



the 2nd
2024
ICONESTH

Proceedings of the 2nd International Conference on Education, Science
Technology and Health (2nd ICONESTH 2024 Universitas Bina Bangsa
Getsempena, Sept 10-12, 2024, Banda Aceh, Indonesia)

AN ANALYSIS OF SELF-CONCEPT IN STUDENTS' WRITING PERFORMANCE OF ENGLISH DEPARTMENT AT BBG UNIVERSITY

Rosdiana¹, Mulyadi Syahputra², Harfiandi³

^{1,2,3} Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

* Corresponding email: rosdiana@bbg.ac.id

ABSTRACT

Writing is a critical skill in English language instruction, encompassing cognitive, affective, and psychomotor domains. This study focuses on the affective domain, particularly the self-concept, and its influence on students' writing performance. The research analyzes self-concept as reflected in students' writing performance within the English Department of BBG University. A qualitative case study approach was employed, utilizing in-depth interviews, direct observation, and documentation. The findings revealed that students' self-concept could be categorized into academic self-concept, social self-concept, and personal self-concept. Positive self-concept was associated with higher confidence and better writing performance, often linked to previous achievements, interest in writing, and supportive environments. Conversely, negative self-concept was characterized by lack of confidence, fear of making mistakes, and blame on external factors. The study concludes that self-concept plays a significant role in shaping students' writing outcomes, highlighting the importance of fostering positive perceptions and using reflective tools like journals to enhance their performance. This research offers insights for educators to develop teaching strategies that address the affective needs of students, ultimately promoting confidence and skill development in academic writing.

Keywords: *Self-concept, writing performance, academic self-concept*

INTRODUCTION

Writing is a fundamental skill in English language learning that enables students to communicate ideas, clarify thoughts, and develop critical thinking. As a productive skill, writing requires both cognitive and emotional engagement, which are influenced by various factors such as social behavior (Balgopal et al., 2018; Ramadhanti et al., 2019; Tajmirriahi & Rezvani, 2021), learning strategies, academic involvement, and psychological elements. Among these, psychological factors, particularly self-concept, play a pivotal role in shaping students' writing performance.

Self-concept, encompassing individuals' perceptions of their abilities, personality traits, and competencies, has a significant impact on academic performance (Chen et al., 2021; Mendoza et al., 2022; Nakagawa & Leung, 2020; Suprihatin, 2018; Vuorio et al., 2023). Students with a positive self-concept are more likely to exhibit confidence and motivation in their writing, while those with a negative self-concept often struggle with self-doubt and mental blocks, leading to poor performance (Mendoza et al., 2022). In English language instruction, addressing these psychological barriers is critical to fostering effective writing skills.

One approach to understanding and enhancing self-concept in writing is through the use of journals (Balgopal et al., 2018; Deri, 2022; Ramadhanti et al., 2019; Tajmirriahi & Rezvani, 2021). Journals provide a platform for self-expression, reflection, and the practice of writing skills in a supportive and non-judgmental environment (Syahputra, 2019). They help students explore their thoughts and feelings about writing, identify challenges, and build confidence over time. Research has shown that journals can serve as a medium to uncover students' academic, social, and personal self-concept (Cequeña, 2020; Hacker et al., 2019; Hughes et al., 2019; Kong et al., 2023; Prat-Sala & Redford, 2012), which collectively influence their writing performance.

This study focuses on analyzing self-concept in students' writing performance among English Department students at BBG University. By examining the interplay of academic, social, and personal self-concept, this research aims to provide insights into how these factors shape students' writing abilities and to identify strategies for fostering positive self-concept in writing instruction.

METHODS

This study employed a qualitative research design in the form of a case study to analyze the self-concept in students' writing performance. The research focused on English Department students at BBG University, utilizing multiple data collection methods to provide an in-depth understanding of the phenomena.

Participants and Instruments

The participants were selected from undergraduate students in the English Department who actively engaged in writing activities as part of their academic coursework. Their willingness to contribute reflective writing through journals and participate in interviews made them ideal subjects for the study. Three primary instruments were used in the study are (1) In-depth Interviews,(2) Direct Observation, and (3) Documentation Study.

Data Collection Procedure and Data Analysis

Data collection was conducted over one academic semester. Participants were asked to maintain a weekly journal reflecting on their writing experiences, challenges, and personal feelings about writing tasks. Interviews were conducted mid-semester to gain insights into their ongoing experiences. Observations occurred during writing workshops and classroom activities to capture real-time interactions and behaviors.

Thematic analysis was used to categorize the findings into three major aspects of self-concept such as (1) Academic Self-Concept that aims the studetns' perceptions of their academic abilities and writing-related competencies, (2) Social Self-Concept that focus on reflections on their social interactions, feedback from peers, and relationships with instructors, and (3) Personal Self-Concept that related to the students' personal attributes, self-perceptions, and emotional responses toward writing.

The collected data were systematically coded and analyzed to identify patterns, recurring themes, and contrasting experiences that highlighted both positive and negative self-concepts in relation to writing performance.

RESULTS AND DISCUSSION

Results

The findings of this study revealed significant insights into the self-concept of students regarding their writing performance, as examined through interviews, observations, and journal documentation. These findings are presented in the context of academic, social, and personal self-concepts. Below are the graphs that illustrate the proportionality of the students' response across each categories and behaviours distribution.



Chart 1. *Distribution of Students by Self-Concept Type and Behaviors Observed.*

The in-depth interviews indicated a divide between students with positive and negative academic self-concepts as displayed in the table 1 below.

Table 1: *Summary of Self-Concept Categories and Key Findings*

<i>Self-Concept Category</i>	<i>Positive Indicator</i>	<i>Negative Indicators</i>
Academic Self-Concept	Confidence in organizing ideas, good grades, positive feedback from instructors	Perceived challenges in grammar, coherence, and vocabulary; unfavorable self-comparison.
Social Self-Concept	Supportive peer interactions, constructive feedback, collaboration in tasks.	Fear of criticism, feelings of isolation, reluctance to share work.
Personal Self-Concept	Optimistic view of writing as creative and enjoyable, proactive self-reflection.	Frustration with writing, self-doubt, external pressure linked to performance.

Academic Self-Concept

Students with a positive self-concept described writing as an area where they felt confident, often citing previous academic success, such as high grades or positive feedback from instructors, as key motivators. These students expressed confidence in their ability to organize ideas effectively and use appropriate vocabulary. In contrast, students with a negative academic self-concept reported challenges in grammar, coherence, and vocabulary, which they perceived as barriers to success. These students frequently compared their abilities unfavorably to their peers, which compounded their feelings of inadequacy and self-doubt.

Observational data supported these findings, as students with positive academic self-concepts displayed active engagement during writing tasks. They sought clarification when needed, willingly shared their work, and collaborated with peers to improve their drafts. Conversely, students with negative academic self-concepts often exhibited avoidant behaviors, such as reluctance to participate, hesitance to ask for help, and withdrawal from class discussions. These behaviors were coupled with expressions of anxiety and low confidence in their writing abilities.

Social Self-Concept

Social interactions played a critical role in shaping students' perceptions of their writing performance. Interview data revealed that students who experienced supportive and constructive feedback from peers and instructors developed a more positive social self-concept. They described feeling encouraged and motivated to improve their writing skills. However, students

who received overly critical or dismissive feedback reported feelings of discouragement and isolation, which negatively impacted their willingness to engage in writing activities.

In classroom observations, students with positive social self-concepts were often observed collaborating effectively with their peers and actively participating in group writing tasks. These students leveraged feedback as a tool for improvement. In contrast, students with negative social self-concepts appeared disengaged and less inclined to seek peer input, expressing fear of judgment or criticism.

Personal Self-Concept

Personal self-concept, as reflected in students' journals, revealed individual attitudes and emotional responses toward writing. Students with a high personal self-concept viewed writing as an enjoyable and creative process, often reflecting on their growth and expressing optimism about their abilities. They described writing as a means of personal expression and a skill they could develop over time. On the other hand, students with low personal self-concepts frequently articulated feelings of frustration and inadequacy in their journals. They associated their struggles with external pressures, such as academic expectations, time constraints, and prior negative experiences with writing.

Overall, the documentation study highlighted the significance of self-reflection in understanding and addressing writing challenges. Students with positive personal self-concepts appeared more resilient and proactive in overcoming difficulties, while those with negative self-concepts required additional support to develop confidence and motivation.

These results emphasize the interplay of academic, social, and personal self-concepts in shaping students' writing performance. A comprehensive understanding of these factors can inform targeted interventions to foster positive self-concepts and enhance writing instruction.

Factors Influencing Self-Concept

Several factors significantly influence students' self-concept in writing performance, shaping their attitudes and behaviors during the writing process. These factors are interconnected and play a pivotal role in determining whether students develop a positive or negative self-concept.

Table 2. Factors Influencing Self-Concepts

Factors	Impact on Positive Self Concept	Impact on Negative Self Concept
Feedback	Encouragement, constructive criticism.	Overly critical feedback, lack of appreciation.
Peer Interaction	Collaboration, shared experiences.	Fear of judgment, competitive dynamics.
Prior Performance	Good grades, successful experiences.	Poor grades, repeated failures.

Factors	Impact on Positive Self Concept	Impact on Negative Self Concept
Personal Attributes	Confidence, motivation, resilience.	Anxiety, procrastination, self-doubt.

Feedback emerged as a critical factor influencing students' self-concept. Positive feedback, such as encouragement and constructive criticism, boosted students' confidence and motivation. Students who received such feedback felt valued and capable, which reinforced their belief in their writing abilities. Conversely, overly critical or dismissive feedback led to feelings of inadequacy and self-doubt, discouraging students from engaging fully in writing tasks.

Peer Interaction also had a substantial impact on self-concept. Collaborative experiences and shared learning opportunities allowed students to exchange ideas and receive supportive input from their peers. These interactions fostered a sense of belonging and confidence in their social self-concept. However, fear of judgment or competitiveness among peers negatively affected students, leading to reluctance in sharing their work and a perception of isolation.

Another influential factor was prior performance in writing-related tasks. Students who had experienced success in previous assignments, such as achieving good grades or positive outcomes, were more likely to exhibit a positive academic self-concept. They viewed writing as an achievable task and approached it with confidence. In contrast, students who had faced repeated failures or received poor grades often developed a negative academic self-concept, perceiving themselves as incapable of improvement.

Lastly, personal attributes, including traits such as confidence, motivation, and resilience, played a significant role in shaping self-concept. Students with a strong sense of self-worth and determination were more likely to view writing challenges as opportunities for growth. These students exhibited higher levels of persistence and optimism. On the other hand, students with anxiety, procrastination tendencies, or low self-esteem struggled to maintain a positive outlook, frequently associating writing tasks with stress and failure.

In summary, these factors collectively shape the self-concept of students in their writing performance. Addressing these influences through targeted interventions, such as constructive feedback, fostering a supportive peer environment, celebrating achievements, and promoting resilience, can significantly enhance students' self-concept and overall writing skills.

Discussion

The findings of this study align with existing literature on the interplay between self-concept and writing performance, emphasizing the multifaceted nature of self-concept in academic contexts. The results highlight the crucial roles of academic, social, and personal self-concepts in shaping students'

engagement and success in writing tasks.

Academic self-concept emerged as a foundational aspect influencing students' confidence and motivation in writing (Acosta-Gonzaga, 2023; McCloskey, 1999). Students with positive academic self-concepts demonstrated a clear understanding of their strengths and actively engaged in writing tasks, which corroborates previous research suggesting that self-perceptions of competence enhance academic performance (Komarraju et al., 2010; Lyon, 1993). In contrast, students with negative academic self-concepts often experienced self-doubt and mental blocks, which hindered their ability to participate fully in writing activities. This supports the notion that low self-concept can act as a barrier to learning, as proposed by Chepkirui & Huang, (2021) and Graham et al. (2018).

The study also underscored the importance of social self-concept in writing performance (Honicke & Broadbent, 2016; Osborne & Jones, 2011; Zotzmann & Sheldrake, 2021). Positive social interactions, particularly constructive feedback from peers and instructors, fostered a sense of belonging and encouraged active participation. This finding aligns with Kong et al. (2023), who argued that a supportive learning environment is critical for building self-concept and reducing writing anxiety. Conversely, students who experienced negative social dynamics, such as critical comments or lack of support, were more likely to withdraw from collaborative activities and develop negative attitudes toward writing.

Furthermore, the study highlighted the role of personal self-concept, which encompasses students' self-perceptions of their personality traits, emotional responses, and resilience. Students with high personal self-concepts viewed writing as a creative and enjoyable process, echoing (Honicke & Broadbent, 2016; Wang & Yu, 2023) assertion that personal attitudes significantly influence language learning outcomes. On the other hand, students with low personal self-concepts associated writing with frustration and failure, often attributing their struggles to external pressures such as grades and time constraints.

The findings also reinforce the value of journaling as a tool for self-reflection and skill development. Journals provided a platform for students to explore their thoughts, identify challenges, and document their progress. This aligns with the work of Cequeña, (2020), who emphasized that writing is both a cognitive and psychological activity requiring self-awareness and reflection. Moreover, Tajmirriahi & Rezvani, (2021) highlighted that journaling can help students manage their emotions and build a positive self-concept by providing a safe space for expression.

In summary, this study contributes to the understanding of self-concept in the context of writing performance, demonstrating that academic, social, and personal factors are interrelated and collectively shape students' writing experiences. The findings suggest that educators should adopt strategies to foster positive self-concepts, such as providing constructive feedback, encouraging

peer collaboration, and promoting self-reflection through journaling. Future research could explore the longitudinal impact of these interventions on writing performance to provide deeper insights into the development of self-concept over time.

CONCLUSION

This study explored the self-concept of students in relation to their writing performance, focusing on academic, social, and personal dimensions. The findings revealed that self-concept plays a pivotal role in shaping students' attitudes, behaviors, and success in writing tasks. Students with positive self-concepts demonstrated greater confidence, engagement, and resilience, while those with negative self-concepts struggled with self-doubt, avoidance, and anxiety. Academic self-concept was influenced by students' prior performance and feedback from instructors, highlighting the importance of recognizing and celebrating achievements to build confidence. Social self-concept was shaped by peer interactions and the classroom environment, underscoring the need for supportive and collaborative learning spaces. Personal self-concept, encompassing students' emotional responses and perceptions of their abilities, was found to be crucial in determining their overall attitude toward writing.

The study also affirmed the value of journaling as a reflective tool to enhance self-awareness, manage emotions, and improve writing skills. Journals provided students with a platform to express their thoughts, document progress, and address challenges, contributing to the development of a more positive self-concept. These findings suggest that educators should adopt holistic approaches to writing instruction that address not only cognitive skills but also psychological and social factors. Providing constructive feedback, fostering peer collaboration, and encouraging self-reflection can significantly enhance students' self-concept and, consequently, their writing performance. Future research could investigate the long-term impact of interventions targeting self-concept development and explore their applicability across diverse educational contexts.

REFERENCES

- Acosta-Gonzaga, E. (2023). The Effects of Self-Esteem and Academic Engagement on University Students' Performance. *Behavioral Sciences*, 13(4). <https://doi.org/10.3390/bs13040348>
- Balgopal, M. M., Casper, A. M. A., Wallace, A. M., Laybourn, P. J., & Brisch, Cequeña, M. B. (2020). Correlations of self-perception in reading and in writing, reading and writing performance in web-mediated and conventional writing instruction. *Education and Information Technologies*, 25(2). <https://doi.org/10.1007/s10639-019-10002-8>
- Chen, M., Chai, C. S., Jong, M. S. Y., & Chao, G. C. N. (2021). Modeling

- learners' self-concept in Chinese descriptive writing based on the affordances of a virtual reality-supported environment. *Education and Information Technologies*, 26(5). <https://doi.org/10.1007/s10639-021-10582-4>
- Chepkirui, J., & Huang, W. (2021). A path analysis model examining self-concept and motivation pertinent to undergraduate academic performance: A case of Kenyan public universities. *Academic Journals*, 16(3).
- Deri, C. E. (2022). Social learning theory and academic writing in graduate studies. *Journal of Applied Learning and Teaching*, 5. <https://doi.org/10.37074/jalt.2022.5.s1.4>
- E. (2018). Writing Matters: Writing-to-Learn Activities Increase Undergraduate Performance in Cell Biology. *BioScience*, 68(6). <https://doi.org/10.1093/biosci/biy042>
- Graham, S., Daley, S. G., Aitken, A. A., Harris, K. R., & Robinson, K. H. (2018). Do writing motivational beliefs predict middle school students' writing performance? *Journal of Research in Reading*, 41(4). <https://doi.org/10.1111/1467-9817.12245>
- Hacker, D. J., Kiuahara, S. A., & Levin, J. R. (2019). A metacognitive intervention for teaching fractions to students with or at-risk for learning disabilities in mathematics. *ZDM - Mathematics Education*, 51(4). <https://doi.org/10.1007/s11858-019-01040-0>
- Honicke, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. In *Educational Research Review* (Vol. 17). <https://doi.org/10.1016/j.edurev.2015.11.002>
- Hughes, E. M., Lee, J. Y., Cook, M. J., & Riccomini, P. J. (2019). Exploratory Study of a Self-Regulation Mathematical Writing Strategy: Proof-of-Concept. *Learning Disabilities*, 17(2).
- Komaraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student-faculty interactions in developing college students' academic self-concept, motivation, and achievement. *Journal of College Student Development*, 51(3). <https://doi.org/10.1353/csd.0.0137>
- Kong, S. C., Cheung, W. M. Y., & Tsang, O. (2023). Evaluating an artificial intelligence literacy programme for empowering and developing concepts, literacy and ethical awareness in senior secondary students. *Education and Information Technologies*, 28(4). <https://doi.org/10.1007/s10639-022-11408-7>
- Lyon, M. A. (1993). Academic self-concept and its relationship to achievement in a sample of junior high school students. *Educational and Psychological Measurement*, 53(1). <https://doi.org/10.1177/0013164493053001022>
- McCloskey, D. (1999). Other Things Equal - Economical Writing: An Executive Summary. *Eastern Economic Journal*, 25(2).
- Mendoza, L., Lehtonen, T., Lindblom-Ylänne, S., & Hyytinen, H. (2022). Exploring first-year university students' learning journals: Conceptions of

- second language self-concept and self-efficacy for academic writing. *System*, 106. <https://doi.org/10.1016/j.system.2022.102759>
- Nakagawa, H., & Leung, A. (2020). The effects of implicit learning on Japanese EFL junior college students' writing. *International Journal of Instruction*, 13(1). <https://doi.org/10.29333/iji.2020.13141a>
- Osborne, J. W., & Jones, B. D. (2011). Identification with Academics and Motivation to Achieve in School: How the Structure of the Self Influences Academic Outcomes. In *Educational Psychology Review* (Vol. 23, Issue 1). <https://doi.org/10.1007/s10648-011-9151-1>
- Prat-Sala, M., & Redford, P. (2012). Writing essays: Does self-efficacy matter? The relationship between self-efficacy in reading and in writing and undergraduate students' performance in essay writing. *Educational Psychology*, 32(1). <https://doi.org/10.1080/01443410.2011.621411>
- Ramadhanti, D., Ghazali, A. S., Hasanah, M., & Harsiati, T. (2019). Students' metacognitive weaknesses in academic writing: A preliminary research. *International Journal of Emerging Technologies in Learning*, 14(11). <https://doi.org/10.3991/IJET.V14I11.10213>
- Suprihatin, Y. (2018). An Analysis of Self Concept Writing Performance in the Students' Journal of English Department of Iain Metro. *Jurnal Metro Univ*, 2(1).
- Syahputra, M. (2019). Duolingo Gamification: Does It Reduce Students' Grammatical Errors In Writing? *Getsempena English Education Journal*, 4(3).
- Tajmirriahi, T., & Rezvani, E. (2021). Learner Autonomy in L2 Writing: The Role of Academic Self-Concept and Academic Achievement. *Education Research International*, 2021. <https://doi.org/10.1155/2021/6074039>
- Vuorio, A., Zichella, G., & Sawyerr, O. (2023). The Impact of Contingencies on Entrepreneurship Education Outcomes. *Entrepreneurship Education and Pedagogy*, 6(2). <https://doi.org/10.1177/25151274221104702>
- Wang, L., & Yu, Z. (2023). Gender-moderated effects of academic self-concept on achievement, motivation, performance, and self-efficacy: A systematic review. In *Frontiers in Psychology* (Vol. 14). <https://doi.org/10.3389/fpsyg.2023.1136141>
- Zotzmann, K., & Sheldrake, R. (2021). Postgraduate students' beliefs about and confidence for academic writing in the field of applied linguistics. *Journal of Second Language Writing*, 52. <https://doi.org/10.1016/j.jslw.2021.100810>