

## **CHAPTER 1**

### **INTRODUCTION**

This chapter gives an overview of the background of study, statement of the problem, purpose of study, significance of study, limitation of study, and definition of key terms that will be used in this research.

#### **1.1 Background of the Study**

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

In Indonesian English as a foreign language is not easy to learn .The difficulty is from the environment as it is not their mother language .So the students do not practice English every day. Therefore, the government concerns about English language and gives attention through education domain.

There are many main elements to make the students' succeed in English. One of them is by using motivation . Motivation is one of the main elements directly related to success in developing a second/foreign language (L2). It determines the extent of active and personal involvement in language learning at different stages. In

Hong Kong, studies of how motivation operates in English language (L2) learning have been conducted mostly with secondary and tertiary students (Lai, 1999; Lin *et al.*, 1991; Littlewood & Liu, 1996; Richards, 1998; Salili & Lai, 2003).

Motivation has been found to significantly affect language learning success (Dornyei, 2005:65). Motivation is defined as “The process whereby goal-directed activity is instigated and sustained” (Schunk et al., 2008:4). Among the motivation theories, Maslow’s (1954) humanistic theory puts forward that humans have five levels of needs: physiological, security, social, esteem and self actualization needs (Schunk et al., 2008, :173) . One of the growth needs, self-esteem, is regarded as a motivator for successful learning. The hierarchy of needs theory lays the foundation for language learning theories in which variables Gardner’s view of L2 learning motivation is that L2 achievement is related not only to the individual learner’s linguistic aptitude or general intelligence but also to the learner’s motivation and interest in learning the target language. According to Gardner, integrativeness is a motivation to learn a second language because of “Positive feelings toward the community that speaks that language” (Gardner, 1985: 82-3). The integratively motivated learner is one “Who has an open interest in the other language community and other ethnic communities in general, perceives the language learning context positively, and expresses a high degree of motivation to learn the language” (Gardner, 2005: 351). Gardner also proposes that instrumental orientation is a powerful motivator in second language learning. Instrumental orientation emphasizes on the “Practical value and advantages of learning a new language” (Lambert, 1974:

98). It is to pertain to the potential pragmatic gains of L2 proficiency, like getting a better job or a higher salary.

English is needed by students. Motivation is one of the main elements that are directly related to the success in developing second / foreign language. Related with some theories above the researcher focuses on the analysis of self esteem and self actualization on SMP Muhammadiyah 7 Cerme. That school has many activities which can develop learning English skill such as ,writing ,reading , debate and the other activities. Those activities have many benefits for students to build self esteem and self actualization in learning English , if they have high motivation in learning English they will be a master and otherwise. So, the researcher wants to know how is students' self esteem and self actualization in SMP Muhammadiyah 7 Cerme.

## **1.2. Statement Problem**

- What is the correlation between self esteem and self actualization in learning English at SMP Muhammadiyah 7 Cerme?

## **1.2 Objective of the Study**

Based on the problem statement of the problem above, the purpose of the study is as follows;

- To know whether are there any correlation between self esteem and self actualization in learning English at the seventh grade of SMP Muhammadiyah 7 Cerme .

#### **1.4. Significance of the Study**

- A. Theoretical significance, give an additional information and reference about students self esteem and self actualization in learning English theoretically .
- B. Practically, the result of this research is expected to measure self esteem and self actualization. It can motivate teachers that they can successful in teaching English, and for students is to respect theirself and they can be successful in learning English.

#### **1.5 . Scope and limitation of the Study**

In order to make the discussion more specific , the researcher wants to limit the topic and the discussion focused on how students' self esteem and self actualization in learning English . He will observe the students' self esteem and actualization in learning English . This study will be conducted at seventh grade students of SMP Muhammadiyah 7 Cerme.

#### **1.6. Definition of the Key Terms.**

- Self-esteem is how students proudness of learn, how students can give, receive expression of feeling in learning English, how students open criticism and deal with mistakes comfortably in learning English.
- Self actualization is how students knowing about new change in learning English, brave to answer questions in learning English, how students interested in new challenge in learning English