

**THE COMPARISON BETWEEN MALE AND FEMALE
STUDENTS' MOTIVATION IN LEARNING ENGLISH
AT THE SECOND YEAR OF SMA AL-HUDA
PEKANBARU**



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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



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ABSTRACT

The title of this thesis is “*The Comparison between Male and Female Students’ Motivation in Learning English at the Second Year of SMA Al-Huda Pekanbaru*”. This research was conducted at the second year of SMA Al-Huda Pekanbaru. The objective of this research is to know a significant comparison between male and female students’ motivation in learning English.

The population of this research is the second year of SMA Al-Huda Pekanbaru. They are 65 students that consist of male students are 33 and female students are 32. They are divided into two classes; science and social classes. The writer took all the students as the sample of the research. In order to collect the data of this research, the writer used questionnaires. The questionnaires are used to find out the male and female students’ motivation in learning English.

In order to know the comparison between male and female students’ motivation in learning English at the second year of SMA Al-Huda Pekanbaru, the writer used t-test. The formula as follow:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

After doing the research, the writer found that there is any significance difference between male and female students’ motivation in learning English. This statement can be seen from the research finding that t-calculated is higher than t-table on 5% and 1% ($2,00 < 5,367 > 2,65$) with the degree freedom is 63. It means that H_a is accepted and H_o is rejected.

ABSTRAK

Judul penelitian ini adalah "*Perbandingan antara Motivasi Siswa Laki-laki dan Perempuan dalam Mempelajari Bahasa Inggris Kelas Dua SMA Al-Huda Pekanbaru*". Penelitian ini telah dilakukan di kelas dua SMA Al-Huda Pekanbaru. Sasaran penelitian ini untuk mengetahui suatu perbandingan yang signifikan antara motivasi siswa laki-laki dan wanita dalam mempelajari bahasa Inggris.

Populasi penelitian ini kelas dua SMA Al-Huda Pekanbaru. Mereka berjumlah 65 siswa yang terdiri dari 33 siswa laki-laki dan 32 siswa perempuan. Mereka dibagi menjadi dua kelas; kelas ilmu pengetahuan dan kelas sosial. Penulis mengambil semua siswa sebagai sampel penelitian ini. Untuk mengumpulkan data penelitian ini, penulis menggunakan angket atau pertanyaan-pertanyaan. Pertanyaan-pertanyaan digunakan untuk mendapatkan data mengenai motivasi siswa laki-laki dan perempuan dalam mempelajari bahasa Inggris.

Untuk mengetahui perbandingan antara motivasi siswa laki-laki dan perempuan dalam mempelajari bahasa Inggris kelas dua SMA Al-Huda Pekanbaru, penulis menggunakan t-test. Rumusnya sebagai berikut:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

Setelah melakukan penelitian, penulis menemukan bahwa ada perbedaan yang signifikan antara motivasi siswa laki-laki dan wanita dalam mempelajari bahasa Inggris. Pernyataan ini dapat diketahui dari temuan penelitian yang menunjukkan bahwa t-hitung lebih tinggi dari t-tabel pada 5% dan 1% ($2,00 < 5,367 > 2,65$) dengan 63 derajat kebebasan. Ini berarti bahwa H_a itu diterima dan H_o ditolak.

ملخص

موضوع هذا البحث "المقارنة بين دوافع التلاميذ والتلميذات في تعلم اللغة الإنجليزية للسنة الثانية للمدرسة المتوسطة العليا الهدى باكنبارو" انعقد هذا البحث في السنة الثانية من المدرسة المتوسطة العليا الهدى باكنبارو. هدف هذا البحث لمعرفة المقارنة بين دوافع التلاميذ والتلميذات في تعلم اللغة الإنجليزية، لمعرفة أهمية المقارنة دوافع التلاميذ والتلميذات في تعلم اللغة الإنجليزية. السكان في هذا البحث تلاميذ الفصل الثاني للمدرسة المتوسطة العليا الهدى باكنبارو. كان عددهم 65 تلميذا يتكونون من 33 تلميذا و 32 تلميذات. انقسموا إلى قسمين فصل العلوم و فصل المجتمع. أخذ الباحث جميع السكا للعينة. في جمع البيانات استخدم الباحث الاستفتاء والأسئلة. استخدمت الأسئلة للحصول على البيانات عن دوافع التلاميذ والتلميذات في تعلم اللغة الإنجليزية.

لمعرفة المقارنة بين دوافع التلاميذ والتلميذات في تعلم اللغة الإنجليزية للسنة الثانية من المدرسة المتوسطة العليا الهدى باكنبارو. استخدم الباحث t- التجريبية. الرمز كما الآتي

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

بعد عقد هذا البحث، وجد الباحث أن هناك فرقا مهما بين دوافع التلاميذ والتلميذات في تعلم اللغة الإنجليزية. تمكن معرفة هذه العبارة من كشف البحث الذي يدل t- الحساب أكبر من t- قائمة في 5 في المائة و 1 في المائة (2,00 < 5,367 < 2,65) مع الدرجة الفارغة 63. بمعنى أن H_a مقبول و H_0 مرفوض.

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CHAPTER I

INTRODUCTION

A. The Background

The goal of education is to assist all children in becoming competent individuals, now and in the future, by creating an atmosphere that supports learning (Taylor and Mc Kenney 1998: 1). Ormrod (1999) defines learning as a change in performance through conditions of activity, practice, and experience. It can be concluded that in teaching and learning process, the students should be provided with the activity, practice and experience that could assist them in becoming competent individuals.

In doing the activities, people need the motives that make them move and achieve the desired goal. The motive that makes someone do something is called as motivation. Abraham Maslow (1970) saw motivation as dependent on the satisfaction first of fundamental physical necessities (water, air, food), then of community, security, identity, and self-esteem, the fulfillment of which finally leads to self-actualization.

The term motivation seems to be simple and easy but it is difficult to define. Martin Covington (in Qashoa, 2006:1) states that the term motivation, like the concept of gravity, is easier to describe – in terms of its outward, observable effects - than it is to define. It is impossible for the theorist to reach consensus on a single definition. But, this has not stopped people from trying to define it.

According to Gardner (1985 in Qashoa, 2006.1) motivation can be defines as a desire to achieve a goal combined with the energy to work toward the goal. It

consists of four aspects, namely 1) a goal, 2) an effort, 3) a desire to attain the goal, and 4) a favorable attitude toward the activity.

According to Gardner and Lambert (1972), motivation was divided into two general orientations; integrative and instrumental. Instrumental motivation is the desire to learn a language because it would fulfill certain goals, such as getting job, passing the examination, etc. On the other hand, integrative motivation is defined as the desire to learn a language in order to communicate with people of another culture who speak it; the desire to identify closely with the target language group.

In the context of learning English as a foreign language, it can be concluded that the motivation plays very important rules in making the students success or fail to learn and it also determines the performance of the students in the subject they are learning. There are many aspects that influence someone's motivation. One of the aspects is the gender. Some theories state that different gender has different motivation and will be motivated by different activities. Some studies about male and female different in learning such as Spolsky (in Brown 2000:164) said that female students have more positive attitudes toward speakers of the target language. In this case, Ludwig (in Brown 2000:164) stated that male students are more instrumentally motivated

SMA Al-Huda is one of Senior High Schools in Pekanbaru. The majors are divided into science and social. The students would choose their major when they are in the second year. The school is located in Subrantas Street, Panam.

As mentioned above, motivation plays important role and determine the success of language learning. Ideally, the students must be motivated enough in learning so that they could show their best performance and be successful in learning. On the other hand, the students should know that they are motivated differently, according to their gender, and the teachers should also know the different motivations between genders so that they could provide the activities that motivate both of male and female students and the students could get better result in learning. But, in reality, most of male and female students of the school seem to be unmotivated and do not aware that motivation is needed in achieving the goal of language learning. They do not realize that male and female are motivated differently. That is why some of them cannot be motivated easily and their performance in learning is far from the expectation of the school and their parents.

This problem can clearly be seen based on the phenomena of the writer's preliminary observation as follows:

1. Some of male and female students might not aware of their own motivation
2. Some of male and female students might not know for what they learn English
3. Some of male and female students might not motivated to learn English
4. Some of male and female students might not enjoy the English lesson
5. Some of male and female students become bored in learning English

6. Some of male and female students do not participate in English learning and teaching process

Based on the phenomena above, the writer finds out that it is very important to compare, explore and understand male and female students' motivation in learning English to make sure that the teaching and learning output can reach the expected result. Therefore, the writer proposes the research entitled, *“The Comparison between Male and Female Students' Motivation in Learning English at the Second Year of SMA Al-Huda Pekanbaru”*

B. The Problem

In accordance with the background and some phenomena mentioned above, it is obvious that motivation plays very important rules in determining the success male and female students in learning the language. It is also explained that male and female students also have differences in motivation.

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. Why are not some of male and female students aware of their own motivation?
- b. Why do not some of male and female students know for what they learn English?
- c. Why are not some of male and female students motivated to learn English?

- d. Why are not some of male and female students enjoying the English lesson?
- e. Why do some of male and female students become bored in learning English?
- f. Why do some of male and female students not participate in English learning and teaching process?
- g. Is there any significant comparison between male and female students' motivation in learning English at the second year of SMA Al-Huda Pekanbaru?

2. Limitation of the Problems

Since the problem is broad enough, it is better for the writer to restrict the problem in order to pay more attention to the specific problems. In this research, the writer only focuses on the comparison between male and female students' motivation in learning and the factor that influence the students' motivation in learning English.

3. The Formulation of the Problem

Refers to the limitation of the problem above, the problems of this research can be formulated into the following research questions: "Is there any significant comparison between male and female students' motivation in learning English at the second year of SMA Al-Huda Pekanbaru?"

C. The Objective and the Significant of the Research

1. The Objective of the Research

The research is intended to investigate the difference between male and female students' motivation in learning English

2. The Significance of the Research

The result of this research will give the information about the difference of male and female students' motivation in learning English and the factors that influence their motivation in learning. Then, the result is hoped to be useful for the English teacher to provide the learning instruction and activities that match motivate the students to be more effective in learning. Furthermore, by conducting this research, the writer can broaden his knowledge about male and female students' motivation in learning English. Finally, the result of this research is expected to be the guidance for those who want to conduct further research under the relevant topic.

D. The Reasons of Choosing the Title

1. The problems of the research are very interesting to be investigated.
2. The topic is relevant to the writer as an English language teacher trainee.
3. As far as the writer is concerned, the topic has not been raised to be a bachelor paper in State Islamic University of Sultan Syarif Kasim Riau.

E. The Definition of the Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Motivation

Hornby (1995: 758) says that to motivate means the reason that which causes somebody to act in a particular way. In second and foreign language, learning process may be affected differently by instrumental motivation and integrative motivation (Longman Dictionary of Language Teaching and Applied Linguistics 1992:238). In this research, the writer focuses on finding out the difference between male and female students' instrumental motivation which is defined as a motivation to acquire a language as a means to attain instrumental goals such as passing the examination, getting high scores, getting a job, furthering a career and the others (Brown, 2000:162) and male and female students' integrative motivation which is defined as learners' positive attitude towards the target language group and the desire to integrate into the language community.

2. Male and Female

Male is the sex that does not give birth to babies (Hornby, 1995: 710) while female is the sex that can give birth to children or produce eggs (Hornby, 1995:428). In this research, male and female are as subject of the research.

3. Motivation

Hornby (1995: 758) says that to motivate means the reason that which causes somebody to act in a particular way. In this research, the writer focuses on finding out the difference between male and female students' motivation in learning English.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. The Nature of Motivation

There are many literatures related to motivation. Various definitions of motivation have been proposed over the decades of research. Following is the three views of motivation quoted from Brown (2000:162)

Table II.1
Theories of Motivation

Behaviorist	Cognitive	Constructivist
<ul style="list-style-type: none">• anticipation of rewards• desire to receive positive reinforcement• external, individual forces in control	<ul style="list-style-type: none">• driven by basic human needs (exploration, manipulation, etc)• degree of effort expended• internal, individual forces in control	<ul style="list-style-type: none">• social context• community• social status, and• security of groups• internal, interactive forces in control

From a *behaviorist* perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of rewards. Driven to acquire positive reinforcement, and driven by previous experiences of rewards for behavior, people act accordingly to achieve further reinforcement. In this view, the acts are likely to be at the external forces.

In *cognitive* terms, motivation places much more emphasis on the individual's decision. In more technical usage, Keller (in Brown 2000:160)

describes the term of motivation as the choices people make to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. Some cognitive psychologists see underlying needs or drives as the compelling force behind the decision. Ausubel (in Brown 2000:160) identifies six needs of under girding the construct of motivation:

1. The need exploration, for seeing “the other side of the mountain,” to explore the unknown.
2. The need for manipulation, for operating on the environment and causing change
3. The need for activity, for movement and exercise, both physical and mental
4. The need for stimulation, the need to be stimulated by environment, by other people, or by ideas, thoughts and feelings.
5. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solutions to problems and self-consistent system of knowledge
6. The need for ego enhancement, for the self to be known and to be accepted and to be approved by others.

On the other hand, constructivist places emphasis to social context as well as individual personal choices in motivation (Williams & Burden in Brown, 2000:161). Each person is motivated differently and will therefore act on his or her environment in ways that are unique. These unique acts are always carried out

within a cultural and social milieu and cannot be completely separated from that context.

Brown (1994: 152) defines motivation as an inner drive, impulse, emotion or desire that moves from one to a particular action. It can be concluded that motivation consists of various aspects, such as:

1. Inner drive as an inside pressure to do something
2. Impulse as a sudden desire to act
3. Emotion which is the excitement of the feeling
4. And desire as a strong wish

From those definitions above, it can be concluded that motivation is very important because it can activate someone's behavior in order to attain his or her goal. It is obvious that motivation is one of factors and conditions that cause a person to begin an activity and pursue it with vigor and persistence.

B. Motivation in Language Learning

Motivation and needs are closely related. On the other hand, motivation is seen as the fulfillment of needs, and on the other, human needs serve as drives or incentives which move one to a particular action. The best known theory of human needs is Maslow's hierarchy of need. Maslow formulates a five fold hierarchy of human needs which begins with biological needs and progresses upward to psychological ones; physiological needs including the need for food and water; the need for safety; social needs including belongingness and love; esteem need for example are the feeling of self-respect and positive recognition

from others; and self actualization, which means the need for a sense of self-fulfillment.

In context of language learning, the needs for safety indicates that the learner needs to be secure that learning the target language and culture does not affect negatively his or her own culture or language. Additionally, learning in general and learning languages in particular needs a safe and a free of stress atmosphere to facilitate language acquisition. Esteem and social needs also indicate that the learner needs to be a knowledgeable person who is able to communicate and integrate with others by learning their language. Failure to satisfy students' needs is likely to hinder their risk-taking and motivation.

Motivation for learning a foreign language is defined as the learner's orientation with regard to the goal of learning a second language (Crookes & Schmidt in Qashoa, 2006:10).

Dececco (1983 in Ernita 2007 17) describes that there are four functions of motivation in learning:

1. To attract the students' interest or attention in learning so that the students understand easier of what subject they are learning.
2. To convince that the subject is very important for students to learn.
3. To encourage the students to be enthusiastic to learn, this function is usually followed by rewards.
4. To control the students' aptitude in learning by giving both punishment and praise

C. Instrumental and Integrative Motivation

To investigate and realize the effect of motivation on language learning, the two basic types of motivation, namely instrumental and integrative motivation, should be identified.

One of the best-known and historically significant studies of motivation in language learning was carried out by Robert Gardner and Wallace Lambert (1972). Over a period of twelve years they extensively studied foreign language learners in Canada, several parts of the United States, and the Philippines in an effort to determine how attitudinal and motivational factors affected language learning success. Motivation was examined as factors of a number of different kinds of attitudes. Two different clusters of attitudes divided into two basic types of what Gardner and Lambert at that time identified as “instrumental” and “integrative” motivation.

Instrumental motivation refers to gaining some social or economic reward through language achievement, such as passing the examination, furthering a career, and so on. While on the other hand, integrative motivation is categorized by the learners’ positive attitudes towards the target language and the desire to integrate into the target language community (Brown, 2000:162).

A number of years later, Gardner and MacIntyre (in Brown 2000:163) more appropriately referred to the dichotomy as a case of orientation. That is, depending on whether the learner’s context or orientation was (a) academic or career-related (instrumental), or (b) socially or culturally oriented (integrative),

different needs might be fulfilled in learning a foreign language (Brown, 2000:163)

Gardner and Lambert (1972) and Spolsky (1969) in Brown (2000:163) found that integrativeness generally accompanied higher scores on proficiency test and in a foreign language. The conclusion from these studies was that integrativeness was indeed an important requirement for successful language learning. But, Yasmeen Lukmani (in Brown 2000:163) demonstrated that among Marathi-speaking Indian students learning English in India, those with instrumental orientation scored higher in test of English proficiency. Braj Kachru (in Brown 2000:163) noted that Indian English is but one example of a variety of English, which especially in countries where English has become an international language, can be acquired very successfully for instrumental purpose alone (Brown, 2000: 163)

From the studies above, it can be concluded that there is no single means of learning a language; some learners in some context are more successful in learning a language if they are integratively oriented and others in different contexts benefit from an instrumental orientation. Most situations involve a mixture of each orientation. For example, international students learning English in the United States for academic purpose may be relatively balanced in their desire to learn English both for academic (instrumental) purposes and to understand and become integrated with the culture and people of the United States.

According to Brown (2000: 34 -35), motivation is the extent to which choices about goals to pursue (behaviorist) and the effort you will devote to that pursuit (cognitive). He also describes the degree to which students are intrinsically or extrinsically motivated to success in learning process. He states that extrinsic motivation is the carried out in anticipation of a reward from outside and beyond the self. He also states that typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedbacks. On the other hand, Deci (1975, in Brown, 2000: 164) defines intrinsic motivation as follows:

“Intrinsically motivated activities are one for which there is no apparent reward except the activity itself. People seem to engage in the activities of their own sake and not because they lead to an extrinsic reward. Intrinsically behaviors are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self-determination”

Based on the definition above, it can be concluded that intrinsic motivation comes from the learner himself/herself. While extrinsic motivation comes from outside and beyond the learners, for example; money, score in examination, punishment, the parents, teachers, friends, and society.

The following is the table of motivational dichotomies (Brown, 2000: 166)

Table II.2
Motivational Dichotomies

Kinds of Motivation	Intrinsic	Extrinsic
Integrative	Language learning student wishes to integrate learning culture, (e.g., for marriage	Someone else wishes the language learning students to know the

	or immigration)	language learning for integrative reasons
Instrumental	Language learning student wishes to achieve goals utilizing language learning (e.g., for a career)	External power wants language learning students to learn language.

D. Gender in Language Learning

The most obvious difference between male and female is the biological difference. However, they are also different in many other factors. The difference in sex between male and female seems to bring some differences in their learning. The difference in ability is important to be examined especially in education field. There are some difference in some specific abilities such as verbal abilities involving vocabulary, and mechanical abilities.

A various research might be to assist the current basis for and validity of teacher's claim that female students are better language learners and to attempt to ascertain whether this superior proficiency (if it exists) is linked particularly to the skill of reading, writing, speaking and listening.

Male and female have their uniqueness and their kept it in their body, their minds, and their brain, their soul and they reflect it with their attitudes, their behavior and their motivation in learning. We realize that the differences are there, but sometimes we ignore their existence.

Male and female are different in ability, interest, and personality traits. In addition, Papalia and Olds in Selly Hartuti (2007:18) state that the most consistent

differences between male and female students according personality characteristics and emotional adjustment.

Table II. 3
Studies of Differences between Male and Female

Researchers	Research Findings
Bacon (1992)	No differences between sexes
Bacon (1992)	Men use translation strategies more than woman
Bacon and Finnemann (1992)	Female learners of L2 Spanish at university level had the stronger instrumental motivation
Spolsky (1989)	Girls have more positive attitudes towards speakers of the target language
Ludwig (1983)	Male learners are more instrumentally motivated
Gardner and Lambert (1972)	Female learners are more motivated than male learners

Beside those studies, what exactly makes male and female are different can be explained by following explanations which are quoted from Michael Gurian and Patricia Henley book entitled *Boys and Girls learn differently*.

There are a number of categories of male-female difference to consider and there are many differences could be presented, but the writer selected those seem most essential in learning. One of the aspects that influence the male and female performance in learning is their brain. The aspect of differences between male and female brain can clearly be seen as follows:

1. The Developmental and Structural Differences

In most cases, girls' brain matures earlier than boys (Gurian & Henley, 2000: 19). In accordance with brain-based research, it is found that girls take in more sensory data than boys. In average, girls hear better, smell better and take in more information through fingertips and skin. Females tend often to be better than males at controlling impulsive behavior. In other words, girls are by nature less likely to take moral risk than boys. Boys are more likely shown natural aggression.

Girls tend to have better verbal abilities and rely on verbal communication; boys tend to rely on nonverbal communication, being innately less able on average to verbalize feelings and responses as quickly as girls.

Males tend to have more development in certain areas of the right hemisphere, which provides them with better spatial abilities such as measuring, mechanical, design, and geography and map reading.

It can be concluded that male and female structure has been designed for different function and abilities. This difference also affects their performance in life.

2. The Hormonal Differences

Human behavior is far more driven by hormones than we have wanted to admit. Male and female mood are very dependent on the interplay of hormones and the brain.

Although males and females both possess all the human hormones, degree of dominance differs. Females are dominated by estrogen and progesterone, males by testosterone. Whereas a girl may be likely to bond first and ask questions later, a boy might be aggressive first and asks questions later. This is why most of the teacher finds out that male students are hard to manage than female students in many ways.

3. The Functional Difference

Boys use the right hemisphere more than girls. On the other hand, girls tend to use the left hemisphere. That is why girls respond to a situation more complex than boys. Male brain gives boys the edge in dealing with spatial relationships (such as object and theorems); female brain responds more quickly to greater quantities of sensory information, connecting it with the primacy of personal relationships and communication. Girls and women are able to hear things better than boys and men; sometimes a loud voice is needed for boys. This fact makes an interesting basis for keeping boys near the front of the classroom.

Another difference also occurs in music or choir. Males and female see things differently, with female generally far better at seeing in the dark room. On the other hand, males see well than woman in bright light. This suggests a biological rationale for how teachers should arrange their students in terms of distance or closeness to visual learning aids.

Gender difference has been noted in the memory ability of males and females. Girls can store, for short periods, a greater quantity of random information; boys can do this more often if they can practice it.

In teaching and learning process, the instruction given must be balance between male and female memory ability in order to make the lesson last and memorize well by the students for their future needs.

The stereotype of boys is they tend to focus on action (Abigail James, 2006: 1). A reason why teacher or parent get trouble ask their children (boys) quiet and seated at their desk, because male students learn better when they have frequent opportunities to move around (Council for Exceptional Children 2009: 1).

In ability, boy's excess is superior in performance items involving spatial relationship, mechanical abilities, and numerical manipulation because they tend to like symbolic texts, diagrams, and graphs. It brings them to be success in designing and engineering. Male students also tend to learn the rules, fact, and logic. It causes male better in math and science lesson than female students (Michael Guarian 2001: 49).

Male students are an introverted and they like competition (Sunderland in Selly Hartuti 2007: 19). Also, boys tend to be more deductive and are better at quickly making decisions and this superior give boys an advantages on multiple choice test (Council for Exceptional Children 2009: 1).

The stereotype of female students is they tend to focus on feelings (Abigail James 2006: 1). Female students are an extrovert who like work together in doing

something (co-operative). In ability, female students excel in verbal skill like reading and writing. Papalia and olds in Selly Hartuti (2007: 17) state that female students generally are superior in the verbal items involving vocabulary, memory, language manipulation.

They also speak more clearly, read earlier, and consistently better than male students in test spelling and grammar. Kathy Stevens in Council for Exceptional Children (2009: 1) points out, female students tend to be more inductive and learn involving their sense and it make them an advantages on essay tests.

4. The Difference on the Brain

Brain is nature of human being that brings the innate of human itself, such as intelligences, talent, emotion, language and learning style. By his statement, Eric Jensen as a former teacher and a current member of the society for Neuroscience and New York Academy of Science has proven it.

Learning in ways that are compatible with the way humans naturally function is an approach that will stand the test of time. Yes, it may attract some criticism, spurred by the kind of defensive reaction that is typical among those who wish to hold on to the status quo. But if this paradigm is solid, as I believe it is, more and more people will come to realize that if you want to understand human learning, so you'd better understand the brain (Eric Jensen 2005: ix)

Brain, as a control of human body, is generally divided into four lobes. The occipital, the temporal, the frontal and parental lobes, and each lobes have

own functions. Dealing with this Thomas Willis, expanded the work of Descartes. He was the first suggest not only that the brain was center of control for our body, but also different parts of the brain control specific cognitive functions, although a given mental task may involve a completed web circuits, which interact with others throughout the brain (Shore, 1997; Shreve, 2005 in George R. Taylor and Loretta Mac Kenney, 2008, p.15).

It can be concluded that the different part of brain have different functions and it can effect the way of students learn. Developmental and structural differences between male and female give explanation about male and female innate differences. Here there are some parts of brain that show innate differences notably in learning style.

Parietal lobe which has function to perceives and interprets bodily sensations such as touch, pain, pressure and temperature whereas in females more data through than in male. It function impact female have more tactile sensitivity. Females take in more sensory data than male. On average female hear better, smell better, and take in more information through fingertips and skin.

Right hemisphere has function to interpret emotional contents, tone of voice, facial expressions, gestures, melodic speech, social musical, visual, spatial, and environmental awareness, and unconscious self-image, and body image, emotional and visual memory. in this part male tend to use right side of brain to work on abstract problem, female use both sides. It function impact male superior at spatial relationship. The explanation as follow:

Table II.4
Left and Right Brain

LEFT BRAIN	RIGHT BRAIN
Intuitive	Intellectual
Prefer talking and writing	Prefer drawing and manipulating object
Favors logical problem solving	Favors intuitive problem solving
Focus on detailed	Get the general idea
Language	Spatial awareness
Logic	Perspective
Analytical thinking	Creative and imaginative
Shaping of ideas	Functions
Sequencing	Emotions
Fine motor skills	Tone Quality of sound
Timing	

In general, female brains develop quicker than male brains. Brains development in infants is often most pronounced in the right hemisphere and gradually moves to the left. In female, the movement the left starts earlier than male (Michael Gurian, 2001:24-27). Researchers found that males generally have more developed right hemisphere-which disposes them toward spatial task such as map-reading or interpreting technical drawings. Females generally have more developed left hemisphere-which is probably why they learn to speak earlier than males and are often more adept at languages

Over million of years, the brain both created and accommodated these circumstances. Females had to be better at verbal skill than males; males had to be better at spatial and more physically aggressive. Females had to care more about small-group consensus; males had to rely more on packing-order hierarchies with dominant leadership.

Females had to hear, see, and use all he senses and remember variety among things in order to provide the subtle brain development and care a child needs; males had to focus on the single task to provide for and protect communities of children. Both the brain and its hormones -which are catalysts for brain activity- came to differ with gender and their learning style.

Mismatches between family and school culture especially teacher can deadly students ability. For example, teacher almost teacher often label “naughty, stupid or lazy “ for male students because they doing another activities such as disturb his friend or drawing something in their book while they studying without any attention to lesson. As we know innate of male students is they can absorb lesson better when they gave a chance to move a lot but most of teacher culture only explain lesson, dictation, or doing exercises, this condition of course make male students getting bored and also this culture can deadly male students ability as a master of spatial.

E. The Relevant Research

There were many researches conducted in investigating the students’ motivation. Some of them may be seen as follows:

1. Lisyia Rivianti Zikra (2006). In her research entitled “*A comparative study on the mastery of English tenses between male and female students at SLTP Negeri 18 Pekanbaru.*” In the analysis of the data, she used t-test in order to compare the male and female students’ mastery of English tenses. As the result, she found out that female mastery of English tenses is different from that of male students.
2. Muhammad Khabib (2006) investigated the teachers’ competence in enhancing the students’ motivation in learning English at the junior high schools in Siak Regency. As the result, he found out that the students’ motivation can be enhanced by the teachers’ participation in the teaching and learning process.
3. Sulaiman Hasan H. Qashoa (2006) in his research entitled “*Motivation among Learners of English in the secondary schools in the Eastern Coast of the UEA*” His research was intended to find the students’ instrumental and integrative motivation. In order to compare the instrumental and integrative motivation, he was using T-test. By applying T-test, it was found that there is a significant difference between the two scores ($t=-5.68$, $p=0.001$). The conclusion of the research was the respondents are to certain extend integratively motivated but they still have a higher degree of instrumental motivation.

F. The Operational Concept

Operational concept is the concept used to give the explanation about theoretical framework and to avoid misunderstanding toward the research. In this research, the writer concludes several indicators to be operated which describe the operational concepts. Based on the explanation above, the indicators of the students' motivation in learning English can be seen as follows:

1. Instrumental Motivation

- a. The students learn English in order to get a better job.
- b. The students learn English because English is in an international language.
- c. The students learn English because it is useful for future career.
- d. The students learn English because it is essential for personal development.
- e. The students learn English because it is needed to continue their study.

2. Integrative Motivation

- a. The students learn English because it enables them understand and appreciate English culture.
- b. The students learn English because it helps them acquire new ideas and broaden their knowledge.
- c. The students learn English because it enables them to communicate and participate in other cultural groups.
- d. The students learn English in order to learn more about the world.

- e. The students learn English because they are interested in English music

G. The Assumption and Hypothesis

1. The Assumption

The writer assumes that the male and female students at the second year of SMA Al-Huda will have variation motivation in learning English.

2. The Hypothesis

Ho : There is no significant comparison between male and female students' motivation in learning English at the second year of SMA AL-Huda.

Ha : There is significant comparison between male and female students' motivation in learning English at the second year of SMA Al-Huda

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This is a comparative study, in the previous chapter it has been explained that the aims of the research is to find out male and female students' motivation and the factor that influence male and female students' motivation in learning English at the second year of SMA Al-Huda Pekanbaru.

This research consists of two variables, where the independent variable is the group of students based on gender (male and female) and dependent variable is the male and female students' motivation in learning English.

B. The Location and Time of the Research

This research was conducted at SMA Al-Huda Pekanbaru which is located at Jl. H.R. Subrantas KM. 11 Panam – Pekanbaru. The writer conducted this research in April up to May 2009.

C. The Subject and Object of the Research

1. The Subject of the Research

The subject of this research is the second year male and female students of SMA Al-Huda Pekanbaru.

2. The Object of the Research

The object of this research is the second year male and female students' motivation in learning English.

D. The Population and Sample of the Research

The population of this research is the second year students of SMA AL-Huda Pekanbaru. There are two classes and 65 students. The number of male students is not bigger than the number of female students. It is small population ($N < 100$), and there is a little point of sampling (Gay & Airasian, 2000, p. 134). Regarding to the fact, the writer will take all of the population as the respondents of the research.

Table III.1
Distribution Population of the Second Year Students
Of SMA Al-Huda Pekanbaru

Class	Population		Number of Population	Total Sample
	Male	Female		
XI.1 Science	15	18	33	33
XI.2 Social	18	14	32	32
Total	33	32	65	65

E. The Data Collection Technique

In collecting the data, the writer will use questionnaire. The questionnaire consists of a set of questions to be answered by the sample of the research that are related to their orientation in learning English. Because the data of the questionnaire is ordinal, the writer uses Likert scale to examine the students' motivation in learning English.

The questionnaire consists of 10 questions that elicit the information about the students' orientation of motivation in learning. Five questions of the questionnaire investigate male and female students' instrumental motivation and the other five questions investigate male and female students' integrative motivation. The calibration tool used to measure the responses was a five-point scale, with possible responses ranging from strongly agree to strongly disagree (Bell, 1999 in Narayan) the positively – scored items were scored as : (5) strongly agree and (4) Agree and negatively – stated items were scored as (2) disagree, (1) strongly disagree and (3) for uncertain. Motivation questionnaire consists of ten structured questions (items) adapted and developed from two important sources: (Sean Jose, 2003, Questionnaire serial no 6 – 10) and (Meng – Chingho 1998, Questionnaire serial 1 – 5)

Table III.2
Distribution of Questionnaire

Orientation of Motivation	Page of Questionnaire	Questionnaire Items
Instrumental	1	5
Integrative	1	5
Total		10

F. The Data Analysis Techniques

This study is comparative study. The data for this research is collected through questionnaires. The questionnaires is used to know male and female students' motivation in learning English. Furthermore, the data will be analyzed by using the formula as follows:

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

Where:

P = Percentage of the students classifications in major group

F= Total score of respondents classifications in each element

N = Total number of respondents

While to analysis whether any or no comparison between male and female students' motivation, the writer analyzes by using statistical analysis. The formula is as following:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

The steps are:

1. Find out means
2. Find out standard deviation (SD)
3. Find out standard error (SE)
4. Find out difference standard error
5. Find out t_o
6. Interpretation t_o value to t_{table} (Haryadi, 2009:188)

CHAPTER 1V

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

The data bellow are presented the result of the questionnaire concerning with male and female students' motivation in learning English. The data can be seen as follows:

Table IV.1
English is necessary to get a good job

Answer	Male Students		Female Students	
Strongly Agree	13	39.4%	19	59.4%
Agree	10	30.3%	11	34.3%
Uncertain	5	15.2%	2	6.3%
Disagree	4	12.1%	0	-
Strongly Disagree	1	3.0%	0	-
Total	33	100%	32	100%

Based the Table IV.1 above, majority of male students (39.4%) state that English is necessary in getting a good job and most of female students (59.4%) also state that they learn English because it is necessary to get a good job

Table IV.2
English will help the students if they have to go abroad

Answer	Male Students		Female Students	
Strongly Agree	14	42.4%	16	50%
Agree	12	36.4%	13	40.6%
Uncertain	6	18.2%	3	9.4%
Disagree	1	3.0%	0	-
Strongly Disagree	0	-	0	-
Total	33	100%	32	100%

Based on Table IV.2 above, most of male students (42.4%) strongly agree that English will help them if they have to go abroad. Most of female students (50%) also strongly agree in that idea.

Table IV.3
English will be helpful for students' future career

Answer	Male Students		Female Students	
Strongly Agree	8	24.2%	21	65.6%
Agree	19	57.6%	11	34.4%
Uncertain	5	15.2%	0	-
Disagree	1	3%	0	-
Strongly Disagree	0	-	0	-
Total	33	100%	32	100%

Based on table IV.3 above, majority of male students (57.6%) agrees that English is helpful for their future career. While most of female students (65.6%) strongly agree that English will be helpful for their future career.

Table IV.4
English is essential for personal development

Answer	Male Students		Female Students	
Strongly Agree	6	18.2%	10	31.3%
Agree	8	24.2%	11	34.4%
Uncertain	12	36.4%	8	25%
Disagree	5	15.2%	2	6.3%
Strongly Disagree	2	6.1%	1	3.1%
Total	33	100%	32	100%

Based on table IV.4 above, most of male students (36.4%) are uncertain about English influence in their personal development. On the other hand, majority of female students (34.4%) agree that English is essential for their personal development.

Table IV.5
English will help the students pass examination and continue study to higher education level

Answer	Male Students		Female Students	
Strongly Agree	8	24.2%	19	59.4%
Agree	13	39.4%	12	37.5%
Uncertain	9	27.3%	1	3.1%
Disagree	3	9.1%	0	-
Strongly Disagree	0	-	0	-
Total	33	100%	32	100%

Based on table IV.5 above, majority of male students (39.4%) agree that English is helpful in passing the examination and continue higher level education. Female students (59.4%) strongly agree that English will help them pass the examination and continue study to higher level of education.

Table IV.6
English enable the students understand and appreciate English culture

Answer	Male Students		Female Students	
Strongly Agree	2	6.1%	9	28.1%
Agree	4	12.1%	14	43.8%
Uncertain	6	18.2%	6	18.8%
Disagree	15	45.5%	2	6.3%
Strongly Disagree	6	18.2%	1	3.1%
Total	33	100%	32	100%

Based on table IV.6 above, most of male students (45.5%) disagree to learn English in order to understand and appreciate English culture. On the other hand, majority of female students (43.8%) agree to that English will enable them to understand and appreciate English culture.

Table IV.7
English helps the students to get new idea and broaden the students' knowledge

Answer	Male Students		Female Students	
Strongly Agree	10	30.3%	15	46.9%
Agree	10	30.3%	15	46.9%
Uncertain	8	24.2%	2	6.3%
Disagree	2	6.1%	0	-
Strongly Disagree	3	9.1%	0	-
Total	33	100%	32	100%

Based on table above, it can be concluded that majority of male students (30.3%) strongly agree that English will help them get new idea and broaden their knowledge. On the other side, majority of female students (46.9%) strongly agree that English helps them broaden their knowledge and get new ideas.

Table IV.8
English enable the students to communicate and participate in other cultural groups

Answer	Male Students		Female Students	
Strongly Agree	5	15.2%	9	28.1%
Agree	11	33.3%	11	34.4%
Uncertain	16	48.5%	12	37.5%
Disagree	1	3%	0	-
Strongly Disagree	0	-	0	-
Total	33	100%	32	100%

Based on the table above, majority of male students (48.5%) are uncertain that English enable them to communicate and participate in other cultural groups. Most of female students (37.5%) are also uncertain that English enables them to communicate and participate in other cultural groups.

Table IV.9
Students can learn more about the world through learning English

Answer	Male Students		Female Students	
Strongly Agree	4	12.1%	11	34.4%
Agree	12	36.4%	13	40.6%
Uncertain	10	30.3%	6	18.8%
Disagree	6	18.2%	2	6.3%
Strongly Disagree	1	3%	0	-
Total	33	100%	32	100%

Based on table IV.9 above, most of male students (36.4%) agree that learning English will make them learn the world more. Most of female students (40.6%) also agree that English help them know the world more.

Table IV.10
Students are interested in English music

Answer	Male Students		Female Students	
Strongly Agree	1	3.0%	9	28.1%
Agree	8	24.2%	13	40.6%
Uncertain	11	33.3%	6	18.8%
Disagree	9	27.3%	2	6.3%
Strongly Disagree	4	12.1%	2	6.3%
Total	33	100%	32	100%

Refers to table IV.10 above, most of male students (33.3%) are uncertain whether they are interested in English music. On the other side, majority of female students (40.6%) agree that they are interested in English music.

Table IV.11
Recapitulation of the Questionnaire for Male Students' Motivation
In Learning English

No	S.A		A		U		D		S.D	
1	13	39.4%	10	30.3%	5	15.2%	4	12.1%	1	3%
2	14	42.4%	12	36.4%	6	18.2%	1	3%	0	-
3	8	24.2%	19	57.6%	5	15.2%	1	3%	0	-
4	6	18.2%	8	24.2%	12	36.4%	5	15.2%	2	6.1%
5	8	24.2%	13	39.4%	9	27.3%	3	9.1%	0	-
6	2	6.1%	4	12.1%	6	18.2%	15	45.5%	6	18.2%
7	10	30.3%	10	30.3%	8	24.2%	2	6.1%	3	9.1%
8	5	15.2%	11	33.3%	16	48.5%	1	3%	0	-
9	4	12.1%	12	36.4%	10	30.3%	6	18.2%	1	3%
10	1	3%	8	24.2%	11	33.3%	9	27.3%	4	12.1%
TOTAL	71	-	107	-	88	-	94	-	17	-

Based on the table above, can be seen that the total of male students in answering questionnaires can be categorized 71 students are strongly agree, 107 agree, 88 uncertain, 94 disagree, and 17 male students are strongly disagree.

Table IV.12
Recapitulation of the Questionnaire for Female Students'
Motivation in Learning English

No	S.A		A		U		D		S.D	
1	19	59.4%	11	34.4%	2	6.3%	0	-	0	-
2	16	50%	13	40.6%	3	9.4%	0	-	0	-
3	21	65.6%	11	34.4%	0	-	0	-	0	-
4	10	31.3%	11	34.4%	8	25%	2	6.3%	1	3.1%
5	19	59.4%	12	37.5%	1	3.1%	0	-	0	-
6	9	28.1%	14	43.8%	6	18.8%	2	6.3%	1	3.1%
7	15	46.9%	15	46.9%	2	6.3%	0	-	0	-
8	9	28.1%	11	34.4%	12	37.5%	0	-	0	-
9	1	34.4%	13	40.6%	6	18.8%	2	6.3%	0	-
10	9	28.1%	13	40.6%	6	18.8%	2	6.3%	2	6.3%
TOTAL	138	-	124	-	46	-	8	-	4	-

Based on the table above, can be seen that the total of female students in answering questionnaires can be categorized 138 students are strongly agree, 124 agree, 46 uncertain, 8 disagree, and 4 male students are strongly disagree.

B. The Data Analysis

Based on the formulation of the problem in this research and the data gathered and presented in the previous explanation, the writer would like to analyze the data.

The calibration tool used to measure the responses was a five-point scale, with possible responses ranging from strongly agree to strongly disagree (Bell, 1999 in Narayan) the positively – scored items were scored as : (5) strongly agree and (4) Agree and negatively – stated items were scored as (2) disagree, (1) strongly disagree and (3) for uncertain. Motivation questionnaire consists of ten structured questions (items) adapted and developed from two important sources: (Sean Jose, 2003, Questionnaire serial no 6 – 10) and (Meng – Chingho 1998, Questionnaire serial 1 – 5).

In order to know the difference of score between male and female students' instrumental and integrative motivation the writer will analyze the data as follows:

Table IV.13
The Comparison between Male and Female Students' Motivation in Learning English

Student	Score		x	y	x^2	y^2
	Male (X)	Female (Y)				
1	28	35	-7	-7	49	49
2	31	39	-4	-3	16	9
3	35	37	0	-5	0	25
4	36	40	1	-2	1	4
5	29	42	-6	0	36	0
6	42	36	7	-6	49	36
7	35	43	0	1	0	1
8	36	44	1	2	1	4
9	33	46	-2	4	4	16
10	35	45	0	3	0	9
11	34	37	-1	-5	1	25
12	35	45	0	3	0	9
13	32	44	-3	2	9	4
14	37	42	2	0	4	0
15	37	45	2	3	4	9
16	33	37	-2	-5	4	25
17	37	46	2	4	4	16
18	35	45	0	3	0	9
19	38	40	3	-2	9	4
20	28	44	-7	2	49	4
21	37	39	2	-3	4	9
22	34	45	-1	3	1	9
23	39	43	4	1	16	1
24	32	47	-3	5	9	25
25	39	44	4	2	16	4
26	34	36	-1	-6	1	36
27	37	43	2	1	4	1
28	39	44	4	2	16	4
29	31	39	-4	-3	16	9
30	37	45	2	3	4	9
31	40	43	5	1	25	1
32	35	44	0	2	0	4
33	35		0		0	
	$\sum X$ =1155	$\sum Y$ =1344			$\sum x^2$ =352	$\sum y^2$ =370

From the table above, it can be found that $\sum NX = 33$, $\sum NY = 32$, $\sum X = 1155$, $\sum Y = 1344$, $\sum x^2 = 352$ and $\sum y^2 = 370$. Furthermore, the writer wants to find out the means male and female students motivation in leaning English, standard deviation, standard error, difference of standard error, calculating t-test statistic and give the interpretation.

1. Find out means of male and female students on reading achievement

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1155}{33}$$

$$M_x = 35$$

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{1344}{32}$$

$$M_y = 42$$

2. Find out standard deviation (SD)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{352}{33}}$$

$$SD_x = \sqrt{10.67}$$

$$SD_x = 3.27$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_y = \sqrt{\frac{370}{32}}$$

$$SD_y = \sqrt{11.57}$$

$$SD_y = 3.4$$

3. Find out standard error (SE)

$$SE_{M_x} = \frac{SD_x}{\sqrt{N_1 - 1}}$$

$$SE_{M_x} = \frac{3.27}{\sqrt{33 - 1}}$$

$$SE_{M_x} = \frac{3.27}{\sqrt{32}}$$

$$SE_{M_x} = \frac{3.27}{5.66}$$

$$SE_{M_x} = 0.58$$

$$SE_{M_y} = \frac{SD_y}{\sqrt{N_2 - 1}}$$

$$SE_{M_y} = \frac{3.4}{\sqrt{32 - 1}}$$

$$SE_{M_y} = \frac{3.4}{\sqrt{31}}$$

$$SE_{M_y} = \frac{3.4}{5.57}$$

$$SE_{M_y} = 0.6$$

4. Find out difference standard error

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$SE_{M_x - M_y} = \sqrt{0.58^2 + 0.6^2}$$

$$SE_{M_x - M_y} = \sqrt{0.34 + 0.36}$$

$$SE_{M_x - M_y} = \sqrt{0.7}$$

$$SE_{M_x - M_y} = 0.84$$

5. Find out t_o

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

$$t_o = \frac{35 - 42}{0.84}$$

$$t_o = \frac{-7}{0.84} =$$

$$t_o = 8.3$$

6. Interpretation t_o value to t_{table}

a. Find out $df = (N_x + N_y) - 2 = (33 + 32) - 2 = 63$

- b. t_{table} at the significant level of 5% = 2,00 and 1% = 2,65. Based on the consultation can be seen that t_o is higher than 5% and 1% ($2,00 < 8.3 > 2,65$). It means that H_a is accepted and H_o is rejected. Meaning that there is significance comparison between male and

female students' motivation in learning English at the second year of SMA Al- Huda Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with male and female students' motivation in learning English at the second year of SMA Al- Huda Pekanbaru.

A. Conclusion

After doing the research, the writer finds out the result of male and female students' motivation in learning English. The result is the answer of the formulations of the problem, "is there any significant comparison between male and female students' motivation in learning English at the second year of SMA Al-Huda Pekanbaru?". It can be answered that there is significance comparison between male and female students' motivation in learning English at the second year of SMA Al- Huda Pekanbaru. This statement can be seen from t_o or t-calculation is higher than t-table on 5% and 1% ($2,00 < 8,3 > 2,65$) with the degree freedom is 63.

B. Suggestions

1. Suggestion for the Teacher

The researcher hopes to English teacher should raise the students' motivation in learning English. Related to the result of the research, the researcher offers some suggestions as follow:

- a. Teaching English should be able to aware the students in increasing their motivation
- b. Teaching English should be able to raise the students in instrumental and integrative motivation.

2. Suggestions for the Students

- a. The students must realize that motivation is very important to be had by all students in learning English.
- b. The students should be able to set their goal in learning English.

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CURRICULUM VITAE



MUHAMMAD IQBAL, Lahir pada tanggal 26 Juni 1986 di Kijang Tj. Pinang Provinsi Kepulauan Riau dari pasangan suami istri Drs. Syahril Romli, M.Ag. dan Umi Sa'adah Rusdi merupakan anak pertama dari tiga bersaudara.

Pendidikan formal SD 031 Tampan (1992–1999), dan meneruskan pendidikan MTS ke Pondok Pesantren Darul Hikmah Sp. Panam (PPDH) (1999–2002), setelah lulus pada tahun 2002 kemudian meneruskan pendidikan ke MAN Tambak Beras di Pondok Pesantren Bahrul Ulum Jombang Jawa Timur hingga 2005, selanjutnya meneruskan pendidikan ke jenjang perguruan tinggi di Universitas Islam Negeri Sultan Syarif Kasim Riau-Pekanbaru pada Fakultas Tarbiyah dan Keguruan dengan Jurusan Pendidikan Bahasa Inggris (PBI) Strata S1.

Pada tahun 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan Gelar Sarjana Pendidikan (S.Pd.) dengan judul karya ilmiah *"The Comparison between Male and Female Students' Motivation in Learning English at the Second Year of SMA Al-Huda Pekanbaru"* dengan Indeks Prestasi sangat memuaskan (3.38).

MOTTO, ***"No Justifications in the Fault"***
 "and No Falsifications in the Correctness"