



## Students' Motivations in Learning English Based on Gender Difference System in Grade 7 MTsN 12 Tanah Datar

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### Abstract

*This study aimed to make an analysis of students motivation based on gender difference system at the first grade of students MTsN 12 Tanah Datar. This study used a quantitative method to collect data and was a descriptive study with 40 statements on a Likert scale with four scales: 1 (tidak setuju), 2 (kurang setuju), 3 (setuju), and 4 (sangat setuju). The statements were divided into two categories: achievement motivation and competence motivation. A total of 35 female students and 24 male students from Grade seven MTsN 12 Tanah Datar composed the study's sample. Item validity, namely the product moment, is used in the validity test. Cronbach's alpha was used to test the instrument's reliability. The descriptive method of data analysis was presented as a percentage. The findings showed that students had a high motivation for learning English. In particular, the positivity of the statements for the sake of achievement motivation (10 statements) was above the mean total for female (3,89%) and for male (3,71%), the positivity of the statements for the sake of competence of motivation (10 statements) was above the mean total for female (3.89%) and for male (3.72%). As the result student's motivation based on gender difference system was seen high motivation for learning English.*

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## INTRODUCTION

Motivation in learning English has an important role for the achievement and competence of student at school, with high motivation; students can achieve their future and add the knowledge students in the level of education. Based on the research that have been done by Uno (2008), students who are motivated to learn English have a desire to succeed in learning, have encouragement to achieve the goal and need to learn, have aspirations, enjoy learning, and are interested in every step of

learning. Therefore, it is necessary to students to feel happy learning, study hard and work diligently on assignments, repeat lesson after school and try to understand the subject matter in school, in order to achieve satisfactory academic achievement.

According to research that have been conducted by Clayton Alderfer in H. Nashar (2004: 42) Learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible achievement or learning outcomes and the learning with high motivation will pushes people become motivated in reach the goal or being success in life.

This study intends to analyze the learning motivation of seventh grade students in MTsN 12 Tanah Datar which each class is filled by students that same gender. this makes the competitiveness and fighting power of students certainly different although students sometimes feel bored and unmotivated or can be called lazy in learning, because there is no support from the opposite gender in any activities, especially in learning English.. Based on the explanation of the previous studies above, the researcher found similarities and differences about this research is different from other research because the results obtained in the end will show tangible evidence of the student learning system, moreover they have not carried out face-to-face learning for more than two years due to the Covid 19 pandemic, and are the results different from previous students who make students achievement and competition in learning will be increase or even decrease, so it will be useful for the teacher to bring the student to be successful in learning English.

Incidentally, the researcher experience is suitable with this tittle that her practical experience before where the students applied class separation for male and female students to implement an Islamic school and the researcher wanted to examine how the students' motivation in learning if separated like this is where schools generally combine classes between male and female. Therefore, the researcher decided to conduct a research about student's motivation based on gender differences system in learning English at the first grade of MTsN 12 Tanah Datar.

## **RESEARCH METHOD**

### **Research Design**

The design of the research was descriptive research. The goal of the descriptive research is to describe the current state of the research subjects (Gay, 1990). The statistical analysis of statistical information is highlighted using the quantitative approach (Syafitri et al., 2017). The purpose of descriptive quantitative research is to find the result of an analysis what we want to observe. By using this method, the researcher tries to find out what the analyze of the student's motivation in learning English of the first grade of MTsN 12 Tanah Datar based on gender different system. Thus, the purpose of this study is to make an analysis about student's motivation (achievement and competence motivation) based on gender difference system in learning English at first grade MTsN 12 Tanah Datar. Participants in this study are students in 7<sup>th</sup> grade in 2022-2023 academic years. The instruments used to collect data were questionnaire. The questionnaire contains 20 statements.

**Population and Sample**

Students in grade 7 at MTsN 12 Tanah Datar in the academic years 2022–2023 constitute the population of this study. Seventh grade is divided into six classes: three classes for man and 3 classes for woman. Simple random cluster sampling was used by the researcher to select one class as a sample, and 7 A (woman class) 34 students and 7D with 24 students (man class) selected as the sample.

**Instrumentation**

A questionnaire with closed-ended questions served as the study's powerful instrument. Students' motivations based on gender difference system are determined through questionnaires that ask about their achievement and competence motivation during learning English.

**Table1. The rubric of questionnaire**

Indicators	No. item	total
Achievement motivation	1,2,3,4,5,6,7,8,9,10	10
Competence motivation	11,12,13,14,15,16,17,18,19,20	10

**Techniques of Data Collection**

- a. Determining questionnaire indicators of students’ motivation based on gender difference system in learning English.
- b. Arrange the rubric of questionnaire based on the indicators set.
- c. Arrange the rubric of questionnaire based on the indicators set.
- d. The indicators of the questionnaire must be determined before the questionnaire can be assembled, which comes first. The Likert scale is used to evaluate a person's or a group's attitude, opinions, and perceptions about social phenomena, according to Sugiyono (2010, p. 93). This questionnaire is based on this scale. Various responses are available, including Sangat setuju (SS), setuju (S), kurang setuju (KS), and Tidak setuju (TS).

**Table2. Score of Each Item**

Assessment	Score
Sangat Setuju (SS)	4
Setuju(S)	3
Kurang Setuju(KS)	2
Tidak Setuju (TS)	1

*(Source: Sugiyono (2010:135))*

- c. After that, the data were distributed to students by giving the questionnaire papers to the students.

**Validity and Reliability**

**Validity of the questionnaire**

Validity refers to the measurement method used, to measure how accurately the method measures what it intends to measure. The validity is defined as the extent to which a concept is accurately measured (Heale & Twycross, (2015). To determine the validity of the questionnaires, the researcher used context validity which is used to

measure student's achievement and students competencies of this research. This instrument was validated by Dinovia Fannil Kher M.Pd, who is lecturer in Department of English Language and Literature, validated these instruments.

### Reliability of the questionnaire

Reliability is the extent to which a measurement is consistent. The instruments reliability can be determined by observing its reliability. According to Gay et al (2000), reliability is concerned with the consistency of the scores generated or the stability of data and information. Observing an instrument's reliability will reveal if it is reliable or not. According to Gay et al. (2000), reliability is concerned with the stability of the data and information as well as the consistency of the scores produced..

### Technique of Data Analysis

Because this is a descriptive sstudy, descriptive quantitative data analysis with percentages was used for the data analysis. Students' motivation based on gender difference system for learning English are evaluated through this survey. The following formula determines the percentage of individuals in each aspect who come into a specific category:

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

Explanation:

P= the percentage of the students' answer

F= the total of the students' answer

N= the total of students' score

Determine the minimum and maximum score from the research findings first to make classification and analysis of each questionnaire item easier. The percentage findings were then divided into groups and explained using the mean score interpretation, which was developed by Landell (1997) and cited below by Haya Aulia & Fitrawati, (2021) below:

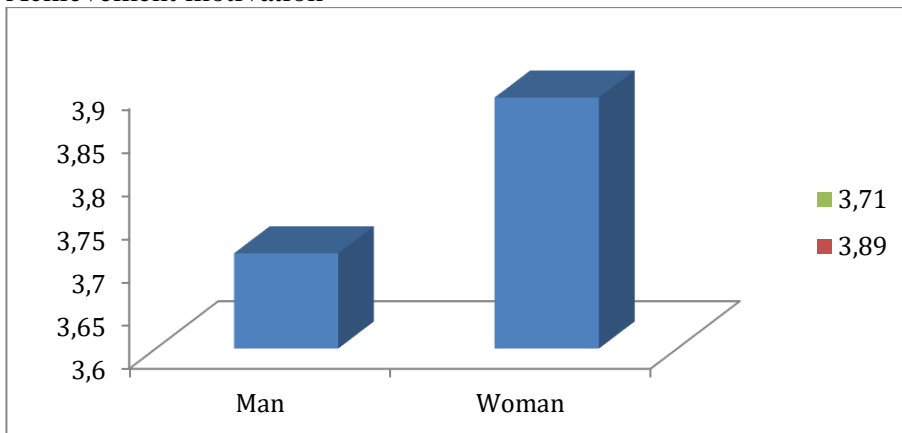
**Table 3. Mean Score Interpretation**

No.	Percentage of motivation	Criterion
1.	0%-25%	Low motivation
2.	26%-50%	Less motivation
3.	51%-75%	Moderate motivation
4.	76%-100%	High motivation

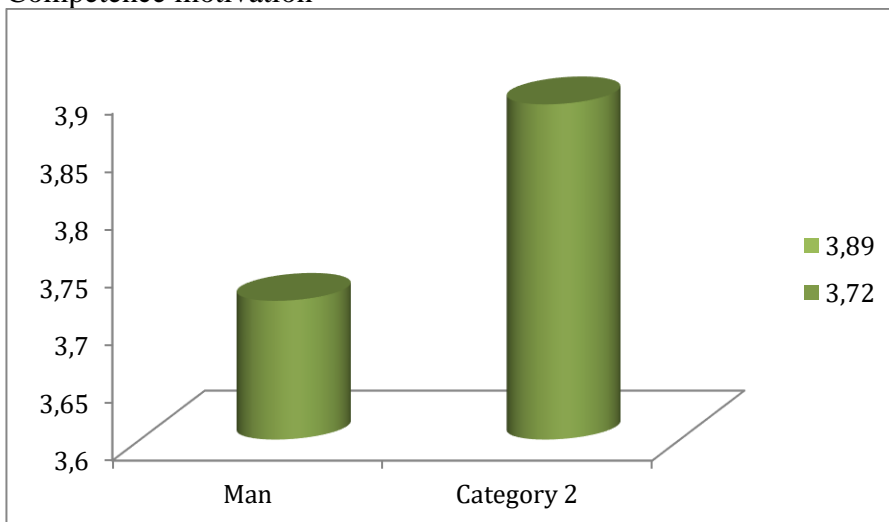
## RESULT AND DISCUSSION

Students' motivation based on gender difference system in learning English can be seen in the following chart:

Figure 1: student's motivation based on gender differences in learning English Achievement motivation



Competence motivation



From the chart above, these two motivations, namely achievement motivation and competence motivation, have high motivation from Grade 7 students at MTsN 12 Tanah Datar. The highest score of score of students' motivation is 3, 61 % the students gave positive response about the *achievement motivation* in learning English.

#### Data analysis and finding

##### **Achievement motivation on student's motivation**

Based on the above chart, it can be concluded that the achievement motivation of female students is higher than that of male students. This can be seen in the chart, where the achievement of female students is 3.89%, while the achievement of male students is only 3.71%. And it can also be concluded that the competence motivation of female students is also higher than the competence motivation of male students, this can be seen in the chart, where the competence of female students is 3.89% while the achievement of male students is only 3.72%. Although not too significant the differences between male and female students.

### Woman

The table shows that the means score is 3,8% in the high motivation category about achievement motivation student female, which found that female students have the level of self-confidence of students if the class is divided between boys and girls greatly increases with the number of female students choosing to strongly agree with the statement and there are no students who disagree or disagree with the statement which 26 female students voted strongly agree. From the table above we can see that based on student achievement, female students have more high motivation in learning English because they can be more confident and focus more on learning because they are not ashamed to show their own greatness and strengths to their peers of the same gender.

Stement: "I feel jealous with friends whose classes are mixed between male and female because they can feel like (love) with opposite sex and play together in class with them", this statement does not have too much influence on students who want their classes to be merged, but 26 students disagree if classes are combined with male classes because they are more comfortable with classmates who are of the same gender.

This statement: "I sometimes feel lazy and lonely in studying English because there is no encouragement from the opposite sex in the class", students also sometimes feel bored because there are no boys in the class but students don't mind that because with the classes separated, there are many positive impacts that students receive such as students being more awake from juvenile offending behavior as it is today and of course student learning outcomes are greatly improved

In general, from the questionnaires distributed, female students tend to have high enthusiasm in learning English because class differences in gender make them more concentrated and confident in learning English.

### Man

Based on data from the results of the male students' questionair, the enthusiasm of male students is not as enthusiastic as the enthusiasm of female students in learning English, but from the results of the research male students also feel a big influence in learning especially English because they really believe male self also increases when they are only in class with their male friends as in the statement: "When studying English class, I feel like participating in group activities or discussions increase when there is no opposite sex in class." Which 20 students choose Sangat Setuju and 4 students choose Setuju and no one student chooses Kurang setuju or Tidak setuju.

So the motivation of students learning English for the male class is also high, seen from the highest average of students, namely 3.6 regarding concentration and also the level of satisfaction and confidence of these students in learning English every day

### **Competence motivation on student's motivation**

#### Woman

In terms of the knowledge of students studied from the female class only, the average student also has the highest enthusiasm as can be seen from the statement: "I

feel this gender difference has an effect on my learning outcomes. At the previous elementary school, which the class was mixed, my grade was low, but now my English grade is high” there are 25 students who choose to strongly agree and 9 students choose to agree and only 1 student who disagrees with the question, it means that the knowledge of students who currently only study with students of the same gender in class increases due to various aspects such as concentration and more confidence than Classes are combined for boys and girls.

With this statement: “I think male and female students are just as smart, depending on how the learning process goes through while at school and depending on my interaction between me and my friends at school especially in learning English” meaning that the intelligence of male and female students is the same depending on how they position themselves in learning whether lazy or diligent and almost all agree with this statement that is as many students strongly agree and 3 students agree and no students choose not to agree or not agree. Also based on the research the achievement and competence of students really increase not like before which learning based on mix gender between male and female students because with this rule of gender difference in this school, the students will more confidence and concentrate to reach the future of them.

Man

In statement: My learning style is also different, I always want to compete to show off my knowledge about English with friends of the same gender with me because I think our competence is the same for advancing, not like before when I was in class with friends of mixed gender”, is very high motivation, because 19 students choose very agree and 5 students choose agree and no one student chooses disagree, it means that students feel happy in that condition which class separated between male and female in learning process especially in learning English.

From the results of this study, students felt that the results were very satisfying in learning competence if they were in the same gender class, not mixed with their opposite gender. And sometime students feel more enthusiastic in learning with this statement: “I think feeling of laziness of students will appear when English teacher ask students to do group assignments by relying more on just one friend and high enthusiasm when doing individual assignments”. Because no one students choose agree but 11 students choose Kurang setuju and 13 students choose disagree, it means that students more active in class and concentrated in group because i that statement the assignment just doing by one students, meanwhile in real rhe students will doing together so the students choose disagree with means score 1,5%.

## **DISCUSSION**

The two indications of student’s motivation based on gender difference system in learning English at MTsN 12 Tanah Datar were studied by the researchers, and they found positive outcomes. The interest indicator shows that the student category does well when assessed by all of the indicators. The students seem very concentrated and confidence and interested in learning English based on gender difference system. They become students who study on time, are diligent in repeating

learning, and have high enthusiasm for learning, more concentrated and more active in learning especially learning English.

Based on this data of this research the researcher found the other benefits of gender different systems for learning English, such as the motivation of students are increase because they don't feel shy when they wrong and people don't laugh them, attractiveness and selling power, classes become clean and tidy when managed by female student, teachers easily condition and manage the climate, and class environment, socials interactions are maintained, learning feel safe and comfortable, students focus on learning, active in asking and answering questions, being more independent, having the opportunity to become a leader, creating gender equity and improving students learning achievement are very important. This also same with the research that was done by Indi Puspitasari,(2017) that the gender based different class system makes learning more comfortable and more independent. Male students are also more responsible, although in terms of their grades their still not or par with female students. And research was doing by Muhammad Toriq, (2017) that the attitude of male with learning that applies gender different system is more confident and has greater enthusiasm than female students in the extracurricular. The separate teaching system has an impact on the learning outcomes of students who are more concerned about learning and can maintain the morals of association between the opposite sexes (Umi Churiatun, 2017).

Despite having many advantages, learning with gender different system also have disadvantages, according to Muhammad Toriq, (2017) the disadvantages are he gender different system makes students not hesitate to break some rules during class hours and the motivation of students is decrease because they don't have support from opposite gender. Gender differences in learning at school are very influential in student achievement because of increased student confidence and also student enthusiasm for learning because they are no longer ashamed if they make mistakes in learning which will be laughed at by the opposite sex, so this has a positive impact on student achievement in learning.

From the results of this study, students felt that the results were very satisfying in learning competence if they were in the same gender class, not mixed with their opposite gender because female students more diligent than male students in academic process of education this also agreed based on the studies that have been done by Dr. Diana Halpern (2007), she published that female students are more excellent or better in language skill than male students. In addition, having high motivation in learning used by teachers can change the way students learn and achievement of that students, who were initially lazy to read the material before the lesson was taught, but are now increasingly interested in doing so many activity or lesson in class.

In addition, having high motivation in learning used by teachers can change the way students learn and achievement of that students, who were initially lazy to read the material before the lesson was taught, but are now increasingly interested in doing so many activity or lesson in class. Also based on the research the achievement and competence of students really increase not like before which learning based on mix gender between male and female students because with this rule of gender difference in this school, the students will more confidence and concentrate to reach



the future of them. Also students feel happy in that condition which class separated between male and female in learning process especially in learning English.

## CONCLUSION

The purpose of this study is to make an analysis about student's motivation based on gender difference system at the first grade of students MTsN 12 Tanah Datar in learning English. According to the result two aspects motivation were positively evaluated collectively. Additionally, as the highest score for student motivation is 3,89% and the students' responses positively about achievement and competence motivation in English learning, it can be concluded that the students' motivation based on gender different system in learning English was positive. It is proven that students' motivation based on gender difference system during English learning activities, have a positive influence on student learning outcomes of students MTsN 12 Tanah Datar. Learning based on gender difference is proven to make students more enthusiastic and confidence about learning.

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