

**A GENDER ANALYSIS OF EFL STUDENTS' MOTIVATIONAL
ORIENTATION IN AN INCLUSIVE LEARNING ENVIRONMENT**

THESIS



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MOTTO AND DEDICATION

Motto

“Something as beautiful as the sky must be obtained via the sky route as well”

Indeed, with hardship (will be) ease.

(Q.S Al-Insyirah : 6)

Dedication

I dedicate this thesis to:

“my first love and the door to heaven, namely my father and mother, as well as my siblings, who have always provided enthusiasm, motivation and support until now”

ABSTRACT

SILVI, A Gender Analysis Of EFL Students' Motivational Orientation In An Inclusive Learning Environment. Thesis Of English Education Departement Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar. (Supervised by Sitti Maryam Hamid And Firman)

This study describes the differences in EFL learning motivation between female and male students at SLB-A YAPTI Makassar. The researcher used two types of motivation to determine the difference in motivation between female and male students, namely integrative motivation and instrumental motivation. There are six students in this study, 3 female students and 3 male students of class IX SLB-YAPTI Makassar. This study used qualitative method. The researcher modified various instruments before adopting them. Researchers conducted observations and interviews to collect data. there were 30 questions given by researchers to students. Based on the researcher's findings, female students and male students have different learning motivation, there are two out of three female students who have integrative motivation and there are two out of three male students who have instrumental motivation in learning English at SLB-YAPTI Makassar class IX. It is hoped that this research can increase our knowledge about the differences in learning motivation of male and female students.

Keywords: *Gender, Motivation, Inclusive learning environment.*



ABSTRAK

SILVI, A Gender Analysis Of EFL Students' Motivational Orientation In An Inclusive Learning Environment. Skripsi Program study pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing Oleh Sitti Maryam Hamid dan Firman)

Penelitian ini menjelaskan tentang perbedaan motivasi belajar EFL antara siswa perempuan dan laki-laki di SLB-A YAPTI Makassar. Peneliti menggunakan dua tipe motivasi untuk mengetahui perbedaan motivasi siswa perempuan dan siswa laki-laki, yaitu motivasi integrative dan motivasi instrumental. Ada enam orang siswa pada penelitian ini, 3 orang siswa perempuan dan 3 orang siswa laki-laki kelas IX SLB-YAPTI Makassar. Penelitian ini menggunakan metode kualitatif. Peneliti memodifikasi berbagai instrumen sebelum mengadopsinya. Peneliti melakukan observasi dan wawancara untuk mengumpulkan data. ada 30 pertanyaan yang diberikan peneliti pada siswa. Berdasarkan temuan peneliti, siswa perempuan dan siswa laki laki memiliki motivasi belajar yang berbeda, ada dua dari tiga orang siswa perempuan yang memiliki motivasi integratif dan ada dua dari tiga orang siswa laki laki memiliki motivasi instrumental dalam belajar bahasa Inggris di SLB-YAPTI Makassar kelas IX . Diharapkan dengan adanya penelitian ini dapat menambah pengetahuan kita mengenai perbedaan motivasi belajar siswa laki-laki dan laki-laki.

Kata Kunci: Gender, Motivasi, Lingkungan Belajar Inklusif.



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SILVI

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CHAPTER I

INTRODUCTION

A. Background

Gender is the socially constructed roles, behaviors, expressions, and identities for female and male. It influences the way people behave and interact, the way they view themselves and others, and the way power and resources are distributed in society. According to Maulana (2019) explains the natural differences between men and women as a part of God's creation and provides a model culture that is instilled and learned from a young age. This distinction is crucial because, up until now, natural (innate from God) and non-natural (resulting from cultural construction) have frequently been confused. Furthermore, gender according to Karwati (2020) can be described as cultural norms regarding men and women.

In addition, when discussing gender, the terms male and female come up. However, a number of definition specialists clarify that, according to American Association of Psychologists (2019) gender is commonly believed to be a person's social role or category, whereas sex is a person's anatomical sexual features. Whereas sex produces biological distinctions between men and women, gender produces socially manufactured disparities between them. Gender refers to how people are socially created to act and live differently as men and women. As a result, people have diverse ideas about what gender is and how it differs greatly between societies. Another factor that can have a distinct impact on a number of issues, such as learning motivation, is gender.

In addition, learning motivation is the general force that propels students to engage in learning activities, guarantees that these activities continue, and gives them direction so

that the learning subject's objectives can be met. According to Murtini (2019) defines motivation as a process that begins with a need and serves as a guide for behavior that propels an individual toward a goal. In addition, according to Susilowati (2020), motivation is one of the key elements that can influence learning English. Furthermore, according to Yugafiati (2019), motivation is the driving force behind behaviors that demonstrate students' readiness and interest in learning English. Motivation is an important factor in the acquisition and learning of a foreign language. As per Ali's (2019) assertion, language learning motivation has gained significant prominence due to its impact on language proficiency and ability to elevate learners' goals.

Additionally, according to Ganapathy (2019) in motivation to learn English, there are two types of learning motivation, namely integrative motivation and instrumental motivation. In addition, according to Rahman (2019) Integrative motivation is a favorable attitude that language learners have toward speakers of the target language and its culture. In addition to, according to Rahman (2019) defines instrumental motivation as the desire of motivated students to become proficient in the target language in order to acquire the necessary skills to achieve realistic life goals, such as securing a good education or a job that will secure their future.

As well, according to Jauhari (2019) inclusive learning is a method in the world of education that has an innovative and strategic nature to achieve the goal of wide access education for children with special needs. In addition, according to Jauhari (2019) explains that education is something that can provide accommodation to every child regardless of differences. in physical, social, linguistic, intellectual and other problems. Education must be provided to children with disabilities, gifted children, children on the streets, ethnic

minority children, and all children in world. According to, Lambrecht (2020) in forums for policy formulation and expert research, the distribution of education for kids with special needs is still a topic of much discussion. Thus, in order to ensure that children with special needs receive the educational services and rights they deserve, a clever solution is required. Malang (2019). According to Schwab (2020) in order to increase opportunities and ensure that educational services are distributed equally for children with special needs, the government has organized inclusive education programs that are offered through regular schools.

In addition, Females and males differ in their motivational orientations when it comes to learning English. According to Oga (2020) numerous studies have demonstrated that female students tend to be more motivated to learn than their male counterparts. In addition, according to Amalia (2023) The results demonstrated the students' strong desire to learn English. In particular, the positivity of the statements for the sake of competence of motivation (10 statements) was higher than the mean total for females (3.89%) and males (3.72%) as well as the mean total for achievement motivation (10 statements), which was higher than the mean total for both genders (3,71%). As a result, students showed strong motivation for learning English based on the gender difference system.

Not only that, researcher have also conducted pre-observations at the SLB-A YAPTI Makassar school, and in this school there are several students who have a high level of motivation, which is in accordance with the indicators, namely: The desire and desire to succeed and the drive and need for learning.

Looking at, based on previous research, it can be seen that there are differences in motivational orientation between females and males in learning English in the student

context. The researcher will conduct research in a different context, in this case in the context of SLB-A YAPTI Makassar which is based on gender analysis. The reason the researcher chose SLB-A YAPTI Makassar as the place for his research was because the researcher had carried out pre-observations and there were students there who had high learning motivation. Apart from that, SLB-A YAPTI Makassar is also an inclusive learning place, which is in accordance with the researcher title, namely researching in an inclusive learning environment. The reason the researcher used this title is because the researcher aims to focus on finding “What are the differences in EFL learning motivation between female and male students at SLB-A YAPTI Makassar?”

Referring to the explanation above the research excited to conduct research entitled “A Gender Analysis of EFL Students’ Motivational Orientation In An Inclusive Learning Environment at SLB-A YAPTI Makassar”

B. Research Questions

The formulation of the problem that the researcher proposed based on the background of the above issues is: “What are the differences in EFL learning motivation between female and male students at SLB-A YAPTI Makassar?”

C. Research Objective

Based on the formulation of the problem above, the objective of this research is: “To know whether there are any differences between male & female of EFL students’ motivation in an learning inclusive environment at SLB-A YAPTI Makassar”

D. Significance of The Research

The following are some major theoretical and practical contributions that the research's findings are anticipated to make:

1. Theoretical significance

It is anticipated that this study provide important new insights into the idea of English teaching motivation, as well as inform future investigations into the topic of motivation in English language learning based on gender analysis.

2. Practical significance

a. For Students

This research is expected to motivated females and males' students to be more interested in English learning

b. For teacher

It is anticipated by this research that teachers be able to recognize the motivational differences between males and females and use that knowledge to encourage their students to learn English.

c. For the next research

It is anticipated that this research serve as a guide for future, more effective studies.

E. Scope of The Research

This research be held at SLB-A YAPTI Makassar. The participants are inclusive students. The focus of this research is on motivation. The researcher use integrative and instrumental types of motivation in learning English based on gender analysis. The indicators of these two types are: The first indicator of integrative motivation is learning

the culture of native speaker. The second indicator of instrumental motivation is that achieve a good future.



CHAPTER II

REVIEWS OF LITERATURE

A. Previous Related Studies

The research of Naz (2020) male students exhibit higher levels of extrinsic motivation. There is a sizable gender gap in the areas of academic performance and easy work. Furthermore, both intrinsic and extrinsic motivation have a major impact on students' academic achievement.

The research of Salam (2022) the research findings, students' proficiency in reading English is low, even in the new normal. When it comes to reading motivation, female students are typically more driven than male students to reach their English language learning objectives. Nonetheless, because they are unable to adjust to their surroundings after taking an online course, students' motivation in the new normal is still comparatively low. As a result, reading comprehension achievement differs between male and female students. Even after the COVID-19 pandemic ended, female students outperformed male students in reading comprehension, according to the results of their reading achievement tests. A few of them achieve reading achievement scores that are higher than average. It was also anticipated that this study would help teachers understand the importance of motivation and how to apply it.

The research of Wang (2022) Four categories of English learning motivation were identified by the findings: international communication, personal growth, learning environment, and intrinsic interest. Between students from ethnic minorities and Han students, as well as between male and female students, there were statistically significant differences. Furthermore, female students' overall motivation and motivation for personal

growth were significantly higher than those of male students, and Han students' intrinsic interest motivation was significantly higher than that of ethnic minority students. English achievement was significantly impacted positively by intrinsic interest motivation and negatively by learning situation motivation.

The research of Widiawati (2022) the research findings, female and male have different motivations, Female pupils seem to be more inclined than male students in external regulation. Due to the fact that there are still a lot of female students enrolled in physical education classes, these students typically exhibit low motivation or laziness, so the teacher's efforts are rewarded with praise, grades, prizes, and other incentives. The goal of this motivation is to encourage students to want to complete or be able to participate in learning.

The research of Amalia (2023) The results demonstrated the students' strong desire to learn English. In particular, the positivity of the statements for the sake of competence of motivation (10 statements) was higher than the mean total for females (3.89%) and males (3.72%) as well as the mean total for achievement motivation (10 statements), which was higher than the mean total for both genders (3.71%). As a result, students showed strong motivation for learning English based on the gender difference system.

Based on the research above, it can be concluded that female and male have different learning motivations. Researcher conducted research in a different context, in this case in the context of SLB-A YAPTI Makassar which is based on Gender Analysis. The researcher aims to focus on finding "What are the differences in the motivation of female and male EFL students in the inclusive learning environment at SLB-A YAPTI Makassar?"

B. Some Pertinent Ideas

1. Concept of Gender

a. Definition Of Gender

Understanding that gender issues are a relatively new topic for society has led to the sharing of various interpretations and responses that are proportionate to gender. The different perspectives on gender interpretation are one of the elements affecting it. The distinctions between the characteristics of men and women as a result of sociocultural construction nature, status, position, and social participation are referred to as gender. The term “sex” refers to the biological distinctions between male and female genders, particularly those pertaining to procreation and reproduction.

However, a number of definition specialists clarify that, according to American Association of Psychologists (2019) gender is commonly understood to be a person's social role or category, while sex is a person's anatomical sexual characteristics. Whereas sex produces biological differences between men and women, gender produces socially constructed differences between them. Gender refers to how people are socially constructed to act and live differently as men and women. As a result, people have different ideas about what gender is and how it differs greatly between societies.

In addition, According to Maulana (2019) explains the natural differences between men and women as a part of God's creation and provides a model culture that is instilled and learned from a young age. This distinction is crucial because, up until now, natural (innate from God) and non-natural (resulting from cultural construction) have frequently been confused. Furthermore, gender according to Karwati (2020) can be described as cultural norms regarding men and women. Gender is regarded as both a cultural construct

and a distinguishing concept that defines the roles, behaviors, attitudes, and feelings that men and women have in relationships with one another.

Additionally, gender perspectives or perceptions of female and male that are not based on distinctions in biological sex are referred to as gender. Gender in every sphere of human existence. That point of view made it clear how gender was different from sex. But because of their close bond and relationship, a lot of people thought they were the same. Using gender as a foundation, one can ascertain how differently men and women contribute to culture and communal life, which ultimately shapes their identity as males and females. This point of view, in my opinion, reinforced the previous one that claimed that a person's behavior determines whether they are considered feminist or masculine in society. In this instance, culture had a big impact on what it meant to be a female or male.

b. Gender Analysis

Gender analysis is a systematic analytical process to identify, understand and describe gender differences and their relevance in a specific context. It includes the analysis of how the same policies would affect women and men differently and requires gender-disaggregated or gender-sensitive data. Examining gender-based differences in the access to assets, resources, opportunities, jobs and services helps to identify existing, but invisible, bias in how transport is planned and designed. The intersection of gender roles and norms in transport leadership, decision-making and employment can also be assessed through gender analysis. According to Acker (2020) Gender analysis identifies gender gaps, reveals systematic or unconscious gender biases and allows for a better understanding of how policies affect women and men, as well as girls and boys, differently due to the discrepancies in social roles, travel patterns, transport preferences and behaviour.

In additions, according to United Nations Regional Centre for Preventive Diplomacy For Central Asia (UNNRCA) (2020) gender analysis highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups. Furthermore, according to Ismail (2019) Gender analysis is the starting point for gender mainstreaming. Before any policy or programme intervention, making any decisions and outlining plans, a policy maker must analyze the gender equality situation in a given context and identify expected results.

In addition to, According to Carolina (2021) Gender analysis is needed to shed light on why particular chains or a sector within the chain are dominated by men or women and why men benefit more than women. According to The European Commission (2024) defines gender analysis as ‘the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc., between women and men in their assigned gender roles’. Additionally, according to The European Commission (2024) Gender analysis provides information on the different roles of women and men at different levels in policies, programmes and projects; their respective access to and control over resources and the material and non-material benefits of society; and their gender-specific needs, priorities and responsibilities

c. Gender in Motivation to Learn English

Motivation is a major problem when learning English as a second language. Gender is one of the individual characteristics that has been connected to differences in self-regulated learning and motivational functioning. Determining students' motivation to learn is a major

concern for educators, particularly those working in the English language field. Instructors that are aware of how to support their students' learning will execute and provide excellent instruction. This occurs because educators have the ability to create learning activities that draw inspiration from students.

Additionally, being purposeful in life is a prerequisite for motivation. An individual will put all of his or her passions and efforts into achieving a goal, like learning a particular lesson. The way a person goes after their goals and the amount of work required to achieve them are typically determined by the lessons they have learned from their family's environment. Understanding all of those aspects about their students helps teachers create background information about effective strategies to help them begin learning, make a decision about learning, continue learning, and complete all learning processes. High-motivation students will contribute more and actively participate in the teaching and learning process without looking for recognition.

Conversely, even though they are competent and skilled enough to participate in class activities, students who lack motivation to learn will not do so. In this situation, the teacher plays a crucial role in increasing the motivation of the students to learn. There are numerous ways to do this, like rewarding them and coming up with happy activities that suit their interests. Overall, it's clear that one of the secrets to being a successful learner is motivation. Thus, teachers need to have a thorough understanding of the motivation of their students.

As well as, another factor that can have a distinct impact on a number of issues, such as learning motivation, is gender. According to Oga (2020) female students are generally more motivated to learn than their male counterparts. More female than male students think

that learning English is challenging, even though girls frequently outperform boys and get higher grades. Participants in the survey, both male and female, feel that knowing English is essential, but there are some differences between the sexes about why this is the case. Female students are more motivated by incentives, suggesting that they place a high importance on the English language.

2. Concept of Motivation

a. Definition of Motivation

The inner need that peoples to take action toward their goals is known as motivation. It is generally thought to be a factor that explains why people begin, continue, or cease engaging in a particular behavior at a particular time. It is a complicated phenomenon, and there is disagreement over the exact meaning. According to Purmama (2019) motivation can be viewed as a process that started with a need and resulted in a behavior that pushes a person in the direction of their objective. In addition, according to Murtini (2019) Motivation can be understood as a process that began with a need and led to a behavior that propels an individual toward a goal. According to Susilowati (2020) asserted that motivation is one of the primary variables that can influence learning English. Furthermore, Motivation is one of the main factors that can affect learning English.

Additionally, according to Sardiman (2020) indicates that students' general motivation for learning is what sparks the creation of learning activities, keeps them going, and gives them direction. In addition, according to Kompri (2020), students' psychological development and physiological and psychological states have an impact on their motivation to learn, as it is a psychological factor.

Based on the various definitions of expert opinions provided above, learning motivation is defined as an energy that originates from both inside and outside of the student and has the capacity to inspire motivation, excitement, and direction for learning activities in order to help students reach their desired outcomes. The idea of movement is reflected in common sense conceptions of motivation as something that helps us start, continue, and finish a task. It offers motivation a plethora of diverse connotations.

b. Function of Motivation

The desire to learn is a key factor in both enabling and determining learning success. Students' inner selves are moved and made to feel happy when they are motivated to learn. Learning motivation serves as a catalyst for deciding on a course of study, setting goals, and finishing tasks. To sum up, learning motivation serves as a business driver for student learning and the accomplishment of learning objectives.

Additionally, the role of motivation in learning is significant, as it influences the level of effort students put into their studies. According to Sardiman (2020), learning motivation serves three purposes, which are as follows:

- 1) Encouraging people to function as a motor or driving force that releases energy. In this instance, motivation serves as the engine for each and every task that is completed.
- 2) Choose the course of action, that is, the path that will lead to the desired outcome. In this sense, motivation can offer guidance and tasks that need to be completed in line with the objectives that have been stated.
- 3) Action Selection: This involves deciding which steps, when taken together, are necessary to accomplish the goal and discarding those that are not helpful.

As well as, drawing from the aforementioned expert opinion, it can be inferred that motivation serves as a means of offering support and direction to students as they decide which tasks to complete in order to meet their learning objectives, discarding those that don't contribute to those objectives. For students, motivation plays a critical role in the learning process. It can enhance, fortify, and guide the learning process to achieve learning effectiveness.

c. Types of Motivation

According to Ganapathy (2019), two types of motivation integrative and instrumental motivation were the focus of a study on students' motivation for learning a foreign language. This theory has gained widespread acceptance in the field of English as a Foreign Language studies with regard to learning a foreign language. According to Nailufar (2019), both of these categories are beneficial and efficient for learning a foreign language. Below, each of these kinds will be covered in more detail:

1. Integrative motivation

Integrative motivation, according to Rahman (2019), is a favorable attitude that language learners have toward speakers of the target language and its culture. Furthermore, according to Kusumaningrum (2019) Integrative motivation is one of the motivational styles that encourages learners to acquire a second language because they want to be able to communicate in the target language and because they are interested in the language and culture.

In addition, according to Gardner (2019) Integrative motivation is used when students want to identify, fit in, and become a member of society by integrating into the culture of the second language group. When learners have a favorable attitude and motivation

towards the target culture, they are integratively motivated and readily integrate into the second language culture. It is implied by the aforementioned remark that learners themselves are the source of integrative motivation. Therefore, learners acquire English based on their own internal motivation rather than external influences. To sum up, integrative motivation is one of the motivational styles that encourages learners to acquire a second language because they are eager to converse in the target language and are fascinated by the culture. Additionally, according to Mustainah (2020) there are several indicators of integrative motivation, namely: To integrate themselves into the community that uses the target language and learn the culture of native speakers.

A sincere interest in language acquisition on an individual basis is reflected in integrative motivation. Pupils who are motivated by integration typically want to learn a language because it will enable them to interact with native speakers or because they want to make friends who can communicate in that language. Individuals in this category will demonstrate their interest in learning a foreign language, their desire to do so, and their desire to communicate with others who speak the language. Students in this category typically have an interest in the people and culture of the language they are learning, which piques their curiosity and motivates them to learn it. It's similar to when a student genuinely wants to learn English so they can study overseas and be able to speak with confidence in that community.

2. Instrumental motivation

According to Rahman (2019) defines instrumental motivation as the desire of motivated students to become proficient in the target language in order to acquire the necessary skills to achieve realistic life goals, such as securing a good education or a job

that will secure their future. The opposite of integrative motivation in language learning is instrumental motivation. This group of learners is distinguished by their aspiration to acquire English for the purpose of social validation or advantageous outcomes. In addition, Kusumaningrum (2019) according to One form of motivation that drives someone to acquire a second language in order to accomplish certain objectives, like landing a better career, is known as instrumental motivation. Furthermore, according to Ulfaika (2023) Instrumental motivation is a sort of motivation that drives someone to acquire a second language in order to accomplish specific objectives, like landing a better career.

In addition, more practical motivations for learning a language, such as passing an exam, getting a better job, or getting promoted, are referred to as instrumental motivation. "Learning is for taking the advantages" is an example of instrumental motivation. Students such a type of learn another language with a purpose of some pragmatic gains, instead social implication with target of language Ganapathy (2019). Additionally, according to Mustainah (2020) There are several indicators of integrative motivation, namely: Increase knowledge about learning English, achieve a good future, and social status.

The objectives of instrumental motivation are more focused on the personal benefits of learning the language, such as improving one's job prospects, meeting employer demands, or gaining admission to college, than they are on developing a sense of intimacy with speakers of the target language. Stated differently, instrumental motivation is a reflection of the benefits and usefulness of learning a new language. Several professionals have provided explanations regarding instrumental motivation here.

d. Language Learning Motivation

a. Motivation in Language Learning

One of the most important factors in the learning process itself. According to Yugafiati (2019) motivation is the key to success in the learning process. Students will comprehend the materials—especially English—more when they have it during the learning process. Therefore, the process that provides direction, encouragement, and persistence for activity is known as motivation. Additionally, as academic accomplishments, which are measured by grade point averages, are positively associated at all educational levels, including college and university, motivation plays a critical role in a student's ability to succeed in their English language learning process. As a result, the definition of motivation is anything that spurs someone to action.

In addition, according to Hamzah (2019) discusses how a person's actions can be explained by a psychological process called motivation. People behave in ways intended to accomplish objectives. In order to accomplish this, motivation is a person's strength and encouragement to work toward their desired goals. Furthermore, it may be argued that the definition of a goal is something external to humans, which helps to focus their actions as they strive to be more enthusiastic and proactive in achieving them. According to Ali (2019) researchers have offered empirical data that emphasizes learners' motivation as a useful tool for enhancing learners' language.

As well as, the researcher concludes that motivated students will acquire English more quickly than unmotivated ones. This is because motivating someone to take immediate action in the direction of the desired outcomes is a key component of motivation in the learning process. It suggests that students select their own method of learning based on

their own interests and motivation. Pupils who are motivated to learn English will understand the content more fully because they know what they want to achieve. It will help students meet their goals for learning English.

b. Students' Motivation in Learning English

The key word for a person's internal forces that drive them to pursue their objectives when acting is motivation. In order to achieve their objectives or to feel compelled to take action, people require motivation. In the teaching-learning context, Nuraeni (2020) contend that specific behaviors are necessary to support success in order to achieve desired goals. They claimed that people make decisions about their motivation based on their experiences, the level of their effort, or the goals they hope to achieve. Giving students interesting, relevant, and meaningful work to complete keeps the stimulus important, as does responding to their good work and offering encouragement and recognition.

In addition, According to Yesilyurt (2019) draws the conclusion that motivation is used to assess whether or not students are successful in learning a foreign language. The degree to which language learners persevere in their learning is a function of motivation. It is to ascertain the behaviors that students engage in and their real performance.

In addition to, according to plan (2020) the purpose of motivation is to increase a person's desire. It may increase motivation to put forth the greatest amount of effort as outline. It is also essential in the academic sphere, where success is guaranteed for those with strong learning motivation. Conversely, a person with low motivation will receive a lower score at the conclusion of the teaching and learning process. This explains why motivation turns into one of the most important factors in ensuring that the learning process is successful. Furthermore, the term "motivation" in language learning refers to

human objectives or goals. As soon as students acquire a language, they require motivation to help them navigate the world. According to Subakthiasih (2020) two categories of human exposure (motivation) for learning a second language are integrative motivation and instrumental motivation.

e. The Effects of Motivation

Student success has been found to be significantly influenced by motivation. According to, Ahmetović (2020) there are two types of motivation: intrinsic and extrinsic. Studies have indicated that both types of motivation have a big impact on students' English proficiency.

In addition, there are many different motivational types, levels of intensity, objectives, and paths. Students' efforts are motivated by a desire to learn. According to, Khairani (2020) it can encourage perseverance in learning tasks and direct them toward the objectives that are sought after. According to according to Kikuchi (2019) it is crucial to learning English. In addition, according to Ahmetović (2020) learning outcomes are influenced by motivation. The anticipated result that students should achieve at the end of the learning process is known as the learning outcome. According to Stamov (2020) a student's internal motivation influences their attitudes, behaviors, and learning outcomes. To achieve high learning outcomes, learning motivation plays a crucial role. Pupils who are enthusiastic about learning will show that they have a high level of learning motivation.

In addition to, for the assigned work to be completed in accordance with the operational standards of the company, employees must be motivated. According to Indahingwati (2019) motivation is the ability to act in the direction of a specific goal. This kind of motivation is

similar to measuring performance, perseverance, and productivity. The presence of autonomy support, or the knowledge that organizational managers are considering all options that could affect the well-being of their staff, is what motivates people. Furthermore, reasonable regulations that address the needs for flexible work are in place.

3. Concept of Inclusive Learning

a. Definition of Inclusive Learning

One of the most important sectoral advancements in the formation of high-quality human resources that has an impact on a nation's development is education. According to Lie (2020) on the other hand, regardless of social class, race, political preference, belief, or physical or mental disabilities, education is a fundamental right for every citizen. According to Junaidi (2019) it is indisputable that when it comes to the quality of education in Indonesia, special needs children have not received greater attention, and there are still insufficient facilities to meet the needs of the diverse student body. Additionally, according to Nganji (2019), the current learning environment is not appropriately designed to meet the needs of students who have special needs.

In addition, according to Jauhari (2019) explains that inclusive learning is a method in the world of education that has an innovative and strategic nature to achieve the goal of wide access. education for children with special needs, Jauhari (2019) explains that education is something that can provide accommodation to every child regardless of differences. in physical, social, linguistic, intellectual and other problems. Education must be provided to children with disabilities, gifted children, children on the streets, ethnic minority children, and all children in world.

Additionally, According to Lambrecht (2020) in forums for policy formulation and expert research, the distribution of education for kids with special needs is still a topic of much discussion. According to Malang (2019) in order to ensure that children with special needs receive the educational services and rights they deserve, a clever solution is required. According to Schwab (2020) in order to increase opportunities and ensure that educational services are distributed equally for children with special needs, the government has organized inclusive education programs that are offered through regular schools.

As well as, in inclusive learning environment is one in which students of all academic levels receive instruction. This suggests that students with attention deficit disorder, dyslexia, dyspraxia, and other learning disabilities should be taught alongside academically gifted students. An inclusive learning environment places less emphasis on the teacher and official curriculum and more emphasis on the learning that is taking place. It is directed at the pupils. A school environment or philosophy known as inclusive education welcomes all students, including those who have special needs or who have difficulty with reading and writing. Every child can, without exception, get an education. This inclusive class is very beneficial to the world's exceptional children.

A system known as inclusionary education arranges instruction for both students with specific needs and students who were grouped together without taking into account each other's limitations. Consequently, inclusive education can be defined as a broad idea that incorporates education to enable all children, particularly those with disabilities enrolled in formal school settings, to receive a quality education.

b. The Importance of Inclusive Learning

It is vital that the learning environment is inclusive because every child has the capacity to learn and the right to reach their full potential. Certain people learn best when presented with pictures, graphics, and photographs; others learn best when spoken to. Some kids need hands-on activities to grasp and manipulate the material in order to acquire new skills. Less focus is placed on teachers and the official curriculum and more on the students in inclusive learning environments.

In addition, According to Lambrecht (2020) the goal of inclusive education is to include students with disabilities in regular classes, where teachers must collaborate with one another, use a range of teaching strategies, and employ various assessment techniques. It is anticipated that inclusive education will be able to end discriminatory education and meet every need of students with special needs within the parameters of instruction. According to, Nurhadisah (2019) children with special needs can also benefit greatly from inclusive education by receiving an education that is tailored to meet their needs.

C. Conceptual Framework

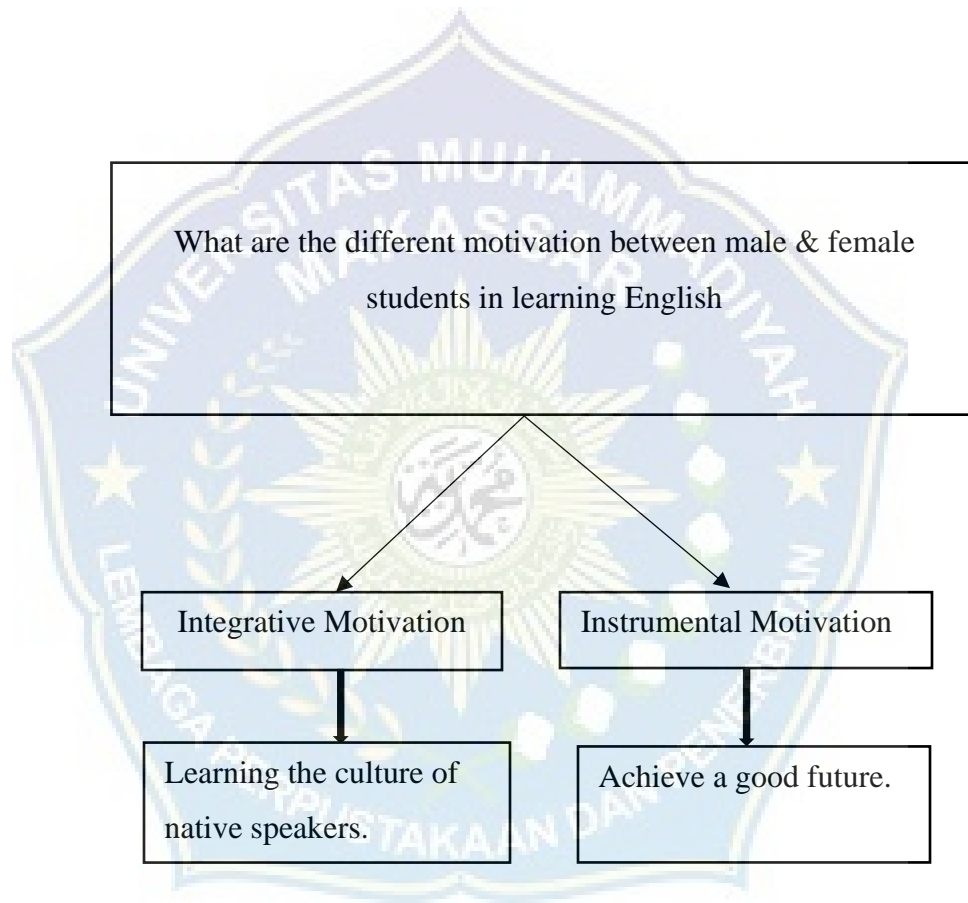
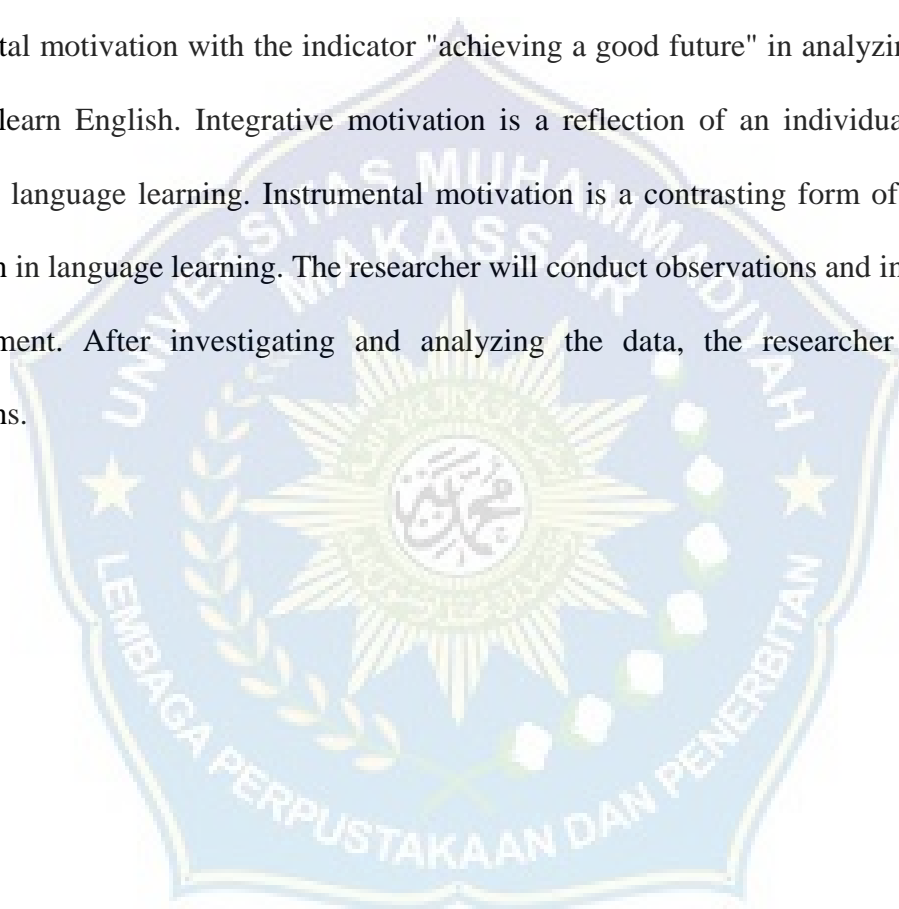


Figure 2.1: conceptual framework

In this research, the researcher wanted to find out the differences in the learning motivation of female and male students. The researcher used two types of motivation, namely Integrative motivation with the indicator "learning the culture of native speakers" and Instrumental motivation with the indicator "achieving a good future" in analyzing students' desire to learn English. Integrative motivation is a reflection of an individual's genuine interest in language learning. Instrumental motivation is a contrasting form of integrative motivation in language learning. The researcher will conduct observations and interviews as an instrument. After investigating and analyzing the data, the researcher will draw conclusions.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses qualitative method unit case study design. It is going to be qualitative research. According to Murdiyanto (2020), qualitative research is a method used to study human issues and social phenomena. According to Sidiq (2019) another definition of qualitative research is a method for investigating concepts, meaning, symptoms, symbols, and descriptions of a phenomenon that is multimethod, focused, natural, and holistic, with a narrative presentation style and multiple methods used to prioritize quality in scientific research.

In finding the right data about “Gender Analysis of EFL Students’ Motivational Orientation in an Learning Inclusive Environment at SLB-A YAPTI Makassar, the researcher used a qualitative research.

B. Research Subject

The subjects in this research are SLB-A YAPTI Makassar students for the 2023 – 2024 academic year. The researcher choose 3 female students and 3 male students in class IX, because based on pre-observations carried out by the researcher there are 6 students who have a high level of motivation in class IX and these can be used as research samples because they match the criteria required by researcher

to answer the problem statement in this research. Sampling The technique used in this research is a purposive sampling technique because sampling is based on certain criteria or characteristics.

C. Research Instrument

A research instrument, according to Sugiyono (2020), is a device used to quantify observed social and natural phenomena. The following tools were employed by the researcher in this study:

1. Observation: Two methods of obtaining information are by observing something and making a plan. Through research and the ability to present a clear picture of the subject under study. The purpose of this observation is to determine the differences in motivation of female and male students in learning English.
2. Interviews: To gain information about a topic and engage participants in conversation, open-ended questions are commonly used in qualitative interviews. The purpose of this interview is to find out more about the differences in the motivation of female and male students in learning English.

D. Technique of Data Collection

According to Grenier (2019) state that the research question and the data sources that offer the greatest amount of information to address the question dictate the data collection methods. Thus, scientists will carry it out. Gather information by carrying out the subsequent actions:

1. Observe the students in one class that be used as targets for analysis.
2. Conduct interviews to find out the differences in motivation of female and male students in learning English.
3. Analyze the answers spoken by students.
4. Summarizing data.

E. Technique of Data Analysis

Researcher use qualitative data based on Mile's and Huberman's (2019) theory, which consists of three stages: data reduction, data display, and drawing conclusions/verification, in order to analyze the data from classroom observations and interviews.

1. Data Reduction

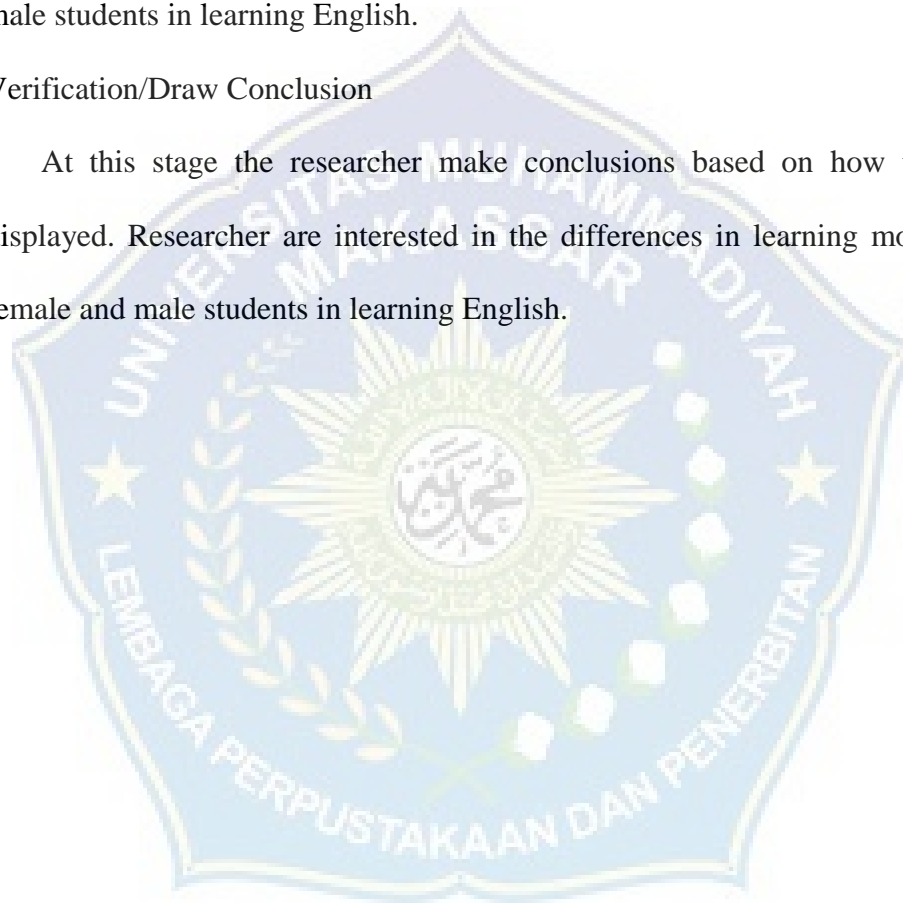
The process of selecting, centralizing, simplifying abstraction, and collecting raw data from written field reports is known as data reduction. Researcher record every interaction expressed by sources relevant to the topic when collecting data in the field through observation and interviews. After data collection, the analysis process involves data reduction, which collects all observation and interview findings. Next, the main findings related to differences in female and male learning motivation are selected and considered.

2. Data Display

The researcher sketch the data in the data display after completing data reduction. The focus of the research determine how the data is displayed. The aim of this research is to identify differences in the learning motivation of female and male students in learning English.

3. Verification/Draw Conclusion

At this stage the researcher make conclusions based on how the data is displayed. Researcher are interested in the differences in learning motivation of female and male students in learning English.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Based on the orientation of students' motivation in learning English obtained through observation and interview. The observation of students' English learning motivation checklist has two alternatives namely yes and no and the interview of students' English learning motivation has 30 questions, namely 15 questions for integrative motivation and 15 other questions for instrumental motivation. The following are the research findings that researcher got after conducting research at SLB-A YAPTI Makassar school.

1. Observation

The observation used by the research is a checklist type of observation. There are two types of motivation used by researcher to collect data, namely integrative motivation and instrumental motivation:

a. Integrative motivation

To find out whether students have integrative motivation in learning English or not, researcher use integrative motivation indicators to find out whether female students or male students are more likely to have integrative motivation in learning English. The indicators used by researcher are:

1. Students actively pay attention to the teacher's explanations in learning activities.

Based on the results of research that has been conducted by researchers, when researchers make observations about whether students actively pay attention to the teacher's explanation in learning activities. Researchers found that female students tended to be more active than male students in paying attention to the teacher's explanation who was teaching in class.

2. Students actively ask teachers and friends about material they do not understand

Based on the results of research that has been conducted by researchers, when researchers make observations about whether students actively ask teachers and friends about material they do not understand. Researchers found that female students tend to be more active and often ask questions to teachers or friends compared to male students.

3. Students use the time available to discuss with friends and teachers.

Based on the results of research that has been conducted by researchers, when researchers make observations about whether students take advantage of the time available to discuss with friends and teachers. Researchers found that female students tend to utilize the time available to discuss with friends and teachers more often than male students.

4. Students are not embarrassed when they fail

Based on the results of research that has been conducted by researchers, when researcher make observations about whether students do not feel embarrassed if

they fail. The researcher found that when female students failed, for example when the teacher asked them to answer incorrectly, they were not embarrassed and did not despair, instead they would try again and again. Whereas the male students that researchers found when they answered once and their answers were wrong, most of them preferred to be silent and did not try to find out the right answer again.

5. Students are able to defend their opinions and reasons in front of other friends

Based on the results of research that has been conducted by researcher, when researchers make observations about whether students are able to defend their opinions and reasons in front of other friends. Researcher found that female students tended to be more able to defend their opinions and reasons in front of other friends than male students.

b. Instrumental Motivations'

1. Students study to fulfill their obligations

Based on the results of research that has been conducted by researcher, when researcher make observations regarding whether students study to fulfill their obligations. Researcher found that male students tend to be seen studying to fulfill their obligations compared to female students.

2. Students rarely discuss with their friends

Based on the results of research that has been conducted by researcher, when researcher make observations about whether students rarely discuss with their friends. Researcher found that male students tended to rarely discuss with their friends compared to female students.

3. Students use the time available to discuss with friends and teachers.

Based on the results of research that has been conducted by researcher, when researcher make observations about whether students take advantage of the time available to discuss with friends and teachers. Researcher found that female students tend to utilize the time available to discuss with friends and teachers more often than male students.

4. Students study to increase their prestige

Based on the results of research that has been conducted by researcher, when researcher make observations regarding whether students learn to increase their prestige. Researcher found that male students tended to and female students they study to increase their prestige.

5. Students seem enthusiastic about learning in certain subjects only

Based on the results of research that has been conducted by researcher, when researcher make observations regarding whether students seem enthusiastic about studying certain subjects only. Researcher found that male students tended to

appear enthusiastic about studying certain subjects only compared to female students.

Based on the results of observations that have been made by researchers, researchers found that female and male students at SLB-A YAPTI Makassar school have different learning motivations, where female students are more likely to have integrative motivation in learning English while male students are more likely to have instrumental motivation in learning English. This can be seen from the results of the observation checklist that has been carried out by the researcher, where the researcher uses two types of motivation, namely integrative motivation and instrumental motivation to find out the differences in English learning motivation of students in class IX SLB-A YAPTI Makassar.

2. Interview

There are 30 questions given by researchers to students to collect data. Researcher also used two types of motivation to collect data, namely integrative motivation and instrumental motivation.

b. Integrative Motivations

Researcher ask respondent about students' motivation to learn English:

Excerpt (1) *How do you think the English teaching and learning process has been so far?*

1. Female Students'

I think the English lessons so far have been pretty good and very enjoyable (P1&P2)

English learning has been pretty good so far, in my opinion sometimes I understand the material sometimes I don't (P3)

2. Male students'

I think English learning has been pretty good so far (P4)

I think English learning has been very good so far and I really like it (P5&P6)

Based on the results of the researcher findings above, when the researcher interviewed students about the process of learning English so far, the researcher found that according to male and female students, they said that their English learning so far had been quite good.

Excerpt (2) *Are you enthusiastic when learning English in class?*

1. Female Students'

When English learning takes place in class, I am always enthusiastic in listening to the material presented by the teacher and always ask questions if there is something I don't understand (P1&P3)

I am less enthusiastic when English lessons take place because I have always disliked English (P2)

2. Male Students'

When English learning takes place in class, I am very enthusiastic about listening to the material presented by the teacher (P4&P5)

When English learning takes place in class, I am very enthusiastic about listening to the material presented by the teacher, but I rarely ask the teacher if there is something I don't understand (P6)

Based on the results of the research conducted by the researcher above, the researcher conducted interviews with students regarding whether they were enthusiastic when learning English in class. Researcher found that female students (P1&P3) said that they were always enthusiastic when learning English at school and always asked the teacher if they did not understand the lesson. In contrast to female students (P2), these students always feel unenthusiastic when learning English at school. Meanwhile, what the researcher found from male students (P4, P5 & P6) was that they were very enthusiastic when learning English in class.

Excerpt (3) *What makes you enthusiastic about learning English in class*

1. Female Students'

I am very enthusiastic about learning English because I already consider English as my daily language (P1)

I am less enthusiastic when learning English because I think English is difficult in my opinion because different writings have different ways of speaking (P2)

I am very enthusiastic about learning English because I want to be fluent in English (P3)

2. Male Students'

I am very enthusiastic about learning English because I like to communicate using English even though my friends use Indonesian (P4)

I am very enthusiastic about learning English because I want to be able to communicate fluently in English and I want to be able to construct sentences using English (P5)

I am very enthusiastic about learning English because I want to be able to communicate using English (P6)

Based on the results of research conducted by researchers, when researcher conducted interviews with students about what makes them enthusiastic when learning English. Researcher found that the female student (P1) said that she was very enthusiastic because she considered English to be her everyday language. The female student (P2) said that she was not enthusiastic because she did not like learning English. In contrast, the female student (P3) said that she was enthusiastic because she wanted to be able to learn English fluently. Meanwhile, a male student (P4) said that he studied English because he wanted to communicate using English even though his friends used Indonesian. The male student (P5) said that he was enthusiastic about learning English because he wanted to compose sentences using English, the male student (P6) said that I was enthusiastic about learning English because I wanted to be able to communicate using English.

Excerpt (4) *What obstacles do you face when learning English?*

1. Female Students'

The obstacles that are often faced in learning English are, in my opinion, from the way the teacher explains the material, I also have a lot of problems with vocabulary (P1&P2)

The obstacle I often face in learning English is the pronunciation (P3)

2. Male Students'

The obstacle I often face in learning English is the way it is pronounced (P4&P6)

The obstacles I often face in learning English are pronunciation and sentence structure (P5)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students about what obstacles you faced when learning English. The researcher got female students (P1&P2) said that the obstacle that I often faced in learning English was the way the teacher explained the material, I also experienced a lot of difficulties in terms of vocabulary. Furthermore, female student (P3) said that the obstacle I often face in learning English is pronunciation. Meanwhile, male students (P4 & P6) said that the obstacle that I often face in learning English is the way of pronunciation, and male students (P5) said that the obstacle that I often face in learning English is pronunciation and sentence structure.

Excerpt (5) *Do you like learning English?*

1. Female Students'

I like learning English but not too much (P1)

I don't really like it because I think English is complicated (P2)

I like learning English because I find it interesting (P3)

2. Male Students'

I like learning English because I want to communicate using English in my daily life (P4)

I really like learning English because it is important for my future (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students about whether you like learning English. Researcher found female students (P1) said that I like learning English but not very much, female students (P2) said that I don't really like it because I think English is complicated, female students (P3) said that I like learning English because I think that's interesting. Meanwhile, male students (P4) said that I like learning English because I want to communicate using English in everyday life, and male students (P5&P6) said that I really like learning English because it is important for my future.

Excerpt (6) *Do you often study English? How often do you study it?*

1. Female Students'

Rarely study English even though I like English (P1)

I don't study English very often I don't study English very often (P2&P3)

2. Male Students'

Not too often but I always listen to music and films in English (P4)

Not often but once in a while I learn English (P5)

I often study English because I want to achieve my dreams (P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students about whether you often study English and how often you study it. The researcher found that female students (P1) said that I am learning English even though I like English, female students (P2 & P3) said that I don't study English very often I don't study English very often. Meanwhile, male student (P4) said that Not very often but I always listen to music and films in English and male students said that (P5) not often but once in a while I study English.

Expect (7) *Do you often spend time learning English?*

1. Female Students'

I usually take time to study English but not too often (P1&P2)

I like taking time to learn English because it's fun (P3)

2. Male Students'

Yes, I often spend time studying English, but I usually have limited time using my cellphone in the dormitory (P4)

Yes, I often spend time learning English because I want to achieve my dreams (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you often spend time studying English. The researcher found that Female Students (P1 & P2) I usually take time to study English but not too often, female students (P3) said that I like to take time to study English because it is fun. Meanwhile, male students (P4) said that yes, I often take time to study English, but usually I have limited time to use my cell phone in the dorm, and male students (P5&P6) said that Yes, I often spend time studying English because I want to achieve my dreams.

Excerpt (8) *Is learning English fun?*

1. Female Students'

I think learning English is fun (P1&P3)

Learning English is fun but I don't really like English (P2)

2. Male Students

I think learning English is fun and I really like it (P4&45)

I think learning English is fun, that's why I want to be an English teacher (P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students about whether learning English was fun. Researchers found that female students (P1 & P3) said that I think learning English is fun, Female student (P2) said that learning English is fun but I don't really like English, Meanwhile, male students said that (P4&45) I think learning English is fun and I really like it, and male students (P6) said that I think learning English is fun, that's why I want to be an English teacher.

Excerpt (9) *English your favorite subject?*

1. Female Students'

English is included in the category of subjects that I like. (P1&P3)

English is not one of my favorite subjects (P3)

2. Male Student'

English subject is my favorite subject (P4 & P5)

Yes, English is one of my favorite subjects (P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding English, English your favorite subject. Researcher found that female students (P1&P3) said that English was one of my favorite subjects. Female students (P3) said that English was not one of my favorite subjects. Meanwhile, male students (P4 & P5) said that English is my favorite subject, and male students (P6) say that English is one of my favorite subjects.

Excerpt (10) *Why do you want to learn English?*

1. Female Students'

I want to learn English because I want to learn a new language, want to know about the outside world and want to know more about English (P1&P3)

I study English because it is a mandatory school subject (P2)

2. Male Students'

I study English because I want to know more about English, such as knowing about English culture (P4)

I study English because I want to achieve my dreams, when I go abroad I will need English as a means of communication there (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students about why you want to learn English, the researcher found that female students (P1&P3) said that I want to learn English because I want to learn a new language, want to know about the outside world and want to know more about English, female student (P2) said that I study English because it is a compulsory subject at school. Meanwhile, male students (P4) said that I study English because I want to know more about English, such as knowing about English culture. Male students (P5 & P6) say that I study English because I want to achieve my dreams, when I go abroad I will need English as a means of communication there.

Excerpt (11) *Do you need to learn English?*

1. Female Students'

I really need English because English is an international language and I want to master these English skills (P1)

I need English because English is an international language (P2)

English is an international language and we need it, when we meet people from abroad we can use English to communicate (P3)

2. Male Students'

I need English because English is an international language (P4)

I need English because when we study abroad we have to master the language (P5)

I need English because I want to achieve my dream of becoming an English teacher (P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you need to learn English, the researcher found that female students (P1) said that I really need English because English is an international language and I want to master English skills, female students (P2) say that I need English because English is an international language, and female students (P3) say that English is an international language and we need it, when we meet people from abroad we can use English to communicate. Meanwhile, male students (P4) said that I need English because English is an international language, male students (P5) say that I need English because when we study abroad we have to master the language, and male students (P6) say that I need English because I want to achieve my dream of becoming an English teacher.

Excerpt (12) *Is learning English important?*

1. Female Students'

I think English is very important (P1&P3)

Yes, it's very important in my opinion, even though I don't really like it (P2)

2. Male Students'

I think it is very important for us to learn English (P4)

English really helps us, especially in achieving our goals, therefore it is very important to learn English (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether learning English was important, the researcher found that female students (P1&P3) said that In my opinion, English is very important, the female student (P2) said that Yes, it is very important in my opinion, even though I don't really like it. Meanwhile, male students (P4) said that In my opinion, it is very important for us to learn English. Male students (P5&P6) said that English really helps us, especially in achieving our goals, therefore it is very important to learn English.

Excerpt (13) *How important do you think learning English is?*

1. Female Students'

Learning English is very important for us to learn because English is an international language and is really needed out there (P1&P3)

English is very important because it is an international language (P2)

2. Male Students'

In my opinion, English is very important, apart from English being an international language, I can also use English on my cellphone to better protect my privacy (P4)

English is very important, apart from being an international language, English can also help me study abroad and achieve my dreams (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding how important you think it is to learn English, the researcher found that female students (P1&P3) said that In my opinion, learning English is very important for us to learn because English is an international language and is really needed out there, female students (P2) said that English is very important because English is an international language. Meanwhile, male students (P4) said that In my opinion, English is very important, apart from because English is an international language, I can also use English on my cellphone to better protect my privacy. Male students (P5&P6) said that I think English is very important, apart from being a language. English is an international language, I can also use English on my phone to better protect my privacy.

Excerpt (14) *What motivates you to learn English?*

1. Female Students'

My motivation for learning English is because most of my idols are foreigners and to communicate with them I need to use English. Apart from that, that motivates me to study English because I want to know more about English (P1&P3)

What motivated me to learn English was because many of my friends in the hostel could speak English and it sounded cool to me (P2)

2. Male Students'

What motivates me to learn English is that I want to know more about English culture (P4)

My motivation for learning languages is because I want to achieve my dreams. (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding what motivates you to learn English, the researcher found that female students (P1&P3) said that In my opinion, my motivation for learning English is because most of my idols are foreigners and to communicate with them, I have to use English. Apart from that, what motivates me to learn English is because I want to know more about English, a

female student (P2) said that what motivates me to learn English is because many friends in the dormitory can speak English and it sounds cool to me. Meanwhile, male students (P4) said that In my opinion, what motivates me to learn English is because I want to know more about British culture. Male students (P5&P6) said that in my opinion, my motivation to learn the language is because I want to achieve my goals.

Excerpt (15) *How important is motivation in increasing your interest in learning?*

1. Female Students'

In my opinion, it is very important, if we have motivation to learn, we will be more enthusiastic about learning (P1&P3)

Motivation to learn is very important to encourage us to be more enthusiastic about learning (P2)

2. Male Students'

Motivation to learn is really needed, why is that because if we have high motivation to learn, we will be more enthusiastic about learning (P4)

Motivation to learn is really needed to encourage us to be more enthusiastic about learning and succeed (P6&45)

Based on the results of research conducted by researchers above, when researchers conducted interviews with students regarding how important motivation

is in increasing your interest in learning, researchers found that female students (P1 & P3) said that I think it is very important, if we have the motivation to study then we will be more enthusiastic about studying, female student (P2) said that motivation to learn is very important to encourage us to be more enthusiastic about studying. Meanwhile, male students (P4) said that Motivation to learn is really needed, why is that because if we have high motivation to learn then we will be more enthusiastic about learning, and male students (P5&P6) said that motivation to learn is really needed to encourage us to be more enthusiastic about learning and succeeding.

Based on the results of interviews conducted by the researcher above, it can be concluded that female students are more likely to have integrative motivation in learning English than male students. This can be seen from the results of interviews where there are 15 questions asked by researchers to students and out of 6 students, namely three women and 3 men, there are 2 women who are more likely to have integrative motivation.

c. Instrumental Motivation

Researcher ask respondent about students' motivation to learn English:

Excerpt (1) *Do you like learning English?*

1. Female Students'

I like learning English but not too much (P1)

I don't really like it because I think English is complicated (P2)

I like learning English because I find it interesting (P3)

2. Male Students'

I like learning English because I want to communicate using English in my daily life

(P4)

I really like learning English because it is important for my future (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding Do you like learning English, the researcher found that Female Students (P1) said that in my opinion I like learning English but not too much, female students (P2) said that Motivation I don't really like it because I think English is complicated, and female students (P3) I like learning English because I think it's interesting. Meanwhile, male students (P4) said that motivation to learn I like learning English because I want to communicate using English in everyday life, and male students (P5&P6) said that Motivation to learn I really like learning English because it is important for my future.

Excerpt (2) Is learning English difficult?

1. Female Students'

Not really, I don't think learning English is that difficult (P1&P3)

In my opinion, learning English is difficult, especially since writing is different from reading (P2)

2. Male Students

I think learning English is not that difficult (P4)

In my opinion, learning English is sometimes difficult, sometimes not (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether learning English was difficult, the researcher found that female students (P1&P3) said that not really, I think learning English is not that difficult, female student (P2) said that I think learning English is difficult, especially because writing is different from reading. Meanwhile, male students (P4) said that in my opinion, learning English is not that difficult, and male students (P5&P6) said that I think learning English is sometimes difficult, sometimes not.

Excerpt (3) Are you studying English to fulfill your obligations?

1. Female Students'

Not really, I study English not only because English is a mandatory subject at school but because I really like it. (P1&P3)

Yes, I study English because it is a mandatory subject at school. (P2)

2. Male Students'

Not really, I study English because I like it (P4)

Not really, I study English because I like it and I need to learn English (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you are studying English to fulfill your obligations, the researcher found that female students (P1&P3) said that not really, I study English not only because English is a compulsory subject at school but because I really like it, the female student (P2) said that according to yes, I study English because it is a compulsory subject at school. Meanwhile, male students (P4) said that in my opinion, Not really, I study English because I like it, and male students (P5&P6) said that In my opinion, Not really, I study English because I like it and I need to learn English.

Excerpt (4) *Are you studying English so you don't get punished by the teacher?*

1. Female Students'

No, I study English because I like it. (P1&P3)

Not really even though I don't like learning English (P2)

2. Male Students'

I study English not because I'm afraid of being punished by the teacher, but because I really like it. (P4)

Not really, I learn English because it is so I can communicate using English (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you are studying English so as not to be punished by the teacher, the researcher found that female students (P1&P3) said that no, I study English because I like it, the female student (P2) said that Not really even though I don't like studying English. Meanwhile, male students (P4) said that I study English not because I am afraid of being punished by the teacher, but because I really like it, and the male students (P5&P6) said that No really, I study English because so I can communicate using English.

Excerpt (5) *Are you studying English to get a prize promised by your teacher or parents?*

1. Female Students'

I study English because I want to and because I like learning English. (P1)

No, I study English because it is a mandatory subject at school. (P2)

No, I study English not because I want to get prizes but because I like it (P3)

2. Male Students'

No, I never thought about learning English because I wanted to get a prize. (P4)

No, I study English because I like it and have to master it (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you study

English to get a prize promised by your teacher or parents, the researcher found that female students (P1) said that I study English because I want to and because I like studying English, female students (P2) say that no, I study English because it is a compulsory subject at school, and female students (P3) say that No, I study English England not because I want to get a prize but because I like it. Meanwhile, male students (P4) said that no, I never thought about learning English because I wanted to get a prize, and male students (P5&P6) said that No, I studied English because I liked it and had to master it.

Excerpt (6) *Are you studying English to look cool?*

1. Female Students'

No, I study English not because to look cool but because I want to be able to learn English (P1)

No, because I don't really like learning English (P2)

Absolutely not, because I study English because I really like English (P3)

2. Male Students'

No, I study English not to look cool but because I like it (P4)

Not really, I studied English not to look cool but for my future (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you are studying English to look cool, the researcher found that female students (P1) said that no, I

study English not because I want to look cool but because I want to be able to learn English, the female student (P2) said that no, no, because I don't really like studying English, and the female student (P3) said that of course no, because I study English because I really like English. Meanwhile, male students (P4) said that no, I study English not to look cool but because I like it, and the male students (P5&P6) say that not really, I study English not to look cool but for my future.

Excerpt (7) *Are you studying English because you want to achieve your goals later?*

1. Female students'

I like learning English because I want to know about the culture in England, not because I want to achieve my dreams (P1&P3)

2. Male Students'

No, I study English because it is a mandatory subject at school (P3)

No, I study English because I like British culture (P4)

Yes, I study English because I want to achieve my dreams (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you are studying English because you want to achieve your goals later, the researcher found that female students (P1&P3) said that I like studying English because I want to know about the

culture in England, not because I want to achieve my dreams, the female student (P2) said that no, because I study English because it is a compulsory subject at school . Meanwhile, male students (P4) said that no, I study English because I like British culture, and male students (P5&P6) say that yes, I study English because I want to achieve my dreams.

Excerpt (8) *Did you learn English because your parents encouraged you?*

1. Female Students'

No, I learned English because of my own will (P1&P3)

I didn't study English because it was a compulsory subject at school, not because my parents encouraged me (P2)

2. Male Students'

Yes, I learned English because of encouragement from my parents too (P4)

I studied English because of my dreams and encouragement from my parents too (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you studied English because your parents encouraged you, the researcher found that female students (P1&P3) said that no, I study English because of my own will, the female

student (P2) said that I don't study English because it is a compulsory subject at school, not because my parents push me. Meanwhile, male students (P4) said that yes, I studied English because of encouragement from my parents too, and male students (P5&P6) said that I studied English because of my dream and encouragement from my parents too.

Excerpt (9) *Do you study English because you want to get a good impression from the teacher?*

1. Female Students'

Absolutely not, I didn't study English because I wanted to get praise from the teacher (P1)

Not at all, because I don't like English (P2)

I study English not because I want to get praise from the teacher, but because I really like it (P3)

2. Male Students'

No, I study English because I like it, not because I want to look cool in front of the teacher (P4)

Absolutely not, I studied English for my future not to look cool in the eyes of the teacher (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you study

English because you want to get a good impression from the teacher, the researcher found that female students (P1) said that absolutely not, I don't study English because I want to get praise from the teacher, not because I want to achieve my goals, female students (P2) said that Not at all, because I don't like English, and female students (P3) said that I studied English not because I wanted to get praise from the teacher, but because I really liked it. Meanwhile, male students (P4) said that no, I study English because I like it, not because I want to look cool in front of the teacher, and male students (P5&P6) say that absolutely not, I study English for my future, not to look cool in the eyes of the teacher.

Excerpt (10) *Are you always satisfied with the grades you get in learning English?*

1. Female Students'

Yes, I am always satisfied with the English grades I get at school (P1 & P3)

Yes, I am quite satisfied with the score I got in English (P2)

2. Male Students'

Yes, I am always satisfied with the grades I get in English lessons (P4)

I am always satisfied with the English grades the teacher gives me (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you are always satisfied with the grades you get in learning English, the researcher found that female students (P1&P3) said that yes, I am always satisfied with the English grades I get at

school, female student (P2) said that Yes, I am quite satisfied with the grades I get in English lessons, not because my parents push me. Meanwhile, male students (P4) said that yes, I am always satisfied with the grades I get in English lessons, and male students (P5&P6) say that I am always satisfied with the English grades the teacher gives me.

Excerpt (11) *Are you studying English because you want to get better English grades than most of your friends in class?*

1. Female Students'

No, I just like studying English. I never thought about studying English to get better grades than my friends (P1)

Absolutely not, I don't like studying English, let alone thinking about getting better grades than my friends (P2)

2. Male Students'

No, I study English not to get better grades than my friends (P4)

Absolutely not, I study English only to focus on my dreams, not to get better grades than my friends (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you are studying English because you want to get better English grades than most of your friends in class, the researcher found that female students (P1&P3) said that no, I just like

learning English. I never thought about studying English to get better grades than my friends, the female student (P2) said that absolutely not, I don't like studying English, let alone thinking about getting better grades than my friends I . Meanwhile, male students (P4) said that no, I studied English not to get better grades than my friends, and male students (P5&P6) said that absolutely not, I studied English just to focus on my goals, not to get better grades than my friends.

Excerpt (12) *Do you need to learn English?*

1. Female Students'

I really need English because English is an international language and I want to master these English skills (P1)

I need English because English is an international language (P2)

English is an international language and we need it, when we meet people from abroad we can use English to communicate (P3)

2. Male Students'

I need English because English is an international language (P4)

I need English because when we study abroad we have to master the language (P5)

I need English because I want to achieve my dream of becoming an English teacher (P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether you need to learn English, the researcher found that female students (P1&P3) said that I really need English because English is an international language and I want to master English skills, female students (P2) say that I need English because English is an international language, and female students (P3) say that. Meanwhile, male students (P4) said that I need English because English is an international language, male students (P5) said that I need English because when we study abroad we have to master the language, and according to male students male (P6) I need English because I want to achieve my dream of becoming an English teacher.

Excerpt (13) *Is learning English important?*

1. Female Students'

I think English is very important (P1&P3)

Yes, it's very important in my opinion, even though I don't really like it (P2)

2. Male Students'

I think it is very important for us to learn English (P4)

English really helps us, especially in achieving our goals, therefore it is very important to learn English (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding whether learning English

was important, the researcher found that female students (P1&P3) said that In my opinion, English is very important, the female student (P2) said that Yes, it is very important in my opinion, even though I don't really like it. Meanwhile, male students (P4) said that In my opinion, it is very important for us to learn English. Male students (P5&P6) said that English really helps us, especially in achieving our goals, therefore it is very important to learn English.

Excerpt (14) *How important do you think it is to learn English?*

1. Female Students'

Learning English is very important for us to learn because English is an international language and is really needed out there (P1&P3)

English is very important because it is an international language (P2)

2. Male Students'

In my opinion, English is very important, apart from English being an international language, I can also use English on my cellphone to better protect my privacy (P4)

English is very important, apart from being an international language, English can also help me study abroad and achieve my dreams. (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding how important you think it is to learn English, the researcher found that female students (P1&P3) said that In my opinion, learning English is very important for us to learn because English is an

international language and is really needed out there, female students (P2) said that English is very important because English is an international language. Meanwhile, male students (P4) said that In my opinion, English is very important, apart from because English is an international language, I can also use English on my cellphone to better protect my privacy. Male students (P5&P6) said that I think English is very important, apart from being a language. English is an international language, I can also use English on my phone to better protect my privacy.

Excerpt (15) *What motivates you to learn English?*

1. Female Students'

My motivation for learning English is because most of my idols are foreigners and to communicate with them I need to use English. Apart from that, that motivates me to study English because I want to know more about English (P1&P3)

What motivated me to learn English was because many of my friends in the hostel could speak English and it sounded cool to me (P2)

2. Male Students'

What motivates me to learn English is that I want to know more about English culture (P4)

My motivation for learning languages is because I want to achieve my dreams. (P5&P6)

Based on the results of the research conducted by the researcher above, when the researcher conducted interviews with students regarding what motivates you to learn English, the researcher found that female students (P1&P3) said that In my opinion, my motivation for learning English is because most of my idols are foreigners and to communicate with them, I have to use English. Apart from that, what motivates me to learn English is because I want to know more about English, a female student (P2) said that what motivates me to learn English is because many friends in the dormitory can speak English and it sounds cool to me. Meanwhile, male students (P4) said that In my opinion, what motivates me to learn English is because I want to know more about British culture. Male students (P5&P6) said that in my opinion, my motivation to learn the language is because I want to achieve my goals.

Based on the results of interviews conducted by the researcher above, it can be concluded that male students are more likely to have instrumental motivation in learning English than female students. This can be seen from the results of interviews where there are 15 questions asked by researchers to students and out of 6 students, namely three women and 3 men, there are 2 men who are more likely to have integrative motivation.

Based on the results of observations made by researcher, researcher found that female students and male students have different learning motivations, which can be seen from several indicators of the two types of learning motivation used by

researcher, namely integrative motivation and instrumental motivation. female students are more likely to be active in class, more often asking their friends or teachers when they don't understand the material taught by the teacher. This is in accordance with the indicators of integrative motivation. While male students are more likely to rarely ask students or teachers, male students are also mostly silent, rarely enthusiastic when learning except in certain courses. This is in accordance with the indicators of instrumental motivation. The results of this observation can be supported by the results of interviews conducted by researcher. that is, when researcher conducted research from 30 interview questions given by researcher to students, which consisted of 15 questions leading to integrative motivation and 15 others leading to instrumental motivation. Researcher found that 2 out of 3 female students had integrative motivation and 2 out of 3 male students had instrumental motivation. From the results of the observations and interviews above, it can be concluded that female and male students at SLB-A YAPTI Makassar class IX have different learning motivations, where female students are more likely to have integrative motivation and male students are more likely to have instrumental motivation.

B. Discussion

Based on the results of research conducted by researcher, researcher found that female students and male students have different learning motivation. This

research is supported by previous research, namely: According to Widiawati's research (2022) research findings, women and men have different motivations, female students look more inclined than male students in external regulation. In additions According to Karyaningsih (2023) there are differences in the learning motivation of male and female students. Furthemore, According to Mustainah (2020) Women and men have different learning motivations. According to Cabras (2023) women and men have different learning motivations. Additionally, Sukri (2021) there is a difference in the level of orientation motivation levels possessed by male and female students.

Based on the results of research conducted by researcher, researcher found that female students and male students have different learning motivation. Female students are more likely to have integrative motivation and male students are more likely to have instrumental motivation in learning. This research is supported by previous research. Research according to Naz (2020) male students show a higher level of instrumental motivation. In additions, according to Pathan's research (2024) shows that the most prominent learning motivation for female students is integrative motivation. Furthemore, According to Cabras (2023) female students reported lower instrumental motivation and higher integrative motivation than males. According to Kenyukhova (2023) male students have high instrumental motivation. Additionally, Puspita (2021) Men have a high instrumental motivation orientation (72.50%), while

women only (67.5%). In addition, women achieved the highest level of integrative motivational orientation with a percentage of 92.50% and men achieved 80%. Furthermore, According to mustainah (2020) Women have an integrative motivational orientation in learning. Meanwhile, men have an instrumental motivational orientation in learning.

Based on the research results above, it can be concluded that female and male students both have motivation to learn, but there is a difference, namely the type of learning motivation, where female students tend to have integrative motivation and male students tend to have instrumental motivation in learning. This research can be a novelty from previous research. According to Oga (2020), various studies show that female students tend to be more motivated to learn than male students. according to Shen (2020) women's academic motivation is higher than motivation male academic. In additions, According to Tanaka (2023) women were more motivated than men to learn English.

Based on the results of observations and interviews that have been conducted by researchers on female students and male students in class IX SLB-A YAPTI Makassar, it can be concluded that female students and male students have different motivations in learning English. Female students are more likely to have integrative learning motivation and male students are more likely to have instrumental motivatio

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

It is clear from the discussion in the preceding chapter that class IX female students at SLB-YAPTI Makassar are motivated to learn English integratively. This is demonstrated by the researcher observations and interview, which show that two out of every three female students had a higher likelihood of being motivated to study English. In a similar vein, the researcher findings from the thirty interview questions she administered to the six students revealed that two of the three students were motivated to study English integratively.

Male students in class IX at SLB-YAPTI Makassar are also highly motivated to learn English. This is demonstrated by the researcher observations and interview, which show that two out of every three male students had a higher likelihood of being motivated to study English. In a similar vein, the researcher discovered that two out of three students had instrumental motivation for learning English based on the findings of the thirty interview questions that she asked the six students.

The researcher came to the conclusion that male and female students at the SLB-YAPTI Makassar class IX school had distinct for learning English based on the aforementioned data. Male students are more instrumental in learning English, whereas female students are more likely to be motivated by integration.

B. Suggestion

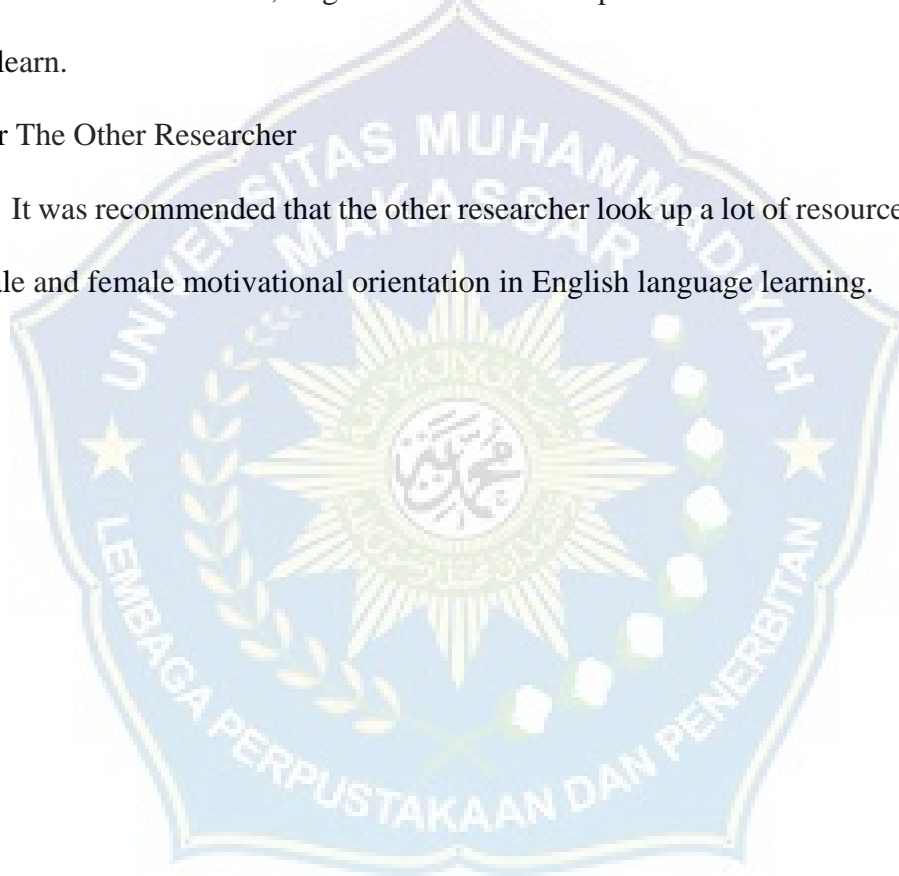
Based on the conclusion before, the researcher proposed the following suggestion:

1. For English Teacher

By using instructional strategies and tactics that facilitate integrative and instrumental motivation, English teachers can help students become more motivated to learn.

2. For The Other Researcher

It was recommended that the other researcher look up a lot of resources regarding male and female motivational orientation in English language learning.



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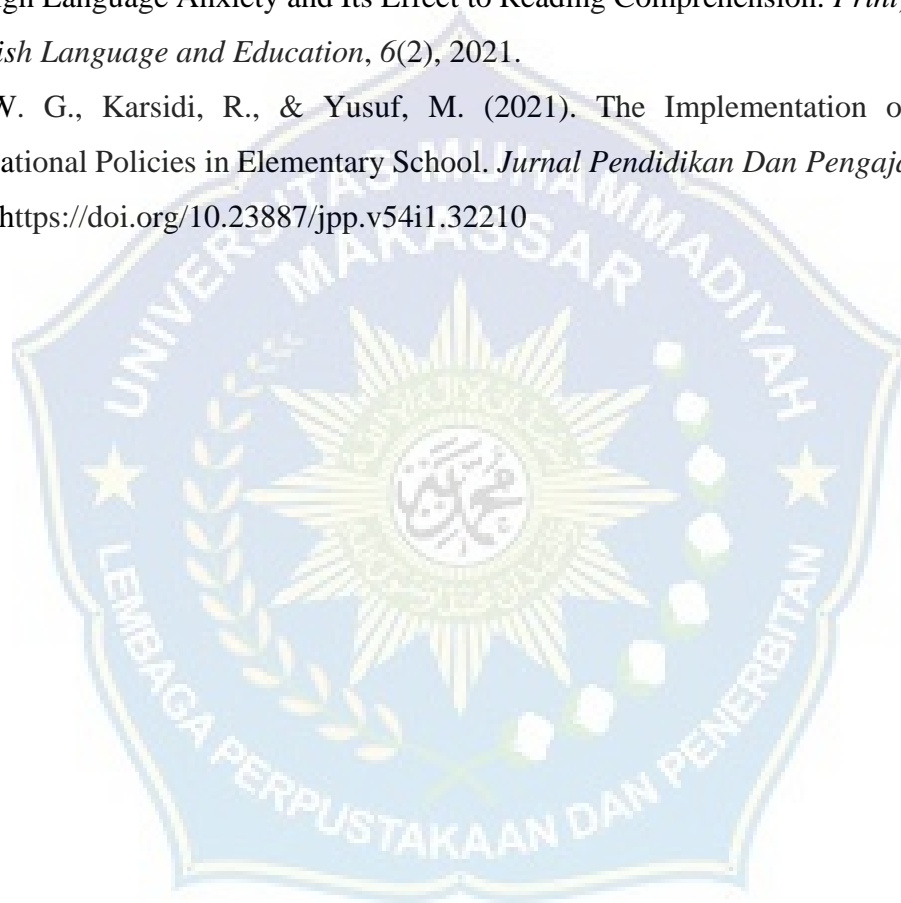
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Appendix I

A. OBSERVATION CHEKLIST

1. Integrative Motivation

No.	Subject	Gender	Types	Notes	Yes	Not
1.	Students'	Females	Integrative motivation	Students actively pay attention to the teacher's explanations in learning activities.	✓	
				Students actively ask teachers and friends about material they do not understand.	✓	
				Students use the time available to discuss with friends and teachers.	✓	
				Students are not embarrassed when they fail.	✓	
				Students are able to defend their opinions	✓	

				and reasons in front of other friends.		
2.	Students'	Males	Integrative Motivation	Students actively pay attention to the teacher's explanations in learning activities.		✓
				Students actively ask teachers and friends about material they do not understand.		✓
				Students use the time available to discuss with friends and teachers.		✓
				Students are not embarrassed when they fail.	✓	
				Students are able to defend their opinions and reasons in front of other friends.		✓

2. Instrumental Motivation

No.	Subject	Gender	Types	Notes	Yes	Not
1.	Students'	Females	Instrumental motivation	Students study to fulfill their obligations.		✓
				Students learn to avoid punishment.		✓
				Students use the time available to discuss with friends and teachers.	✓	
				Students study to increase their prestige.		✓
				Study for the demands of the position you want to hold later.		✓
2.	Students'	Males	Instrumental Motivation	Students study to fulfill their obligations.	✓	
				Students learn to avoid punishment.	✓	

				Students learn to get the prizes promised by the teacher.		✓
				Students study to increase their prestige.	✓	
				Study for the demands of the position you want to hold later.	✓	



Appendix II

B. INTERVIEW

Interview results (P1)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P1: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about integrative motivation and instrumental motivation. Do you already know about these types of motivation.

P1 :Not yet miss

Researcher: Okay, then please answer the questions according to what you know.

1. Integrative Motivation

1. How do you think the English teaching and learning process has been so far

I think the English lessons so far have been pretty good and very enjoyable

(P1)

(Saya pikir pelajaran bahasa Inggris sejauh ini cukup bagus dan sangat menyenangkan)

2. Are you enthusiastic when learning English in class?

When English learning takes place in class, I am always enthusiastic in listening to the material presented by the teacher and always ask questions if there is something I don't understand (P1)

(Ketika pembelajaran bahasa Inggris berlangsung di kelas, saya selalu antusias dalam menyimak materi yang disampaikan oleh guru dan selalu bertanya jika ada yang tidak saya pahami)

3. What makes you enthusiastic about learning English in class?

I am very enthusiastic about learning English because I already consider English as my daily language (P1)

(Saya sangat antusias belajar bahasa Inggris karena saya sudah menganggap bahasa Inggris sebagai bahasa sehari-hari)

4. What obstacles do you face when learning English?

The obstacles that are often faced in learning English are, in my opinion, from the way the teacher explains the material, I also have a lot of problems with vocabulary (P1)

(Kendala yang sering dihadapi dalam belajar bahasa Inggris menurut saya adalah dari cara guru menjelaskan materi, saya juga memiliki banyak masalah dengan kosa kata)

5. Do you like learning English?

I like learning English but not too much (P1)

(Saya suka tapi tidak terlalu suka banget)

6. Do you often study English? How often do you study it?

Rarely study English even though I like English (P1)

(Jarang belajar bahasa Inggris meskipun saya suka bahasa Inggris)

7. Do you often spend time learning English?

I usually take time to study English but not too often (P1)

(Saya biasanya meluangkan waktu untuk belajar bahasa Inggris tetapi tidak terlalu sering)

8. Is learning English fun?

I think learning English is fun (P1)

(Menurut saya, belajar bahasa Inggris itu menyenangkan)

9. Is English your favorite subject?

English is included in the category of subjects that I like (P1)

(Bahasa Inggris termasuk dalam kategori mata pelajaran yang saya sukai)

10. Why do you want to learn English?

I want to learn English because I want to learn a new language, want to know about the outside world and want to know more about English (P1)

(Saya ingin belajar bahasa Inggris karena saya ingin belajar bahasa baru, ingin tahu tentang dunia luar dan ingin tahu lebih banyak tentang bahasa Inggris)

11. Do you need to learn English?

I really need English because English is an international language and I want to master these English skills (P1)

(Saya sangat membutuhkan bahasa Inggris karena bahasa Inggris adalah bahasa internasional dan saya ingin menguasai keterampilan bahasa Inggris ini)

12. Is learning English important?

I think English is very important (P1)

(Menurut saya sangat penting)

13. How important do you think learning English is?

Learning English is very important for us to learn because English is an international language and is really needed out there (P1)

(Belajar bahasa Inggris sangat penting untuk kita pelajari karena bahasa Inggris merupakan bahasa internasional dan sangat dibutuhkan di luar sana)

14. What motivates you to learn English?

My motivation for learning English is because most of my idols are foreigners and to communicate with them I need to use English. Apart from that, that motivates me to study English because I want to know more about English (P1)

(Motivasi saya untuk belajar bahasa Inggris adalah karena sebagian besar idola saya adalah orang asing dan untuk berkomunikasi dengan mereka, saya harus menggunakan bahasa Inggris. Selain itu, hal yang memotivasi saya untuk belajar bahasa Inggris adalah karena saya ingin tahu lebih banyak tentang bahasa Inggris)

15. What is the motivation for learning English?

In my opinion, it is very important, if we have motivation to learn, we will be more enthusiastic about learning (P1)

(Menurut saya itu sangat penting, kalau kita punya motivasi untuk belajar, kita akan lebih semangat untuk belajar)

2. Instrumental Motivation

1. Do you like learning English?

I like learning English but not too much (P1)

(Saya suka belajar bahasa Inggris tapi tidak terlalu)

2. Is learning English difficult?

Not really, I don't think learning English is that difficult (P1)

(Tidak juga, menurut saya belajar bahasa Inggris tidak sesulit itu)

3. Are you studying English to fulfill your obligations?

Not really, I study English not only because English is a mandatory subject at school but because I really like it. (P1)

(Tidak juga, saya belajar bahasa Inggris bukan hanya karena bahasa Inggris adalah mata pelajaran wajib di sekolah, tetapi karena saya benar-benar menyukainya)

4. Are you studying English so you don't get punished by the teacher?

No, I study English because I like it. (P1)

(Tidak, saya belajar bahasa Inggris karena saya menyukainya)

5. Are you studying English to get a prize promised by your teacher or parents?

I study English because I want to and because I like learning English. (P1)

(Saya belajar bahasa Inggris karena saya ingin dan karena saya suka belajar bahasa Inggris)

6. Are you studying English to look cool?

No, I study English not because to look cool but because I want to be able to learn English (P1)

(Tidak, saya belajar bahasa Inggris bukan karena ingin terlihat keren, tetapi karena saya ingin bisa belajar bahasa Inggris)

7. Are you studying English because you want to achieve your goals later?

I like learning English because I want to know about the culture in England, not because I want to achieve my dreams (P1)

(Saya suka belajar bahasa Inggris karena saya ingin tahu tentang budaya di Inggris, bukan karena saya ingin meraih cita-cita saya)

8. Did you learn English because your parents encouraged you?

No, I learned English because of my own will (P1)

(Tidak, saya belajar bahasa Inggris karena kemauan saya sendiri)

9. Do you study English because you want to get a good impression from the teacher?

Absolutely not, I didn't study English because I wanted to get praise from the teacher (P1)

(Sama sekali tidak, saya tidak belajar bahasa Inggris karena saya ingin mendapatkan pujian dari guru)

10. Are you always satisfied with the grades you get in learning English?

Yes, I am always satisfied with the English grades I get at school (P1)

(Ya, saya selalu puas dengan nilai bahasa Inggris yang saya dapatkan di sekolah)

11. Are you studying English because you want to get better English grades than most of your friends in class?

No, I just like studying English. I never thought about studying English to get better grades than my friends (P1)

(Tidak, saya hanya suka belajar bahasa Inggris. Saya tidak pernah berpikir untuk belajar bahasa Inggris untuk mendapatkan nilai yang lebih baik dari teman-teman saya)

12. Do you need to learn English?

I really need English because English is an international language and I want to master these English skills (P1)

(Saya sangat membutuhkan bahasa Inggris karena bahasa Inggris adalah bahasa internasional dan saya ingin menguasai keterampilan bahasa Inggris ini)

13. I need English because I want to achieve my dream of becoming an English teacher (P6)

I think English is very important (P1)

(Menurut saya bahasa Inggris sangat penting)

14. Is learning English important?

Learning English is very important for us to learn because English is an international language and is really needed out there (P1)

(Belajar bahasa Inggris sangat penting untuk kita pelajari karena bahasa Inggris merupakan bahasa internasional dan sangat dibutuhkan di luar sana)

15. What motivates you to learn English?

My motivation for learning English is because most of my idols are foreigners and to communicate with them I need to use English. Apart from that, that motivates me to study English because I want to know more about English (P1)

(Motivasi saya untuk belajar bahasa Inggris adalah karena sebagian besar idola saya adalah orang asing dan untuk berkomunikasi dengan mereka, saya harus menggunakan bahasa Inggris. Selain itu, hal yang memotivasi saya

untuk belajar bahasa Inggris adalah karena saya ingin tahu lebih banyak tentang bahasa Inggris)

Interview results (P2)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P2: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about integrative motivation and instrumental motivation. Do you already know about these types of motivation.

P2 :Not yet miss

Researcher: Okay, then please answer the questions according to what you know.

1. Integrative Motivation

1. How do you think the English teaching and learning process has been so far?

I think the English lessons so far have been pretty good and very enjoyable
(P2)

(Saya pikir pelajaran bahasa Inggris sejauh ini cukup bagus dan sangat menyenangkan)

2. Are you enthusiastic when learning English in class?

I am less enthusiastic when English lessons take place because I have always disliked English (P2)

(Saya kurang antusias ketika pelajaran bahasa Inggris berlangsung karena saya selalu tidak menyukai bahasa Inggris)

3. What makes you enthusiastic about learning English in class?

I am less enthusiastic when learning English because I think English is difficult in my opinion because different writings have different ways of speaking (P2)

(Saya kurang antusias ketika belajar bahasa Inggris karena menurut saya bahasa Inggris itu sulit karena tulisan yang berbeda memiliki cara bicara yang berbeda)

4. What obstacles do you face when learning English?

The obstacles that are often faced in learning English are, in my opinion, from the way the teacher explains the material, I also have a lot of problems with vocabulary (P2)

(Kendala yang sering dihadapi dalam belajar bahasa Inggris menurut saya adalah dari cara guru menjelaskan materi, saya juga memiliki banyak masalah dengan kosa kata)

5. Do you like learning English?

I don't really like it because I think English is complicated (P2)

(Saya tidak terlalu menyukainya karena menurut saya bahasa Inggris itu rumit)

6. Do you often study English? How often do you study it?

I don't study English very (P2)

(Saya tidak terlalu sering belajar bahasa Inggris)

7. Do you often spend time learning English?

I usually take time to study English but not too often (P2)

(Saya biasanya meluangkan waktu untuk belajar bahasa Inggris tetapi tidak terlalu sering)

8. Is learning English fun?

Learning English is fun but I don't really like English (P2)

(Belajar bahasa Inggris itu menyenangkan, tapi saya tidak terlalu suka bahasa Inggris)

9. Is English your favorite subject?

English is not one of my favorite subjects (P2)

(Bahasa Inggris bukanlah salah satu mata pelajaran favorit saya)

10. Why do you want to learn English?

I study English because it is a mandatory school subject (P2)

(Saya belajar bahasa Inggris karena merupakan mata pelajaran wajib di sekolah)

11. Do you need to learn English?

I need English because English is an international language (P2)

(Saya membutuhkan bahasa Inggris karena bahasa Inggris adalah bahasa internasional)

12. Is learning English important?

Yes, it's very important in my opinion, even though I don't really like it (P2)
(Ya, ini sangat penting menurut saya, meskipun saya tidak terlalu menyukainya)

13. How important do you think learning English is?

English is very important because it is an international language (P2)
(Bahasa Inggris sangat penting karena merupakan bahasa internasional)

14. What motivates you to learn English?

What motivated me to learn English was because many of my friends in the hostel could speak English and it sounded cool to me (P2)

(Yang memotivasi saya untuk belajar bahasa Inggris adalah karena banyak teman di asrama yang bisa berbahasa Inggris dan kedengarannya keren bagi saya)

15. What is the motivation for learning English?

Motivation to learn is very important to encourage us to be more enthusiastic about learning (P2)

(Motivasi belajar sangat penting untuk mendorong kita agar lebih semangat dalam belajar)

2. Instrumental Motivation

1. Do you like learning English?

I don't really like it because I think English is complicated (P2)

(Saya tidak terlalu menyukainya karena menurut saya bahasa Inggris itu rumit)

2. Is learning English difficult?

In my opinion, learning English is difficult, especially since writing is different from reading (P2)

(Menurut saya, belajar bahasa Inggris itu sulit, terutama karena menulis berbeda dengan membaca)

3. Are you studying English to fulfill your obligations?

Yes, I study English because it is a mandatory subject at school. (P2)

(Ya, saya belajar bahasa Inggris karena merupakan mata pelajaran wajib di sekolah)

4. Are you studying English so you don't get punished by the teacher?

Not really even though I don't like learning English (P2)

(Tidak juga, meskipun saya tidak suka belajar bahasa Inggris)

5. Are you studying English to get a prize promised by your teacher or parents?

No, I study English because it is a mandatory subject at school. (P2)

(Tidak, saya belajar bahasa Inggris karena merupakan matb di sekolah pelajaran wajib)

6. Are you studying English to look cool?

No, because I don't really like learning English (P2)

(Tidak, karena saya tidak terlalu suka belajar bahasa Inggris)

7. Are you studying English because you want to achieve your goals later?

No, I study English because it is a mandatory subject at school (P2)

(Tidak, saya belajar bahasa Inggris karena merupakan mata pelajaran wajib di sekolah)

8. Did you learn English because your parents encouraged you?

I didn't study English because it was a compulsory subject at school, not because my parents encouraged me (P2)

(Saya tidak belajar bahasa Inggris karena itu adalah mata pelajaran wajib di sekolah, bukan karena orang tua saya mendorong saya)

9. Do you study English because you want to get a good impression from the teacher?

Not at all, because I don't like English (P2)

(Tidak sama sekali, karena saya tidak suka bahasa Inggris)

10. Are you always satisfied with the grades you get in learning English?

Yes, I am quite satisfied with the score I got in English (P2)

(Ya, saya cukup puas dengan nilai yang saya dapatkan dalam bahasa Inggris)

11. Are you studying English because you want to get better English grades than most of your friends in class?

Absolutely not, I don't like studying English, let alone thinking about getting better grades than my friends (P2)

(Sama sekali tidak, saya tidak suka belajar bahasa Inggris, apalagi berpikir untuk mendapatkan nilai yang lebih baik dari teman-teman saya)

12. Do you need to learn English?

I need English because English is an international language (P2)

(Saya membutuhkan bahasa Inggris karena bahasa Inggris adalah bahasa internasional)

13. Is learning English important?

Yes, it's very important in my opinion, even though I don't really like it (P2)

(Ya, ini sangat penting menurut saya, meskipun saya tidak terlalu menyukainya)

14. How important do you think it is to learn English?

English is very important because it is an international language (P2)

(Bahasa Inggris sangat penting karena merupakan bahasa internasional)

15. What motivates you to learn English?

What motivated me to learn English was because many of my friends in the hostel could speak English and it sounded cool to me (P2)

(Yang memotivasi saya untuk belajar bahasa Inggris adalah karena banyak teman di asrama yang bisa berbahasa Inggris dan kedengarannya keren bagi saya)

Interview results (P3)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P3: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about integrative motivation and instrumental motivation. Do you already know about these types of motivation.

P3 :Not yet miss

Researcher: Okay, then please answer the questions according to what you know.

1. Integrative Motivation

1. How do you think the English teaching and learning process has been so far
English learning has been pretty good so far, in my opinion sometimes I understand the material sometimes I don't (P3)

(Pembelajaran bahasa Inggris selama ini cukup baik, menurut saya kadang saya paham kadang tidak

2. Are you enthusiastic when learning English in class?

When English learning takes place in class, I am always enthusiastic in listening to the material presented by the teacher and always ask questions if there is something I don't understand (P3)

(Ketika pembelajaran bahasa Inggris berlangsung di kelas, saya selalu antusias dalam menyimak materi yang disampaikan oleh guru dan selalu bertanya jika ada yang tidak saya pahami)

3. What makes you enthusiastic about learning English in class?

I am very enthusiastic about learning English because I want to be fluent in English (P3)

(Saya sangat antusias belajar bahasa Inggris karena saya ingin fasih berbahasa Inggris)

4. What obstacles do you face when learning English?

The obstacle I often face in learning English is the pronunciation (P3)

(Kendala yang sering saya hadapi dalam belajar bahasa Inggris adalah pengucapannya)

5. Do you like learning English?

I like learning English because I find it interesting (P3)

(Saya suka belajar bahasa Inggris karena menurut saya itu menarik)

6. Do you often study English? How often do you study it?

I don't study English very often I don't study English very often (P3)

(Saya tidak terlalu sering belajar bahasa Inggris Saya tidak terlalu sering belajar bahasa Inggris)

7. Do you often spend time learning English?

I like taking time to learn English because it's fun (P3)

(Saya suka meluangkan waktu untuk belajar bahasa Inggris karena menyenangkan)

8. Is learning English fun?

I think learning English is fun (P3)

(Menurut saya, belajar bahasa Inggris itu menyenangkan)

9. Is English your favorite subject?

English is included in the category of subjects that I like (P3)

(Bahasa Inggris termasuk dalam kategori mata pelajaran yang saya sukai)

10. Why do you want to learn English?

I want to learn English because I want to learn a new language, want to know about the outside world and want to know more about English (P3)

(Saya ingin belajar bahasa Inggris karena saya ingin belajar bahasa baru, ingin tahu tentang dunia luar dan ingin tahu lebih banyak tentang bahasa Inggris)

11. Do you need to learn English?

English is an international language and we need it, when we meet people from abroad we can use English to communicate (P3)

(Bahasa Inggris adalah bahasa internasional dan kita membutuhkannya, ketika kita bertemu dengan orang-orang dari luar negeri kita dapat menggunakan bahasa Inggris untuk berkomunikasi)

12. Is learning English important?

I think English is very important (P3)

(Menurut saya bahasa Inggris sangat penting)

13. How important do you think learning English is?

Learning English is very important for us to learn because English is an international language and is really needed out there (P3)

(Belajar bahasa Inggris sangat penting untuk kita pelajari karena bahasa Inggris merupakan bahasa internasional dan sangat dibutuhkan di luar sana)

14. What motivates you to learn English?

My motivation for learning English is because most of my idols are foreigners and to communicate with them I need to use English. Apart from that, that motivates me to study English because I want to know more about English (P3)

(Motivasi saya untuk belajar bahasa Inggris adalah karena sebagian besar idola saya adalah orang asing dan untuk berkomunikasi dengan mereka, saya harus menggunakan bahasa Inggris. Selain itu, hal yang memotivasi saya untuk belajar bahasa Inggris adalah karena saya ingin tahu lebih banyak tentang bahasa Inggris)

15. What is the motivation for learning English?

In my opinion, it is very important, if we have motivation to learn, we will be more enthusiastic about learning (P3)

(Menurut saya itu sangat penting, kalau kita punya motivasi untuk belajar, kita akan lebih semangat untuk belajar)

2. Instrumental Motivation

1. Do you like learning English?

I like learning English because I find it interesting (P3)

(Saya suka belajar bahasa Inggris karena menurut saya itu menarik)

2. Is learning English difficult?

Not really, I don't think learning English is that difficult (P3)

(Tidak juga, menurut saya belajar bahasa Inggris tidak sesulit itu)

3. Are you studying English to fulfill your obligations?

Not really, I study English not only because English is a mandatory subject at school but because I really like it (P3)

(Tidak juga, saya belajar bahasa Inggris bukan hanya karena bahasa Inggris adalah mata pelajaran wajib di sekolah, tetapi karena saya sangat menyukainya)

4. Are you studying English so you don't get punished by the teacher?

No, I study English because I like it. (P3)

(Tidak, saya belajar bahasa Inggris karena saya menyukainya)

5. Are you studying English to get a prize promised by your teacher or parents?

No, I study English not because I want to get prizes but because I like it (P3)

(Tidak, saya belajar bahasa Inggris bukan karena saya ingin mendapatkan hadiah tetapi karena saya menyukainya)

6. Are you studying English to look cool?

Absolutely not, because I study English because I really like English (P3)

(Tentu saja tidak, karena saya belajar bahasa Inggris karena saya sangat menyukai bahasa Inggris)

7. Are you studying English because you want to achieve your goals later?

I like learning English because I want to know about the culture in England, not because I want to achieve my dreams (P3)

(Saya suka belajar bahasa Inggris karena saya ingin tahu tentang budaya di Inggris, bukan karena saya ingin meraih cita-cita saya)

8. Did you learn English because your parents encouraged you?

No, I learned English because of my own will (P3)

(Tidak, saya belajar bahasa Inggris karena kemauan saya sendiri)

9. Do you study English because you want to get a good impression from the teacher?

I study English not because I want to get praise from the teacher, but because I really like it (P3)

(Saya belajar bahasa Inggris bukan karena ingin mendapat pujian dari guru, tapi karena saya benar-benar menyukainya)

10. Are you always satisfied with the grades you get in learning English?

Yes, I am always satisfied with the English grades I get at school (P3)

(Ya, saya selalu puas dengan nilai bahasa Inggris yang saya dapatkan di sekolah)

11. Are you studying English because you want to get better English grades than most of your friends in class?

No, I just like studying English. I never thought about studying English to get better grades than my friends (P3)

(Tidak, saya hanya suka belajar bahasa Inggris. Saya tidak pernah berpikir untuk belajar bahasa Inggris untuk mendapatkan nilai yang lebih baik dari teman-teman saya)

12. Do you need to learn English?

English is an international language and we need it, when we meet people from abroad we can use English to communicate (P3)

(Bahasa Inggris adalah bahasa internasional dan kita membutuhkannya, ketika kita bertemu dengan orang-orang dari luar negeri kita dapat menggunakan bahasa Inggris untuk berkomunikasi)

13. I need English because I want to achieve my dream of becoming an English teacher (P6)

I think English is very important (P3)

(Menurut saya bahasa Inggris sangat penting)

14. Is learning English important?

Learning English is very important for us to learn because English is an international language and is really needed out there (P3)

(Belajar bahasa Inggris sangat penting untuk kita pelajari karena bahasa Inggris merupakan bahasa internasional dan sangat dibutuhkan di luar sana)

15. What motivates you to learn English?

My motivation for learning English is because most of my idols are foreigners and to communicate with them I need to use English. Apart from that, that motivates me to study English because I want to know more about English (P3)

(Motivasi saya untuk belajar bahasa Inggris adalah karena sebagian besar idola saya adalah orang asing dan untuk berkomunikasi dengan mereka, saya harus menggunakan bahasa Inggris. Selain itu, hal yang memotivasi saya

untuk belajar bahasa Inggris adalah karena saya ingin tahu lebih banyak tentang bahasa Inggris)

Interview results (P4)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P4: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about integrative motivation and instrumental motivation. Do you already know about these types of motivation.

P4 :Not yet miss

Researcher: Okay, then please answer the questions according to what you know.

1. Integrative Motivation

1. How do you think the English teaching and learning process has been so far

I think English learning has been pretty good so far (P4)

(Menurut saya, pembelajaran bahasa Inggris sejauh ini cukup bagus)

2. Are you enthusiastic when learning English in class?

When English learning takes place in class, I am very enthusiastic about listening to the material presented by the teacher (P4)

(Ketika pembelajaran bahasa Inggris berlangsung di kelas, saya sangat antusias mendengarkan materi yang disampaikan oleh guru)

3. What makes you enthusiastic about learning English in class?

I am very enthusiastic about learning English because I like to communicate using English even though my friends use Indonesian (P4)

(Saya sangat antusias belajar bahasa Inggris karena saya suka berkomunikasi menggunakan bahasa Inggris walaupun teman-teman saya menggunakan bahasa Indonesia)

4. What obstacles do you face when learning English?

The obstacles I often face in learning English are pronunciation and sentence structure (P4)

(Kendala yang sering saya hadapi dalam belajar bahasa Inggris adalah pengucapan dan struktur kalimat)

5. Do you like learning English?

I like learning English because I want to communicate using English in my daily life (P4)

(Saya suka belajar bahasa Inggris karena saya ingin berkomunikasi menggunakan bahasa Inggris dalam kehidupan sehari-hari)

6. Do you often study English? How often do you study it?

Not too often but I always listen to music and films in English (P4)

(Tidak terlalu sering, tetapi saya selalu mendengarkan musik dan film dalam bahasa Inggris)

7. Do you often spend time learning English?

Yes, I often spend time studying English, but I usually have limited time using my cellphone in the dormitory (P4)

(Ya, saya sering menghabiskan waktu untuk belajar bahasa Inggris, tetapi saya biasanya memiliki waktu yang terbatas untuk menggunakan ponsel saya di asrama)

8. Is learning English fun?

I think learning English is fun and I really like it (P4)

(Menurut saya, belajar bahasa Inggris itu menyenangkan dan saya sangat menyukainya)

9. Is English your favorite subject?

English subject is my favorite subject (P4)

(Mata pelajaran bahasa Inggris adalah mata pelajaran favorit saya)

10. Why do you want to learn English?

I study English because I want to know more about English, such as knowing about English culture (P4)

(Saya belajar bahasa Inggris karena saya ingin mengetahui lebih banyak tentang bahasa Inggris, seperti mengetahui tentang budaya Inggris)

11. Do you need to learn English?

I need English because English is an international language (P4)

(Saya membutuhkan bahasa Inggris karena bahasa Inggris adalah bahasa internasional)

12. Is learning English important?

I think it is very important for us to learn English (P4)

(Menurut saya, sangat penting bagi kita untuk belajar bahasa Inggris)

13. How important do you think learning English is?

In my opinion, English is very important, apart from English being an international language, I can also use English on my cellphone to better protect my privacy (P4)

(Menurut saya, bahasa Inggris sangat penting, selain karena bahasa Inggris adalah bahasa internasional, saya juga dapat menggunakan bahasa Inggris di ponsel saya untuk melindungi privasi saya dengan lebih baik)

14. What motivates you to learn English?

What motivates me to learn English is that I want to know more about English culture (P4)

(Yang memotivasi saya untuk belajar bahasa Inggris adalah karena saya ingin tahu lebih banyak tentang budaya Inggris)

15. What is the motivation for learning English?

Motivation to learn is really needed, why is that because if we have high motivation to learn, we will be more enthusiastic about learning (P4)

(Motivation to learn is really needed, why is that because if we have high motivation to learn, we will be more enthusiastic about learning)

2. Instrumental Motivation

1. Do you like learning English?

I like learning English because I want to communicate using English in my daily life (P4)

(Saya suka belajar bahasa Inggris karena saya ingin berkomunikasi menggunakan bahasa Inggris dalam kehidupan sehari-hari)

2. Is learning English difficult?

I think learning English is not that difficult (P4)

(Menurut saya belajar bahasa Inggris tidak terlalu sulit)

3. Are you studying English to fulfill your obligations?

Not really, I study English because I like it (P4)

(Tidak juga, saya belajar bahasa Inggris karena saya menyukainya)

4. Are you studying English so you don't get punished by the teacher?

I study English not because I'm afraid of being punished by the teacher, but because I really like it. (P4)

(Saya belajar bahasa Inggris bukan karena saya takut dihukum oleh guru, tetapi karena saya benar-benar menyukainya)

5. Are you studying English to get a prize promised by your teacher or parents?

No, I never thought about learning English because I wanted to get a prize.

(P4)

(Tidak, saya tidak pernah berpikir untuk belajar bahasa Inggris karena saya ingin mendapatkan hadiah)

6. Are you studying English to look cool?

No, I study English not to look cool but because I like it (P4)

(Tidak, saya belajar bahasa Inggris bukan untuk terlihat keren tetapi karena saya menyukainya)

7. Are you studying English because you want to achieve your goals later?

No, I study English because I like British culture (P4)

(Tidak, saya belajar bahasa Inggris karena saya suka budaya Inggris)

8. Did you learn English because your parents encouraged you?

Yes, I learned English because of encouragement from my parents too (P4)

(Ya, saya belajar bahasa Inggris karena dorongan dari orang tua saya juga)

9. Do you study English because you want to get a good impression from the teacher?

No, I study English because I like it, not because I want to look cool in front of the teacher (P4)

(Tidak, saya belajar bahasa Inggris karena saya menyukainya, bukan karena saya ingin terlihat keren di depan guru)

10. Are you always satisfied with the grades you get in learning English?

Yes, I am always satisfied with the grades I get in English lessons (P4)

(Ya, saya selalu puas dengan nilai yang saya dapatkan dalam pelajaran bahasa Inggris)

11. Are you studying English because you want to get better English grades than most of your friends in class?

No, I study English not to get better grades than my friends (P4)

(Tidak, saya belajar bahasa Inggris bukan untuk mendapatkan nilai yang lebih baik dari teman-teman saya)

12. Do you need to learn English?

I need English because English is an international language (P4)

(Saya membutuhkan bahasa Inggris karena bahasa Inggris adalah bahasa internasional)

13. Is learning English important?

I think it is very important for us to learn English (P4)

(Menurut saya, sangat penting bagi kita untuk belajar bahasa Inggris)

14. How important do you think it is to learn English?

In my opinion, English is very important, apart from English being an international language, I can also use English on my cellphone to better protect my privacy (P4)

(Menurut saya, bahasa Inggris sangat penting, selain karena bahasa Inggris adalah bahasa internasional, saya juga dapat menggunakan bahasa Inggris di ponsel saya untuk melindungi privasi saya dengan lebih baik)

15. What motivates you to learn English?

What motivates me to learn English is that I want to know more about English culture (P4)

(Yang memotivasi saya untuk belajar bahasa Inggris adalah karena saya ingin tahu lebih banyak tentang budaya Inggris)

Interview results (P5)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P5: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about integrative motivation and instrumental motivation. Do you already know about these types of motivation.

P5 :Not yet miss

Researcher: Okay, then please answer the questions according to what you know.

1. Integrative Motivation

1. How do you think the English teaching and learning process has been so far

I think English learning has been very good so far and I really like it (P5)

(Saya pikir pembelajaran bahasa Inggris sejauh ini sangat bagus dan saya sangat menyukainya)

2. Are you enthusiastic when learning English in class?

When English learning takes place in class, I am very enthusiastic about listening to the material presented by the teacher (P5)

(Ketika pembelajaran bahasa Inggris berlangsung di kelas, saya sangat antusias mendengarkan materi yang disampaikan oleh guru)

3. What makes you enthusiastic about learning English in class?

I am very enthusiastic about learning English because I want to be able to communicate fluently in English and I want to be able to construct sentences using English (P5)

(Saya sangat antusias belajar bahasa Inggris karena saya ingin dapat berkomunikasi dengan lancar dalam bahasa Inggris dan saya ingin dapat membuat kalimat dalam bahasa Inggris)

4. What obstacles do you face when learning English?

The obstacles I often face in learning English are pronunciation and sentence structure (P5)

(Kendala yang sering saya hadapi dalam belajar bahasa Inggris adalah pengucapan dan struktur kalimat)

5. Do you like learning English?

I really like learning English because it is important for my future (P5)

(Saya sangat suka belajar bahasa Inggris karena itu penting untuk masa depan saya)

6. Do you often study English? How often do you study it?

Not often but once in a while I learn English (P5)

(Tidak sering, tapi sesekali saya belajar bahasa Inggris)

7. Do you often spend time learning English?

Yes, I often spend time learning English because I want to achieve my dreams

(P5)

(Ya, saya sering meluangkan waktu untuk belajar bahasa Inggris karena saya ingin meraih cita-cita saya)

8. Is learning English fun?

I think learning English is fun and I really like it (P5)

(Menurut saya, belajar bahasa Inggris itu menyenangkan dan saya sangat menyukainya)

9. Is English your favorite subject?

English subject is my favorite subject (P5)

(Mata pelajaran bahasa Inggris adalah mata pelajaran favorit saya)

10. Why do you want to learn English?

I study English because I want to achieve my dreams, when I go abroad I will need English as a means of communication there (P5)

(Saya belajar bahasa Inggris karena saya ingin meraih cita-cita saya, ketika saya pergi ke luar negeri saya akan membutuhkan bahasa Inggris sebagai alat komunikasi di sana)

11. Do you need to learn English?

I need English because when we study abroad we have to master the language (P5)

(Saya membutuhkan bahasa Inggris karena ketika kita belajar di luar negeri kita harus menguasai bahasanya)

12. Is learning English important?

English really helps us, especially in achieving our goals, therefore it is very important to learn English (P5)

(Bahasa Inggris sangat membantu kita, terutama dalam mencapai tujuan kita, oleh karena itu sangat penting untuk belajar bahasa Inggris)

13. How important do you think learning English is?

English is very important, apart from being an international language, English can also help me study abroad and achieve my dreams (P5)

Bahasa Inggris sangat penting, selain sebagai bahasa internasional, bahasa Inggris juga dapat membantu saya belajar di luar negeri dan meraih cita-cita.)

14. What motivates you to learn English?

My motivation for learning languages is because I want to achieve my dreams
(P5)

(Motivasi saya untuk belajar bahasa adalah karena saya ingin mencapai impian
saya)

15. What is the motivation for learning English?

Motivation to learn is really needed to encourage us to be more enthusiastic about
learning and succeed (P5)

(Motivasi belajar memang sangat dibutuhkan untuk mendorong kita agar lebih
semangat belajar dan berhasil)

2 Instrumental Motivation

1. Do you like learning English?

I really like learning English because it is important for my future (P5)

(Saya sangat suka belajar bahasa Inggris karena itu penting untuk masa depan
saya)

2. Is learning English difficult?

In my opinion, learning English is sometimes difficult, sometimes not (P5)

(Menurut saya, belajar bahasa Inggris terkadang sulit, terkadang tidak)

3. Are you studying English to fulfill your obligations?

Not really, I study English because I like it and I need to learn English (P5)

(Tidak juga, saya belajar bahasa Inggris karena saya menyukainya dan saya perlu belajar bahasa Inggris)

4. Are you studying English so you don't get punished by the teacher?

I study English not because I'm afraid of being punished by the teacher, but because I really like it(P5)

(Saya belajar bahasa Inggris bukan karena saya takut dihukum oleh guru, tetapi karena saya benar-benar menyukainya)

5. Are you studying English to get a prize promised by your teacher or parents?

No, I never thought about learning English because I wanted to get a prize. (P5)

(Tidak, saya tidak pernah berpikir untuk belajar bahasa Inggris karena saya ingin mendapatkan hadiah)

6. Are you studying English to look cool?

Not really, I studied English not to look cool but for my future (P5)

(Tidak juga, saya belajar bahasa Inggris bukan untuk terlihat keren tetapi untuk masa depan saya)

7. Are you studying English because you want to achieve your goals later?

Yes, I study English because I want to achieve my dreams (P5)

(Ya, saya belajar bahasa Inggris karena saya ingin meraih cita-cita saya)

8. Did you learn English because your parents encouraged you?

I studied English because of my dreams and encouragement from my parents too
(P5)

(Saya belajar bahasa Inggris karena mimpi dan dorongan dari orang tua saya juga)

9. Do you study English because you want to get a good impression from the teacher?

Absolutely not, I studied English for my future not to look cool in the eyes of the teacher (P5)

(Sama sekali tidak, saya belajar bahasa Inggris untuk masa depan saya, bukan untuk terlihat keren di mata guru)

10. Are you always satisfied with the grades you get in learning English?

I am always satisfied with the English grades the teacher gives me (P5)

(Saya selalu puas dengan nilai bahasa Inggris yang diberikan guru kepada saya)

11. Are you studying English because you want to get better English grades than most of your friends in class?

Absolutely not, I study English only to focus on my dreams, not to get better grades than my friends (P5)

(Tentu saja tidak, saya belajar bahasa Inggris hanya untuk fokus pada impian saya, bukan untuk mendapatkan nilai yang lebih baik dari teman-teman saya)

12. Do you need to learn English?

I need English because when we study abroad we have to master the language
(P5)

(Saya membutuhkan bahasa Inggris karena ketika kita belajar di luar negeri kita harus menguasai bahasanya)

13. I need English because I want to achieve my dream of becoming an English teacher (P6)

English really helps us, especially in achieving our goals, therefore it is very important to learn English (P5)

(Bahasa Inggris sangat membantu kita, terutama dalam mencapai tujuan kita, oleh karena itu sangat penting untuk belajar bahasa Inggris)

14. Is learning English important?

English is very important, apart from being an international language, English can also help me study abroad and achieve my dreams. (P5)

(Bahasa Inggris sangat penting, selain sebagai bahasa internasional, bahasa Inggris juga dapat membantu saya belajar di luar negeri dan meraih cita-cita)

15. What motivates you to learn English?

My motivation for learning languages is because I want to achieve my dreams.
(P5)

(Motivasi saya untuk belajar bahasa adalah karena saya ingin mencapai impian saya)

Interview results (P6)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P6: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about integrative motivation and instrumental motivation. Do you already know about these types of motivation.

P6 :Not yet miss

Researcher: Okay, then please answer the questions according to what you know.

1. Integrative Motivation

1. How do you think the English teaching and learning process has been so far

I think English learning has been very good so far and I really like it (P6)

(Saya pikir pembelajaran bahasa Inggris sejauh ini sangat bagus dan saya sangat menyukainya)

2. Are you enthusiastic when learning English in class?

When English learning takes place in class, I am very enthusiastic about listening to the material presented by the teacher, but I rarely ask the teacher if there is something I don't understand (P6)

(Ketika pembelajaran bahasa Inggris berlangsung di kelas, saya sangat antusias mendengarkan materi yang disampaikan oleh guru, namun saya jarang bertanya kepada guru jika ada yang tidak saya pahami)

3. What makes you enthusiastic about learning English in class?

I am very enthusiastic about learning English because I want to be able to communicate using English (P6)

(Saya sangat antusias belajar bahasa Inggris karena saya ingin bisa berkomunikasi menggunakan bahasa Inggris)

4. What obstacles do you face when learning English?

The obstacle I often face in learning English is the way it is pronounced (P6)

(Kendala yang sering saya hadapi dalam belajar bahasa Inggris adalah cara pengucapannya)

5. Do you like learning English?

I really like learning English because it is important for my future (P6)

(Saya sangat suka belajar bahasa Inggris karena itu penting untuk masa depan saya)

6. Do you often study English? How often do you study it?

I often study English because I want to achieve my dreams (P6)

(Saya sering belajar bahasa Inggris karena saya ingin meraih cita-cita saya)

7. Do you often spend time learning English?

Yes, I often spend time learning English because I want to achieve my dreams (P6)

(Ya, saya sering meluangkan waktu untuk belajar bahasa Inggris karena saya ingin meraih cita-cita saya)

8. Is learning English fun?

I think learning English is fun, that's why I want to be an English teacher (P6)

(Menurut saya belajar bahasa Inggris itu menyenangkan, oleh karena itu saya ingin menjadi guru bahasa Inggris)

9. Is English your favorite subject?

Yes, English is one of my favorite subjects (P6)

(Yes, English is one of my favorite subjects)

10. Why do you want to learn English?

I study English because I want to achieve my dreams, when I go abroad I will need English as a means of communication there (P6)

(Saya belajar bahasa Inggris karena saya ingin meraih cita-cita saya, ketika saya pergi ke luar negeri saya akan membutuhkan bahasa Inggris sebagai alat komunikasi di sana)

11. Do you need to learn English?

I need English because I want to achieve my dream of becoming an English teacher (P6)

(Saya membutuhkan bahasa Inggris karena saya ingin meraih cita-cita saya untuk menjadi guru bahasa Inggris)

12. Is learning English important?

English really helps us, especially in achieving our goals, therefore it is very important to learn English (P6)

(Bahasa Inggris sangat membantu kita, terutama dalam mencapai tujuan kita, oleh karena itu sangat penting untuk belajar bahasa Inggris)

13. How important do you think learning English is?

English is very important, apart from being an international language, English can also help me study abroad and achieve my dreams (P6)

(Bahasa Inggris sangat penting, selain sebagai bahasa internasional, bahasa Inggris juga dapat membantu saya belajar di luar negeri dan meraih cita-cita.)

14. What motivates you to learn English?

My motivation for learning languages is because I want to achieve my dreams (P6)

(Motivasi saya untuk belajar bahasa adalah karena saya ingin mencapai impian saya)

15. What is the motivation for learning English?

Motivation to learn is really needed to encourage us to be more enthusiastic about learning and succeed (P6)

(Motivasi belajar memang sangat dibutuhkan untuk mendorong kita agar lebih semangat belajar dan berhasil)

2. Instrumental Motivation

1. Do you like learning English?

I really like learning English because it is important for my future (P6)

(Saya sangat suka belajar bahasa Inggris karena itu penting untuk masa depan saya)

2. Is learning English difficult?

In my opinion, learning English is sometimes difficult, sometimes not (P6)

(Menurut saya, belajar bahasa Inggris terkadang sulit, terkadang tidak)

3. Are you studying English to fulfill your obligations?

Not really, I study English because I like it and I need to learn English (P6)

(Tidak juga, saya belajar bahasa Inggris karena saya menyukainya dan saya perlu belajar bahasa Inggris)

4. Are you studying English so you don't get punished by the teacher?

Not really, I learn English because it is so I can communicate using English (P6)

(Tidak juga, saya belajar bahasa Inggris karena agar saya bisa berkomunikasi menggunakan bahasa Inggris)

5. Are you studying English to get a prize promised by your teacher or parents?

No, I study English because I like it and have to master it (P6)

(Tidak, saya belajar bahasa Inggris karena saya menyukainya dan harus menguasainya)

6. Are you studying English to look cool?

Not really, I studied English not to look cool but for my future (P6)

(Tidak juga, saya belajar bahasa Inggris bukan untuk terlihat keren tetapi untuk masa depan saya)

7. Are you studying English because you want to achieve your goals later?

Yes, I study English because I want to achieve my dreams (P6)

(Ya, saya belajar bahasa Inggris karena saya ingin meraih cita-cita saya)

8. Did you learn English because your parents encouraged you?

I studied English because of my dreams and encouragement from my parents too (P6)

(Saya belajar bahasa Inggris karena mimpi dan dorongan dari orang tua saya juga)

9. Do you study English because you want to get a good impression from the teacher?

Absolutely not, I studied English for my future not to look cool in the eyes of the teacher (P6)

(Sama sekali tidak, saya belajar bahasa Inggris untuk masa depan saya, bukan untuk terlihat keren di mata guru)

10. Are you always satisfied with the grades you get in learning English?

I am always satisfied with the English grades the teacher gives me (P6)

(Saya selalu puas dengan nilai bahasa Inggris yang diberikan guru kepada saya)

11. Are you studying English because you want to get better English grades than most of your friends in class?

Absolutely not, I study English only to focus on my dreams, not to get better grades than my friends (P6)

(Tentu saja tidak, saya belajar bahasa Inggris hanya untuk fokus pada impian saya, bukan untuk mendapatkan nilai yang lebih baik dari teman-teman saya)

12. Do you need to learn English?

I need English because I want to achieve my dream of becoming an English teacher (P6)

(Saya membutuhkan bahasa Inggris karena saya ingin meraih cita-cita saya untuk menjadi guru bahasa Inggris)

13. Is learning English important?

English really helps us, especially in achieving our goals, therefore it is very important to learn English (P6)

(Bahasa Inggris sangat membantu kita, terutama dalam mencapai tujuan kita, oleh karena itu sangat penting untuk belajar bahasa Inggris)

14. How important do you think it is to learn English?

English is very important, apart from being an international language, English can also help me study abroad and achieve my dreams. (P6)

(Bahasa Inggris sangat penting, selain sebagai bahasa internasional, bahasa Inggris juga dapat membantu saya belajar di luar negeri dan meraih cita-cita.)

15. What motivates you to learn English?

My motivation for learning languages is because I want to achieve my dreams.

(P6)

(Motivasi saya untuk belajar bahasa adalah karena saya ingin mencapai impian saya)



Appendix III

DOCUMENTATION



Students are listening to an explanation from the researcher regarding the purpose of the researcher coming to their class.



The researcher observed students learning in class.



The researcher interviewed female students about their motivation to learn English.



The researcher interviewed male students about their motivation to learn English.



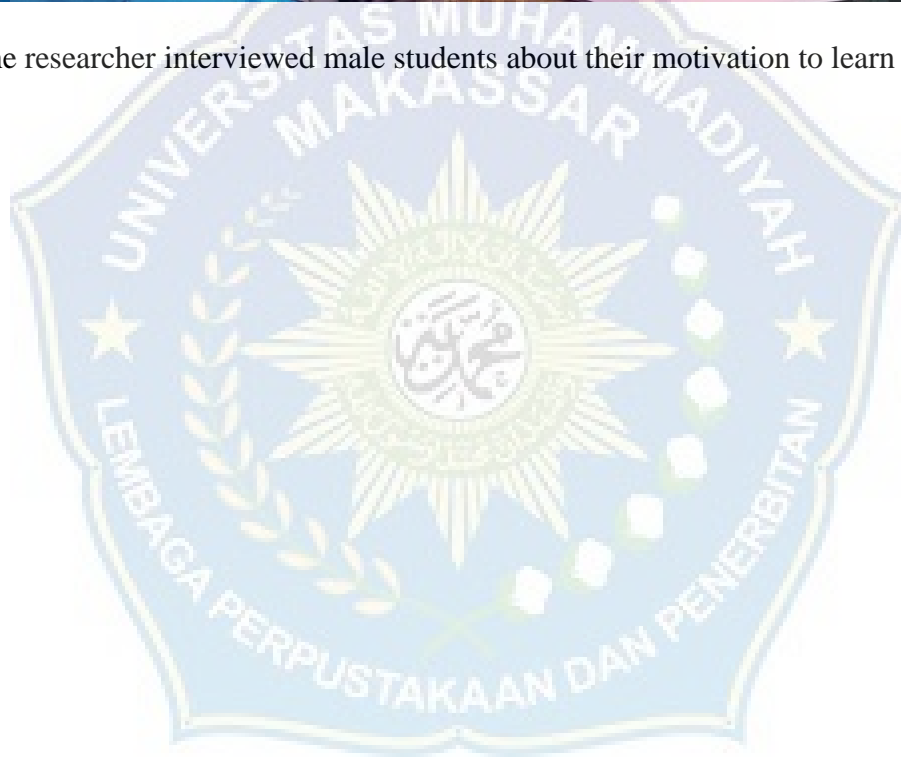
The researcher interviewed female students about their motivation to learn English.



The researcher interviewed male students about their motivation to learn English.



The researcher interviewed male students about their motivation to learn English.





The researcher interviewed female students about their motivation to learn English.

Curriculum Vitae



SILVI was born on October 21, 2002 in Lentea, South Kaledupa District, Wakatobi Regency. The author is the third of four children of Mr. Aliodin and Mrs. Rospel. The author took the first education at Alhidayah Kindergarten in 2007-2008, and continued primary school at Lentea Elementary School in 2009-2014, then the author continued to the next level of education at Lentea Junior High School in 2015-2017. After that the author continued to the next level of education at Lentea State High School in 2018-2020, and in 2020 the author continued his education at one of the universities in Makassar, namely at Muhammadiyah University of Makassar. The author majored in English education at the Faculty of Teacher Training and Education. Praise be to Allah SWT who has given strength to the author, as well as motivation and prayers from the author's parents and inspiration from siblings, as well as support from all family and friends who always accompany the author, so that the author is able to complete this entitled “A Gender Analysis Of EFL Students' Motivational Orientation In An Inclusive Learning Environment”.



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Nama : Silvi
Nim : 105351107420

Program Studi : Pendidikan Bahasa Inggris

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Perihal : Pengantar Penelitian

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Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

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Alamat : Jln Urip Sumoharjo no 501

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: A GENDER ANALYSIS OF EFL STUDENTS' MOTIVATIONAL ORIENTATION IN AN INCLUSIVE LEARNING ENVIRONMENT

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
26 Februari 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15963/FKIP/A.4-II/II/2445/2024 tanggal 26 Februari 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

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Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"A GENDER ANALYSIS OF EFL STUDENTS' MOTIVATIONAL ORIENTATION IN AN INCLUSIVE LEARNING ENVIRONMENT"

Yang akan dilaksanakan dari tanggal 5 Maret 2024 s/d 5 Mei 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Muh. Arief Muhsin, M.Pd.

NBM 1127761



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Nama Mahasiswa : SILVI
NIM : 105351107420
Judul Penelitian : A GENDER ANALYSIS OF EFL STUDENTS' MOTIVATIONAL ORIENTATION IN AN INCLUSIVE LEARNING ENVIRONMENT
Tanggal Ujian Proposal : 12 Februari 2024
Tempat/Lokasi Penelitian : SLB-A YAPTI MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Sabtu, 03-03-2024	Observasi	Agus R. Nugroho	
2	Senin, 05-03-2024	Observasi	Agus R. Nugroho	
3	Selasa, 06-03-2024	Observasi	Agus R. Nugroho	
4	Rabu, 07-03-2024	Observasi	Agus R. Nugroho	
5	Kamis, 08-03-2024	Interview	Agus R. Nugroho	



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6	Kamis, 14-03-2024	Interview	Agus R. Nugroho	
7	Senin, 18-03-2024	Interview	Agus R. Nugroho	
8	Selasa, 19-03-2024	Interview	Agus R. Nugroho	
9	Kabu, 20-03-2024	Interview	Agus R. Nugroho	
10	Senin, 25-03-2024	Interview	Agus R. Nugroho	

Mengetahui,

Makassar, 27 May 2024

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Pimpinan/Kepala sekolah/Instansi

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**PEMERINTAH PROPINSI SULAWESI SELATAN DINAS PENDIDIKAN
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Nomor : 091/S.KET/SLB-A YAPTI/V/2024

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Nomor Pokok : 105351107420
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan penelitian di SLB-A YAPTI Makassar, terhitung tanggal 05 Maret s/d 05 Mei 2024 guna penulisan skripsi dengan judul "A GENDER ANALYSIS OF EFL STUDENTS' MOTIVATIONAL ORIENTATION IN AN INCLUSIVE LEARNING ENVIRONMENT".

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Makassar, 27 Mei 2024
Kepala SLB-A YAPTI Makassar



Subu B. S. Pd. S.Pd
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LETTER OF ACCEPTANCE

May 14th, 2024

Dear Authors,

On the behalf of INTERACTION: Jurnal Pendidikan Bahasa board editors, we are pleased to inform you that your article with the title:

“A Gender Analysis of EFL Students’ Motivational Orientation in An Inclusive Learning Environment”

Written by:

“Silvi, Sitti Maryam Hamid, Firman”

Has been **ACCEPTED** and will proceed to be publish in the next issue Volume 11, No.1, May 2024.

We congratulate you on your achievement. The technical issue about the publication will be informed later. Thank you very much for publishing in our journal.

Kindest Regards,

Editor-in-Chief of INTERACTION:Jurnal Pendidikan Bahasa



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