THE CORRELATION BETWEEN WRITING SELF-PERCEPTION AND WRITING SKILL AT THE TENTH GRADE STUDENTS OF SMA INTEGRAL HIDAYATULLAH BATAM IN THE ACADEMIC YEARS 2020/2021

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Abstract

The aim of this study was to find out whether there is a correlation between students' writing self-perception and students' writing skill. The research design used in this research was quantitative correlational research. The populations in this study were 25 students of tenth grade students of SMA Integral Hidayatullah Batam in academic years 2020/2021. The population was selected by using cluster random sampling technique. The sample in this research was 14 students. Writing Self-Perception Scale (WSPS) and Writing Test were used as instruments of this study after the validity and reliability tests of the two instruments were conducted. The data normality test used in this study was Saphiro Wilk. The researcher analyzed the correlation using the Pearson Product Moment formula to find out correlation between Students' Writing Self-Perception and Students' Writing Skill at tenth grade students of SMA Integral Hidayatullah Batam in academic years 2020/2021. The research found out that there was a significant correlation between Students' Writing Self-Perception and Students' Writing Skill at tenth grade students of SMA Integral Hidayatullah Batam in the Academic Year 2020/2021. Suggestions were taken by researcher, namely that teachers can find writing activities to support the students to have a positive writing self-perception.

Keywords: Correlation; Writing Self-Perception; and Writing Skill.

INTRODUCTION

English is an international language which is used as a language for communication in various countries in the world. As an international language, English is used in many aspects such as social life, trade, tourism, education, business and many others. According to Reddy (2016, p.179), English is the official language for communication in several aspects such as business, education, announcements, media and entertainment, and international relations. Similarly, Nishanti (2018, p.872) stated that the essential language is English because English is the international common tongue, education, the internet and press, business and traveling, and access to a world of entertainment are use English to communicate.

In education especially in Indonesia, English is compulsory subject for learning by students from elementary school until senior high school. In senior high school, one of English primary learning is writing skill. It is important to be able to write because writing is one of the ways to communicate with others. Nowadays, the use of written expression has increased rapidly because of the developing technology and digital world require a greater interpersonal communication.

Furthermore, the ability to formulate and organize ideas in the right words to transform and communicate the purposes to the reader by presenting it on piece of paper is definition of writing skill (Sumarsih & Sanjaya, 2013) in (Sabaruddin 2019, p.37), moreover Ministry of National Education of Turkey (MoNE) (2019) in (Yilidirin, et all 2020, p.3) views that writing is directly related to the listening, speaking, and reading skill, and it is a narrative skill gained from formal education. Also (Bryne,1988; Eryaman, 2008) in (Yilidirin, et all 2020, p.3) stated that the most difficult and complex of the four skills that constitute basic language education is writing because, writing needs directly related to thinking and also requires the use of high-level skill.

On the other hand, there are several types of tasks from the writing performance such as imitative, intensive, responsive, and extensive. Moreover, Brown (2004, p.220) added four categories in writing performance as follow: *Imitative*, the learner should obtain their abilities in fundamental, basic tasks of writing letters, words, punctuation, and short sentence. *Intensive (controlled).* Students are able to use words according to context, collocation and idioms and improve grammar features to sentences. *Responsive*, in this category learner needs to make a task assessment in the discourse level, to connect sentences into a paragraph and to create a logically connected sequence of two or three paragraphs. Brief narrative and description, short reports, lab reports, summaries, brief response to reading, and interpretation of charts or graphs are genres of writing. *Extensive writing* means effectual management of all the processes and strategies of writing for all purposes, up to the length of essay term paper, a major research report, or even a thesis. In this stage, focus of the learner is to get a purpose, organizing, and to develop the ideas logically, to use details to support illustrate ideas, to demonstrate syntactic and lexical variety, and in other cases that involve in the process of multiple drafts to achieve a final product.

However, based on researcher observation and experiences there are several problems that affect student's writing skill. Some students find constraints when writing because of lack of ideas, lack of motivation to write, difficulties in assembling word into a whole sentence, and less information about the topic they want to write. This causes students 'writing results often out of the topic and students' ability to develop ideas that given by the teacher about the topic is less creative. Moreover, some students find it difficult to write in a good and right form and also, they often find it difficult to use vocabulary that fits the topic so that the students' writing does not coherence and many students often forget to put punctuations when writing.

On the other hand, the previous paragraph influences many aspects in writing skill. Those are motivation, self-perception, technology, and many others. Dhanya & Alamelu (2019, p.260) noted, motivation, digital technology, feedback and assessment, positive environment, relationship between student and teacher are the factors that influence writing skill. In addition, self-perception is the one of factors that influence writing skill. Moreover, Hornby in Jaturapitakkul (2018, p.23) stated that self-perception refers to a goal, belief, or an overview that you have as an outcome of how you see or know something. Manz and Sims in Jaturapitakkul (2018, p.23) also note that one of the most crucial beliefs that impacts one's capability is their assume of their own skill to work out a task. On the contrary, based on researcher experience and observation many students are often not sure of themselves in carrying out tasks, especially in writing. It means that their ignore self-perception when writing nevertheless, self-perception is needed to build ideas when writing. In the same manner, Hank and Melnick (1998) in Barone, at all, (2014, p.161) stated writing self-perception is an attitude and measures student's perception towards writing skill. On the other hand, writing self-perception is used in writing skills to present student's ideas with their experience or point of view as writer. Writing self-perception impacts current writing behaviors and future experiences of mastery, both of which bring out to higher writing performance.

Furthermore, there are two categories of writing self-perception such as positive writing self-perception and writing negative self-perception. The teacher must know the categories of writing self-perception in students so that they can provide the right treatment. Besides, Pollington, Wilcoxa and Morrison (2001) in (Barone, et all, 2014, p.160) view, a positive self-perception can influence academic success, successfully complete a literacy task, which means that students who has a positive self-perception may has a good self-perception, instead a students who has the lower academic has a failure self-perception that means negative self-perception. Writer needs a positive to build their own best ideas for their written.

As a result, writing self-perception is an important factor for improving ideas when writing. Many students are ignoring the self-perception when writing that they lack of materials or idea to write. Even thought, when they write something with their perception will make the writing look real. Therefore, writing self-perception is important for the students to increase their writing skill.

Writing Skill

Sumarsih & Sanjaya (2013) in Sabaruddin (2019, p.37) stated that writing is an ability to state and arrange ideas in the right words to modify and communicate the purposes to the reader by presenting it on piece of paper. That means writing is a way to communicate to convey something between writer and readers. In addition, Olshtain (2001) in Mirlohi (2012, p.328) writing is seen as an interactive process between perceived readers as the audience and the writer are the ones who act to convey the goals through the text. That implies the writer as a communicator who send the message through written media and the readers are the one who get information from that writing.

According to Brown (2004, p.220) there are four types of written performance that capture the range of written production. 1. Imitative. This is a level at which learners are trying to take control the proficiency to spell correctly and to view phoneme-grapheme correspondences in the English spelling system. The learner should obtain their abilities in fundamental, basic tasks of writing letters, words, punctuation, and short sentence**. 2.** Intensive (Controlled). The abilities to use the appropriate words within a context, collocation and idioms and also correct grammatical features up to the length of a sentence. 3. Responsive.   In this category learner needs to make a task assessment in the discourse level, to connect sentences into a paragraph and to create a logically connected sequence of two or three paragraphs. Brief narrative and description, short reports, lab reports, summaries, brief response to reading, and interpretation of charts or graphs are genres of writing. 4**.** Extensive. *Extensive writing* means effectual management of all the processes and strategies of writing for all purposes, up to the length of essay term paper, a major research report, or even a thesis. In this stage, focus of the learner is to get a purpose, organizing, and to develop the ideas logically, to use details to support illustrate ideas, to demonstrate syntactic and lexical variety, and in other cases that involve in the process of multiple drafts to achieve a final product.

In writing skill based on Brown (2004, p.244-245) noted there are several indicators that become an assessment in writing skill are: 1. Organization. An organization it consists of an introduction, body, and conclusion. Suitable title, effective introductory paragraph, topic is stated, guides to body, transitional expressions used, structure of substance shows purpose, supporting evidence given for generalization. Conclusion logical and complete. 2. Logical development of

ideas. Logical development of ideas is content. The ideas are clear and absolutely developed, there is no extraneous material. 3. Grammar. Using relative clauses, prepositions, modalities, articles, verb tenses, and proper tense pronunciation. 4. Punctuation, spelling, and mechanic. Paragraph indented, punctuation and spelling very neat and also left and right margins, all needed capitals paragraph. 5. Style and quality of expression.   accuracy in using vocabulary in writing.

Writing Self-Perception

Self-perception is the correlation between one's realization of the skill to execute a specific task and the affect one's mindset has on the engagement and actual completion of the task. (Klasen, 2002) in Barone, et all, (2014, p.160). Someone who feels that he has a good ability in a skill will influence his mindset to be involved and learn these skills. it can be said that self-perception is part of self-awareness of something. Besides, Hank and Melnick in Barone, at all, (2014, p.161) writing self-perception is an attitude and measures student's perception towards writing skill. On the other hand, writing self-perception is used in writing skills to present student's ideas with their experience or point of view as writer. Writing self-perception impact present writing behaviors and future experiences of mastery, both of which bring out to higher writing performance. In writing self-perception there is Writer Self-Perception Scale (WSPS) as a measure of student's perception and attitude toward writing. The purpose of Writing Self-Perception Scale (WPSP) is to provide prediction of what student feel about themselves as writer.

Pollington, Wilcoxa and Morrison (2001) in Barone, et all, (2014, p.160) view that there are two characteristics of writing self-perception such as positive writing self-perception and negative writing self-perception. Student who have a positive writing self-perception has high motivation. To overcome difficulties and be more confident to complete tasks the hard one. High motivation make students are more confident and self-perception affects learning as one may be influenced by activity choice, by avoidance to a particular task, by effort expanded during task activity, and by persistence to achieve a goal. On the contrary, student who has the lower academic has a failure self-perception or negative writing self-perception it is means that all knowledge (whether or not they know it or not) and responses that are not in tune with the object being perceived. It will continue with passivity or reject and oppose the object being perceived.

Furthermore, Bottomley et al in Al-Mekhlafi (2010, p.46) describes the characteristics of five indicators of self-perception writing as follows:

1. General Progress (GPR)

    How student's perceptions of show writing performance contrast with past achievement. For example: *I am getting better at writing.*

2. Specific Progress (SPR)

    Focus, clarity, organization, style, and coherence are items dealing with more explicit dimensions of writing. For example: *My descriptions are more interesting than before.*

3. Observational Comparison (OC)

    How a student views his/her writing performance in correlate to his/her peers. For examples: *when I write, my organization is better that the other students in my class.*

4. Social Feedback (SF)

    All input, either directly or indirectly, was conveyed by teachers, classmates, and family members. For example: *My teacher thinks my writing is fine.*

5. Physiological States (PS)

    Internal feelings that the learner experiences in the course of writing. For example: *When I write, I feel calm.*

RESEARCH METHODOLOGY

The writer used the quantitative method in conducting this research. According to Sugiyono (2008, p.14) Quantitative research is research based on the philosophy of positivism, and aims to test the hypothesis, using a specific population or sample, with a sampling technique that is usually carried out that is random, and the data is statistical. Positivism philosophy is defined as seeing reality, symptoms or phenomena that can be classified, fixed, concrete, measurable, and the relationship is causal. The type of this research used in research is correlative. Based on Gay, Mills, & Airasian (2012, p.204) Correlational research implicates accumulating the data to determine whether, and to what level the correlation between two or more quantifiable variables.

In this research, the researcher was taken research samples from The Tenth Grade Students of SMA Integral Hidayatullah Batam in Academic Years 2020/2021. This research was carried out in March 2021. Researchers was distributed the instruments in the form of writing self-perception scale or questionnaire to obtain the data about the students' writing self-perception and

instruction to write descriptive text to obtain data on writing skill possessed on the tenth-grade students of SMA Integral Hidayatullah Batam in Academic Years 2020/2021.

Sugiyono (2013, p.61) divided that the types of research variables into two: independent variables this variable is often called the predictor variable because it is a variable that affect or are the cause of changes or the emergence of the dependent variable on the other hand, dependent variable is a variable that is affected or which is due, because of the independent variable (Sugiyono, 2013, p.61). Based on the above explanation in this study, two variables will be determined, namely writing self-perception and writing skill. Writing self-perception is as an independent variable and writing skill as the dependent variable.

According to Sugiyono, (2013, p.117) explains population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions. In this study the Students of The Tenth Grade Students of SMA Integral Hidayatullah Batam in Academic Years 2020/2021 was the population, which total numbers of population in this research was 25 students. Sugiyono (2013, p.118) states that sample is part of the number and characteristics of the population. The sample that was taken by the researchers in this research consists of 14 students as the data of the research and there are 11 students that participated for testing instruments. This study used Cluster Random Sampling, According to Gay, Mills & Airasian (2002, p.135) cluster random sampling is sampling in which groups are randomly chosen. Clusters can be communities, states, school district, and so on. additionally, cluster sampling is useful for educational researchers because they are often incapable to choose and assign individual participants as they may like.

There are two instruments of data collection techniques that were used to collect data in this Research, namely: Writing Self-Perception Scale and Writing Test. Bottomley, Hank and Melnick in Barone, at all, (2014:161) created and normed Writing Self-Perception (WSPS) as a scale student's perception toward writing. The purpose of Writing Self-Perception Scale (WPSP) is to provide prediction of what student feel about themselves as writer. In WSPS there are General Progress (GP), Specific Progress (SPR), Observational Comparison (OC), Social Feedback (SF), and Physiological States (PS) as dimension of Writing Self-Perception Scale (WSPS). As supposed to that dimensions of WSPS, students should respond 38 of the statements (questionnaire) by choosing to strongly agree, agree, undecided, disagree, and strongly disagree with 5 point on

strongly agree, 4 point on agree, 3 point on undecided, 2 point on disagree, and 1 point on strongly disagree. On the other hand, every single scale is interpreted in correlation to it is total possible score. For instance, if General Progress (GP) scale consists of 8 statements, so the highest score for General Progress (GP) is 40 from 8x5=40. From the questionnaire teacher could indicate the point of view from the student as writer, and their ideas and to increase student's motivation in writing skill.

To get the questionnaire calculated, the researcher used Likert Scale. Based on Sugiyono (2012, p.134), Likert scale used to measure attitudes, argumentation, and perceptions of a person or groups about social phenomena determined by the researcher as research variables. There are two kinds of Likert scale, they are positive and negative statement. The example of Likert Scale: Positive Statement 1. Strongly agree (SA)= 5, 2. Agree (A) = 4, 3. Undecided (U) = 3, 4. Disagree (D) = 2, 5. Strongly disagree (SD) = 1 and for negative statement were 1. Strongly agree (SA) = 1, 2. Agree (A) = 2, 3. Undecided (U) = 3, 4. Disagree (D) = 4, 5. Strongly Disagree (SD) = 5. The other instrument is Writing test. To know students' writing skill the researcher used the writing test. Writing test that used in this research is writing descriptive text. The researcher gave students an instruction in the form of an order to choose one of the four pictures of famous people that they described.

On the other hand, to find out how much students' writing level of self-perception, researcher used the Writing Self-Perception Scale (WSPS) created by Bottomley, Hank, and Melnick. To make sure the questionnaire valid in order subject, the researcher used point biserial. According to Mundir (2014, p.132). In the reliability test, the researcher used Alpha Cronbach. According to Sugiyono (2008, p. 365). Besides, to know how far are students' writing skill, the researcher used writing text that is descriptive text. To make sure the test valid the researcher used content validity and construct validity. Furthermore, the researcher used Shapiro-Wilk to test the normality of the data. According to Razali and Wah (2008, p.25) the Shapiro-Wilk test which is generally limited to samples less than 50 in order to produce accurate decisions. To find out the correlation between student's writing self-perception and writing skills, the writer used the correlation formula by Pearson Product Moment Correlation Formula to test the significant correlation between them, based on Sugiyono (2008, p.356).

The formula used as follow:

$$Rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2(N\sum Y^2 - (\sum Y)^2}}$$

(Mundir, 2013, p. 114)

R_{xy}	= Validity coefficient
N	= Many subjects
X	= Value comparison
Y	= The value of the instrument to find its validity

METHOD

To obtain data about the students' score of Writing Self-Perception, the instrument used is a Writing Self-Perception Scale (WSPS) or questionnaire. The statement in this questionnaire was taken from Bottomley, Hank and Melnick in Barone, at all, (2014, p.161).

Table 1
Score of Students' Writing Self-Perception

N	SCORE
1	39
2	44
3	49
4	49
5	50
6	51
7	53
8	53
9	53
10	56
11	56
12	57
13	58
14	58
N =14	∑x =726

The result showed from 14 samples; the lowest score was 39, the highest score was 58, the mean was 51.85.

To obtain data about the students' score of writing skill, the instrument used is a writing test. The instruction in this test was developed from the five indicators used to assess a student's writing skill according to Brown (2004, p.245).

Table 2
Score of Students' Writing Test

N	SCORE
1	48
2	48
3	52
4	52
5	56
6	64
7	68
8	68
9	68
10	72
11	72
12	72
13	72
14	80
N = 14	∑x=892

The result showed from 14 samples; the lowest score was 48, the highest score was 80, the mean was 63,71.

After testing the validity of the Writing Self-Perception Scale on 11 respondents in Tenth grade students in SMA Integral Hidayatullah Batam from 36 instrument items, the 14 questionnaire items tested were all valid. There were 15 instrument items in Writing Self-Perception Scale items tested were valid, namely item number: 7, 11, 16, 17, 19, 20, 23, 24, 25, 27, 28, 32, 36, and 37. Therefore, all items in questionnaire were used in this study.

Table 3
Result of Reliability of Writing Self-Perception

N	s.d	r_{count}	r_{table}
14	5%	0.786	0.602

The result showed from 11 samples for reliability test of Writing Self-Perception Scale, the researcher used the level of significance of 5%, the total item scores r_{count} was 0.786 while the r_{table} was 0.602. Based on the data above, r_{count} 0.786 > 0.602 it means the test of writing self-perception scale is reliable.

Table 4
Normality and Calculation Data of Students' Writing Self-Perception and Writing Skill

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing Self-Perception (X)	0.158	14	,200[*]	0.906	14	0.137
Writing Skill (Y)	0.23	14	0.042	0.889	14	0.078

In the table above, it can be seen that the data of writing self-perception has a significance value of 0.137 and 0.078 for writing skill which is bigger than 0.05 with the degree of freedom 14. Therefore, it can be concluded that the data of writing self-perception and writing skill were in normal distribution. Then, the data could be analyzed by using Pearson product moment correlation to see the significance of the correlation between those variables.

To test the hypothesis, the researcher conducted a Pearson product moment test as the data were in normal distribution. The calculation of the correlation test could be seen in appendix 11. The formula of Pearson product moment as it was mentioned in chapter 3 is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2(N\sum Y^2 - (\sum Y)^2}}$$
$$r_{xy} = \frac{14 \ . \ 46940 - (726)(892)}{\sqrt{(14 \ . \ 38036 - (726)^2(14 \ . \ 58256 - (892)^2}}$$
$$r_{xy} = \frac{9568}{10398.4}$$
$$r_{xy} = 0.920$$

After finding r_{count}, it was compared with r_{table} (significance level 0.05; n 14). Therefore, it can be concluded that there is significant correlation between writing self-perception and writing skill because r_{count} is bigger than r_{table} (0.920 > 0.532). It means that alternative hypothesis is accepted and null hypothesis is rejected. It was proved by this table that Writing Self-Perception and Writing Skill correlated very high.

Table 5
Correlation Coefficient Table

Coefficient Interval	Correlation Coefficient
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	High
0,80- 1,000	Very High

(Mundir, 2014, p. 113)

As the alternative hypothesis that, "There is a significant correlation between Writing Self-Perception and Writing Skill at Tenth Grade Students of SMA Integral Hidayatullah Batam in Academic Years 2020/2021".

RESULTS AND DISCUSSION

Based on the results of hypothesis testing, it was found that there was a significant correlation between writing self -perception and writing skill, because r_{count} bigger than r_{table} that are 0.920 and 0.532. The correlation degree was categorized into high level of correlation because it was higher than r_{table}. When students have a positive writing self-perception then it is followed by good writing skills because students are more confident in their writing skills when they have a positive writing skill. On the contrary, when students feel they are lacking in writing, it means that students have a negative writing self-perception so they are less confident in their writing skill.

The result of this research showed a positive and significant (0.920) it means that there is a significant correlation between writing self-perceptions and writing skills, whereas if the result is negative and insignificant, it means that there is no a significant correlation between these two variables (writing self-perception and writing skill).

Based on the result of the hypothesis testing, writing self-perception is proven has a correlation on students' writing skills. When the students believe that their description are more interesting than before, it is followed by a better content of the student's writing. Next, when they think that their order of their sentences are better, their organization in writing is also good. The topic, introduction, and conclusion that they write are connected one and another. Then, positive writing self-perception means that they choose the word that they use in their writing more

carefully. It results in a better style and quality of expression, as the word that they used in the text is more varied.

The other example is when students believe that their writing ability has increased or it is called *General Progress* in writing self-perception, the ideas that are written will be clearer and full of developing interesting ideas in every sentence for their written content and they can also be more aware of punctuation, style and mechanics in writing to show that their writing skills are better than before.

As a result, in this research the accepted hypothesis is the alternative hypothesis, which means that there is a significant correlation between writing self-perception and writing skill at tenth grade students of SMA Integral Hidayatullah Batam in the academic years 2020/2021 while the rejected hypothesis is the null hypothesis because the results show that the r_{count} is higher than r_{table}.

CONCLUSION

Based on data analysis in the previous chapter, the researcher found that the coefficient correlation between X variable and Y variable ($r_{calculated}$) is bigger than r_{table} ($0.920 > 0.532$). It means that alternative hypothesis is accepted and null hypothesis is rejected. In conclusion, there is a significant correlation between writing self-perception and writing skill at tenth grade students of SMA Integral Hidayatullah Batam in the academic years 2020/2021.

Suggestion

Based on the results of the study and the objectives of this study, there are a number of suggestions that researcher was submitted including:

1. For teacher

    As it was found that there was a significant correlation between writing self-perception and writing skill hence knowing that student's writing self-perception is important in writing skill. Then the teacher should consider writing activities to support the students to have positive writing self-perception.

2. For reader

    The result showed that the data was positive and significant, which means that there is a significant correlation between writing self-perception and writing skill, so this

research can be a valid resource about the correlation between these two variables for the reader.

3. Further Researcher

The research could be a reference for further researcher who want to conduct a similar research in methodology or analyze the same variable.

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The research tries to compile the report as well as possible. However, the researcher is aware that "nobody perfect". Finally, the researcher hopes the readers could contribute developmental criticism and suggestion to improve this thesis

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