CHAPTER I

INTRODUCTION

This chapter covers the background of the study, statement of the problem, purposes of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Research Background

Education is a worthy step to be perceived in life. It is a stair to reach a goal where skills are needed. Human is shaped to a specific concentration in order to master a specific skill, too. This is essential to run a life. In addition, education becomes a flashlight that brightens the darkness. Therefore, everything can be seen clearly. Further, education influences a wider community not only for the people who were educated (Türkkahraman, 2012).

When we talk about education, some things that stuck in our head probably are student, teacher and classroom. Going to school is a must at this time. Some people argue that it will change everything, character, future, and development. That paradigm considers as a motive behind “why do people go to school?” As regards, motivation pays attention to this notion. It arouses people to do so, action to get recognition, reward, and gold stars or reinforcement, searching for its own sake, discovering things of personal interest, and satisfaction (Covington, 2000).

Every student has his or her own motivation in the learning process. Wahyuni (2009) states that motivation plays a significant role by means of influencing every single aspect in the learning process for doing learning activities, achieving goals or rewards, planning the strategy and even doing the tasks. Meanwhile, Fisher as
cited in Wahyuni (2009) argued, motivation comes from three main sources that are intrinsic satisfying, extrinsic rewards and success in the task. Those are three sources of motivation that every student might be different.

In line with the statement above, the writer attempts to connect motivation with human needs. Adiele & Abraham (2013) go on states that human needs and motivation are the main aspects by means of organizational humans’ behavior. Then, they add, those who are working in an organization are constantly spotlighted in executing their needs in order to synchronize their jobs, too. For example in the educational context, high-motivated students are able to fulfill their needs in the learning process. Simply, they harmonized their needs with what they want as their motivation.

The writer, later on, will focus on how the implication Maslow’s Hierarchy of Needs (MHN) among English Language Education Department Student (ELED) of UMM. MHN is a theory in psychology, which is anticipated by Abraham Maslow in his 1943 paper “A Theory of Human Motivation” (Jerome, 2013). There are five layers of human’s needs. Each layer has its meaning. The explanation of each meaning will be explored deeper in the next chapter.

A previous study ended by Adiele & Abraham (2013) namely “Achievement of Abraham Maslow’s Needs Hierarchy Theory among Teachers: Implications for Human Resource Management in The Secondary School System in Rivers State” revealed the lower order needs, which thirst needs, is the most satisfied need among teachers. On the other hand, they were indicated by having insignificant level achievement in the lower and higher needs as well as low self-achievement. It was
known by spreading a 25-item questionnaire to 500 teachers from 245 secondary schools in River State.

Remembering the result, then, they offer a recommendation to build teacher productivity. To the authority, compensating teachers equal to other jobs seem essential. However, remunerating, in the same way, is not sufficient; further, it must be in harmony with the improvement of the working environment in order to support life condition.

In addition to the example above, MHN can be adopted in a specific area like research done by Milheim (2012) entitled “Toward a Better Experience: Examining Student Needs in the Online Classroom through Maslow’s Hierarchy of Needs Model”. Her research reveals that students have their own needs in the online classroom. Milheim (2012) divides into some points. They are:

- Books, software, computer access, and checklists belong to the physiological level.
- Pre-course preparation, consistent formatting and design, and clear requirements include in safety level.
- Collaboration, instructor presence, personalized feedback, a community of learning and technological communication tools refer to love and belongingness level.
- Self-esteem concerns on course preparation, responsive feedback, assessment, and inclusive climate.
- Self-actualization goes on learner guided, humanistic and assistive tools.

Milheim (2012) believes that in spite of being an old theory, MHN is adaptable to variety of frameworks including the online classroom. By doing so, she gives
some recommendations to the future researchers who are glad to implement MHN in an online course. They must concern on the new technologies and tools by means of the impact relate to student’s satisfaction. Afterward, in order to analyze the self-actualization, the setting of the online classroom can be adjusted effectively.

In this study, the writer yearns for analyzing the implication of MHN in English Language Education Department (ELED) of University of Muhammadiyah Malang (UMM). From the two previous studies above, the similarity with this study goes on the educational context while the differences can be seen in the statement of the problems, methodology, measurement, and participant. This may a brand new insight into thesis work, but there are many possibilities that worth to be considered by future researchers.

1.2 Research Problem

In accordance with the background of the study above, there are two main research problems that come up:

1. What are the level of the seventh-semester students’ needs satisfaction in ELED of UMM?
2. How are the order needs of the seventh-semester student in ELED of UMM?

1.3 Research Objectives

Related to the statement of the problems before, the objectives of this research are:

1. To know what the level of the seventh-semester students’ needs satisfaction in ELED of UMM are.
2. To find how the order needs of the seventh-semester student in ELED of UMM are.

1.4 Research Significance

At the end of this study, the researcher expects that the result contributes to the information of MHN among ELED students. The outcome, basically, will show and trigger the department on how to maximize the effort of generating self-actualized students based on the findings on needs and its stages specifically. In the future, it is presumed to draw new insight to all the readers about that notion. Finally, yet importantly, it can be references to all prospective researchers.

1.5 Scope and Limitation

This research focuses on the needs of the seventh-semester students in ELED of UMM. Further, it only investigates five orders of MHN. Whether or not they satisfy with their needs.

1.6 Definition of Key Terms

In order to know and understand the definition of key terms in this research, the researcher defines some of which as follows:

1. Motivation

Motivation is a process occurred in every individual activity that brings them to reach a goal (Scunk et. al, 2014).

2. Maslow’s Hierarchy of Needs

“It is a graphically a pyramid that represented a five-step staircase for human achievement” (Shahrawat & Shahrawat, 2017).