

A STUDY OF THE DIFFERENCES IN LEARNING MOTIVATION BETWEEN MALE AND FEMALE LEARNERS IN INTENSIVE ENGLISH COURSES

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Abstract

Motivation alludes to the mix of exertion and desire to accomplish the objective of learning the language to great perspectives toward learning the language. The reason for this examination are; first, to analyze the differences in motivation between male and female learners. Second, to analyze the correlation between motivation and proficiency of the learner learning English in intensive courses. This research is a quantitative research which require numerical data. The population in this study were 140 respondents learning English in intensive courses. The researcher conducted this research by online because of covid 19. The data questionnaire are collected by Google form. The data obtained were analyzed by SPSS using independent t-test formula. It showed that male learners have better motivation than female learners in learning English in intensive courses. Male learners tend to get over female on different measures like instrument orientation on the one side and international oriented and self-regulation on the other side. Also, it revealed that motivation was strongly affect learners achievement. It said that the correlation coefficient is 0.350 in which indicated that the correlation was weak between two variable.

Keywords: Motivation, Gender, EFL, Proficiency, Intensive Course

INTRODUCTION

The English language is huge these days as it holds an essential part of human existence. Its significance is seen that English being a worldwide Lingua Franca, worldwide language for correspondence and instruction, business, the travel industry and innovation, online media, or Multi-media industry (Richa, 2017). We convey successfully in a totally different manner. Further, Damanik (2018) expressed that the understudies doing exercises that include genuine correspondence, completing important undertakings, and utilizing language which is significant to the student's advanced learning. A ton of variables is answerable for prosperous learning English. One of them is called inspiration. As per Silalahi (2018), inspiration alludes to the blend of exertion, in addition, to want to accomplish the objective of learning the

language in addition to ideal mentalities toward learning the language. Dörnyei (2004, p. 273) confirmed that inspiration is one of the principal determinants of second/unknown dialect (L2) learning accomplishment. As per Gardner (2005), inspiration is an extremely wide-based build. It has psychological, full of feeling, and conative attributes and the propelled individual exhibits all aspects. He additionally brought up that persuaded people express exertion in accomplishing the objective, they show tirelessness, and they take care of the assignments important to accomplish the objectives. They want to accomplish their objective, and they appreciate the exercises important to accomplish their objective. They are stirred in looking for their objectives, they have hopes about their triumphs and disappointments, and when they are making some level of progress they exhibit self-viability; they are fearless about their accomplishments.

The current analysis knowledge for motivation indicates that Female better than Male on the scale of accuracy in speaking (Chavez, 2014). Further, Chavez's stated in his studies that females outclassed males in placement tests and were hierarchal a lot of extremely, though she additionally complete that "Like so much as assessments in experimental settings are involved, the feminine advantage is far less clear". The reason behind the gender gap in learning activities may be copied back to factors like language learning motivation, that has been antecedently rumored as connected to action. Gender variations in learning motivation are researched in a very range of contexts.

Notwithstanding the quantities of studies looking at gender varieties in EFL abilities, there's a necessity for extra investigations stripping irrelevant on this consequently encourage EFL educator, especially inside the basic evaluations, change their teaching methodologies to get rid of these distinctions in a manner which will assist them with achieving what they pursue, which is to supply rich taking in experiences for understudies from both genders. Kissau and Salas (2013: 88) expressed that, to affix students' inspiration, it is systems that might be major for educators to make a mindful relationship where the two understudies and instructor feel appreciate and allowed to act naturally.

Some studies investigated the motivation between Male and Female learners. A previous research studied by (Iwaniec, 2014) were focusing in learning motivation and gender in 599 Polish students. It is discovered that female scored higher than male on sizes of international orientation, ideal L2 self and self-regulation. Additionally, the research related to the learners' motivation and English proficiency has also been investigated by Mori & Gobel, (2005) in English Foreign Language (EFL) in Japanese student classroom. The subject of this examination is 453 second-year

non-English Majors who concentrate in the Department Of Law Faculty Of Cultural Studies Kyoto Sangyo University. The exploration showed that a huge contrast in Integrative variable dependent on gender orientation, with a female, scored altogether higher on those things.

Explicitly, this research in the same field in analyzing the language learning motivation and gender still needs to be studied. The writer believe that Indonesia has different measure on learner motivation with other countries in which the result will also be difference. The factors may be vary, some of them is the culture. Also, gender and motivation haven't been extensively analyzed because there is no much amount of research studying about language learning motivation and gender in intensive English Courses in Indonesia. It is proper that the research is exploring motivation on students who actually learner and more directly contacted with English which is English is the major.

The essayist accepts that an intensive English course in Indonesia is a reasonable spot to see the marvels where students experience more direct contact with English. In this manner, in light of the clarification over, the author is keen on leading the examination under the exploration inquiries as an expressed howl;

1. Is there any difference in motivation between male and female learners in learning English in intensive courses?
2. Is there any correlation between motivation and proficiency of male and female learners learning English in intensive courses?

METHODS

This study has two research problems. First, the writer wants to know the differences in motivation between male and female learners in learning English in an intensive course in Indonesia. On another hand, the writer wants to measure the difference between two variables (male and female) in motivation. In line with the expert, Latif (2017) stated that the Ex-Post Facto or Causal Comparative Research design can be used to investigate the different academic achievement between male and female learners. Second, the writer wants to find out the correlation between English proficiency and motivation in learning English in intensive course in Indonesia . Further, Latif (2017) explained that correlation research designs are used to measure the relationship between two or more continues variables, like students IQ scores and their academic achievement. Based on the explanation above, the writer applied Causal comparative and Correlation Research designs in this study.

The target population for this research was 805 respondents of the students' learn English in one of intensive course in Indonesia .However, only (N=140) has been recorded. The missing was 665 respondents from the target population. The numbers of intensive English courses in Indonesia was vary, but only seven institution that's has been.

The study applied questionnaires. The research instruments in this study were questionnaire and English proficiency score. To be more cleared, the motivational questionnaire was adapted from (Iwaniec,2014) contained 45 item and already classified into eight components. The parts are Instrumental orientation, Integrative orientation, International orientation, English self-idea, Ideal L2 self, Self-efficacy beliefs, Intrinsic motivation, and Self-regulation. That thing demonstrated the level of the score. The appropriate responses encased, Strongly concur (5), Agree (4), Neither concur nor dissent (3), Disagree (2), and finally Strongly Disagree (1).

The questionnaire was obtained using Google form due the reasons. The researcher cannot meet face to face with participants because the courses were closed during the corona virus (Covid-19) pandemic. The benefit of utilizing Google form was a free online apparatus that permits us to gather data effectively and proficiently. The students can undoubtedly finish the poll all over and whenever. Likewise, the structures are coordinated with Google spreadsheets pages in this manner we can get to an accounting page and download it as a dominate. While the disadvantage of using Google form was essential to have the web to have the alternative to use this instrument. All students' response were recorded in the G-form. Then, it was analyzed quantitatively using SPSS version 21.

Also, the descriptive analysis statistics were calculated to present the numerical results. To answer the first and the second research questions, the Independent T-test and the Pearson Product Moment was applied using SPSS.

RESULTS AND DISCUSSION

RESULTS

This part presents the consequence of information examination to respond to the exploration questions, which are: (1) Is there any differences in motivation between male and female learners in learning English in intensive courses? (2) Is there any correlation between motivation and proficiency of the students learning English in intensive courses?

Table 1 Descriptive Analysis

Group Statistics

Gender		N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Motivation	Male	70	3.71	5.00	4.1851	.36019	.04305
	Female	70	3.13	4.89	4.0352	.38215	.04568
Total N		140					

The table indicated that the absolute number of the respondents was 140 understudies who were taken an interest in this examination comprised of 70 male and 70 female students (N=140). The understudies were approached to answer a survey that comprised of 45 things. The table shows the base and the most extreme score of inspiration from gender. The minimum score for both gender was 3.71 and 3.13 while the maximum score for both gender was 5.00 and 4.89. furthermore, the mean score from male was 4.1851 and for female was 4.0352. The learners had a Low level of motivation if they scored 1.00 – 2.33, and if the learners scored 2.34 – 3.67 means that they had Moderate level of motivation while students who scored 3.68 – 5.00 means that they had a High level of motivation. From the table we can concluded that both learners were in High level of motivation. However, in this case the male learners reporting more motivated than female learners.

The differences in motivation between male and female learners

Table 2 Analysis of independent sample t-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivation	Equal variances assumed	.201	.578	2.387	138	.018	.4084	.03277	.3432	.4735
	Equal variances not assumed			2.387	137.620	.018	.4084	.03277	.3432	.4735

As indicated by the table, it found that the t-value is 2.387. A t-value of 0 demonstrates that the example results precisely equivalent to the invalid speculation. As the distinction between the example information and the invalid theory expands,

the total estimation of the t-esteem increments. We have a 2.387 t-esteem which implies that the distinction between the information result is genuinely critical or dismissing the invalid theory. It additionally found that the huge estimation of 0.018 was lower than 0.05.

Based on the output, the significance value is 0.018, because the significant is less than 0.05, then alternative hypothesis is accepted. Therefore, it can be concluded that there is a significant different in motivation between male and female learner learning English in intensive courses in Indonesia

Table 3 The Analysis of Motivational on Gender

Varibales	Gender	N	Mean	Std. Deviation	Mean Differences	t	sig
Instrumental.Orientation	Male	70	6.6971	0.70751	0.08456	2.201	0.029
	Female	70	6.4271	0.74365			
Integrative.Orientation	Male	70	5.1771	0.59226	0.07079	0.783	0.435
	Female	70	5.1	0.57357			
International.Orientation	Male	70	4.9914	0.57021	0.06815	3.082	0.002
	Female	70	4.6886	0.59235			
English Self-Concept	Male	70	32.2514	15.92525	1.90343	1.09	0.278
	Female	70	29.2943	16.18117			
Ideal Language2 Self	Male	70	32.3429	16.54058	1.97698	0.419	0.676
	Female	70	31.2286	14.84331			
Self Efficacy Beliefs	Male	70	35.0286	14.69099	1.75591	1.275	0.204
	Female	70	31.6143	16.90579			
Intrinsic Motivation	Male	70	33.6	17.19572	2.05528	0.533	0.595
	Female	70	35.0714	15.42849			
Self Regulation	Male	70	4.1371	0.43545	0.05205	2.157	0.033
	Female	70	3.9771	0.44205			

The outcomes examination of persuasive factors as indicated by gender orientation that there are three critical contrasts between motivational factors and gender. Male student will in general get over female on various estimates like instrumental orientation on the one side and international orientation and self-guideline on the opposite side.

The Correlation Analysis between Learners Motivation and English Proficiency

Table 4 The data Frequency

Statistics		Proficiency	Motivation
N	Valid	88	88
	Missing	0	0
Skewness		.414	.236
Std. Error of Skewness		.257	.257
Kurtosis		-.805	-.987
Std. Error of Kurtosis		.508	.508

The table above showed that the valid N of both variables. It stated that proficiency can only be gathered 88 from the total (N=140) students who had the English proficiency test and were collected. So, the motivation also 88 students.

Table 5 Pearson Product Moment between English Motivation and English Proficiency

Correlations

		Nilai	Motivasi
Nilai	Pearson Correlation	1	.350**
	Sig. (2-tailed)		.001
	N	88	88
Motivasi	Pearson Correlation	.350**	1
	Sig. (2-tailed)	.001	
	N	88	88

** . Correlation is significant at the 0.01 level (2-tailed).

According to the table, it showed that the correlation coefficient is 0.350 in which indicated that there is correlation between two variables Sig. (2tailed) 0.001 less than 0.05 but the correlation was weak.

It can be concluded that the significance between student learning motivation and student learning outcomes (proficiency) 0.001 was less than 0.05, which means

that there is correlation between student learning motivation and student learning outcomes. In addition, the relationship can be interpreted that the correlation between two variables was weak since the coefficient correlation was 0.350

DISCUSSION

In light of the research discoveries, the majority of the understudies learning English in escalated courses in Indonesia were classified as having an prominent level of motivation during the investigation. The distinction between male and female students was additionally affirmed. It demonstrated that sig was 0.018. It implies that there is a contrast between male and female students learning English in serious courses. Also, discoveries are distinct from the past report discoveries from Iwaniec (2014) and Mori and Gobel (2005). They found a huge distinction among female and male students in their examination with female students revealing more significant levels of inspiration than their male companions. Consequently, in this investigation, the essayist found that male student revealing a more significant level of motivation than the female student.

Iwaniec found that females higher on the size of international orientation, ideal L2 self, and self-regulation than male students. However I this study, male understudies have the affinity of an individual or social event to focus on consigned tasks and targets and the significant favorable circumstances of achieving them. Second, the International direction was affected by sex in the current examination. Second, the male appeared, apparently, to be more charmed by correspondence with speakers of English around the world than the female students. Third, male understudies even more motivationally powerful individuals. This infers that female understudies were less disposed to embrace a working technique to their own learning by building up a supportive learning atmosphere, using gainful learning strategies, and thinking about their own learning.

Since the two nations are Asian nations, there are likenesses between Indonesia and Japan. Yet, there are numerous contrasts between Indonesia and Japan. Mori and Gobel found that the greater part of the things that stacked worried about understudies' mentalities toward societies and individuals of English talking networks. Hence, for this situation, the understudies' integrative orientation involves their interest and desire to travel as well as study abroad as opposed to their longing to incorporate. Regardless, although the two females and males have high methods on this factor, the aftereffects of factor examination recommend that female members have a more prominent interest in the way of life and individuals of the objective language network, a more noteworthy longing to make companions. with those

individuals, and are more keen on voyaging or potentially concentrating abroad than male members. Be that as it may, in this examination male students will in general get over female on various segments like instrument direction on the one side and international orientation and self-regulation on the opposite side.

The conversation likewise endeavored to expound on the connection between language learning motivation and English Proficiency. The outcome demonstrated that there was a huge connection between language learning motivation toward English capability. The trial of English capability was insufficient in deciding understudies' English capability. This implies that there is a relationship between capability and inspiration in learning English in concentrated courses however the connection was feeble. This may happen on account of certain components which identified with the issues in understudies in the English language when the understudies had nothing to state, low or lopsided support of the understudies, and the utilization of primary language. According to Renandya (2018) define that Accuracy refers to the ability to produce language correctly in terms of pronunciation, vocabulary and grammar. Fluency refers to the ability to express ideas smoothly and to use language resources to sustain the flow of our communication and avoid communication breakdowns. Complexity refers to our ability to use complex language i.e., whether we are able to use a wide range of vocabulary and grammar. Appropriacy is about whether the language we use is relevant and appropriate for the purpose, audience and context of the situation. Capacity refers to how much of what we know can be used to discuss and write about a variety of topics in various settings and with what levels of sophistication. (Brown, 2001) determined that motivation is among the basic variables which a student ought to keep up all through the learning cycle. Notwithstanding, the two males and females ought to have motivation to accomplish their language accomplishments (Top, 2009). As in this examination, the student inspiration was powerless and insufficient to demonstrate that their English capability was influenced by their inspiration.

CONCLUSION

Both male and female are having a significant difference in three motivation variables while learning English in intensive courses in Indonesia. They are instrument orientation on the one side and international oriented and self-regulation on the other side. The male students are more mindful of capability in English, specifically, those associated with proficient professions as we called an instrumental orientation. Also, in international variable they believed that proficiency in English will help them

to know people from around the world. Last, male learners are more motivated during learning process as we called self-regulation.

Taken together, this examination offers various proposals as an edge of reference for additional exploration. In the first place, it is recommended that another student should be directed to mindful of the viability of motivation in educating and learning measures among the educators who will clearly associate with the student. Second, it would likewise be intriguing to decide how different factors, for example, males' and females' impression of their classes and their instructors, just as the differential treatment they may be accepted, maybe affecting their inspirational orientation. Third, researchers can find out gender differences in motivation at all skills including reading, writing, listening and speaking. Fourth, the teacher or lecturer should be able to analyze the motivation from both male and female learners to overcome demotivated learners in the learning process. As in this study male learners reporting higher level motivation than female learners. So, the learners should be given suitable treatment to both gender male and female learners. Those treatment should be balance with the students ability when comprehend the learning. Fifth, as in this study revealed that the more motivated learners the higher learners proficiency. Therefore, the learners learning motivation should be increased to get higher proficiency.

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