

A Gender Analysis of EFL Students' Motivational Orientation in An Inclusive Learning Environment

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ABSTRACT

Motivation is the inner drive a person has to move toward a goal. It is widely accepted that it plays a role in explaining why people start, continue, or stop doing particular behaviors at particular periods. Integrative motivation and instrumental motivation are the two categories of motivation. A good attitude that language learners have toward speakers of the target language and their culture is known as integrative motivation. The desire of a motivated student to master the target language in order to acquire the abilities required to accomplish realistic life goals, such obtaining a decent degree or a job that would ensure their future, is known as instrumental motivation. This research explains the differences in EFL learning motivation between female and male students at SLB-A YAPTI Makassar. There were six students in this study, 3 female students and 3 male students in class IX SLB-YAPTI Makassar. This study uses a qualitative method. Researchers modify various instruments before adopting them. Researchers conducted observations and interviews to collect data. There were 30 questions that researchers gave students. Based on the researchers' findings, female and male students have different learning motivations, there are two out of three female students who have integrative motivation and two out of three male students have instrumental motivation in learning English at SLB-YAPTI Makassar class IX. It is hoped that this research can increase our knowledge regarding the differences in learning motivation of male and male students.

Key words: Gender; Motivation; Inclusive Learning Environment

INTRODUCTION

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, 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.

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. Thus, in order to ensure that children with special needs receive the educational services and rights they deserve, a clever solution is required. In this study, the researcher will examine the differences in EFL learning motivation between female and male students at SLB-A YAPTI Makassar.

LITERATURE REVIEW

Previous Related Study

The research of Naz (2020) male students exhibit higher levels of extrinsic 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. The research of Amalia (2023) As a result, students showed strong motivation for learning English based on the gender difference system.

The Concept of Gender

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. 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. 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. Furthermore, gender according to Karwati (2020) can be described as cultural norms regarding men and women.

Gender analysis is a systematic analytical process to identify, understand and describe gender differences and their relevance in a specific context. 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. 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. Furthermore, according to Gilanis (2019) Gender analysis is the starting point for gender mainstreaming.

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..

The Concept of Motivation

The inner need that peoples to take action toward their goals is known as motivation. 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. 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.
- 2) Choose the course of action, that is, the path that will lead to the desired outcome
- 3) Action Selection: This involves deciding which steps, when taken together, are necessary to accomplish the goal and discarding those that are not helpful.

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. 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. 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.

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. In additions, 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.

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. The key word for a person's internal forces that drive them to pursue their objectives when acting is motivation. In the teaching-learning context, Nuraeni (2020) contend that specific behaviors are necessary to support success in order to achieve desired goals

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 Concept 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.

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. 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. 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.

METHOD

Design and Samples

The purpose of this research is to find out what are the differences in EFL learning motivation between female and male students at SLB-A YAPTI Makassar. This indicates that this research focuses on the process. Therefore, qualitative research was used in this study. Qualitative research was used in this study. According to Murdiyanto (2020), qualitative research is a method used to study humanitarian problems and social phenomena. The provision of various qualitative data sources for triangulation through descriptive case studies was successfully carried out. This makes it possible to describe a treatment or real-life event and setting by using a descriptive case study type of research design.

Instrument and Procedure

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.

Data Analysis

Researchers 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

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.

1. 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.

2. 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.

RESULT AND DISUSSION

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. 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:

Instrumental Motivations

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.

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.

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.

Instrumental Motivations

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 fulfil their obligations compared to female students.

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.

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.

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.

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)

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).

Excerpt (3) 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)

Excerpt (4) 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)

Excerpt (5) 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)

Excerpt (6) 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)

Excerpt (7) 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)

Excerpt (8) 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)

Excerpt (9) 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 cell phone 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)

Excerpt (10) 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)

Instrumental Motivation

Researchers ask respondent about students' motivation to learn English:

Excerpt (1) 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)

Excerpt (2) 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)

Excerpt (3) 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)

Excerpt (4) 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)

Excerpt (5) 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 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.

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. According to Lukianova (2023) women and men have different learning motivations. Additionaly, 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. 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. 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 motivation.

CONCLUSION

From the discussion in the previous chapter, it can be conclude: Female students at SLB-YAPTI Makassar class IX have integrative motivation in learning English. This can be seen from the results of observations and interviews conducted by researcher, where in the results of observations there are two out of three female students who are more likely to have motivation to learn English. Likewise, with the results of the interviews conducted by the researcher, there were 30 interview questions given by the researcher to the six students and the researchers found that there were two out of three students who had integrative motivation in learning English. In addition, Male students at SLB-YAPTI Makassar class IX have instrumental motivation in learning English. This can be seen from the results of observations and interviews conducted by researcher, where in the results of observations there are two out of three male students who are more likely to have motivation to learn English. Likewise, with the results of the interviews conducted by the researcher, there were 30 interview questions given by the researcher to the six students and the researcher found that there were two out of three students who had instrumental motivation in learning English. Based on the data above, the researcher concluded that female and male students at the SLB-YAPTI Makassar class IX school had different motivations for learning English. Female students are more likely to have integrative motivation in learning English, while male students are more instrumental in learning English.

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