



STUDENTS MOTIVATION IN LEARNING ENGLISH BASED ON GENDER DIFFERENCES IN GRADE 7 MTSN 4 JOMBANG

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Abstract:

This research aims to analyze the students' motivation in learning English based on gender differences in grade 7 MTsN 4 Jombang. This research is quantitative research that uses a questionnaire as an instrument to collect the data. The questionnaire contains 20 statements about motivation, which consist of 10 statements regarding intrinsic motivation and 10 statements regarding extrinsic motivation. The population of this research is grade 7 students at MTsN 4 Jombang in the 2023–2024 academic year. Class 7C (male class) with 23 students and 7J (female class) with 23 students were selected as samples. Based on the results of the questionnaire, the intrinsic motivation of male students is at a moderate level, with a total score of 75.8. Meanwhile, their extrinsic motivation is also at a moderate level, with a score of 65. For female students, the intrinsic motivation is at a medium level, with a total score of 72.5. Extrinsic motivation is also at a moderate level, with a score of 66. It can also be concluded that the intrinsic motivation of both male and female students is higher than their extrinsic motivation.

Keywords: *Gender Differences, Learning English, Students Motivation*

1. INTRODUCTION

English is a foreign language, and many junior high school students are not yet proficient in it. Moreover, high school students need additional motivation to learn English, particularly in the digital era. Motivation to learn English plays a crucial role in students' academic performance and competence at school. With high motivation, students can achieve their future goals and enhance their knowledge at various educational levels.

Motivation is the main factor in achieving success in the learning process. According to Hayikaleng et al. (2016), motivation is crucial in ensuring students' success in learning English. Motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Hayikaleng et al. (2016) stated that intrinsic motivation in language learning is the urge to engage in an activity because the activity is considered fun and interesting. A person may be motivated by the pleasure derived from the learning process or the desire to improve themselves. In this case, students learn English because of their internal drive. Meanwhile, Extrinsic Motivation is the urge to perform a task to get a reward, such as a good grade or salary increase, or to avoid punishment. In this context, students learn English due to external incentives such as finding a job, passing exams, and similar reasons.

Teachers must be aware of the importance of motivation in students' language learning and can help increase student motivation through several changes (Alizadeh, 2016). It can be concluded that motivation plays an important role in learning, especially in the context of learning English. Therefore, educators need to understand student motivation and support students in achieving success in learning English.

One of the factors that influences motivation is gender. Gender is a fundamental classification recognized and followed in all human cultures as a determining element



of a person's identity and social status. It is thought that the gender gap affects mood, motivation, and the learning process. Gender plays an important role in a person's life, shaping overall experiences on many levels. Gender is a central aspect of individual identity. Many studies show a significant relationship between gender and ability (Woolfolk, 2014). Therefore, it can be concluded that gender differences in students' English learning motivation can be reflected in different levels of self-confidence, interest, and learning patterns between male and female students. This can influence their engagement in English learning as well as their academic achievement.

Some research has been conducted on students' motivation based on gender perspectives. Partibaraaj (2021) found that gender does play a significant role in ESL learners' perceptions and attitudes due to social and environmental factors that influence stereotypical gender roles. In addition, inherent biological and psychological differences between men and women can influence ESL learners' perceptions and attitudes when learning English. Another study conducted by Senad (2017) shows a statistically significant relationship between gender and motivation. This study also reveals statistically significant results in measuring the correlation between achievement and motivation and can be very useful for teachers, parents, and students in adopting the most effective approach to learning and teaching English as a foreign language.

Senad (2017) found that female students are more successful at learning English as a foreign language than male students at each group/grade level. These results are the same as those of research conducted by Sabiq (2021), which shows that female students showed a higher average score on the survey results. Meanwhile, regarding intrinsic motivation and extrinsic motivation, research conducted by Husna (2019) shows that the extrinsic motivational level is higher than the intrinsic motivational level.

Based on the explanation above, motivation is considered the success of learning English in a classroom environment. By knowing student motivation, teachers can find out their students' interests. So, this research aims to analyze the students' motivation in learning English based on gender differences in grade 7 MTsN 4 Jombang, where each class is filled with students of the same gender.

2. METHOD

This research will be quantitative research which uses the questionnaire as an instrument to collect the data. The questionnaire contains 20 statements about motivation, which consists of 10 statements regarding intrinsic motivation, and 10 statements regarding extrinsic motivation.

The findings of this research will discuss the students' motivation in learning English based on gender differences. The purpose of this research is to analyze student motivation based on gender differences in grade 7 students at MTsN 4 Jombang.

Madrasah Tsanawiyah Negeri 4 Jombang is a formal secondary education institution located in the Mamba'ul Ma'arif Denanyar Jombang Islamic Boarding School environment. Madrasah Tsanawiyah Negeri 4 Jombang is a state MTs educational institution located on Jl. Kh. Bishri Syansuri 77 Denanyar Jombang, Jombang Regency.

The population of this research is grade 7 students at MTsN 4 Jombang in the 2023–2024 academic year. The seventh grade is divided into eighteen classes: eight classes for boys and ten classes for girls. In this study, class 7C (male class) with 23 students and 7J (female class) with 23 students were selected as samples.

Questionnaires were distributed to 23 male students and 23 female students during normal class sessions, and researchers gave students 10-15 minutes to fill them out. Once completed, the researcher collected the questionnaire. In this study, students are asked to answer the statements by choosing from four categories: Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS), and Sangat Tidak Setuju (STS). The list of statements of the questionnaire is in the table below:

Table 1. Intrinsic motivation questionnaire

No	<i>Pernyataan</i> Statement	SS SA	S A	TS D	STS SD
1	<i>Saya merasa senang saat mempelajari Bahasa Inggris</i> I feel happy when I study English				
2	<i>Menguasai Bahasa Inggris penting bagi saya demi pemenuhan kepuasan pribadi.</i> Mastering English is important for me for personal satisfaction.				
3	<i>Saya merasa tertantang untuk menyelesaikan tugas-tugas Bahasa Inggris karena ingin menguji kemampuan diri sendiri.</i> I feel challenged to complete English assignments because I want to test my abilities.				
4	<i>Saya belajar Bahasa Inggris karena saya menikmati proses belajarnya.</i> I study English because I enjoy the learning process.				
5	<i>Saya sering belajar Bahasa Inggris karena merasa tertarik dengan materi yang dipelajari.</i> I often study English because I am interested in the material being studied.				
6	<i>Saya merasa puas setelah berhasil memahami materi Bahasa Inggris yang sulit.</i> I feel satisfied after successfully understanding difficult English material.				
7	<i>Saya belajar Bahasa Inggris karena merasa itu adalah bagian penting dari pengembangan diri saya.</i> I study English because I feel it is an important part of my self-development.				



8	<i>Saya merasa belajar Bahasa Inggris membantu saya berpikir lebih kritis dan kreatif.</i> I feel that learning English helps me think more critically and creatively.				
9	<i>Saya sering mempelajari Bahasa Inggris karena merasa bahagia saat berhasil memecahkan masalah atau soal dalam pelajaran tersebut.</i> I often study English because I feel happy when I succeed in solving problems or questions in the lesson.				
10	<i>Saya belajar Bahasa Inggris karena ingin memahami budaya dan sastra dari negara-negara berbahasa Inggris.</i> I study English because I want to understand the culture and literature of English-speaking countries.				

Table 2. Extrinsic motivation questionnaire

No	<i>Pernyataan Statement</i>	SS SA	S A	TS D	STS SD
1	<i>Nilai Bahasa Inggris penting bagi saya untuk mendapatkan penghargaan atau pujian dari orang tua atau guru.</i> English grades are important for me in order to get awards or praise from parents or teachers.				
2	<i>Saya belajar Bahasa Inggris agar bisa mendapatkan nilai yang baik dalam ujian.</i> I study English so that I can get good grades on exams.				
3	<i>Saya termotivasi untuk belajar Bahasa Inggris karena ingin mendapatkan hadiah atau insentif tertentu.</i> I am motivated to learn English because I want to get certain prizes or incentives.				
4	<i>Saya belajar Bahasa Inggris karena merasa ada tekanan dari orang tua atau guru.</i> I study English because I feel pressure from my parents or teachers.				
5	<i>Mempelajari Bahasa Inggris penting bagi saya agar bisa digunakan dalam kehidupan sehari-hari, seperti saat berkomunikasi dengan turis atau di masa depan nanti.</i>				



	Learning English is important for me so that I can use it in my daily life, such as when communicating with tourists or in the future.				
6	<i>Saya belajar Bahasa Inggris karena ingin terlihat pintar di depan teman-teman.</i> I study English because I want to look smart in front of my friends.				
7	<i>Mempelajari Bahasa Inggris penting bagi saya demi mencapai tujuan akademik atau karir di masa depan.</i> Learning English is important for me to achieve my academic or career goals in the future.				
8	<i>Saya merasa terdorong untuk belajar Bahasa Inggris karena adanya kompetisi atau persaingan dengan teman sekelas.</i> I feel motivated to learn English because of the competition or rivalry with my classmates.				
9	<i>Saya sering belajar Bahasa Inggris karena ingin memenuhi harapan orang tua.</i> I often study English because I want to fulfill my parents' expectations.				
10	<i>Saya belajar Bahasa Inggris agar bisa mengikuti kegiatan atau program tertentu yang mensyaratkan kemampuan Bahasa Inggris.</i> I study English so that I can participate in certain activities or programs that require English language skills.				

This questionnaire is based on a Likert scale. According to Sugiyono, the Likert Scale is used to assess attitudes, opinions, and perceptions of individuals or groups toward social phenomena. Each student answers questions based on their opinions and feelings. The score of the questionnaire is based on the table below:

Table 3. Score for each item

Assessment	Score
Sangat Setuju (SS) / Strongly Agree (SA)	4
Setuju (S) / Agree (A)	3
Tidak Setuju (TS) / Disagree (D)	2
Sangat Tidak Setuju (STS) / Strongly Disagree (SD)	1

This survey evaluates students' motivation to learn English based on gender differences. The percentage of individuals in each category is determined using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P= the percentage of the student's answer

F= the total of the student's answer

N= the total of students' score

First, the minimum and maximum scores from the research results are determined to make it easier to classify and analyze each questionnaire item. Then, the percentage findings were grouped and explained using the average score interpretation below:

Table 4. Mean score interpretation

No.	Percentage of Motivation	Criteria
1	0% – 25%	Extremely Low motivation (EL)
2	26% – 50%	Low motivation (L)
3	51% – 75%	Moderate motivation (M)
4	76% – 100%	High motivation (H)

3. FINDING AND DISCUSSION

3.1 Male

Based on the results of the questionnaire, the following table presents the results regarding intrinsic motivation in male students, their average grades, and their level of motivation which is the basis for further interpretation and explanation.

Table 5. Intrinsic motivation result

No	Respondent	Percentage of Motivation	Criteria	No	Respondent	Percentage of Motivation	Criteria
1	Student A	70	M	13	Student M	90	H
2	Student B	67,5	M	14	Student N	70	M
3	Student C	75	M	15	Student O	75	M



4	Student D	75	M	16	Student P	72,5	M
5	Student E	75	M	17	Student Q	82,5	H
6	Student F	65	M	18	Student R	92,5	H
7	Student G	67,5	M	19	Student S	95	H
8	Student H	57,5	M	20	Student T	75	M
9	Student I	100	H	21	Student U	75	M
10	Student J	27,5	L	22	Student V	100	H
11	Student K	67,5	M	23	Student W	90	H
12	Student L	80	H				
Total = 1745= 75,8 (M) 23							

Table 5 above shows the results of the questionnaire related to students' intrinsic motivation in learning English. The data in the table shows that the average total intrinsic motivation is at a moderate level of motivation, with a total score of 75,8. Next, the following is a table that shows students' extrinsic motivation in learning English.

Table 6. Extrinsic motivation result

No	Respondent	Percentage of Motivation	Criteria	No	Respondent	Percentage of Motivation	Criteria
1	Student A	70	M	13	Student M	72,5	M
2	Student B	55	M	14	Student N	60	M
3	Student C	72,5	M	15	Student O	57,5	M
4	Student D	65	M	16	Student P	65	M
5	Student E	70	M	17	Student Q	67,5	M
6	Student F	82,5	H	18	Student R	62,5	M



7	Student G	62,5	M	19	Student S	82,5	H
8	Student H	55	M	20	Student T	75	M
9	Student I	57,5	M	21	Student U	75	M
10	Student J	30	L	22	Student V	50	L
11	Student K	62,5	M	23	Student W	65	M
12	Student L	80	H				
Total = 1495= 65 (M) 23							

Table 6 above shows the results of the questionnaire related to students' extrinsic motivation in learning English. The data in the table shows that the average total extrinsic motivation is at a moderate level of motivation, with a total score of 65.

3.2 Female

Based on the results of the questionnaire, the following table presents the results regarding intrinsic motivation in female students, their average grades, and their level of motivation which is the basis for further interpretation and explanation.

Table 7. Intrinsic motivation

No	Respondent	Percentage of Motivation	Criteria	No	Respondent	Percentage of Motivation	Criteria
1	Student A	70	M	13	Student M	90	H
2	Student B	75	M	14	Student N	60	M
3	Student C	72,5	M	15	Student O	65	M
4	Student D	65	M	16	Student P	72,5	M
5	Student E	72,5	M	17	Student Q	55	M
6	Student F	65	M	18	Student R	60	M
7	Student G	80	H	19	Student S	85	H
8	Student H	77,5	H	20	Student T	77,5	H
9	Student I	85	High	21	Student U	72,5	M



10	Student J	75	M	22	Student V	67,5	M
11	Student K	80	H	23	Student W	85	H
12	Student L	67,5	M				
Total = $\frac{1675}{23} = 72,8$ (M)							

Table 7 above shows the results of the questionnaire related to students' intrinsic motivation in learning English. The data in the table shows that the average total intrinsic motivation is at a moderate level of motivation, with a total score of 72,5. Next, the following is a table that shows students' extrinsic motivation in learning English.

Table 8. Extrinsic motivation

No	Respondent	Percentage of Motivation	Criteria	No	Respondent	Percentage of Motivation	Criteria
1	Student A	55	M	13	Student M	85	H
2	Student B	65	M	14	Student N	57,5	M
3	Student C	62,5	M	15	Student O	57,5	M
4	Student D	65	M	16	Student P	57,5	M
5	Student E	75	M	17	Student Q	57,5	M
6	Student F	67,5	M	18	Student R	62,5	M
7	Student G	57,5	M	19	Student S	77,5	H
8	Student H	62,5	M	20	Student T	60	M
9	Student I	75	M	21	Student U	65	M
10	Student J	67,5	M	22	Student V	75	H
11	Student K	60	M	23	Student W	77,5	H
12	Student L	75	M				
Total = $\frac{1520}{23} = 66$ (M)							

Table 8 above shows the results of the questionnaire related to students' extrinsic motivation in learning English. The data in the table shows that the



average total extrinsic motivation is at a moderate level of motivation, with a total score of 66.

This study reveals similarities and differences related to the influence of gender on English learning motivation compared to previous studies. Several previous studies, such as those conducted by Partibaraaj (2021) and Senad (2017), showed that gender plays an important role in determining the level of motivation, both intrinsic and extrinsic, in learning English. This means that students' perspectives and responses to learning English can vary based on gender, which is caused by various factors, including social and psychological.

However, this study differs from the results of Senad (2017) and Sabiq's study (2021), which identified that female students generally have higher learning motivation than male students. Conversely, this study found that intrinsic motivation was higher in male students, while female students showed higher extrinsic motivation. This shows that learning motivation is not always higher in female students but can differ depending on individual factors such as interests, environmental influences, and other factors that can shape students' learning motivation uniquely.

In addition, this study also differs from the results found by Husna (2019), who concluded that extrinsic motivation is more dominant than intrinsic motivation in students in general. In contrast, this study found that intrinsic motivation, both in male and female students, was higher than extrinsic motivation. This indicates that there is variation in the motivational factors that influence students, which may depend on the specific learning situation or context that can differ from one study to another.

Overall, this study shows that the influence of gender on students' motivation to learn English is not always the same and can vary widely. Gender does play a role in shaping students' motivation, but its impact is not always consistent because there are many other factors that influence it, such as the learning context, the character or personality of the students, and the environmental factors in which they learn. The learning context includes the situation and teaching methods in the classroom, which can make students feel more or less motivated depending on whether the teaching method suits their needs. In addition, each student's personality, such as their level of self-confidence, curiosity, or tendency to be competitive, also influences their motivation to learn. Environmental factors, such as support from peers, family, and teachers, as well as an inclusive classroom atmosphere, also play a role in shaping students' motivation to learn.

These findings emphasize the importance of flexible and responsive teaching approaches to differences in student motivation. Educators cannot rely on just one teaching method for all students; they need to recognize and understand the unique motivational needs of each student. For example, students who have high intrinsic motivation may be more motivated by challenging and meaningful learning activities, while students with extrinsic motivation are more likely to be motivated by external rewards or recognition. By adjusting teaching methods, educators can create a more supportive learning environment and provide the right encouragement for each student. This not only helps students achieve better results but also builds their confidence in the English language learning process. Awareness of these differences in motivation allows educators to provide a more inclusive learning experience, where each student feels supported according to their individual learning needs and preferences.

4. CONCLUSION



Based on the results of the questionnaire, it can be concluded that the intrinsic motivation of male students is at a moderate level, with a total score of 75.8. Meanwhile, their extrinsic motivation is also at a moderate level, with a score of 65, lower than their intrinsic motivation. Meanwhile, for female students, intrinsic motivation is at a medium level, with a total score of 72.5, lower than male students. Extrinsic motivation is at a moderate level with a score of 66, lower than their intrinsic motivation, and this indicates that female students' extrinsic motivation is higher than that of male students. It can also be concluded that the intrinsic motivation of both male and female students is higher than their extrinsic motivation.

Based on the results of the questionnaire, students' learning motivation can be improved through various strategies carried out by schools and teachers. One of them is using interactive and interesting learning methods, such as educational games, group discussions, and collaborative projects. This method is expected to increase students' enthusiasm for learning English because they feel more involved and enjoy the learning process. In addition, students' extrinsic motivation can also be increased by giving awards or recognition to those who show improvement or achievement in learning. This award can be in the form of a certificate, small gift, or public recognition that can provide additional encouragement for students to continue trying and feel appreciated for their efforts.

Teachers can also help students set clear and realistic learning goals so that they feel more focused and have a clear direction in the learning process. Specific goals will make students more confident when they succeed in achieving them, which will ultimately strengthen their intrinsic motivation. Continuous support from teachers is also very important in the form of constructive feedback, so that students feel supported and guided in achieving real progress. Positive feedback will make students more motivated to improve their abilities in learning English.

A positive and inclusive learning environment also plays an important role in increasing student motivation. When students feel valued and accepted in a comfortable learning environment, they will be more open and feel safe to express themselves. This supports intrinsic motivation because students feel supported to develop according to their potential. In addition, parental involvement can also play a role in fostering student learning motivation. By involving parents in the learning process, for example, through regular meetings to discuss student development, students will feel supported not only at school but also at home. This support provides additional encouragement that can increase their extrinsic motivation to continue developing in learning English.

By implementing these strategies, it is hoped that students' learning motivation, both intrinsic and extrinsic, can increase. Higher motivation will help students achieve better performance, while increasing their self-confidence and interest in learning English.

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