# AN ANALYSIS OF SELF CONCEPT WRITING PERFORMANCE IN THE STUDENTS' JOURNAL OF ENGLISH DEPARTMENT OF IAIN METRO

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*Abstract*
*It has been widely accepted that writing is a productive skill in English language instruction. The students need to involve themselves mentally and physically. Indeed, cognitive, affective, and psychomotor domain have been believed to be crucial factors in writing instructions. This research, on the contrary dealt with the affective domain variable. Such variables as mental block, self confidence, and self concept were reflected with the students' writing performance of English Department of IAIN Metro. The students' perception toward writing subject caused the writer's block. I believed that journal can be an alternative medium to solve the students' mental block problem. Thus, this research mainly analyzed self concept of writing performance found in the students' journal. The research design was qualitative research in the form of case study. The researcher used depth interview, direct observation, and documentation study. The result of the research was the students' self-concept toward their writing performance in the journal which could be classified into three aspects as academic self-concept, social self-concept, and personal self-concept. Based on the analysis data, it can be concluded that both positif and negatif sel-concept of the students reflected in the journal can be influenced by certain factors.*

*Keywords: Self-concept, writing, skill*

**Abstrak**
Dalam pembelajaran bahasa Inggris, menulis merupakan kemampuan bahasa yang bersifat produktif. Mahasiswa melibatkan dirinya secara mental dan fisik. Lebih dari itu, ranah kognitif, afektif dan psikomotor juga menjadi domain penting dalam pembelajaran menulis. Penelitian ini mengkaji variabel domain efektif seperti keterhambatan proses menulis, kepercayaan diri dan konsep diri. Ranah yang dimaksud tercermin dalam kemampuan menulis mahasiswa jurusan Tadris Bahasa Inggris IAIN Metro. Persepsi terhadap kemampuan menulis menyebabkan keterhambatan dalam proses menulis. Sementara, mahasiswa dituntut untuk menghasilkan tulisan yang baik. Dalam hal ini, jurnal diyakini menjadi media alternatif untuk menyelesaikan masalah tersebut. Penelitian ini mengkaji konsep diri terhadap kemampuan menulis mahasiswa Tadris Bahasa Inggris IAIN Metro di dalam jurnal. Desain penelitian ini menggunakan penelitian kualitatif yang bersifat studi kasus. Peneliti menggunakan teknik wawancara secara mendalam ,menggali informasi dengan observasi langsung, dan Studi dokumentasi. Hasil penelitian ini berupa konsep diri mahasiswa terhadap kemampuan menulisnya yang tercermin dalam jurnal mereka. Terdapat tiga klasifikasi yang tergambar tentang konsep diri terhadap kemampuan menulis mahasiswa yaitu akademic self-concept, social self-concept, dan personal self-concept. Dari data yang telah dianalisis, konsep diri yang positif dan negatif dalam ketiga klasifikasi tersebut dipengaruhi oleh faktor-faktor tertentu.

**Kata kunci:** Konsep diri, menulis, kemampuan

## A. INTRODUCTION

Writing is one of an important aspect in language learning. By writing, the students can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. Writing is also as a learning tool, helping them to understand and to remember. There are several factor influence a students' writing performance. The role of each factors often unifies with the students' confidence in performing writing process. Such factors may be classified into social behavior, learning strategies, academic engagement, and psychological factor. Firstly, social behavior is followed by students' social action, which is directed at other people and is designed to induce a response. Secondly, learning strategies is a component of teacher's teaching method that has a closed relation to develop students' language skill and knowledge of the language. Then, academic engagement is students' enthusiasm to do something or to response others. Finally, psychological factor is students' motivation, capacity, and everything related to themselves.

It is widely accepted that those factors are believed to be crucial for all levels of education. But, I am interested to focus on psychological factor. The psychological factors in this context cover self concept and mental block. The self concept is composed of relatively permanent self assessment, such as personality, atributes, knowledge of one's skill abilities, one's occupation and hobbies, and awareness of one's physical atributes. For instance, the statement "I am lazy" or "I am smart" is a self assessment that contributes to the self concept. Student with low or negative self concept is believed to be unconfident, while confidence is needed by learners to present their English and to perform their writing well.

The way out of those problems of psychological factor is using a journal. The journal may be defined as a series of writings in response to a variety of stimuli, such as events and experiences encountered throughout the day. Journals help students clarify their thoughts. They have process of using structured exercises to write about feelings and stresss responses in an effort to increase positive self concept and decrease mental block. If a student keeps a journal during the course, he never will have to worry about finding a topic for writing assignments. Because, he will have a collection of ideas stored his journal.

Some problems can be formulated based on the background above, they are; (1) the students who have mental block are being unconfident in writing performance, (2) the students are lack of writing performance, (3) there are some students use journal in writing instruction. Writing is believed to be a psychological activity of the language user to put information in the written text. In the result of writing performance, affective domain can be analyzed. In line with the explanation before, thus i focus to research: "How is writing performance on students' journal of IAIN Metro?"

In order to get focus in conducting this study, I limited the scope of the study only to analyze self concept in writing performance found in the students' journal of English Department of IAIN Metro. I formulated the problem of the study, as followed:

1. How is the self-concept in writing performance among the students of English Department of IAIN Metro?

2. How is the students' writing performance on the journal among the students of English Department of IAIN Metro?

The objectives of the study are to describe the self concept in writing performance and to describe the students' writing performance on journal among the students of English Department of IAIN Metro Metro in. The benefits of the study for the students is hoped for giving feed back to the students of English Department of IAIN Metro increasing their high self concept upon writing performance.

## B. THE LITERATURE REVIEW

1. English Language Instruction

Brown argues that for more than six decades now, research and practice in English language teaching has identified the "four skills", listening, speaking, reading, and writing as of paramount importance.[1] It means that listening, speaking, reading, and writing are very important to be understood as the central object of the study in English language teaching. Furthermore, Brown pointed out that "It is perfectly appropriate to indentify language performance thus. The human has fashioned two form of productive performance, oral and written.

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[1] Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy (2nd Ed), Addison Wesley,* New York, 2001, P.232

Then, two forms of receptive performance, aural (or auditory) and reading"[2]. It illustrates that English language teaching is a learner's complex package including receptive lanuage (listening and reading performance) and productive language (speaking and writing performance). It means that listening includes process, understanding, interpreting, and evaluating spoken language in a variety of situation. Reading is in written language, symbols, and text with understanding and fluency. Then, writing engages in written communications in a variety of forms and speaking is in oral communication.

In other words, the learners are able to recognize language from comprehensible input and actively to participate in the production of language as an output process. Moreover, various domain factors need to be considered in language teaching either in the process of receptive lanuage or productive language. Such domains factors as cognitive factors, psychomoto factors, and affective factors. It can be explained that firstly, cognitive domains involve student's knowledge, comprehension, application, analysis, synthesis, and evaluation of learning. Secondly, psychomotor domains involve learned response become habitual. Then, affective domains involve individual's feeling and behavior including self esteem, self efficacy, self confidence, and self concept.

2. Self Concept

According to Djaali, self concept is an individual's perception about themselves related to what they know and feel about their behavior, thought and feeling, then how it is influenced others.[3]It means that individual sees themselves based on their knowing and feeling about inside of them. Furthermore, self concept is defined in Longman Dictionaries as the image a person has of himself for herself. A measure of a person's self concept is sometimes included in the study of affective variable.[4] It should be cited that self concept refers to the nature and organization of beliefs about one's self. What they think and what they feel about themselves that they hold to be true about their personal existence.

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[2] *Ibid,*

[3] Djaali, *Psikologi Pendidikan*, Jakarta: Bumi Aksara, 2007, P.474

[4] Jack C. Richads and Richad Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics (3rd edition)*, Pearson Education Limited, P.474

Moreover, William D Brooks defines self concept is as "Those physical, social, and psychological perceptions of ourselves that we have derived from experiences and our interaction with others."[5] It illustrates that individual's perception will be build constantly through their experience and interaction each other.

Then, self concept refers to a student's perceptions od competence or adequancy in academis and nonacademic (e.g, social, behavioral, and athletic) domains and is best represented by a profile of self perceptions across domains.[6] It can be states that self concept as domain factor of student's perception in academic or nonacademic line.

Based on the quotation above, it can be inferred that self concept is about how we see ourselves. How people perceive us will affect our own image and will affect how they relate to us. Affect our relationship either positively or negatively. We will see ourselves in positive and negative ways and both will be biased. Then, our view will influence our self concept because our self confidence across many situations. In fact, the self concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals' ideas of what they might become, what they would like to write, and what they afraid of writing ideas. They correspond to hopes, fears, standards, goals, and threats.

According to Brook, the aspects of self concept may be divided into three types. They are as follows:[7]

a.   Academic self concept

It is related to individual's perception about his capability, achievement, and self confidence in academic life. The students' perception itself is influenced by others' perception toward him especially teachers and classmates. If the teacher believes to the students; capability, the students also trust with their capability. Then, they may feel that others accept themselves. Unconsciously, a

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[5] Jalaluddin Rahmat, *Psikologi Komunikasi*, Bandung : PT Remaja Rosdakarya, P.99

[6] Maureen A, Manning, *Self Concept and Self Esteem in Adolescents, Adolescent,* MD Public School, 2007, P.11

[7] Jalaludin Rahmat, *Op.Cit,* P.04

good achievement will be gained by having a high motivation and desire inside the students' self.

In addition, Jones and Grieneeks pointed out that self concept is the best non-intellectual factor to determine students' achievement. Many observations showed that individual perception about his capability will influence his motivation to get a good achievement. In brief, it shows that the importance of self confidence, self regard, and self acceptance in determining the succesfulness.

b. Social self concept

It is related to one's social role, his perception toward its role, and the ability to make relationship with others people. This aspect focuses on one's role as a social person in the family and society and how the family and environment treat someone and influence one's self concept.

c. Personal self concept

It is related to individual's perception about his property like physical appearences, the way of thinking, and feeling value toward himself which relates to one's characteristic or trait personality like atitude, valuse, and belief such as self confidence, honestly, and trustworhty.

3. Developing of Self Concept

Self concept develops through out our lives as we build a self imagine through our experiences with different people and activities. Thereby, experiences during childhood play role in shaping our basic self concept. The way we are treated by families, teachers, friends, and society. In Erickson's view, self concept is developed from five stages. They are follows:[8]

a. Developing from sense of trust versus sense of mistrust

When children in age of $1^{1/2}$ – 2 years old, the basic impression would be obtained from their parents, whether can be trusted or not. If they strongly believe that their parents can give them the protection and safety. Thus, sense of trust toward an adult will be created in developing to various positive feelings.

b. Developing from sense of autonomy versus shame and doubt

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[8] Djaali, *Op.cit*, P.128

When children are 2-4 years old, the motorist and language skill rapid grow up. Both of them make the children being autonomy. The confidence can be created when they have given chance to do everyhting that is available and without such an individual's help.

c. Developing from sense of initiative versus sense of guilt

When children are 4-7 years old, their curiosity and their wanted to do something are raised. An initiative action will be decreased when the children most frequently got punishment to do it. Because of being afraid to make mistakes.

d. Developing from sense of industry versus sense of diffusion

When the children are 4-7 or 12 years old, their strong enthusism are produced to proof their achievement academic performance could be presented well.

e. Developing from sense of identity diffusion of teenager

The teenagers usually have high attention toward themselves. They want to get answer related how they are. In detecting the answer, various information about their self concept in the past will be discovered. A set of self concepts needs to be made of when all information could not be integrated. They frequently don't understand about themselves.

Self concept is formed from learning process through feed back from others and environment, experience both childhood and growing up, education, interaction, and socialization process. Furthermore, Jalaludin Rakhmat explains two factors that determine developing of one's self concept as follows:[9]

a. Significant others

People can understand themselves by starting from the other, or from others, and only starting from them. Self concept will be built from others' perception especially from significant others. Significant others are people who have emotional relationship and affect one's behavior, thought, and feeling. The regard, smiling face, and appreciation from them can be

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[9] Jalaludin Rakhmat, *Op. Cit,* P.100

used to build positive concept. On the contrary, negative self concept will be build when the significant others gave less appreciative.

b. Reference group

Each group of society has particular norms that can be measured of one's behavior. Reference group leads one's self concept ont the basis of its group.

Based on the quotations above, it can be inferred that the students' perception itself influenced by others' perception toward him either in a line of high self concept called positive self concept or low self concept. It was cited by Jalaludin Rakhmat that some characteristics can be identified as both level of self concept according to William D Brooks and Philip Emmert as follow:[10]

Positive (high self concept):

1. Regarding themselves to solve problem optimally.
2. Knowing themselves both strength and weakness.
3. Feeling confidence to develop their potential.
4. Full confidence.
5. Having strong motivation and self awareness.

Negative (low self concept):

1. Blaming situation and others.
2. Having no knowledge about self.
3. Easy feeling failure.
4. Lack confidence.
5. Sensitive to others' criticsm, hypercritize.
6. Responsive to others' praise.

## C. WRITING PERFORMANCE

1. CONCEPT OF WRITING PERFORMANCE

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[10] *Ibid*, P.105

Etymologically, writing is derived from the word 'write'. In Oxford Advanced Learner's Dictionary, the word 'write' is defined as:[11] (1) make letters or other symbols (e.g ideographs) on a surface, especially with a pen or pencil on paper (2) put down (on paper) by means of words.

Terminologically, as it was cited by R.R Jordan (2003:41) stated that "Writing is method of human intercommunication by means of conventional visible marks".[12] It means that writing is a medium communicate one's thought, feeling, wanted, and opinion by nonverbal means. Furthermore, Sanggam Siahaan assumed that "Writing is a psychological activity of the language user to put information in the written text.[13] It should be noted that writing involves physic and mental activities of someone in the form of written about certain topic in a context. Moreover, Jeremy harmer explained that "Writing has always been used a means of reinforcing language that has been taught". [14] It can be explained that the teacher can ask students to write recently material such as grammar, genre, phonetic, and others. Students can then be asked to write a story about something that happened to them. It can be added that reinforcement writing guides the students to improve their performance.

Thus, performance is derived from the word "perform". In Oxford Advanced Learner's Dictionary, it has mean as "do a piece of work, something one is ordered to do, or something one has promised to do"[15].

Furthrmore, Brown stated that "Performance is the overtly observable and concrete manifestation or realization of competence[16]. It might be assumed that performance is an actual doing of something that people are competed in its. In other words, it can be inferred that writing performance is the productive language to communicate each other for any purposes that is involved the physic and mental activities.

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[11] A.S,Homby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 1995. P. 1996

[12] R.R Jordan, *Academic Writing Course*, Longman, England, 2003.P.41

[13] Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, P.215

[14] Jeremi Harmer, *How to Teach Writing*, Pearson Longman, England, P.32

[15] A.S, Homby, *Oxford Advanced learner's dictionary, Op. Cit*, P.623

[16] Douglas Brown, *Principle by language Learning and Teaching (4thEd), Eddison Wesley longman*. Inc, New York, 200, P.30

2. WRITING TYPES

 a. Description

 Description helps the reader through her/his imagination to visualize a scene or a person or to understand a sensation or an emotion.[17] It means that description writing involves visualization of thing or person to be integrated with reader's interest.

 b. Argumentation

 The writer takes a strong position on an issue (often a controversial issue) and provides supporting evidence and logic.[18] I reason to defend that positions. It illustrates that argumentation consists of several statements to be obtained the point of view.

 c. Narration

 Narration is the form of writing used to relate story of acts or events, narration places occurences in time and tells what happened according to natural time sequence.[19] It means that chronological time is needed to form narration writing based on story of facts or imagination.

 d. Exposition

 Expository writing is writing that is designed to convey information or explain what is difficult to understand.[20] It illustrates that exposition writing includes informative material and instructional meaning to be interpreted.

 Furthermore, writing may be classified into two types, namely formal and informal writing. Formal writing is necessary about basic rule to write. Meanwhile, in informal writing is not either. Here, Paul Davies states that formal writing involves cognitive skills such as:[21]

 e. Gathering information and ideas relevant to the topic, and discarding what is not relevant

 f. Organizing the information and ideas into a logical sequence

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[17] George E Wishon and Julia M Burks, *Let's Write English*, Van Reinhold Ltd, Canada, 1980, P.128
[18] Vivian M Rosenberg, *Reading; Writing; and Thinking*, Random House, New York, 1989, P.79
[19] James M. Mc Crimmon, *Writing with a Purpose*, Houghton Mifflin Company, Boston, 1984, P.382
[20]Http://Enzine Articles.com/?expert=Anis_Sidiqi,21-10-2010
[21] Paul Davies and Eric Pearse, *Success in English Teaching*, Oxford University Press, New York. 2002, P.26

g.  Structuring the sequence into sections and paragraphs

h.  Expressing the information and ideas in a written draft

i.  Editing the draft and writing out a final text

In the contrary, informal writing are allowed to write into written communication as if people were speaking, putting ideas down on paper as they come to. Furthermore, it was some suggestions that there are basic rules of formal Writing, the rules are:[22]

1.  Never begin a thematic essay on a novel without introducing the title, author and theme within the first paragraph.

2.  Refering the author by first name is unnecesery, unless it is specifically discussing him as a character and in relation to other characters in the book. When discussing the writer as a writer, use the last name after we have been introduced to his whole name.

3.  Text citations should support the thematic essay. Be choosy about what to include Information. Also, do not oversimplify with too short a passage that lacks effectiveness. Follow MLA citation form.

4.  Avoid slang, text messages and contractions like "can't, won't" and abbreviations "ok, MN". Use the word for a number, unless it has three or more digits.

5.  Avoid I, me, my, I think, In my opinion, In this essay, That quote, This passage.

6.  Do not capitalize the theme or refer to the English course objectives/activities.

7.  Avoid "you" when discussing people in general.

8.  Avoid profanity.


3.  WRITING STRATEGIES

Writing, like all productive skills, requires certain strategies to be used, and it usually needs mental activities that make this performance possible. To

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[22] R.R Jordan, *Op.Cit.* P.97

create a good writing performance. Paul Davies points out that "writing in an English course may be handled in different ways for different purposes."[23] It means that different purpose in writing performance needs certain strategies.

Furthermore, Vivian M. Rosenberg explains several kinds of writing strategies. Such kinds as major writing strategies and secondary writing strategies. Firstly, the major writing strategies and secondary writing strategies. Firstly, the major writing strategies is the strategies most frequently used. Secondly, the secondary strategies is additional strategies available to writers as they develop their ideas. Moreover, the explanations of those strategies are as follows;[24]

    a.  Major Writing Strategies

        (1)  Analysis: the writer takes something apart (e.g. an issue, a book, an event in history, an article or book someone else has written, a process, etc), examines the different parts of it separately and sees how the parts relate to each other. In an analysis, a writer uses one or more of the strategies below (e.g. cause and effect reasoning, comparison and contrast, close examination of the steps in a process, etc.)

        (2)  Argumentation: the writer takes a strong position on an issue and provides supporting evidence and logical reasons to defend that position.

        (3)  Cause and Effect: The writer explains what caused something and/or traces the effects or consequences or results of something.

        (4)  Classification: the writer sorts or groups things according to certain categories. For example, one might analyze the student population by separating students into groups according to their majors like students majoring in business, science, engineering.

        (5)  Comparison and contrast: the writer compares and contrasts two or more things, nothing similarities, and differences.

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[23] *Ibid.*

[24] Vivian M. Rosenberg, *Op.Cit,.* P.79

(6) Definition: the writer explains or defines what a word or a phrase or an idea means.

(7) Description: the writer vividly describes something so that the reader can form a mental image of it.

(8) Exemplification: the writer explains of defines or analyzes somehting by giving specific examples.

(9) Narration: the writer tells a story to illustrate a point or examine an issue.

(10) Process: the writer describes a process, step by step. This becomes an analysis when in addition to describing the process, the writer also explains the significance of some of the steps of the process or analyzes the relationship of one step to another.

b. Secondary writing strategies

(1) Anticipating criticism: the writer states the criticism that he or she expects some readers might make and then answers these criticisms.

(2) Asking a question: anticipating that a reader might be confused or have a question, the writer might raise the question and then follow it with an answer. On the writer uses this strategy to focus the reader's attention on a point the writer believes is important. Having raised this question, the writer believes is important. Having raised this question, the writer can then supply what he or she believes is the right answer.

(3) Diagram and pictures: the writer uses illustrations in a text photographs, diagrams, charts, and tables to explain, summarize, or amplify the written material.

(4) Dialogue: the writer directly quotes conversation to liven up an article. A writer with a sensitive ear for the way people talk adds color to the text and makes it seem more real.

(5) Figurative language: the writer develops an idea by using metaphors, similes, and analogies to create a picture in the reader's mind.

(6) Historical data: to develop an idea or support an argument, the writer refers to events or people from the past.

(7) Humor: if the purpose of an entire text is to amuse and entertain, humor is appropiate. However, even in a serious text, a writer may use humor to vary the tone, make a point, or hold the reader's attention.

(8) Hyperbole: A writer exaggerates to heighten or intesity an idea. Used effectively, hyperbole does not deceive readers; attention.

(9) Personal Experience: the writer describes an event in his or her own life to clarify or support a point or to keep the reader's attention.

(10) Quotation: to support a point and/or liven up a text, the writer introduces a quote from some other source.

(11) Reference to authority: to add weight to an argument, the writer refers to some other source or expert, either quoting directly, paraphrasing, or simply mentioning that other authority.

(12) Repetition: for emphasis or make sure the reader notices and absorbs an idea, the writer may repeat something several times.

(13) Rhetorical question: a question asked for affect; the writer does not expert an answer. Usually, the answer does not have to be started because it is obvious.

(14) Statistics: the writer uses statistics to summarize and emphasize information that supports his or her argument. Stastics, however, are not necessary valid. To determine that validity, one has to know how they were collected and interpreted.

## D. STUDENT JOURNAL

### 1. Concept of Journal

In Wikipedia, a journal (through French from Latin diurnalis, daily) has several related meanings as follows:[25] (1) A daily record of events or business; a

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[25] Http://En.Wikipedia.Org/Wiki/Journal.

private journal is usually referred to as a diary. (2) A newspaper or other periodical, in the literal sense of one published each day.

Some researches further distinguish between Journal and diary. As it was noted by Sarah Mercer tha "diaries in which the content is focussed more on feelings and personal entries, in contrast to journals which are seen as being more neutral and factual"[26]. It means that diary and journal can be contain any kind of information, subjective or objective, and both of the term can be used interchangeably. By using diary, we write regularly and focus on certain entries.

It can be inferred that journal is more flexible than a log and diary. Both a log and diary can be involved in journal category. It means that journal has usefulness as a means of actively engaging students in the learning process. How they understand the course material is viewed on journal. It makes students more aware not only of what they learn, but also how they learn. Journal is widely recognized as one way of communicating the importance of writing. They communicate into actively written.

2. The Benefit of Using Journal

Nunan (1992:121) stresses that through diary studies affective factors emerge as being particularly significant in language learning. Then, journals set the learners accounts within the learner's own personal learning context and allow for a more situated perspective.[27] It can be repeated that using and keeping journal may affect the students' perspective in learning. Furthermore, a further impact of the use journals is that keeping a diary may affect the routines of the learner and consequently also their experience of the class (willing:2001).[28] Jeremy Harmer explained the most common benefit of using journal as follow:[29]

a. The value of reflection

Journals provide an opportunity for students to think both about how they are learning (what is easier or more difficult, and why and how they achieve success), and also about what they are learning (aspect of the language and

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[26] Sarah Mercer, *Using Journals to Investigate the Learner's Emotional experience of the Language Classroom,* Austria, EIIA. 2005. P.64

[27] Sarah Mercer, *Op. Cit.* P.68

[28] *Ibid*

[29] Jeremy Harmer, *Op.Cit,* P.126

how it all fits together). Journal required them to take responsibility for their own learning. It can be noted that the journal is kind of introspection. It may well lead the students to insight which will greatly enhance their progress.

b. Freedom of expression

Journal allow the students to express feelings more freely and they might do in public, in class. The students have more time to access those feeling. Such writing will often be corrected and evaluated and may or may not lead to passing or failing grades.

c. Developing writing skill

It has been widely known that just reading a lot helps students to become better readers. So, the more students write, the better and more fluent they become as writers. The students expand their range of written expression and write with greates case and speed. Journal writing contributes to a students' general writing improvement in the same way as training enhances an athlete's performance. It makes them fit.

d. Student-teacher dialogue

The students' journal is an extremely useful resource for teacher or lecturer, too. They frequently trigger insights into the effect of classroom methodology, when the students say how they feel about things, the lecturers often find response to lesson segment that they had not anticipated. Learner perseptions are often different from teacher perceptions.

3. The Weakness of Using Journal

Alongside these positive effects, Taylor and Francis noted a number of negative aspects of using journal. The most common are;[30]

a. Difficult of the task: a recurrent theme in many journal entries was difficultly, which reflected a range of factors. The task required focus and commitment in attending the lecturers and carrying out regular reading each week. It needs long time,

b. Constraints: to word limit defined for the journal created a strait jacket for their task, which constrained what they could try to do.

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[30] Taylor and Francis Ltd, *Op. Cit*, P.194

    c.   Uncertainty: what is needed for it is doubtful.

## E.  RESULT OF THE RESEARCH

In this research, the students' journal presented their self concept which factor appeared in writing performance. Self concept can be viewed as students' perception about themselves related to what they know and feel about their thought, behaviour, or feeling. Self concept is then believed as an affective domain that influenced their writing performance. Generally, the aspect of self concept may be classified into three types, namely; academic self-concept, and personal self-concept.

1.   Academic Self Concept

Academic self concept is related to the students' perception about their capability, achievement, and confident in academic life particularly toward writing subject. Most of the students wrote in their journal that writing is difficult performance to be done. It may be caused by 3 factors, they are ; (1) the students got unsatisfied score in the previous semester, (2) the students do not exactly know about their mastery in the subject, (3) the students blame bad situation and others.

The data showed that most of the students are lack confidence in writing 3 class. Their strong enthusiasm was determined by their perception of bad achievement of previous subject. As a result, the students are being afraid of making mistakes. In terms of content, the participants were interviewed to answer the question "what you think of your writing performance now?". They stated strongly in different varieties that writing is difficult one.

On the contrary, 30% students wrote in the journal that they percept writing is easy subject. Thye explicity argued more enjoyable to write. Their perception may be caused by 3 factors; (1) the students got good score in the previous writing class, (2) the students know well about the topic they learnt, (3) the students' hobby is related to writing activity. It can be noted that by believing in themselves, the students can practice writing performance confidently. In context with the students' academic self concept, it is hoped that the students' perception toward writing subject can be supported by their social self concept.

It should be stated that the students' academic self concept can be stimulated implicity by students' social self concept as another aspect.

2.  Social Self Concept

Social self concept is related to students' social role, their perception toward its role, and their ability to make relationship with others. It can be noted that how the environment treats students' journal and significant others are categorized in influencing the students' perception toward writing performace.

From the data, 10 students like to keep journal based on the following perceptions, they are;(1) by using journal, the students are able to practice writing performance, (2) in weekly journal, the students are able to express their thought and feeling more honestly, (3) by writing journal, the students indirectly review the entries they have learnt before.

Furthermore, 10 students who dislike keeping journal are perceived by; (1) keeping the journal is time costing, (2) keeping the journal from each entry is hard to do consistently, (3) by keeping the journal, the weakness of writing performance will be known.

It is clear that keeping the journal is often determined by the students' way of thinking and their feeling value of themselves.

3.  Personal Self Concept

Personal self concept is related to students; perception about their property like physical appearances, the way of thinking, and feeling value toward themselves which relates to one's characteristis or trait personality. In this research, the writer limited in the context of their way of thinking toward writing performance.

From the data, 5 students are signed to have high personal self concept of writing performance. While, 15 students are signed to have low personal self concept of writing performance. It should be stated that their self concept is quite crucial to regard their performance. Having positive self concept will be an

optimistic student. While the students who have negative self concept will be easy to be pessimistic.

## F.  DISCUSSION

It is particularly believed that the students' self concept of writing performance is as an affective base that must be considered within English language instruction. Then, journal is arguably seen as a significant medium to delight the students' writing performance an action of writing instruction is controlled and influenced by their self concept. It personally reflected throughout the students' writing product on journal. It can be viewed from their varied perceptions with the line of academic self concept, social self concept, and personal self concept. Regardless of the statistical estimation or percentage of findings, the data of it can be noted. The data described that the students set the message of writing instructional input appropriate for their own self concept.

Further into the discussion, the data is singled out that the messages are termed in the form of selective exposure, selective perception, and selective attention. In other words, the students will perceive either writing is easy or difficult based on their exposure. Then, the positive or negative perception of students' writing performance will be selected and focused strongly. Finally, the students' self concept will influence their attention toward writing subject. Meanwhile, the writing performance is those unified manifestation of students' underlying knowledge, experience, and feeling.

To the specific extent, this research is supported by the view of Sanggam Siahaan (2008) that writing is a psychological activity of the language user to put information in the written text. The psychological activity basically covers non-intellectual factor named self concept to encourage the students in avoiding mental block of writing process. In this context, using the journal is being significant medium to minimize the students' mental block. It is sustained by vivid memory of Sarah Mercer' research that journals set the learners accounts within the learners' own personal learning context and allow for a more situated perspective.

Furthermore, self concept itself can be changed gradually. Refering to this research, it was formed from significant others and reference group. The bad or good score of writing given by the lecturer were being the students' paramount. Then, the comfortable atmosphere of class was influenced the students' interest to write.

Finally, it should be assumed the possitive or high self concept of writing performance is central to be shaped. By recognizing the students' self concept, the teacher can easily explore elements needed into writing instruction. Additionally, it has been the limitation of this research that opened mind from the participants is functionally needed to identify their deeper self concept [.]

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