive of educational activities for the learning success of students.

B. The Result of Students' Self-Esteem in Writing Descriptive Text

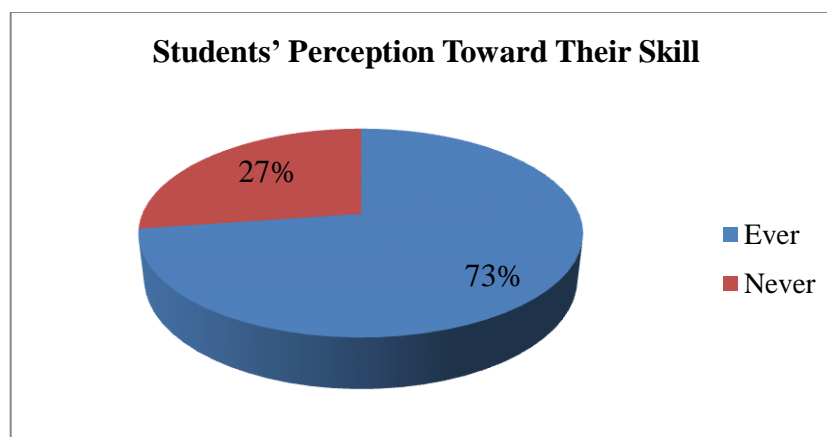
In this research, students' descriptive text presented self-esteem as an important factor in writing performance. Self-esteem can be seen as a form of self-assessment based on how much students appreciate them to know their values and abilities. Self-esteem has elements and aspects that can affect students then believed as an affective element in students' writing performance. Beside it, there were factors that affected students' self-esteem. Generally, self-esteem would be classified into three levels, namely; global self-esteem, state self-esteem, and domain specific self-esteem. Those levels and factors briefly analyzed in this chapter as follow:

1. Students' Self-esteem in Writing Descriptive Text

a. Global Self-esteem

Global self-esteem was related to the students' perception of a personality variable about their worth, stability in thought, and ability to be grateful for being themselves. The global self-esteem of the students simply described in the following chart:

Chart 1. The Students Global Self-esteem



From the chart, the study was carried out by twenty-two participants. It should be argued that sixteen students ever felt that they did not have skills they could be proud of, and six students argued that they had skills they would be proud of. By calculating the number of students' perception, the percentage inferred as follows; 73% of students felt that they did not have a skill that they could be proud of, while 27% argued that they found their skill. Most of the students who filled out the questionnaire argued that they did not have skills they could be proud of.

It was caused by three general factors; (1) students felt doubtful or did not find a skill that stands out in them, (2) students felt they did not have an achievement that made their parents proud, (3) students felt insecure with their friends who have many skills.

According to the data, the majority of students felt disappointed with themselves. It happens because they feel that they always fail in every situation. As a result, the students were not focused and blamed themselves. The result of the students' writing seen in the following quotations:

"I have felt disappointed with myself, when I can't do something well, when I make mistakes, when I let others down, when I am not inconsistent with myself." (ACP)

"Yes, I often feel disappointed with myself. Sometimes I feel that I am an unfocused person so I often lose many things and forget important points that I should pay attention to." (RAAA)

“Yes, often. When I couldn’t get what I wanted to the maximum. Because I do something that is not important, like playing with gadgets and do not finish it well.” (DP)

On the contrary, 27% of students filled out the questionnaire that they never felt that they have no skill, which means they were optimistic that they have skills they could be proud of. Their perception was caused by two factors; (1) students believed that everyone has skills in their respective fields, (2) students have achievements to be proud of in their respective fields. Furthermore, the students’ responses seen in the following statement:

“No, because I believe everyone has different skills to be proud of and to complement each other.” (DPP)

“No, I have some achievements in sports, so I’m not insecure at all.” (RDR)

“No, I’m sure everyone has skills to be proud of and so do I. I’m talented in the arts, especially singing and dancing.” (NHF)

It was noted that by believing in them, students never blame the situation and they trust in themselves that they have skill in their respective fields. And it influenced students in practice writing performance confidently. The researcher found the writing result about descriptive paragraph as follow:

“....My family is lovely family. My family is made up of four members. Two men and two women are members of my family. My mother is house wife who oversees the household finances. My mother is not exactly up to date. My father’s name is Jarno, and he is 54 years old. My mother’s name is Tumirah. She is a 42 years old woman. My parents are concerned about the religious on their children. My sibling and I are both students at the same

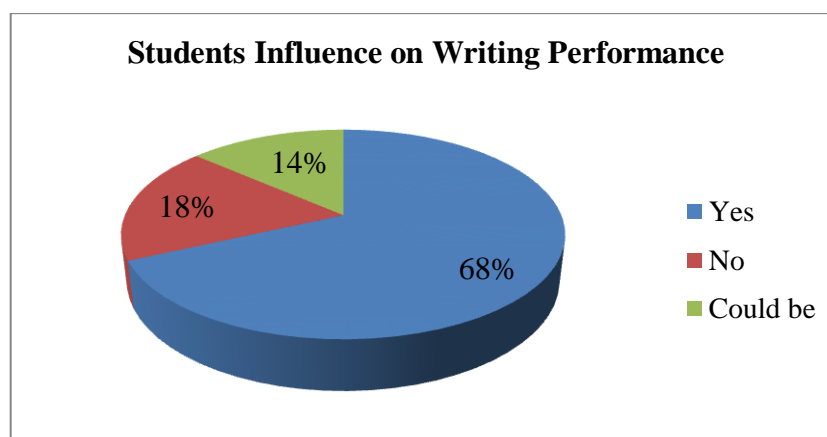
school. My sibling is a diligent at creating partner. On the other hand, I have a different passion than they do. I hate drawing and painting. Sport is something I love.”
(TA)

So, it was important that students developed their trust and confidence that they have skills in their own field. In the concept of students’ global self-esteem, it was shown to be stable into a possible genetic component associated with emotional stability during adulthood.

b. State self- esteem

State self-esteem was related to the students’ confidence in writing performance, the positive of students’ feeling proud, and the negative outcome of students’ feeling humiliated. It was noted how the environment treats and momentarily emotional students’ self-esteem. In this research, external responses have a significant effect toward students’ writing performance. The perception students in state self-esteem shown in this following chart below:

Chart 2. The Students State Self-esteem



Based on the chart above, it was explained that fifteen students agreed that friends influenced students' feelings in writing performance. It was a percentage of 68%. Next, four students disagreed that friends influenced their feeling in writing performance. It was a percentage of 18%. Hence, three students state that friends could influence their feeling on writing performance. It was a percentage of 14%.

From the data, fifteen students agreed that friends influence their feeling in writing performance based on the following responses, they are; (1) students reveal when their friends can do something it means they can too, (2) the response of their friends to themselves was influenced on their feelings, (3) students find difficult to express their ideas. Those reasons can be interpreted from some responses below:

“Yes, it really affects me. When my friends can do it, I will also try to not be left behind with my friends.”
(NMSW)

“Yes, my friends are very influential on my feelings. If my friends respond positively to my writing, then I will be more enthusiastic about writing. However, if my friends respond negatively without giving advice, it will decrease my enthusiasm for writing.” (GWS)

“I agree, I think they sometimes change my mood and definitely affect how I feel about writing.” (SAS)

Furthermore, four students disagreed that friends influenced their feeling in writing performance was perceived by; (1) students believe in their own abilities, (2) the current situation of online class

so they did not meet friends, (3) students explained that they were not familiar with each other. Then, the students responded in questionnaire form as follow:

“I could say not, face to face school might be influential but daring is not.” (PRDKR)

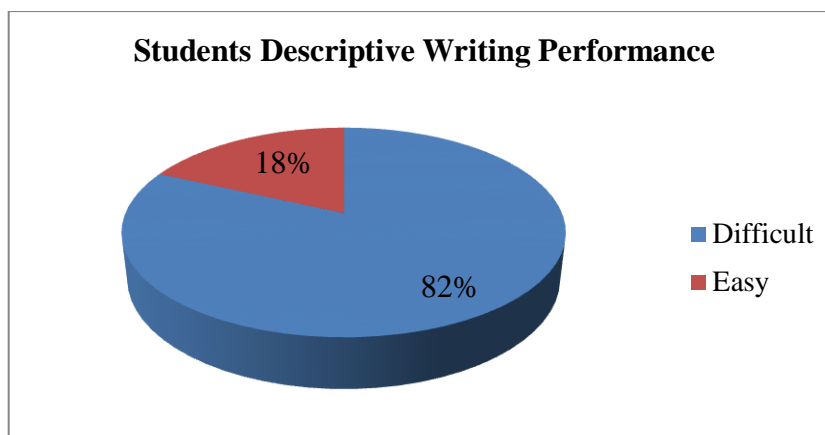
“No, because I didn’t get along with my classmates.” (RAAA)

Meanwhile, three students argued that friends could influence their feeling in writing performance. It was seen from the responses that they write on the form. *“It was just a little effect, but it made me realize that I didn’t know anything about English and that I needed to keep learning.”* (FLK). Some other students only stated that friends could influence their feelings but did not explain in detail *“It probably yes.”* (NHF) and *“Could be.”* (TA). It was very clear that friends were categorized as influencing students’ feelings with either a positive or negative response on writing performance.

c. Domain Specific Self-esteem

Domain specific self-esteem was related to the students’ academic performance, descriptive text writing capability, and students interested to write descriptive text. It was underlined that this was a belief for self-evaluation. In this research, the researcher limited the context of self-esteem toward writing performance in descriptive text. Throughout closer analysis about their domain specific self-esteem was described in the following chart:

Chart 3. The Students' Domain Specific Self-esteem



Depending on the data above, it was described that eighteen students felt that writing was difficult, and four students stated that writing was easy. Those have a percentage of difficulty (82%) and easy (18%). Most of the students responded in questionnaire form that writing was difficult to do. It was caused by three factors; (1) students felt they did not master English well, especially in writing, (2) writing activities should pay attention to tenses, grammar, and language features which must be considered, (3) students lack vocabulary mastery.

Furthermore, when it came to writing descriptive text, the students were afraid of making mistakes. The following quotes show the outcome of the students' answers:

“Yes, because I haven't mastered English before, and in composing word by word in English it is necessary to understand tenses, grammar, etc.” (NHF)

“Yes, I'm afraid of making errors in writing descriptive text because I'm not a master in English and I am still practicing it.” (DOS)

“Yes, I’m afraid because if I write it wrong it will also mean wrong.” (TA)

From the result of the questionnaire, participants were asked to answer questions “Please give one sentence that reflects how you feel when your English teacher gives the assignment to write a descriptive text!” They insist in different varieties that writing was difficult. The following expressions supported the factors mentioned.

“Interesting, but I find it quite difficult.” (SS)

“It is quite difficult.” (DPP)

“I’m happy but sometimes I find it difficult if the text is too long and I don’t know a lot of vocabulary.” (AA)

On the contrary, 18% of students responded in the questionnaire that they perceived writing was easy. They explicitly express that they were not afraid to make mistakes because it was a normal learning process. Their perception was caused by three factors; (1) students were confident in what they wrote, (2) students were satisfied because they had tried their best, (3) students believed the thing to do was tried. Moreover, the students’ responses were seen in the following quotation: *“I’m not afraid, because making a mistake during the learning process is normal.” (NPPW)*

It was noted that by trying and practicing, students became familiar with writing. So, the assumption that writing was difficult was reduced and students were confident in their writing performance. The researcher found the writing response as follow:

“My way I do to practice writing skills is to learn more about the use of tense and read articles or readings that use English to increase my knowledge of vocabulary that I have never known. For writing skills, I practice by learning to write stories, read books, and try to summarize an article. I also often read novels to increase my experience in writing stories.” (GWS)

It should be stated that their self-esteem was quite crucial concerning their performance. Students felt afraid to make a mistake in writing activities, so they felt that writing was difficult and students thought too much about what might happen. It affected their writing performance.

2. Factors Influencing Students’ Self-esteem

There are two types of factors that influence students’ self-esteem in writing performance, namely internal and external factors. Internal factors appeared from within students while external factors appeared as a result of the environment or came from outside the students. In this research, an explanation of the factors that influence students’ self-esteem briefly analyzed and described as follow:

a. Internal Factors

The internal factors that influence students’ self-esteem in writing performance was classified into three major factors, they are; (1) feeling afraid of the results of writing activities that make students anxious, (2) not confident and ashamed of their abilities, thus effect in feeling of insecurity, (3) rash thinking which effect of

feeling restless. The following expression supports the factors mentioned.

“Usually I’m afraid of what will happen next when I make a mistake and panic, and how other people will respond when I make a mistake.” (NMSW)

“Things that can affect how I feel when I’m doing something wrong are insecurity, fear, anxiety, tension, and shame.” (NKPM)

Based on the quotations above, it was clear that students felt afraid of making mistakes and they could not maintain their insecurity. These internal factors come from the thoughts and assumptions of students itself.

b. External factors

The external factors that influence students’ self-esteem in writing performance were classified into three major factors, namely; (1) treatment of other people around, (2) support from the people closest to them, (3) the response from the environment toward what they do. The following were students’ perceptions that support the factors mentioned.

“My parents’ response when they found out that I got an unsatisfactory grade in class is angry at me and insulted me.” (ACP)

“I feel that I’m valuable to my family. But, I feel that my friends don’t respect me and I’m not valuable to them. I feel like I don’t have friends who are sincere to me.” (GWS)

However, the factors that have been mentioned above have a quite serious influence on students’ self-esteem. They can take the

positive or negative side of the response given by others to themselves.

3. The Writing Output

In this study, researchers focused on writing descriptive text for eleventh grade students. The observation made by the writer and the following was the final result of writing a descriptive text by the students:

My Family

My family is my beloved ever in the world. My family is the best friend I have ever had. I am fortunate to have such wonderful family. My family composed of four persons. It a little family. My father, mother, brother, and I are all present. Sulhadri is the name of my father, and he is 45 years old. His occupation is that of a farmer. He is polite, hardworking, and kind. My father's weight about 60 kg. My father is always willing to assist me if we need assistance.

My mother is the most wonderful person I know. Rusmini is her name. she is in her late forties and early fifties. She is a kind and patient person. She is a housewife and the best chef on the world. Her food is always delicious.

And there is my younger brother. Dian Angga Kusuma is his name. He is funny person. He have a tall body than me. He was 10 years old at the time. He was about 8 years younger than me. He is mischievous, but I like him. He is the most attentive listener.

They are the most important members of my family. My family is really important to me. (DP)

Laskar Pelangi is a film by Riri Riza which is one of Indonesia's best films. The film, which is based on a novel with the same title by Andrea Hirata, was produced in 2008. This film tells the story of 10 best friends. They attend a small Muhammadiyah elementary school on the island of Belitung. At first the school was threatened with being closed because of the lack of students studying.

However, thanks to the ten children persistence and strong will, the school did not close. This is also thanks to the struggles of a very good teacher, namely Bu Muslimah, played by Cut Mini and Pak Harfanh, played nicely by Ikranagara.

In addition to telling a story of friendship, this film is emotional, about Lintang, a child also presents a story of a smart poor, however, he has to work hard to survive for his younger siblings after his father died at sea.
(ACP)

My Sweet Mother

My mother is a middle-aged woman who refuses to be called old. He is now around 39 years old. Her name is Mrs. Made Ariani. He had a beautiful face, long straight black hair, and black eyes. She is a bit chubby because she rarely does sports in the middle of her activities as a busy housewife. Even so, she can manage to keep the clothes she wears looking attractive.

He was known as a good person by those around him. He is also attractive, smart, friendly, and always helps those around him. I really love him because he is a living role model to be a good person. My mom really likes listening to music, when she cooks she must be humming. Even though my mother's voice is not good but she is very confident when she sings.

He smiles at everyone all the time. With a smile on her face, she looked so beautiful. Behind her beauty, she is a great woman for my family. She is a strong woman who always helps her family when faced with problems. The best mother who devotes her love to her family.
(NPPW)

From the output of the students' writing descriptive text, it was seen that there were points to be noted. The first, the use of to be in the simple present tense that should be considered, for example "*It a little family*" and "*Her foods is always delicious*". The second, the use of articles that was not appropriate, such as "*He is an humorous person*". The third, the use of pronouns should be considered, for example "*My mother is a middle-aged woman who refuses to be called old. He is now*

around 39 years old. Her name is Mrs. Made Ariani. He had a beautiful face, long straight black hair, and black eyes.” In line with the explanation, this was a particular concern in learning descriptive text.

C. Discussion

In teaching writing at the eleventh grades of SMAN 1 Kotagajah based on the pre-survey that has been carried out there were problems that students face in the classroom, which students already like English lessons, but they underestimated themselves, further resulting in their thoughts difficult to express in written form. In particular, it was believed that students' self-esteem in writing performance was an effective element that was considered in teaching English.

Furthermore, descriptive text was the media used to analyze students' writing performance. This study clearly shows that self-esteem was an affective element in students' writing performance. This was reflected in the responses given by students to the questionnaire that have been distributed. It was seen from their diverse perceptions with the lines of global self-esteem, state self-esteem, and domain specific self-esteem. Regardless of the statistics or percentage of findings, the data was noted.

In particular, this study was supported by the view of Brown and Marshall (2006) that the construction between the three levels of self-esteem was related, by using an affective model. This affective model provides a different perspective on the origins and functions of self-esteem. As shown by the top-down approach, self-esteem was a reaction to temperamental and

emotional causes, and it influences self-evaluation and self-worth. Thus, self-evaluation and feelings of self-worth are influenced by global self-esteem and evaluative feedback.

Moreover, this interactive effect was seen when students faced negative feedback, such as failure to get a satisfactory grade or interpersonal rejection. This was a situation that students with low self-esteem face; their self-evaluation becomes more negative and feeling of self-worth decreases. However, when students have high self-esteem they maintain their self-evaluation and preserve or quickly recover their feeling of self-worth. This was a significant benefit of high self-esteem, as it encouraged students to struggle without getting depressed about them.

In this context, descriptive text as the media used to analyze the students' writing performance. Referring to this research, students assume that they did not have skill to be proud of. Good or bad responses from friends were influenced by their writing performance. Then, the assumption of students that writing was difficult because most students were afraid to make mistakes in writing.

Finally, it was assumed that high self-esteem in students' writing performance was important to establish. By students' self-esteem, teachers easily took the elements needed in learning English, especially writing. In addition, to identify students' self-esteem even more deeply, the open minded of participants to the responses given collectively were required.

CHAPTER V

CONCLUSION

A. Conclusion

It was concluded that the students' self-esteem is an affective element in students' writing performance. Then, the output of students' descriptive text as a media used to find out their writing skills. Those all are described from the following percentages below.

Related to the global self-esteem, 73% participants ever perceived that they did not have skill that they could be proud of and 27% participants never perceived that they did not have skill that they could be proud of. Referring to the factors that influence their perception toward global self-esteem, it can be concluded that they have difficulty identifying skill in themselves.

Furthermore, 68% of participants revealed that friends influence their feeling in writing performance by their responses of students' state self-esteem. Then, 18% participants revealed that friends do not influence their feeling in the writing performance, and 14% participants revealed that friends could be friends influence on their feeling in the writing performance. It can be concluded that friends influence the participants' feeling in their writing performance.

In terms of the domain specific self-esteem, 82% of participants expressed that writing is difficult and 18% participants expressed that writing is easy. These could be concluded that changing students' perceptions toward

writing was difficult to do. Generally, it can be noted that negative perceptions of students' writing performance is approved as the root of many responses described by the participants.

Throughout, there are two types of factors that influence a students' self-esteem; internal and external factors. The internal factors are classified into three major factors, they are; (1) feeling afraid of the result of writing activities that make students anxious, (2) not confident and ashamed of their abilities, (3) rash thinking which is the effect of feeling restless. Beside it, the external factors that influence students' self-esteem are also classified into three major factors, that are; (1) treatment of other people around, (2) support from the people closest to them, (3) the response from the environment toward what they do.

B. Suggestion

This research is pointed out to give the suggestion for:

1. The students

Students needed to develop positive self-esteem in writing performance. By reason, writing is a productive skill that should be practiced from time to time. Indeed, they must be able to reduce the negative influences in their writing performance, such as insecurities and fear of making mistakes. Actually in the learning process it is normal to make mistakes especially in their writing activity.

2. The Teachers

Teachers should consider the students' effectiveness in the learning process. Particularly, in learning descriptive text, teachers can approach students to develop a feeling of pleasure in learning English and the assumption that writing is difficult can be avoided.

3. The Further Researchers

Further researchers who want to conduct related research that should be more intensive and responsive. Besides the cognitive process, there is an affective process that must be concerned. Both of them clearly have a relevance that should be investigated more deeply.

BIBLIOGRAPHY

- Abdel-Khalek, Ahmed M. "Introduction to the Psychology of Self-Esteem." *Handbook on Psychology of Self-Esteem*, 2016, 29.
- Allan, Karen Kuelthau, ed. *Learning to Write with Purpose: Effective Instruction in Grades 4-8. Solving Problems in the Teaching of Literacy*. New York ; London: Guilford Press, 2009.
- Anker, Susan. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*. 5th ed. Boston: Bedford/St. Martin's, 2010.
- Ary, Donald, Lucy Cheser Jacobs, and Christine K. Sorensen. *Introduction to Research in Education*. 8th ed. Canada: Nelson Education, 2010.
- Boardman, Chyntia A., and Jia Frydenberg. *Writing to Communicate 2: Paragraphs and Essays, Third Edition*. 3rd ed. New York: Pearson Education, Inc., 2008.
- Branden, Nathaniel. *The Six Pillars of Self-Esteem*. New York: Bantam, 1995.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. 2nd ed. London: Pearson ESL, 2000.
- Brown, Jonathan D., and Margaret A. Marshall. "The Three Faces of Self-Esteem." In *Self-Esteem Issues and Answers: A Sourcebook of Current Perspectives*, by M. H. Kernis, 6. New York: Psychology Press, 2006.
- Buchalter, Susan I. *Raising Self-Esteem in Adults*. United States of America: Jessica Kingsley Publishers, 2015.

- Burns, Anne. *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press, 1999.
- Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. United States: Pearson Education, Inc., 2012.
- . *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. 2nd ed. California: Sage Publications, Inc., 2003.
- . *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. 2009: Sage Publications, Inc., 2009.
- Fahim, Mansoor, and Somaye Khojaste Rad. “The Relationship between Self-Esteem and Paragraph Writing of Iranian EFL Learners.” *Psychology* 03, no. 01 (2012): 24–29. <https://doi.org/10.4236/psych.2012.31004>.
- Habrat, Agnieszka. “Psychological and Pedagogical Background of Self-Esteem.” In *The Role of Self-Esteem in Foreign Language Learning and Teaching*, by Agnieszka Habrat, 1–45. Cham: Springer International Publishing, 2018. https://doi.org/10.1007/978-3-319-75283-9_1.
- Hales, David. *An Introduction To Triangulation*. Switzerland: UNAIDS 20, 2010.
- Hanim Rahmat, Noor, Mazlen Arepin, D Rohayu Mohd Yunos, and Sharifah Amani Syed Abdul Rahman. “Analyzing Perceived Writing Difficulties Through The Social Cognitive Theory.” *PEOPLE: International Journal of Social Sciences* 3, no. 2 (October 16, 2017): 1487–99. <https://doi.org/10.20319/pijss.2017.32.14871499>.

- Husna, Lailatul, and Yenni Rozimela. "An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA of MAN 2 Padang." *Journal English Language Teaching (ELT)* 1, no. 2 (2013): 16.
- Johnson, Andrew P. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. Lanham, Md: Rowman & Littlefield Education, 2008.
- Jordan, R. R. *Academic Writing Course*. 3rd ed. United Kingdom: Pearson Longman, 1999.
- Kane, Thomas S. *The Oxford Essential Guide to Writing*. New York: Oxford University Press, 2000.
- Konrath, Sara, and Paul Allen Anderson. "A Century of Self-Esteem." *Handbook on Psychology of Self-Esteem*, 2011, 19.
- Mckay, Matthew, and Patrick Fanning. *SELF-ESTEEM*. 4th ed. Oakland: New Harbinger Publications, Inc., 2016.
- Mruk, Christopher J. *Self-Esteem and Positive Psychology: Research, Theory, and Practice*. Vol. 50. New York: Springer Publishing Company, 2013.
<http://choicereviews.org/review/10.5860/CHOICE.50-7050>.
- . *Self-Esteem Research, Theory, and Practice: Toward a Positive Psychology of Self-Esteem*. 3rd ed. New York: Springer Pub, 2006.
- Noble, Helen, and Roberta Heale. "Triangulation in Research, with Examples." *Evidence Based Nursing* 22, no. 3 (July 2019): 67–68.
<https://doi.org/10.1136/ebnurs-2019-103145>.

- Nunan, David, ed. *Practical English Language Teaching*. 1st ed. New York: McGraw-Hill/Contemporary, 2003.
- Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing*. 3rd ed. New York: Pearson Longman, 2007.
- Peat, Jennifer K., ed. *Scientific Writing: Easy When You Know How*. London: BMJ Books, 2002.
- Rahmawati. "The Correlation between Self-Esteem to the Students' Speaking Achievement." *Telangai Bahasa Dan Sastra* 8, no. 2 (2014): 135–42.
- Satriani, Intan. "Correlation between Students' Self Esteem and English Language Proficiency of Indonesian EFL Students" 2, no. 2 (2014): 6.
- Sharma, Shraddha, and Surila Agarwala. "Self-Esteem and Collective Self-Esteem Among Adolescents: An Interventional Approach." *Psychological Thought* 8, no. 1 (April 30, 2015): 105–13.
<https://doi.org/10.5964/psyct.v8i1.121>.
- Singh, Yogesh Kumar. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publishers, 2006.
- Wallace, Trudy, Winifred E. Stariha, and Herbert J. Walberg. *Teaching Speaking, Listening and Writing*. 14. Switzerland: International Academy of Education, 2004.
- Wardani, Imelda, and Abdul Waris. "Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique" 2, no. 1 (2014): 13.

APPENDICES

The Observation of Students Writing Descriptive Text

Timestamp	Nama Lengkap	Jenis Kelamin	Email	Nomor HP	Kelas	Response
4/14/2021 15:39:30	Saya telah membaca bag Nama Lengkap	Perempuan	lyakaplana13@gmail.com	082280267635	XI IPA	1. Apakah kamu merasa 12 Bagaimana cara
4/14/2021 15:50:17	Saya bersedia mengsi ki, Tia Aprilana	Perempuan	putugtamaahayani@gmail.com	082185510455	XI IPA	ya, karena saya merasa (saya akan memuji
4/14/2021 16:08:30	Saya bersedia mengsi ki, Putu Gita Mahayani	Perempuan	citraadella8@gmail.com	081279048303	XI IPA	Izin menjawab, saya meri Izn menjawab, tetd
4/14/2021 17:04:43	Saya bersedia mengsi ki, Adelia Citra Perwati	Perempuan	nablakhusnul52@gmail.com	086767096422	XI IPA	Saya merasa bahagia da Cara saya member
4/15/2021 8:23:49	Saya bersedia mengsi ki, Ni Made Selia Widyadani	Perempuan	Serlysofana75	085841518556	XI IPA	Iya, menurut orang-orang Cara saya yaitu de
4/15/2021 8:34:46	Saya bersedia mengsi ki, Seri Sofana	Perempuan	raihandwi0504@gmail.com	085609512607	XI IPA	Ya, saya merasa bahwa (Cara memberikan r
4/15/2021 9:53:40	Saya bersedia mengsi ki, Raihan Dwi Rahmadi	Laki-laki	fentilialatul@gmail.com	087769917239	XI IPA	Saya merasa dihargai orai melakukan hal sed
4/15/2021 11:00:57	Saya bersedia mengsi ki, Fenti Lalatul Khusus	Perempuan	nimadesela600@gmail.com	085380518510	XI IPA	Untuk point saya berbagi Caranya dengan be
4/15/2021 12:31:15	Saya bersedia mengsi ki, Ni Made Selia Widyadani	Perempuan	tatprangasta@gmail.com	085783660025	XI IPA	Ya saya merasa diri saya Ketika saya berhas
4/15/2021 12:55:13	Saya bersedia mengsi ki, Prangasta Rampu Dyah	Perempuan	putradimas9@gmail.com	085788662429	XI IPA	Iya, karena banyak orang Dengan membelika
4/16/2021 19:31:29	Saya bersedia mengsi ki, Ni Putu Putri Widani	Perempuan	putuputri661@gmail.com	08269908970	XI IPA	Iya, karena menurut saya Membeli sesuatu y
4/16/2021 19:46:14	Saya bersedia mengsi ki, Ni Putu Putri Widani	Perempuan	Midiararas123@gmail.com	081368347452	XI IPA	Saya merasa saya behal Dengan melakukan
4/16/2021 20:56:13	Saya bersedia mengsi ki, Anggun Marga Rita	Perempuan	anggun070707@gmail.com	085269594285	XI IPA	Iya. Menurut saya, seseorang Saya akan membe
4/16/2021 21:10:47	Saya bersedia mengsi ki, Aurelia Azzahra	Perempuan	aureliaazzahra91@gmail.com	087797441788	XI IPA	Ya saya merasa bahagia Saya memberikan
4/16/2021 21:11:23	Saya bersedia mengsi ki, GUSTINA WULAN SARU	Perempuan	gustinawidians@gmail.com	085662108980	XI IPA	Saya merasa bahwa saya Cara saya member
4/16/2021 22:07:58	Saya bersedia mengsi ki, Tara Trisna Wijaya	Perempuan	liaratisna43@gmail.com	081379620125	XI IPA	Aku merasa bahagia jika Ternyata aku bisa j
4/16/2021 22:16:32	Saya bersedia mengsi ki, Ni Ketut Putri Maharani	Perempuan	niketutputri Maharani@gmail.com	081373056786	XI IPA	Iya saya merasa bahagia Cara saya member
4/16/2021 22:44:21	Saya bersedia mengsi ki, Salsabila As Syifa	Perempuan	salsabillaasyifa1607@gmail.com	083211321273	XI IPA	saya bahagia atau tidak. Cara saya member
4/16/2021 23:40:48	Saya bersedia mengsi ki, Elisa Monika	Perempuan	elsaopop2805@gmail.com	085609553866	XI IPA	Saya kurang yakin bahwa Mungkin dengan m
4/17/2021 9:10:02	Saya bersedia mengsi ki, DIMAS PERMADI	Laki-laki	permadimas25@gmail.com	088286459164	XI IPA	Saya merasa bahagia se Ketika saya berhas
4/17/2021 11:43:07	Saya bersedia mengsi ki, Dewi Olta Selawati	Perempuan	dewioktaselawati@gmail.com	081919260144	XI IPA	Aku merasa bahagia dan Ketika behasil mel
4/17/2021 16:56:17	Saya bersedia mengsi ki, Reza Amalia Anissa Afat	Perempuan	rezaamaliaanissa@gmail.com	082289429700	XI IPA	Iya, saya merasa bahwa (Biasanya saya aka

1. Menurut pendapatmu, apakah kamu merasa 12 Bagaimana cara
2. Karena, kadang saya merasa senang
3. Izn menjawab, tidak merizn menjawab, semangat Izn menjawab, tidak
4. Menurut saya, karena saya
5. Karena saya belum meng
6. Karena saya belum mah
7. tidak pernah saya merasa
8. Karena menulis bahasa
9. Karena saya kurang mat
10. Benarkan satu kalimat
11. Apakah kamu merasa
12. Apakah kamu tahu ger
13. Menurut kamu, hal-hal
14. Apakah kamu pernah
15. Bagaimana tanggapan
16. Bagaimana tanggapan
17. Bagaimana tanggapan
18. Bagaimana tanggapan
19. Bagaimana tanggapan
20. Bagaimana tanggapan
21. Bagaimana tanggapan
22. Bagaimana tanggapan

Based on the picture above, it shows the results of twenty-two students' responses from the research questionnaire in Google form that has been shared by the researcher. The response above was in the form of Microsoft Excel which when printed directly the results were not seen. To provided documentary evidence of the results of students descriptive text, the writer copies it into Microsoft Word that it should be read clearly without changed the word structure or writing of the respondent. The Result of students' descriptive text as follows:

Nama : Tia Apriliana

Kelas : XI IPA 8

My name is Tia Apriliana. I am seventeen years old. I have one older sister. My mother is a housewife and my father is a mechanic. My parents are very strict and discipline. My sibling are dependent to do daily activity. She wash her clothes and so do I. We are taught to be tough and independent since we are kids. I learn many things from my parents.

My family is a simple family. My family consist of four people. We are consist of two men and two women. My mother is a housewife who manages family finances. My mother is not very modern. My father's name is Jarno, he is 54 years old. My mother's name is Tumirah. She is 42 years old.

My parents concern on their children religion foundation. My sibling and I go to the same school. My siblings is very clever in drawing or partners. However, I have a different passion from them. I do not like drawing or painting. I like sport.

Nama : Raihan Dwi Rahmadi

Kelas : XI IPA 8

“American Renegades” is a thriller-action movie released in 2017. The movie set in Sarajevo, the capital city of Bosnia-Herzegovina. Bosnia-Herzegovina is one of the many former Soviets states that were part of Nazi invasion territory.

This movie tells of 5 members of the United States Navy Seal who are on duty in Sarajevo who then find hidden treasures in the country, namely 2000 tons of gold bullion. This gold was the target of NATO soldiers, who at the time still had Nazi influence. The 2000 gold bars are located 25 meters deep in a lake on the outskirts of the city of Sarajevo. In the past, the lake was a small town at the foot of a valley called Grovo, and it was in this city that the Nazis hid their gold. However the city of Grovo disappeared as if it never existed because it was swept away by flash floods caused by destruction of a water dam in the hills of Grovo city by Nazi rebel forces.

Nama : Pravangasta Rampu Dyah Kartika Ratri

Kelas : XI IPA 8

Harry potter

This film was released in 2001, more precisely on November 16, 2001 in London. a novel story that is lifted to the big screen that tells of magic. This film is very popular with various circles.

This film tells the story of Harry Potter and his friends who attend the Hogwart School of Magic. over time Voldemort will destroy the school in order to take the magic wand belonging to the principal to make himself immortal. voldemort begins to gather all that has the potential to awaken him he has a large following of sorcerers who choose snake tattoos on his arm.

The film is based on the eponymous novel by JK Rowling and distributed by Warner Bros. this series is mostly produced by David Heyman while the main actors in this film are Daniel Radcliffe, Rupert Grint and Emma Waston.

This film is a must watch for anyone who likes fantasy movies. and also for those who want to practice using the English in the film because the English used is very formal.

Nama : Ni Ketut Putri Maharani

Kelas : XI IPA 8

My family is everything

My family is my best family. My family is my friend who I used to know. I am grateful to have a family like my beloved family. My father is I Nyoman soul. He is about 55 years old. His job is a teacher. He is kind, hardworking, and patient. My father weighs about 65 kg. My dad always helped me when we needed help.

My mom is the best. His name is Ni Komang Harmini. He is around 47 years old. She is a patient, friendly and calm woman. She is a housewife, she is my best friend. He is the best chef ever. The food is always delicious.

Then, I have my older brother. His name is solar. He is a person who is humorous, hardworking and responsible.

I also have an older sister whose name is Ayu she is shorter than me, she loves me very much but she is a little lazy They are my best family. my family is everything

PENELITIAN SELF-ESTEEM DALAM WRITING SKILL SISWA KELAS XI

Responden yang berbahagia,

Saya adalah mahasiswa S1 Jurusan Pendidikan Bahasa Inggris IAIN Metro yang sedang melakukan penelitian dalam rangka menyusun skripsi sebagai syarat untuk memperoleh gelar Strata-1 (S1). Anda merupakan responden yang tepat dan terpilih, sehingga saya sangat mengharapkan partisipasi Anda dalam mengisi kuesioner penelitian ini serta memberikan jawaban atas pertanyaan-pertanyaan yang diajukan. Kuesioner ini adalah alat pengumpul data dalam menyusun skripsi saya dan informasi yang Anda berikan sangat membantu kelancaran penelitian ini. Oleh sebab itu, peneliti akan menjaga kerahasiaan identitas anda.

Kuesioner terdiri dari 2 bagian yang berisi pertanyaan. Sebagai bentuk apresiasi keikutsertaan/partisipasi Anda, saya menyediakan 10GB kuota internet bagi partisipan yang beruntung dengan cara diundi.

Atas perhatian dan partisipasi Anda, saya ucapkan terimakasih.

Peneliti,
Sonia Rosalina
(085269841611)

*** Wajib**

1. Saya telah membaca bagian pengantar dan setuju untuk berpartisipasi dalam penelitian ini. Saya juga telah mengetahui bahwa keterlibatan saya dalam penelitian ini tanpa paksaan. Semua data yang saya berikan pada kuesioner ini bersifat rahasia. *

Tandai satu oval saja.

Saya bersedia mengisi kuesioner ini

2. Nama Lengkap *

3. Jenis Kelamin *

Tandai satu oval saja.

Laki-laki

Perempuan

4. Email *

5. Nomor HP *

6. Kelas *

Tandai satu oval saja.

XI IPA

XI IPS

Yang lain: _____

PENELITIAN SELF-ESTEEM DALAM WRITING SKILL SISWA KELAS XI

BAGIAN 1

Anda akan di hadapkan dengan beberapa pertanyaan. Bacalah pertanyaan dengan teliti. Tidak ada jawaban yang benar atau salah dan mohon untuk di jawab sesuai dengan diri anda.

Yuk Mulai, Semangat ya !!

7. 1. Apakah kamu merasa bahwa kamu berharga dan orang lain menghargai kamu? Tolong ceritakan alasannya! *

8. 2. Bagaimana cara kamu memberikan reward terhadap dirimu sendiri ketika berhasil melakukan suatu hal? Tolong ceritakan! *

9. 3. Ketika kamu dihadapkan suatu masalah, apakah kamu akan menyelesaikannya sendiri atau meminta bantuan kepada orang lain? Tolong jelaskan alasannya! *

10. 4. Pernahkah kamu merasa kecewa dengan dirimu sendiri? Tolong ceritakan alasannya! *

11. 5. Apakah kamu merasa bahwa kamu bisa menuangkan ide ke dalam bentuk tulisan bahasa Inggris? Tolong berikan alasannya! *

12. 6. Menurut kamu, apakah teman-temanmu mempengaruhi perasaan kamu saat menulis bahasa Inggris? *

13. 7. Menurutmu, apakah kegiatan menulis bahasa Inggris susah? Tolong jelaskan alasannya! *

14. 8. Bagaimana cara yang kamu lakukan untuk melatih skill menulis dalam bahasa Inggris? *

15. 9. Menurut pendapatmu, mengapa kamu tidak percaya diri saat menulis dalam bahasa Inggris? *

16. 10. Berikan satu kalimat yang mencerminkan perasaanmu ketika guru bahasa Inggris memberikan tugas untuk membuat descriptive text! *

17. 11. Apakah kamu merasa takut membuat kesalahan ketika menulis descriptive text? Tolong jelaskan alasannya! *

18. 12. Apakah kamu tahu generic structure dari descriptive text? Tolong sebutkan! *

19. 13. Menurut kamu, hal-hal apa saja yang dapat mempengaruhi perasaanmu ketika melakukan suatu kesalahan? *

20. 14. Apakah kamu pernah merasa bahwa kamu tidak memiliki skill yang dapat dibanggakan? Tolong ceritakan alasannya! *

21. 15. Bagaimana tanggapan orang tuamu jika mengetahui bahwa kamu mendapatkan nilai yang kurang memuaskan di kelas? Tolong ceritakan! *

PENELITIAN SELF-ESTEEM DALAM WRITING SKILL SISWA KELAS XI

BAGIAN 2

Pertanyaan di bawah ini berkaitan dengan descriptive text dan mohon untuk di isi sesuai dengan instruksi yang ada.

22. Buatlah descriptive text dengan memilih salah satu tema berikut: 1) Movie 2) Family *

PENELITIAN SELF-ESTEEM DALAM WRITING SKILL SISWA KELAS XI

23. Mohon untuk melampirkan bukti foto bahwa Anda sudah berpartisipasi dalam pengisian kuesioner ini. Terimakasih sebelumnya.

File dikirimkan:

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

The Students Responses of Questionnaire Form

Nama : Raihan Dwi Rahmadi

Kelas : XI IPA 8

1. Apakah kamu merasa bahwa kamu berharga dan orang lain menghargai kamu? Tolong ceritakan alasannya!
Respon: saya merasa dihargai orang lain karena saya juga menghargai orang-orang di sekitar saya.
2. Bagaimana cara kamu memberikan reward terhadap dirimu sendiri ketika berhasil melakukan suatu hal? Tolong ceritakan!
Respon: melakukan hal sederhana saja, cukup menghabiskan waktu bersama teman-teman dan tidak melakukan hal-hal yang rumit dan membosankan.
3. Ketika kamu dihadapkan suatu masalah, apakah kamu akan menyelesaikannya sendiri atau meminta bantuan kepada orang lain? Tolong jelaskan alasannya!
Respon: sebisa mungkin saya akan menyelesaikan masalah saya sendiri karena saya tipe orang yang lebih fokus bila bekerja sendiri... tapi bila kepepet minta bantuan kawan boleh lah hehehe...
4. Pernahkah kamu merasa kecewa dengan dirimu sendiri? Tolong ceritakan alasannya!
Respon: tidak, tidak pernah. hanya orang bodoh saja yang menyiakan waktunya hanya untuk kecewa terhadap dirinya sendiri. justru malah kita harus menggali potensi diri agar kita merasa bangga akan diri kita sendiri. SO STOP JUDGE YOURSELF AND ALIVE WITHOUT REGRET!!
5. Apakah kamu merasa bahwa kamu bisa menuangkan ide ke dalam bentuk tulisan bahasa Inggris? Tolong berikan alasannya!
Respon: bisa, karena saya suka bahasa Inggris dan suka berbahasa Inggris, kecuali "Grammar" nya yang rumit sehingga saya sulit memahami.
6. Menurut kamu, apakah teman-temanmu mempengaruhi perasaan kamu saat menulis bahasa Inggris? Tolong jelaskan alasannya!
Respon: tentu saja.
7. Menurutmu, apakah kegiatan menulis bahasa Inggris susah? Tolong jelaskan alasannya!
Respon: tidak, alasannya ada di jawaban no 5 dan no 8.
8. Bagaimana cara yang kamu lakukan untuk melatih skill menulis dalam bahasa Inggris?

Respon: menonton film western (aksi & perang), sering mendengarkan musik western, membaca tulisan2 bahasa inggris dimana pun tempatnya, dan mengartikan kosa kata baru yang terdengar asing bagi telinga saya, sehingga menambah kosa kata bahasa inggris saya. selain itu, mengingat juga adlah salah satu hal penting agar skill menulis bahasa Inggris semakin baik.

9. Menurut pendapatmu, mengapa kamu tidak percaya diri saat menulis dalam bahasa Inggris?

Respon: tidak pernah saya merasa tidak percaya diri saat menulis dalam bahasa Inggris.

10. Berikan satu kalimat yang mencerminkan perasaanmu ketika guru bahasa Inggris memberikan tugas untuk membuat descriptive text!

Respon: I felt surprised and nervous maybe? cause when Mrs. Dini, my English teacher gave me a job for make a descriptive text and I just about to start open my English book.

11. Apakah kamu merasa takut membuat kesalahan ketika menulis descriptive text? Tolong jelaskan alasannya!

Respon: tidak takut, karena saya tahu betul apa yang saya tulis ke dalam descriptive text tersebut.

12. Apakah kamu tahu generic structure dari descriptive text? Tolong sebutkan!

Respon: identification & description.

13. Menurut kamu, hal-hal apa saja yang dapat mempengaruhi perasaanmu ketika melakukan suatu kesalahan?

Respon: rasa bersalah, itu pasti.

14. Apakah kamu pernah merasa bahwa kamu tidak memiliki skill yang dapat dibanggakan? Tolong ceritakan alasannya!

Respon: tidak, saya memilki bebrapa prestasi di bidang olahraga, jadi saya tidak minder.

15. Bagaimana tanggapan orang tuamu jika mengetahui bahwa kamu mendapatkan nilai yang kurang memuaskan di kelas? Tolong ceritakan!

Respon: orangtua pasti kecewa, itu sudah wajar karena mereka menginginkan yang terbaik dari anaknya. tapi ayah saya tak pernah ambur pusing dengan itu, ayah saya pernah berkata “tidak apa kalau kamu termasuk ke peringkat pertengahan dalam kelas, justru anak anak sepertimu lah yang punya waktu lebih banyak untuk belajar hal baru”.

Nama : Adelia Citra Pertiwi

Kelas : XI IPA 8

1. Apakah kamu merasa bahwa kamu berharga dan orang lain menghargai kamu? Tolong ceritakan alasannya!

Respon: Saya merasa berharga dan juga orang lain menghargai saya karena saya bisa bermanfaat bagi orang di sekitar saya dan saya selalu menghargai orang lain sehingga orang lain dapat menghargai saya.

2. Bagaimana cara kamu memberikan reward terhadap dirimu sendiri ketika berhasil melakukan suatu hal? Tolong ceritakan!

Respon: Cara saya memberikan reward terhadap diri saya adalah melakukan hal-hal yang menyenangkan contohnya seperti beristirahat, menonton film, bermain game, makan makanan yang saya suka, atau membeli barang yang saya inginkan.

3. Ketika kamu dihadapkan suatu masalah, apakah kamu akan menyelesaikannya sendiri atau meminta bantuan kepada orang lain? Tolong jelaskan alasannya!

Respon: Jika saya dihadapkan oleh suatu masalah saya akan menyelesaikan masalah sesuai dengan masalah itu sendiri. Jika masalah tersebut disebabkan oleh saya sendiri dan bisa saya selesaikan sendiri saya akan menyelesaikannya sendiri, dan jika masalah tersebut tidak bisa saya selesaikan sendiri atau masalah tersebut menyangkut orang lain saya akan meminta bantuan kepada orang lain.

4. Pernahkah kamu merasa kecewa dengan dirimu sendiri? Tolong ceritakan alasannya!

Respon: Saya pernah merasa kecewa dengan diri saya sendiri, ketika saya tidak bisa melakukan sesuatu dengan baik, ketika saya melakukan kesalahan, ketika saya mengecewakan orang lain, ketika saya tidak konsisten dengan diri saya sendiri.

5. Apakah kamu merasa bahwa kamu bisa menuangkan ide ke dalam bentuk tulisan bahasa Inggris? Tolong berikan alasannya!

Respon: Saya rasa saya bisa, karena saya akan berusaha untuk bisa.

6. Menurut kamu, apakah teman-temanmu mempengaruhi perasaan kamu saat menulis bahasa Inggris? Tolong jelaskan alasannya!

Respon: Menurut saya teman-teman saya tidak mempengaruhi perasaan saya.

7. Menurutmu, apakah kegiatan menulis bahasa Inggris susah? Tolong jelaskan alasannya!

Respon: Menurut saya kegiatan menulis bahasa Inggris susah karena harus benar benar memperhatikan tenses atau peraturan dalam bahasa Inggris dengan benar. Menulis Bahasa Inggris lebih susah dibandingkan dengan berbicara langsung.

8. Bagaimana cara yang kamu lakukan untuk melatih skill menulis dalam bahasa Inggris?

Respon: Cara yang saya lakukan untuk melatih skill menulis Bahasa Inggris adalah dengan belajar menulis, membaca dan memahami tulisan-tulisan bahasa Inggris.

9. Menurut pendapatmu, mengapa kamu tidak percaya diri saat menulis dalam bahasa Inggris?

Respon: Menurut saya, karena saya belum menguasai bahasa Inggris.

10. Berikan satu kalimat yang mencerminkan perasaanmu ketika guru bahasa Inggris memberikan tugas untuk membuat descriptive text!

Respon: Biasa saja :)

11. Apakah kamu merasa takut membuat kesalahan ketika menulis descriptive text? Tolong jelaskan alasannya!

Respon: Saya tidak merasa takut salah karena saya sedang belajar.

12. Apakah kamu tahu generic structure dari descriptive text? Tolong sebutkan!

Respon: Generic structure descriptive text

Identification

Description

13. Menurut kamu, hal-hal apa saja yang dapat mempengaruhi perasaanmu ketika melakukan suatu kesalahan?

Respon: Hal yang dapat mempengaruhi perasaan saya ketika melakukan suatu kesalahan adalah sikap orang-orang di sekitar saya.

14. Apakah kamu pernah merasa bahwa kamu tidak memiliki skill yang dapat dibanggakan? Tolong ceritakan alasannya!

Respon: Saya pernah merasa bahwa saya tidak memiliki skill yang dapat dibanggakan karena saya belum memiliki pencapaian yang bisa membuat orang tua saya bangga.

15. Bagaimana tanggapan orang tuamu jika mengetahui bahwa kamu mendapatkan nilai yang kurang memuaskan di kelas? Tolong ceritakan!

Respon: Tanggapan orang tua saya ketika mengetahui saya mendapatkan nilai yang kurang memuaskan di kelas adalah memarahi saya dan menghina saya.

Nama : Gustina Wulan Sari

Kelas : XI IPA 8

1. Apakah kamu merasa bahwa kamu berharga dan orang lain menghargai kamu? Tolong ceritakan alasannya!

Respon: Saya merasa bahwa saya berharga untuk keluarga saya dan keluarga besar saya. Tapi saya merasa bahwa teman-teman saya tidak menghargai saya dan saya tidak berharga untuk mereka. Saya merasa tidak mempunyai teman yang tulus kepada saya.

2. Bagaimana cara kamu memberikan reward terhadap dirimu sendiri ketika berhasil melakukan suatu hal? Tolong ceritakan!

Respon: Cara saya memberikan reward kepada diri saya yaitu dengan mengucapkan selamat kepada diri saya sendiri. Seperti jika saya memenangkan sebuah perlombaan, saya akan mengucapkan selamat kepada diri saya sendiri.

3. Ketika kamu dihadapkan suatu masalah, apakah kamu akan menyelesaikannya sendiri atau meminta bantuan kepada orang lain? Tolong jelaskan alasannya!

Respon: Jika saya dihadapkan suatu masalah, saya akan mencoba untuk menyelesaikannya sendiri dahulu. Jika saya merasa permasalahan yang saya hadapi tidak bisa saya selesaikan sendiri, maka saya meminta bantuan kepada orang lain. Saya tidak pernah malu untuk meminta bantuan kepada orang lain.

4. Pernahkah kamu merasa kecewa dengan dirimu sendiri? Tolong ceritakan alasannya!

Respon: Saya pernah merasa kecewa kepada diri saya sendiri. Hal ini terjadi saat saya mendapat ranking 2 di kelas. Saya merasa kecewa kepada diri saya karena tidak bisa mempertahankan prestasi saya dan saya merasa kecewa karena telah membuat kedua orang tua saya ikut kecewa.

5. Apakah kamu merasa bahwa kamu bisa menuangkan ide ke dalam bentuk tulisan bahasa Inggris? Tolong berikan alasannya!

Respon: Saya merasa bisa menuangkan ide ke dalam bentuk tulisan bahasa Inggris, tetapi saya juga merasa kesulitan dalam hal tersebut. Saya sering kesulitan dalam penggunaan tense untuk menulis bahasa Inggris. Saya ingin sekali bisa menguasai hal tersebut.

6. Menurut kamu, apakah teman-temanmu mempengaruhi perasaan kamu saat menulis bahasa Inggris? Tolong jelaskan alasannya!

Respon: Ya, teman-teman sangat berpengaruh terhadap perasaan saya. Jika teman-teman saya merespon positif tentang tulisan saya, maka saya akan

lebih bersemangat dalam menulis bahasa inggris. Tetapi, jika teman-teman merespon negatif tanpa mau memberikan saran maka hal itu akan menurunkan semangat saya dalam menulis bahasa inggris.

7. Menurutmu, apakah kegiatan menulis bahasa Inggris susah? Tolong jelaskan alasannya!

Respon: Ya, menurut saya menulis bahasa inggris adalah kegiatan yang cukup susah. Karena dalam menulis bahasa inggris harus menggunakan tense yang tepat. Sedangkan saya kurang memahami dalam penggunaan tense. Kegiatan menulis berbeda dengan speaking. Jika speaking biasanya tense tidak terlalu dipentingkan, tetapi komunikatif yang perlu sehingga kedua orang tersebut mengerti satu sama lain.

8. Bagaimana cara yang kamu lakukan untuk melatih skill menulis dalam bahasa Inggris?

Respon: Cara saya untuk melatih skill menulis dalam bahasa inggris adalah dengan mempelajari lebih dalam tentang penggunaan tense dan membaca artikel atau bacaan yang menggunakan bahasa inggris untuk menambah pengetahuan saya tentang kosa kata yang belum pernah saya ketahui. Untuk skill menulis sendiri, saya latih dengan belajar menulis cerita, membaca buku dan mencoba merangkum untuk menulis sebuah artikel. Saya juga sering membaca novel untuk menambah pengalaman dalam menulis cerita.

9. Menurut pendapatmu, mengapa kamu tidak percaya diri saat menulis dalam bahasa Inggris?

Respon: Karena saya merasa kurang menguasai bahasa inggris. Hal itu yang membuat saya tidak percaya diri saat menulis dalam bahasa inggris.

10. Berikan satu kalimat yang mencerminkan perasaanmu ketika guru bahasa Inggris memberikan tugas untuk membuat descriptive text!

Respon: Saya sangat senang karena saya bisa menceritakan sesuatu dan mendeskripsikannya.

11. Apakah kamu merasa takut membuat kesalahan ketika menulis descriptive text? Tolong jelaskan alasannya!

Respon: Ya saya merasa takut ketika menulis descriptive text. Karena saya takut saya dalam penggunaan tensenya. Tetapi, sebenarnya saya sangat senang ketika menulisnya dalam bahasa indonesia. Ketika mengubahnya ke dalam bahasa inggris merasa kesulitan dan takut jika membuat kesalahan.

12. Apakah kamu tahu generic structure dari descriptive text? Tolong sebutkan!

Respon: Ya saya tahu yaitu Identification and description

13. Menurut kamu, hal-hal apa saja yang dapat mempengaruhi perasaanmu ketika melakukan suatu kesalahan?

Respon: Menurut saya, hal-hal yang dapat mempengaruhi perasaan ketika melakukan suatu kesalahan adalah dukungan dari orang-orang terdekat. Kita

kita melakukan suatu kesalahan maka dukungan adalah hal yang diperlukan untuk memberi semangat lagi kepada kita untuk bisa memperbaiki kesalahan kita tersebut.

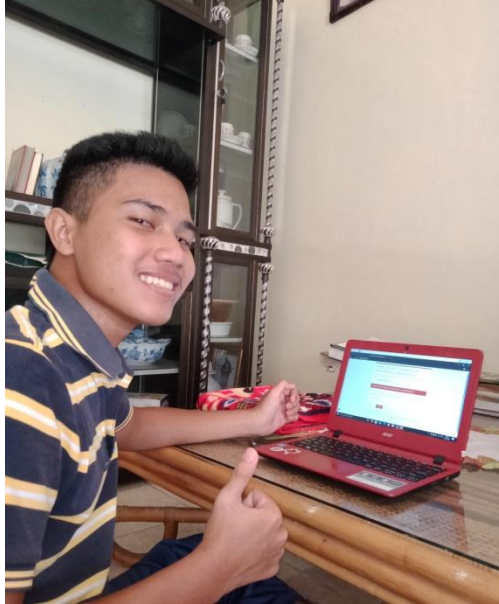
14. Apakah kamu pernah merasa bahwa kamu tidak memiliki skill yang dapat dibanggakan? Tolong ceritakan alasannya!

Respon: Ya, saya pernah merasa saya tidak memiliki skill selain dibidang akademik. Tetapi belakangan ini saya merasa saya bisa menulis, walaupun itu dalam bentuk bahasa indonesia. Sejak SD saya sudah menulis diary dengan menggunakan kata-kata bermakna tersirat. SMP saya mencoba menulis cerita dan pada SMA ini saya mencoba mendalami dalam menulis cerita dan mencoba menulis artikel, walaupun itu semua dalam bahasa inggris.

15. Bagaimana tanggapan orang tuamu jika mengetahui bahwa kamu mendapatkan nilai yang kurang memuaskan di kelas? Tolong ceritakan!

Respon: Tanggapan orang tua saya jika mengetahui nilai saya kurang memuaskan adalah dengan berbicara secara langsung kepada saya bahwa mereka kecewa tapi mereka juga memberikan semangat kepada saya untuk lebih baik kedepannya. Seperti semester kemarin saya mendapatkan ranking 2 di kelas, orang tua saya kecewa tetapi orang tua saya selalu memberikan saya semangat untuk kedepannya agar mendapatkan nilai yang lebih bagus agar saya dapat menggapai cita-cita yang saya inginkan. Bagi saya dukungan keluarga khususnya orang tua dan kakak saya adalah segalanya untuk saya.

DOCUMENTATION



Male student filling out the research questionnaire on his laptop



Male student filling out the research questionnaire on his mobile phone



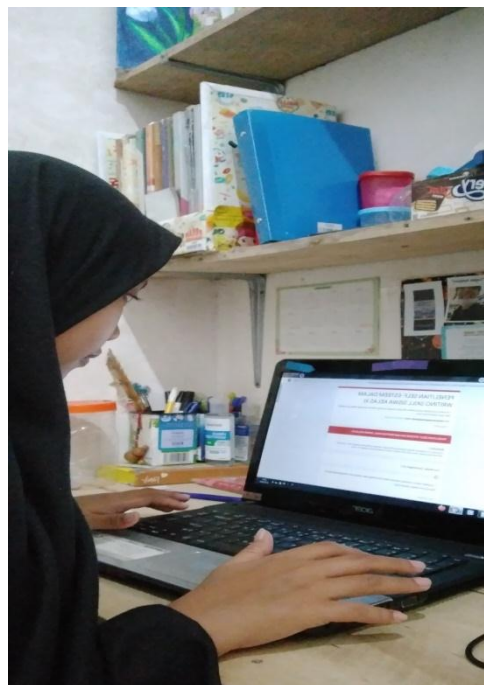
Female student filling out the research questionnaire on her mobile phone



Female student filling out the research questionnaire on her mobile phone



Female student filling out the research questionnaire on her mobile phone



Female student filling out the research questionnaire on her laptop

KUESIONER PRE SURVEY

Responden yang berbahagia,

Saya adalah mahasiswa S1 Jurusan Pendidikan Bahasa Inggris IAIN Metro yang sedang melakukan penelitian dalam rangka menyusun skripsi sebagai syarat untuk memperoleh gelar Strata-1 (S1). Anda merupakan responden yang tepat dan terpilih, sehingga saya sangat mengharapkan partisipasi Anda dalam mengisi kuesioner penelitian ini serta memberikan jawaban atas pertanyaan-pertanyaan yang diajukan. Saya mengharapkan tidak ada jawaban yang dikosongkan karena di sini tidak ada jawaban benar atau salah. Oleh sebab itu, peneliti akan menjaga kerahasiaan identitas Anda. Atas kerjasamanya, saya ucapkan terimakasih.

Peneliti,

Sonia Rosalina

* Wajib

1. Nama Lengkap *

2. Jenis Kelamin *

Centang semua yang sesuai.

Laki-laki

Perempuan

3. Kelas *

Centang semua yang sesuai.

XI IPA

XI IPS

Yang lain: _____

4. E-mail *

5. Nomor Telepon *

KUESIONER
PRE SURVEY

Bacalah dengan saksama pernyataan di bawah ini, kemudian pilih salah satu jawaban yang sangat sesuai dengan diri Anda.

6. 1. Secara keseluruhan, saya bangga dengan diri saya *

Centang semua yang sesuai.

- Ya
 Tidak

7. 2. Saya bisa melakukan sebaik yang orang lain lakukan *

Centang semua yang sesuai.

- Ya
 Tidak

8. 3. Saya merasa bahwa saya adalah orang yang berharga *

Centang semua yang sesuai.

- Ya
 Tidak

9. 4. Kadang, saya merasa tidak bagus di bidang manapun *

Centang semua yang sesuai.

- Ya
 Tidak

10. 5. Saya memberikan apresiasi kepada diri sendiri ketika berhasil melakukan sesuatu *

Centang semua yang sesuai.

- Ya
 Tidak

11. 6. Saya memiliki semangat belajar bahasa Inggris yang tinggi *

Centang semua yang sesuai.

- Ya
 Tidak

12. 7. Saya berpartisipasi secara aktif dalam kelas bahasa Inggris *

Centang semua yang sesuai.

- Ya
 Tidak

13. 8. Saya bisa menulis dalam bahasa Inggris dengan baik *

Centang semua yang sesuai.

- Ya
 Tidak

14. 9. Saya masuk kelas bahasa Inggris tepat waktu *

Centang semua yang sesuai.

- Ya
 Tidak

15. 10. Saya menyukai kegiatan menulis *

Centang semua yang sesuai.

- Ya
 Tidak

16. 11. Saya merasa orang lain menghargai dan mengagumi saya *

Centang semua yang sesuai.

- Ya
 Tidak

17. 12. Saya senang dengan penampilan saya sekarang *

Centang semua yang sesuai.

- Ya
 Tidak

18. 13. Saya bisa membuat teman-teman saya memperhatikan saya ketika berbicara dalam bahasa Inggris *

Centang semua yang sesuai.

- Ya
 Tidak

19. 14. Saya malu untuk meminta bantuan kepada teman-teman di kelas *

Centang semua yang sesuai.

- Ya
 Tidak

20. 15. Saya dapat memahami teks bahasa Inggris dengan baik *

Centang semua yang sesuai.

- Ya
 Tidak

21. 16. Saya menulis catatan kecil sebagai pengingat ide *

Centang semua yang sesuai.

- Ya
 Tidak

22. 17. Kemampuan berbahasa Inggris yang saya miliki membawa dampak positif untuk diri saya *

Centang semua yang sesuai.

- Ya
 Tidak

23. 18. Saya dapat menuangkan gagasan yang saya miliki dalam bentuk tulisan

Centang semua yang sesuai.

- Ya
 Tidak

24. 19. Saya memiliki kemampuan bahasa Inggris yang baik *

Centang semua yang sesuai.

- Ya
 Tidak

25. 20. Saya merasa orang lain terkesan dengan saya *

Centang semua yang sesuai.

Ya

Tidak

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

The Pre Survey Responses

Timestamp	Nama Lengkap	Jenis Kelamin	Kelas	E-mail	Nomor Telepon	1. Secara keseluruhan,	2. Saya bisa melakukan	3. Saya merasa ba
8/15/2020 13:02:10	Praevangasta Rampu Dya	Perempuan	XI IPA	tatprawangasta@gmail.c	085783660025	Ya	Ya	Ya
8/15/2020 13:08:18	Aurella Azzahra	Perempuan	XI IPA	aurellaazzahra51@gmail.	085838211528	Tidak	Tidak	Tidak
8/15/2020 13:10:20	Dimas Putra Pamungkas	Laki-laki	XI IPA	putrapdimas9@gmail.com	085788962429	Ya	Ya	Ya
8/15/2020 13:36:12	Midia raras	Perempuan	XI IPA	Midiararas123@gmail.com	081368347452	Ya	Ya	Ya
8/15/2020 16:33:54	Tara Trisna Wijaya	Perempuan	XI IPA	tiaratrinsa43@gmail.com	081379820125	Ya	Ya	Ya

4. Kadang, saya merasa	5. Saya memberikan apr	6. Saya memiliki semang	7. Saya berpartisipasi sed	8. Saya bisa menulis dal	9. Saya masuk kelas bah	10. Saya menyukai kegi	11. Saya merasa orang	12. Saya senang d
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya

	R	S	T	U	V	W	X	Y	Z
1	12. Saya senang dengan	13. Saya bisa membuat	14. Saya malu untuk me	15. Saya dapat memahar	16. Saya menulis catatan	17. Kemampuan berbab	18. Saya dapat menuang	19. Saya memiliki kemaa	20. Saya merasa
2	Tidak	Ya	Tidak	Tidak	Ya	Ya	Tidak	Ya	Ya
3	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak
4	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Tidak	Ya
5	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Tidak	Ya
6	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Tidak	Tidak
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									

The picture above was the result of a pre survey that has been done by researcher. The participants were five students in the eleventh grade. The questionnaire pre survey has been distributed by researcher in the Google form, and the responses above were in the form of Microsoft Excel.

Kartu Bimbingan I



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sonia Rosalina
NPM : 1701070204

Jurusan : TBI
Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 22 Januari 2021			Bimbingan BAB 1, II, & III	
2.	Rabu, 27 Januari 2021			Revisi BAB 1, II, & III	
3.	Kamis, 28 Januari 2021				

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

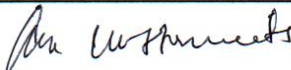

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sonia Rosalina

NPM : 1701070204

Jurusan : TBI

Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 18 Maret 2021				

Mengetahui

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014

Dosen Pembimbing I



Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sonia Rosalina
NPM : 1701070204

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1/	Rabu, 05 Mei 2021			Bimbingan BAB IV - Perhatikan penulisan kutipan langsung	
2/	Kamis, 06 Mei 2021			Revisi BAB IV	
3/	Senin, 10 Mei 2021				

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Kartu Bimbingan II



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sonia Rosalina
NPM : 1701070204

Jurusan : TBI
Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 12 Januari 2021			Bimbingan BAB 1 - Background of the study - Prior research	
2.	Selasa, 19 Januari 2021			- Bimbingan Revisi BAB 1 - Bimbingan BAB II & BAB III	
3.	Rabu, 20 Januari 2021			- Revisi BAB II & BAB III - Acc BAB 1.2.3.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Rika Dartiara, M.Pd.
NIDN.2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sonia Rosalina

Jurusan : TBI

NPM : 1701070204

Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1-	Selasa, 16 Maret 2021			Bimbingan APO (Alat Pengumpul Data)	(Amehs)

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Rika Dartiara, M.Pd.
NIDN. 2015099101



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sonia Rosalina
NPM : 1701070204

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 04 Mei 2021			BAB III : - Perbaiki Tenses - Elaborate data Collecting technique dengan observasi yang dilakukan di lapangan BAB IV : - Buat tabel di research setting - Perbaiki penomoran di bagian Result - Perhatikan pemilihan chicki APPENDICES : - Perbaiki di bagian Dokumentasi - Masukkan hasil dari respon kuesioner siswa	
2.	Rabu, 05 Mei 2021			Acc Continue perbaiki 1.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 119871102 201503 1 004

Dosen Pembimbing II

Rika Dartiara, M.Pd.
NIDN. 2015099101

Surat Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0756/In.28.1/JJ/TL.00/03/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Rika Dartiara (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SONIA ROSALINA**
NPM : 1701070204
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Maret 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



Surat Izin Pra Survey



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1462/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMAN 1 KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **SONIA ROSALINA**
NPM : 1701070204
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN
STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE
OF SMAN 1 KOTAGAJAH**

untuk melakukan *pra-survey* di SMAN 1 KOTAGAJAH.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



Surat Balasan Pra Survey



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH
NPSN: 10801964, Terakreditasi: A

Jalan Jenderal Sudirman No. 55, Lampung Tengah Kode Pos: 34153
Telp. (0725) 48138, email: sma1kotagajah@gmail.com, website: sma1kotagajah.sch.id



Nomor : 420/085/04/C.2/D.1/2020
Lamp : -
Perihal : **SURAT IJIN PRA SURVEY**

Kota Gajah, 19 Agustus 2020

Menindaklanjuti surat dari saudara Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro dengan No : B-142/In.28.1/J/TL.00/2020
Maka selaku Kepala SMA Negeri 1 Kotagajah :

Nama : **R. SURYA DAMAYANTI, M.Pd**
NIP : **19741004 200604 2 015**
Pangkat/Gol : **Penata Tingkat 1, III/d**
Jabatan : **Kepala Sekolah**
Unit kerja : **SMA Negeri 1 Kota Gajah**

Dengan ini memberi Ijin mengadakan Survey Penelitian kepada Mahasiswi atas nama :

Nama : **SONIA ROSALINA**
NPM : **1701070204**
Semester : **VI (Enam)**
Jurusan : **Pendidikan Bahasa Inggris**
Dengan Judul : **" AN ANALYSIS ON THE STUDENTS SELF-ESTEEM IN STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG "**

Telah melaksanakan Survey pada tanggal 18 Agustus 2020 di SMA Negeri 1 Kotagajah Kabupaten Lampung Tengah, Tahun Pelajaran 2020 / 2021, Surat keterangan ini dibuat untuk menyelesaikan salah satu syarat Studi mahasiswa.

Demikian surat ijin survey ini dibuat, semoga dapat dipergunakan sebagaimana mestinya



Kepala SMAN 1 Kota Gajah
Lampung Tengah

R. SURYA DAMAYANTI, M.Pd
NIP.19741004 200604 2 015

Surat Tugas

Jntitled Document

<https://sismik.metrouniv.ac.id/v2/page/akademik/akademik-daftar-...>



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0875/In.28/D.1/TL.01/04/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : SONIA ROSALINA
NPM : 1701070204
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 April 2021

Mengetahui,
Pejabat Setempat

R. SRIYANTI DAMAYANTI, M.Pd.
NIP. 19911004 200604 2 015

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Surat Izin Research

Jntitled Document

<https://sismik.metrouniv.ac.id/v2/page/akademik/akademik-daftar-...>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0876/In.28/D.1/TL.00/04/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0875/In.28/D.1/TL.01/04/2021,
tanggal 05 April 2021 atas nama saudara:

Nama : **SONIA ROSALINA**
NPM : 1701070204
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS' SELF-ESTEEM IN STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADE OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 April 2021
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Surat Balasan Research



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTA GAJAH
NPSN: 10801964, Terakreditasi: A

Jalan Jenderal Sudirman No. 55, Kota Gajah Kode Pos: 34153
Telp. (0725) 48318, email: sma1kotagajah@gmail.com, website: sma1kotagajah.sch.id



Nomor : 420/165/04/C.2/D.1/2021
Lamp : -
Perihal : **Surat Keterangan Penelitian**

Kotagajah, 19 April 2021

Yang bertanda tangan di bawah ini :

Nama : **R. SURYA DAMAYANTI, M.Pd**
NIP : **19741004 200604 2 015**
Pangkat/Golongan : **Penata Tingkat I, III/D**
Jabatan : **Kepala Sekolah**
Unit Kerja : **SMA Negeri 1 Kotagajah Lampung Tengah**

Dengan ini menerangkan :

Nama : **SONIA ROSALINA**
NPM : **1701070204**
Program Study : **Pendidikan Bahasa Inggris**
Fakultas : **Tarbiyah dan Keguruan**
Semester : **VIII (Delapan)**

Telah melaksanakan Penelitian di SMA Negeri 1 Kotagajah Kabupaten Lampung Tengah, dari Tanggal 14 April s.d 20 April 2021, sebagai persyaratan untuk menyelesaikan Skripsi dengan judul :

" AN ANALYSYS ON THE STUDENT SELF-ESTEEM IN STUDENTS WRITING SKIIL AMONG THE ELEVENTH GRADE OF SMAN 1 KOTAGAJAH CENTRAL LAMPUNG "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMAN 1 Kotagajah
Lampung Tengah



R. SURYA DAMAYANTI, M.Pd
NIP. 19741004 200604 2 015

Bebas Pustaka Perpustakaan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-231/In.28/S/U.1/OT.01/03/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Sonia Rosalina
NPM : 1701070204
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070204

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Maret 2021
Kepala Perpustakaan



Drs. Mokhtaridi Suljin, M.Pd
NIP.195808311981031001 A

Bebas Pustaka Jurusan

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:


Nama : *Senia Rasalina*

NPM : *1701070204*

Fakultas : *Tarbiyah dan Ilmu Keguruan*

Angkatan : *2017*

Telah menyerahkan buku berjudul : *Beginning, Middle, and ends*

Metro, 26 Maret 2021.
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE



The name of the writer is Sonia Rosalina. She was born in Rukti Endah, on July 31, 1999. She is the first child of Mr. Maryono and Mrs. Dwi Indartiningsih.

She was enrolled her study in Kindergarten at TK Himpunan Wanita Karya (HWK), Seputih Raman on 2002-2005. She continued her study at SDN 1 Rukti Endah on 2005-2011. Then, she continued her study at MTs. Nurul Huda, Seputih Raman on 2011-2014. She continued her study at SMAN 1 Kotagajah, Central Lampung on 2014-2017. At the same year, she was registered as a S1 student of English Education Study Program of IAIN Metro. To merely study in the classroom is not enough for her, accordingly she joined several organizations, such as The Student Association Majoring in English Education Department (HMJ TBI) as the head of language division and The Community of Awardees Bank Indonesia (GenBI IAIN Metro) as secretary of partnership and cooperation division to increase her skills.