

CHAPTER I INTRODUCTION

In this chapter, there is a discussion of the research background, research focus and scope, research problems, research objectives, research significance, definitions of key terms, and organisations of the thesis.

A. Research Background

SLA is a study of a second language. It emphasizes an approach called the multidisciplinary approach, which is a disciplinary approach, especially in the fields of psychology, social, and linguistics.¹ These fields become an important forum in the process of studying second language learning, because in learning a language the focus is not only on the language itself but also on several factors such as psychology, social, and linguistics which are very influential and closely attached. In Lourdes Ortega's book, Hubner said, "the SLA research found common influences that help the second language learning process namely age, mother tongue, environment, and awareness".² These influences are interconnected in the language learning processing system when speaking, interacting, writing, negotiating, and expressing oneself. Therefore someone who has a supportive environment and awareness will be more confident so that it is easier to practice second language learning. The relationship to education is helping teachers to teach by applying knowledge and experience as language learners to their knowledge of language and culture.³ This was conveyed again by studying and paying attention to influential fields such as psychology, social, and linguistics.

These three fields are very helpful in the process of learning a second language properly according to their respective roles. The first, in Muriel's book, in the field of linguistics Chomsky argues that linguistics is the science of language which emphasizes two focuses namely internally that

¹Lourdes Ortega, *Second Language Acquisition* (London: Hodder Education, n.d. 2013).

²Ortega.

³ Tokiko Hori, *SLA Theories and Language Education: An Attempt of Application to Teaching Russian*

language only has a relatively small number of basic sets of basic sentences and externally that is about the diversity and clarity of the first language.⁴ In the field of linguistics when the learner understands what language is by studying phonology and the like. The relationship with the world of education in these three fields is as follows, in the field of linguistics, education plays a very important role because, by mastering language, teachers can choose learning materials systematically because they have mastered the language in detail.⁵ So, having knowledge of the language is very important before speaking because we will understand more about the language itself, and become more understanding about what we convey.

While in the field of psychology, Paul Pierre Broca said first that language or speaking skills depend on the left brain compared to the right brain, namely on mental/cognitive processes and language representation in the brain. The second is the input factor in the process of learning and the output is the production of the resulting language. The last is the differences in students that affect age, gender, talent, motivation, personality, cognitive style, and learning strategies.⁶ Thus, language learning is not only about delivering material and students learning but many things that are part of the learning process itself, each individual has a different level of acceptance of language learning because the field of psychology concerns the motivation and personality of the learner differently. In the field of psychology, teachers are assisted in developing learning, managing the educational process according to changes in student behavior, and providing counseling guidance for students. In addition, an important role is to influence student motivation and interest in student talent.

In the social approach, Vygotsky explained that there are two contexts that influence language learning, namely microsocial and macrosocial. In the microsocial context, the social approach relates to oneself and the immediate environment. Meanwhile, in the macro social context, the social approach relates to the broader cultural, political, and

⁴Muriel Saville-Troike, "Introducing Second Language Acquisition," 2012.

⁵Icuk Prayogi, "Peranan Linguistik dalam Pengajaran Bahasa," n.d.

⁶Saville-Troike, "Introducing Second Language Acquisition."

educational environment.⁷ To master and understand language in this social context, the factors that play a role are how individuals apply or practice linguistics on themselves and their immediate environment, then move out towards wider boundaries, namely in wider culture, politics, and education. Education's role in the social field is to form a good character in each student through social aspects. In various social influences, the character will be formed and become one of the things that also has a big influence on the learning process in the field of education.⁸ Character or personality is an important point in the world of education, so every individual student must be socially educated so that the language learning process can run better.

Second language learning is influenced by students' psychological conditions which are closely related to motivation. This is evidenced by the existence of a motivation to develop the language acquisition process that requires psychological knowledge. Because the emotional model is able to create good learning studies with the role of positive self-confidence, competence, and optimism for positive changes in individual abilities.⁹ In addition, factors that also influence the role of psychology in SLA are intelligence, learning style, personality, age, and culture.¹⁰ In Ameto, Gardner and Lambert argue that the ethnocentric tendency of learning and its attitudes towards the target language determines success in learning a new language or a second language.¹¹ Therefore, to improve students' attitudes toward language learning is to maintain consistency, flexibility, and positive feelings related to emotion, positivity, and achievement as an effort to generate innovative

⁷Saville-Troike.

⁸Sarah Rahmadika, "Peran Sosial dalam Pelaksanaan Pendidikan Akhlak," *TARBAWY: Indonesian Journal of Islamic Education* 8, no. 1 (October 5, 2021): 49–67, <https://doi.org/10.17509/t.v8i1.34956>.

⁹Sarah Mercer and Peter D. MacIntyre, "Introducing Positive Psychology to SLA," *Studies in Second Language Learning and Teaching* 4, no. 2 (January 1, 2014): 153–72, <https://doi.org/10.14746/sslt.2014.4.2.2>.

¹⁰Norita Purba, "The Role of Psycholinguistics in Language Learning and Teaching," *Tell: Teaching of English Language and Literature Journal* 6, no. 1 (February 2, 2018): 47, <https://doi.org/10.30651/tell.v6i1.2077>.

¹¹Langgeng Budianto, "Students' Psychological Factors in SLA: A Dilemma for Teachers of English," *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra* 5, no. 1 (October 17, 2011), <https://doi.org/10.18860/ling.v5i1.614>.

thinking.¹² This was suggested with the aim of providing educational experiences for students and supporting them in achieving a high level of achievement. That way, other relationships such as psychology with motivation also play an important role in the success of learning a second language.

Motivation has a fairly close relationship with psychology in the process of learning a second language. With the existence of psychological needs in intrinsic and extrinsic motivation, the aspects of needs as motives (encouragement or experience) and aspects of needs as requirements (good or bad experiences).¹³ The theoretical approach and empirical result linking motivation and psychology provide emerging support for both directions.¹⁴ Intrinsic motivation has an important psychological concept in education.¹⁵ This happens because there is a push from within when one's desire to achieve something is greater than the reasons for other factors that are outside. Whereas in extrinsic motivation it is important for positive psychological outcomes, especially in collectivist cultures.¹⁶ Where there is a desire to achieve something that

¹²Naf'an Tarihoran, Bayi Syafuri, and Atika Rahmania Elbarusi, "The Role of Positive Psychology in English Foreign Language Classroom," in *Proceedings of the 5th ASEAN Conference on Psychology, Counselling, and Humanities (ACPOCH 2019)* (Proceedings of the 5th ASEAN Conference on Psychology, Counselling, and Humanities (ACPOCH 2019), Penang, Malaysia: Atlantis Press, 2020), <https://doi.org/10.2991/assehr.k.200120.060>.

¹³Chen Chen, Andrew J. Elliot, and Kennon M. Sheldon, "Psychological Need Support as a Predictor of Intrinsic and External Motivation: The Mediational Role of Achievement Goals," *Educational Psychology* 39, no. 8 (September 14, 2019): 1090–1113, <https://doi.org/10.1080/01443410.2019.1618442>.

¹⁴Véronique Dagenais-Desmarais, Jean-Simon Leclerc, and Jessica Londei-Shortall, "The Relationship between Employee Motivation and Psychological Health at Work: A Chicken-and-Egg Situation?," *Work & Stress* 32, no. 2 (April 3, 2018): 147–67, <https://doi.org/10.1080/02678373.2017.1317880>.

¹⁵Zachary W. Goldman, Alan K. Goodboy, and Keith Weber, "College Students' Psychological Needs and Intrinsic Motivation to Learn: An Examination of Self-Determination Theory," *Communication Quarterly* 65, no. 2 (March 15, 2017): 167–91, <https://doi.org/10.1080/01463373.2016.1215338>.

¹⁶Jesus Alfonso D. Datu, Ronnel B. King, and Jana Patricia M. Valdez, "Psychological Capital Bolsters Motivation, Engagement, and Achievement: Cross-Sectional and Longitudinal Studies," *The Journal of Positive Psychology* 13, no. 3 (May 4, 2018): 260–70, <https://doi.org/10.1080/17439760.2016.1257056>.

happens because of encouragement from outside such as the current culture of mastering English is something that is considered extraordinary, great, and becomes a trendcenter. In the journal by Constantine Sedikides and Mark D Alicke in *The Oxford Handbook of Motivation*, it is said that positive interest includes things that become individual desires to achieve something. So, because a great desire grows within the individual will form a positive interest and they will try to pursue it.¹⁷ Therefore, many language learners especially in second languages have high motivation in the type of extrinsic motivation because they are influenced by environmental factors learn English as a second language because of a proud achievement like most people or because want to study abroad. This also happens because of personality factors in each individual that is different.

Personality in psychology has a critical role. Responsive roles help describe and explain moral practices and influence intentions such as social forces, culture, and other situations.¹⁸ So, some of these things become a factor in the formation of a person's personality. In the process of learning a second language, personality in psychology can help inform the way learning events occur, how learning occurs in each student varies depending on several factors and can be due to cognitive abilities. Cognitive ability indicates that this ability is presented as an aspect of intelligence in the position of personality traits. Psychometric cognitive abilities control oneself from the influence of interventions which include emotional and cultural stability on personality traits related to well-being.¹⁹ As stated by DeYoung that personality traits involve openness to experience or intelligence that describes a tendency to be curious, imaginative, cognitively flexible, and creative.²⁰ Each individual has different cognitive abilities because the

¹⁷Richard M. Ryan, ed., *The Oxford Handbook of Human Motivation*, Oxford Library of Psychology (New York: Oxford University Press, 2012).

¹⁸ Luke D. Smillie, ed., *Prosociality and Morality Through the Lens of Personality Psychology*

¹⁹Goldman, Goodboy, and Weber, "College Students' Psychological Needs and Intrinsic Motivation to Learn."

²⁰Luke D. Smillie, ed., *Prosociality and Morality Through the Lens of Personality Psychology*

personality itself and its supporting factors are different. People who are more experienced are known to have a strong imagination and cognition. Many previous studies have discussed similar matters even though there are differences between this study and previous research.

Some of them are as follows, there are six previous studies from abroad entitled "A Study of Motivation in Japanese High School Students of English" written by Steve Powell, "Role of Self-Identity and Self-Determination in English Learning among High School Students " written by Wanying Zhou and Mingming Zhou, "EFL Learning Motivation Differences of Chinese Junior Secondary School Students: A mixed study methods" written by Ye Xuejun, "English is not easy, but I like it!" : An Exploratory Study of English Learning Attitudes Amongst Elementary School Students in Taiwan" written by I-Fang Chung and Yi-Cheng Huang, "Elderly Korean Learners' Participants in English Learning Through Lifelong Education : Focusing on Motivation and Demotivation" written by Tae-Young Kim and Yoon-Kyoung Kim, "Shanghai Pupils' Motivation Toward Learning English and Perceived Influence of Important Others" written by Chris Kyriacou and Die Zhu. And there are two previous studies from Indonesia entitled "Kepribadian dan Efikasi Diri dengan Motivasi Belajar Siswa Kelas V Sekolah Dasar" written by Jani Natasari Sinulingga, and "Pengaruh Kepribadian Big 5 Terhadap Motivasi Berprestasi Siswa MTSN" written by Soffy Balgies.

The six titles in the research that guide the issue that I will examine, it concerns the motivation and personality of students in learning English as a second language. The main focus of research that has something in common is the aim of the researcher to find out how motivated each student is in the process of learning English as a second language and what kind of personality creates their motivation. But the difference is in the research subjects that the research that I will examine chooses high school students as a subject, whereas in previous studies from various subjects such as high school students, elementary students, junior high school students, and as well as from the elderly education community in Seoul, South Korea.

I will research using the narrative inquiry framework with the hope of creating understanding and knowledge about what types of motivation and personality affect students' English learning as an EFL student and learn and find out how motivation and personality affect learning habits. The research that I will do is different from other research, because in this study the focus is on students' motivation in learning English as a second language, but in its role, it also includes student personalities that influence the appearance of this motivation which will create a habit of accepting learning with suitable efforts to be applied and for students to better understand the factors that influence the process of acquiring a second language to place themselves as students or individuals who acquire a second language.

B. Research Focus and Scope

This study analyzes how the motivation and personality of high school students in following the process of learning English as their second language. The researcher will take the theory of self-determination and the theories of experts in Muriel Saville-Troike's book, namely the theory of Gardner, Dornyei, and Crookes & Schmidt. The main objective of this research is to conduct a short narrative inquiry by collecting narrative data from several Islamic high school students about their motivation to learn English as a second language. The narrative inquiry technique is suitable for this study because it focuses on statements and explanations of students' motivation in learning English.

1. Research Problem

Based on the background above the problem statement of the research are:

- a. What types of motivation and personality do EFL students have?
- b. How do motivation and personality affect learning habits?

2. Research Objectives

Based on the problem statement above, the objective of research are :

- a. To find out what types of motivation and personality exist in students

- b. To know how motivation and personality affect the learning habits of students

C. Research Significances

The research expects that the results of the research can give meaningful information to the teachers, students, and the further researcher.

1. Theoretical Implication

The results of this study are expected to be a reference for increasing the understanding of teachers and EFL students regarding motivation and personality in the process of learning English as a second language.

2. Practical Implication

a. Teacher

The result of this study is expected to provide information to English teachers so that they can implement learning more effectively after knowing the motivation and personality of students by directing information and directing these students to be able to follow English learning well.

b. Student

The result of this study is expected that students are able to identify themselves how their motivation and personality are learning English, what types of motivation exist within themselves, and how motivation and personality affect the habits of EFL students.

c. Further Research

The result of this study can help researchers as information to conduct further research, to find out what types of motivation and personality exist in students, and to know how motivation and personality affect the habits of EFL students.

D. Definition of Key Terms

1. Motivation

Motivation is very important for a learner. Motivation is the force that causes humans to move.²¹ This builds motivation within the learner. A learner who has encouragement in following the learning process is called a motivated learner. With this motivation, it will create its own strength which raises certain goals in the learning process. Therefore, motivation is very important for someone who is in the learning process in education. According to Richard M. Ryan and L. Deci et al, motivation is an important factor in teaching and learning.²² Because in teaching the teacher has a key role in motivating students to engage in learning activities. Because when students are not motivated, it will be cause of obstacles in learning. Motivated students will be more enthusiastic in the learning process than those who are not motivated because those who are motivated have personal goals. Many of them are motivated to become outstanding students compared to those who are not motivated.

2. Personality

Personality is a term that refers to human thinking. Personality is the integrity of the human mental system in every process of its development. The process includes the level of human character, namely intelligence, temperament, skills, morality, and every attitude that has been built in one's life journey.²³ Each individual has a different type of personality, which will ultimately shape human intelligence, temperament, skills, morality, and attitudes. By knowing what type of personality an individual has, the individual will know what abilities he has so that the results of the test show what jobs are good for the individual. Raymond Cattell wrote his theory that there are sixteen personality traits that

²¹Hamid Tohidi and Mohammad Mehdi Jabbari, "The Effects of Motivation in Education," *Procedia - Social and Behavioral Sciences* 31 (2012): 820–24, <https://doi.org/10.1016/j.sbspro.2011.12.148>.

²²Jacob Filgona et al., "Motivation in Learning," *Asian Journal of Education and Social Studies*, September 9, 2020, 16–37, <https://doi.org/10.9734/ajess/2020/v10i430273>.

²³Gordon w Allport, "Pattern And Growth In Personality," n.d.

he has found from research that describes personality. Raymond Cattell et al also revealed that personality does not only explain the way we do something but also the reasons why we do something.²⁴ A good personality will grow a good attitude too.

3. Narrative Inquiry

Narrative Inquiry is not just about an approach to retelling a story. Narrative Inquiry is defined as qualitative research in which research participants tell their personal stories. To get the results of the research, the researcher does not only retell by narrating the stories obtained from the participants but is expected to be able to develop them.²⁵ Therefore, researchers develop stories that have been obtained by understanding the circumstances and perspectives of the participants. It is proven by Clandinin and Huber's review that there is responsibility with the narrative investigation that has been carried out and critical thinking can develop the experience story.²⁶ Many people like to understand how things are, so narrative inquiry is the right approach for qualitative research.

4. EFL Student's

Students who are currently carrying out the process of learning English are called English foreign language students, commonly abbreviated as EFL students. From the statement above, the learning subjects are mainly non-native English learners. In another sense, EFL refers to those learners who study English in non-English speaking countries.²⁷ As in Indonesia, students who are in the process

²⁴Staff member and the Director of the Department of International and Cultural Relations at Damascus University, Syria. et al., "Personality Theory and TESOL," *I-Manager's Journal on Educational Psychology* 3, no. 1 (July 15, 2009): 14–22, <https://doi.org/10.26634/jpsy.3.1.181>.

²⁵ Katharina Bense, "Narrative Inquiry : A Methodology for Studying German Migrant Teachers' Experiences In Australian Classrooms", Sydney : AARE APERA International Conference, 2012

²⁶D. Jean Clandinin, "Narrative Inquiry: A Methodology for Studying Lived Experience," *Research Studies in Music Education* 27, no. 1 (December 2006): 44–54, <https://doi.org/10.1177/1321103X060270010301>.

²⁷Peng Si, "A Study of the Differences between EFL and ESL for English Classroom Teaching in China," *IRA International Journal of Education and*

of learning English are referred to as EFL students because English in this country is not the first language. According to Kathleen McWhorter in the journal *Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary* by Patahuddin et al explained that the success of EFL learners is determined by vocabulary mastery, the ability to recognize words and combine meaning with certain letter combinations that form words determined in the vocabulary.²⁸ Many of the EFL learners in Indonesia are less capable of mastering vocabulary unless they are really interested in learning English.

E. Organisation of Thesis

In this chapter it is useful to provide a clear and factual description of the subject matter in a systematic proposal. This thesis is as follow:

Chapter I is the introduction. This chapter describes the background of the research, the focus and scope of the research, the research problem, the research objectives, the significance of the research, the definition of key terms, and the organization of the thesis.

Chapter II is a related library. This chapter will describe the basics of research related to research, books that are relevant to previous research and theoretical description, theoretical framework, and review of previous studies.

Chapter III is the research methodology. This chapter will explain research methods, research setting, participants/research subjects, data collection instruments and techniques, research data validity, data analysis techniques, and research ethics considerations.

Chapter IV is the discovery and discussion that there are research results and discussion.

Chapter V is the conclusion. As the final chapter, this chapter will briefly present the conclusions obtained from the

Multidisciplinary Studies 15, no. 1 (April 30, 2019): 32, <https://doi.org/10.21013/jems.v15.n1.p4>.

²⁸Patahuddin Patahuddin, Syawal Syawal, and Saidna Zulfiqar Bin-Tahir, "Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary," *International Journal of English Linguistics* 7, no. 4 (July 16, 2017): 128, <https://doi.org/10.5539/ijel.v7n4p128>.

discussion and also contain suggestions for the development of further research.

