

**COMPARISON OF ENGLISH LEARNING
MOTIVATION BETWEEN MALE AND FEMALE
STUDENTS GRADE VIII IN MTS AL MUSYAFFA
PESANTREN FADHLUL FADHLAN SEMARANG**

THESIS

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



By:
Cindi Yolanda
1903046022

**ENGLISH DEPARTMENT EDUCATION AND
TEACHER TRAINING FACULTY
WALISONGO ISLAMIC STATE UNIVERSITY
SEMARANG
2023**

THESIS STATEMENT

I am the student with the following identity:

Name : Cindi Yolanda

Student's Number : 1903046022

Department : English Education Departement

State, that research entitled:

COMPARISON OF ENGLISH LEARNING MOTIVATION BETWEEN MALE AND FEMALE STUDENTS GRADE VIII IN MTS AL MUSYAFFA PESANTREN FADHLUL FADHLAN SEMARANG

It is definetly my own work. I take full responsibility the content of this research. As for the opinion of other researchers of the findings included in this research that I cited have clearly written the sources with the norms, rules, nad ethics of scientific writing.

Semarang, April 4 2023

The researcher,



Cindi Yolanda

NIM. 1903046022

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Comparison Of English Learning Motivation Brtween Male And Female Student Grade VIII In MTs Al-Musyaffa' Semarang**
Name of Student : Cindi Yolanda
Student Number : 1903046022
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 5 April 2023

Advisor,

Dra. Hj. Ma'rifatul Fadhlilah.
NIP.196208031989032003

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title : Comparison of English Learning Motivation between Male and Female Students Grade VIII in MTs Al-Musyaffa Pesantren Fadhul Fadhlan Semarang

Name : Cindi Yolanda

Student Number : 1903046022

Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 17th March 2023

THE BOARD OF EXAMINERS

Chairperson,

Dra. Nuna Mustikawati, M. Pd
NIP. 196208031989032003

Secretary,

Dra. Hj. Ma'rifatul Fadhliah, M.Ed.
NIP. 196506141992032001

Eximiner 1,

Dr. Hj. Siti Maram, M.Pd
NIP. 196507271992032002

Examiner 2,

Sayyidatul Fadliah, S. Pd.I., M. Pd
NIP. 198109082007102001



Advisor

Dra. Hj. Ma'rifatul Fadhliah, M.Ed.
NIP. 196506141992032001

MOTTO

“Do not explain about you to anyone. Because who likes you do not need it, and who hate you do not believe it”

-Ali Bin Abi Thalib

ACKNOWLEDGEMENT

All praise be to Allah who has helped the researcher complete the thesis entitled **COMPARISON OF ENGLISH LEARNING MOTIVATION BETWEEN MALE AND FEMALE STUDENTS GRADE VIII IN MTS AL MUSYAFFA PESANTREN FADHLUL FADHLAN SEMARANG** as a requirement for graduation at the S1 level at Walisongo Islamic State University. Peace and salutation are always be given to our Prophet Muhammad SAW, who has led us from the darknes to the modern era.

The writer relizes that this research can be completed with support, advice, motivation, and simulation from many parties. Because of that, the writer would like to express his gratitude and at the same time decicate this thesis to:

1. Dr. KH. Ahmad Ismail, M. Ag. as the dean of Education and Teacher Training Faculty.
2. Dra. Nuna Mustika Dewi, M. Pd as the chairwoman of English Education Department.
3. Ma'rifah Fadhilah M.Pd, my supervisor who has been giving support, motivation, stimulation, to me and other friends in the process of writing theses patiently and decisively.
4. For all lectures and staff of English Education Department at Walisongo State Islamic University.

5. To my beloved father who always supports, motivates, provides solutions and my the best listener.
6. My parents are always there for me.
7. Dr. KH. Fadlolan Musyaffa', Lc., MA., and Mrs. Nyai Fanty Hidayah, S.Pd.I who have always been supportive and taught us a lot of knowledge.
8. For my lovely sister and brother Monica Manda Sari and Hendric Prayoga.
9. My sweet best friend Titi Hidayah, my beloved sister mba Fiqoh and sofi who always helps and supports me.
10. To all MDC Members.
11. My classmate PBI 8A.
12. Thank you very much for the people who hurt my heart both by actions and words. Every time they hurt me, my spirit also increases.
13. And to myself who have fought until end.

Finally the writer realizes that the writing of this thesis is not perfect. Therefore, the writer gladly accepts criticism and suggestion to make this thesis better. The author hopes that this thesis will be useful for everyone, Aamiin.

ABSTRACT

Title : **COMPARISON OF ENGLISH LEARNING
MOTIVATION BETWEEN MALE AND
FEMALE STUDENTS GRADE VIII IN MTS
AL MUSYAFFA PESANTREN FADHLUL
FADHLAN SEMARANG**

Writer : Cindi Yolanda

Student's : 1903046022

Id

This study aims to determine and compare the differences in learning motivation of male and female students. The research design namely quantitative. The population and sample in this study were class VIII students of MTs. Al-Musyaffa Semarang, consisting of 15 male students and 15 female students. Data collection using a questionnaire. Data analysis used percentage-based descriptive analysis. The results showed that based on the results of the questionnaire, the learning motivation of male students was 63.33%, while that of female students was 76.77%, which were both included in the high category. It is proven that the motivation of students from Java and outside Java is high for learning English. Students in Grade VIII at MTs. Al-Musyaffa' Semarang. The highest level of learning motivation for male students is the subvariable of the desire to succeed, which is equal to 80%, while female students are interested, namely equal to 88.3%. Then, for the lowest level of male students' learning motivation, the sub-variable level of student self-awareness is equal to 48.74%, while for female students, the sub-variable tenacity in facing difficulties is equal to 66.65%.

Keywords: *Comparison, Female Student, Motivation, Male Students.*

TABLE OF CONTENT

THESIS STATEMENT	ii
ADVISOR NOTE	iii
RATIFICATION.....	iv
MOTTO	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xii
CHAPTER I INTRODUCTION.....	1
A. Background of the research.....	1
B. Research Question	8
C. The Limitation of The Research	8
D. Research Objectives.....	9
E. Research Benefits.....	9
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Previous Research	11
B. Literature Review	15
CHAPTER III RESEARCH METHOD	46
A. Research Design.....	46
B. Location and Duration	46
C. Population and Sample	46

D. Research Variables.....	47
E. Collection Techniques.....	47
F. Research Instruments.....	47
G. Data Analysis Techniques.....	55
CHAPTER IV RESEARCH FINDINGS	54
A. Finding.....	54
B. Discussion.....	107
CHAPTER V109 CONCLUSION AND SUGGESTION	109
A. Conclusion.....	109
B. Sugestion	110
REFERENCES	112
APPENDIX.....	117
CURRICULUM VITAE.....	130

LIST OF TABLE

Table 1. 1	Student Final Test Scores.....	6
Table 3. 1	Questionnaire Grid.....	49
Table 3. 2	Percentage of motivation to learn English	56
Table 3. 3	Percentage intervals.....	57
Table 4. 1	Male students' desire for studying and attention to English classes	55
Table 4. 2	Male students' motivation for taking notes on English subject matter	55
Table 4. 3	Male students' learning motivation when doing assignments	56
Table 4. 4	shows the learning motivation of Male students when it comes to collecting assignments.	57
Table 4. 5	Male students' motivation to ask questions to the teacher....	58
Table 4. 6	Male students' learning motivation when discussing with friends	59
Table 4. 7	Interest of male students in English lessons.....	60
Table 4. 8	Male students' feelings of pleasure towards English lessons	60
Table 4. 9	Male students have a high target score.....	61
Table 4. 10	Male students' learning motivation in an effort to increase study hours.....	62
Table 4. 11	Male students' learning motivation in paying attention to notes from The Teacher.....	63
Table 4. 12	Male students get scores above the KKM.....	64
Table 4. 13	The ability of male students to answer questions from the teacher	65
Table 4. 14	The environment in which male students live.....	66
Table 4. 15	The environment in which male students live.....	66
Table 4. 16	Classroom atmosphere for male students.....	67
Table 4. 17	Classroom atmosphere for male students.....	68
Table 4. 18	male's study preparation before the subject matter is given	69
Table 4. 19	Male study English subject matter again.....	70
Table 4. 20	Male students use their time to work on questions	70
Table 4. 21	Male students ask their teachers or friends when they are not at school.	71
Table 4. 22	Female students' desire for studying and attention to English classes	74

Table 4. 23 Female students' motivation for taking notes on English subject matter.....	75
Table 4. 24 Female students' learning motivation when doing assignments.....	75
Table 4. 25 shows the motivation of female students to complete assignments.....	76
Table 4. 26 Female students' motivation to ask questions to the teacher.....	77
Table 4. 27 Female students' learning motivation when discussing with friends.....	78
Table 4. 28 Interest of female students in English lessons.....	79
Table 4. 29 depicts female students' pleasure in learning English.	79
Table 4. 30 Female students have a high target score.	80
Table 4. 31 Female students' learning motivation in an effort to increase study hours.....	81
Table 4. 32 Female students' learning motivation in paying attention to notes from The Teacher.....	82
Table 4. 33 Female students get scores above the KKM.	83
Table 4. 34 The ability of Female students to answer questions from the teacher.....	84
Table 4. 35 The environment in which female students live.....	85
Table 4. 36 The environment in which female students live.....	86
Table 4. 37 Classroom atmosphere for female students.....	86
Table 4. 38 Classroom atmosphere for female students.....	87
Table 4. 39 Study preparation of female students before the subject matter is given.....	88
Table 4. 40 Female students relearn English subject matter.....	89
Table 4. 41 Female students use their time to work on questions.....	89
Table 4. 42 Females ask their teachers or friends when they are not at school.....	90
Table 4. 43 comparisons of learning motivation.....	93
Table 4. 44 sequence of male and female students' learning motivation, from highest to lowest:	105

CHAPTER I

INTRODUCTION

A. Background of the research

English has been in Indonesia since the Dutch and Japanese colonial periods. Since 1967, the Indonesian government, KEMENDIKBUD, has identified English as a foreign language that must be learned to help Indonesia become part of a global community. The Indonesian government identifies English as a compulsory subject in the world of education at all levels of education, starting from kindergarten, elementary, middle school, high school, and college. English is considered important to equip the Indonesian generation to be able to compete globally. In the world of education, learning English serves to equip Indonesia's young generation as a future workforce with adequate language skills to compete in the global economy era.

In this era of globalization and high technology, it demands quality human resources to be able to compete with the world. One component that can improve human resources is education. Education is a component that is able to develop human resources. Through learning activities, students are directed to be able to develop their academic and non-academic potential so that they are able to keep up with the times and become quality human beings.

Now, all educational institutions, both formal and non-formal, have developed English language learning without the

exception of Islamic educational institutions such as Islamic boarding schools. English language education has developed rapidly in these institutions, one of which is language education at Fadhlul Fadhlun Islamic Boarding School, which applies English as the daily language to all students at the MI, MTs, MA, and student levels at university. The program for using English as the daily language at the Fadhlul Fadhlun boarding school has been in place since 2018, at the beginning of the establishment of the Fadhlul Fadhlun Islamic Boarding School. The program for using foreign languages has been running smoothly until now.

Since the first time they were registered as students at the Fadhlul Fadhlun Islamic boarding school, all students have been equipped with English skills by participating in intensive language classes in the first three months and regular classes that take place every day. For Madrasah students, learning English is carried out intensively at school during formal education and in the afternoon at Madrasah Diniyah when non-formal education takes place. The application of language classes is carried out intensively because the Fadhlul Fadhlun Islamic boarding school is an educational institution that applies the concept of bilingualism, besides the fact that learning English is an important thing that is useful for life in the era of globalization. English is a vessel that can make our generation a quality generation capable of competing in this globalization era where there are no barriers between one country

and another, which of course requires good communication skills. English is an oral and written communication tool used by modern society in the era of globalization.

In the current era of globalization, it is undeniable that the level of competition in various fields is very high. To be able to compete with high competition, everyone is not only expected to have a higher education but also be required to have a variety of special skills, one of which is English language skills with whatever major they choose at school. Because English is not only used by women, men, or people who are studying the language, everyone is required to be able to use it. English plays an important role in all fields; even all the technology used in schools uses English. To understand the use of technology, English is an important component. Technological advances are growing, and the demand to master technology cannot be denied. Therefore, English is very important to learn at MTs Al-Musyaffa's Pondok Pesantren Fadhlul Fadhlul Semarang.

The use of English at the Fadhlul Fadhlul Islamic Boarding School is very important; one of the programs is to use English as a communication tool in everyday life. The program for using English as the daily language at the Fadhlul Fadhlul boarding school has been in place since 2018, at the beginning of the establishment of the Fadhlul Fadhlul Islamic Boarding School. The program for using foreign languages has run smoothly until now; in fact, many

madrasah students are able to use English fluently. This is, of course, because students at the Fadhlul Fadhlun Islamic Boarding School are highly motivated to learn English so that they can communicate in English. Because motivation has been identified as a major factor in the success of learning a second language.¹

Motivation can function as an impetus for achieving an achievement. Someone will do something when they have motivation within themselves, both motivation that comes from within themselves and motivation that comes from outside, such as encouragement from other people. Thus, someone who has good motivation will easily achieve what he wants to achieve. It's the same as learning English; they will easily learn and understand English when they have high motivation and desire.

Motivation can function as an impetus for achieving an achievement. Someone will do something when he has motivation within himself, both motivation that comes from within himself and motivation that comes from outside, such as encouragement from other people. Thus, someone who has good motivation will easily achieve what he wants to achieve. It's the same as learning English; they will easily learn and understand English when they have high

¹ Moslem Yousefi 'Department of En, Second language motivation research 2010–2019: a synthetic exploration', *The Language Learning Journal* Volume 50, 2022 - Issue 3, <https://doi.org/10.1080/09571736.2020.1869809>

motivation and desire. As the opinion of an expert says, "Motivation is a change in oneself that begins with an effective encouragement in an effort to achieve goals".² Learning outcomes improve when a person has a strong desire to learn. The quality of learning outcomes can be ensured because of self-motivation to continue learning. So, learning motivation determines the intensity of students' learning efforts and can be a driving force in achieving achievement.

However, the motivation of each learner is sometimes different. Different motivations for each learner can affect the achievement of learning objectives. The difference in the motivation of each student is due to various factors, including the aspirations of the students, their abilities, their conditions, and their environmental conditions of learning objectives. The difference in the motivation of each student is due to various factors, including the aspirations of the students, their abilities, their conditions, and their environmental conditions. Each student certainly has different environmental conditions, such as a different neighborhood or area of origin and a different family background. Differences in student backgrounds are factors that influence learning motivation. In addition to differences in student environmental conditions,

² Nathan W. Hudson, 'Goals to change personality traits: Concurrent links between personality traits, daily behavior, and goals to change oneself,' [Volume 53](#), December 2014, Pages 68-83, <https://doi.org/10.1016/j.jrp.2014.08.008>

residences, and family backgrounds, there are also differences in learning outcomes, including English learning outcomes in class VIII students at MTs. Al-Musyaffa. Male students have higher class student learning outcomes VIII

In Islamic boarding schools, the learning outcomes of female students tend to be higher than those of male students. This is evident from the students' semester final exam scores in the following table:

Table 1. 1 Student Final Test Scores³

No.	Male Student	Score	Female Student	Score
1.	M1	72	F1	78
2.	M2	75	F2	75
3.	M3	72	F3	72
4.	M4	75	F4	72
5.	M5	72	F5	72
6.	M6	75	F6	77
7.	M7	80	F7	78

³ English teacher of Madrasah Al-Musyaffa'

No.	Male Student	Score	Female Student	Score
8.	M8	75	F8	80
9.	M9	80	F9	77
10.	M10	80	F10	98
11.	M11	75	F11	75
12.	M12	95	F12	88
13.	M13	72	F13	72
14.	M14	75	F14	90
15.	M15	75	F15	88
Average		76,53	Average	80

By observing the state of the students at MTs Al-Musyaffa' Semarang, the researcher hopes to determine whether variations in the environment, where people live, and their ancestry will have an impact on their motivation to learn. whether other factors exist that affect the learning outcomes differently or if the learning outcomes are different as a result.

Based on the results table for the end of semester test above, the researcher is interested in knowing how the motivation to learn English compares between class VII female and male students at MTs Al-Musyaffa, the Fadhlul Fadhlul Islamic boarding school, Semarang.

Therefore, researcher is interested in conducting research on motivation to learn English with the title "**COMPARISON OF ENGLISH LEARNING MOTIVATION BETWEEN MALE AND FEMALE STUDENTS GRADE VIII IN MTS AL MUSYAFFA PESANTREN FADHLUL FADHLAN SEMARANG**"

B. Research Question

Based on the background above, the problems to be studied include:

1. How is the learning motivation of female students grade VIII at MTs Al-Musyaffa Pondok Pesantren Fadhlul Fadhlul Semarang?
2. How is the learning motivation of male students grade VIII at MTs Al-Musyaffa Pondok Pesantren Fadhlul Fadhlul Semarang?
3. How is the motivative comparison learning English between female and male students in class VIII at MTs Al-Musyaffa' at Pondok Pesantren Fadhlul Fadhlul Semarang?

C. The Limitation of The Research

The limitation of the problem in this study is the comparison of learning motivation between class VIII male and female students at MTs. Al-Musyaffa's Islamic Boarding School, Fadhlul Fadhlul Semarang.

D. Research Objectives

Based on the formulation of the problem above, the research objectives include:

1. Knowing the learning motivation of male students at MTs Al-Musyaffa Pondok Pesantren Fadhlul Fadhlun Semarang.
2. Knowing the learning motivation of female students at MTs Al-Musyaffa Pondok Pesantren Fadhlul Fadhlun Semarang.
3. Knowing how the differences learning motivation between male students and female students grade VIII at MTs Al-Musyaffa Pondok Pesantren Fadhlul Fadhlun Semarang.

E. Research Benefits

The benefits of research that can be taken are as follows:

1. Theoretical Benefits

In this study, the theoretical benefit that can be drawn is that the results of this study can be used as a reference for researcher who will examine topics related to the comparison of motivation to learn English between male and female students.

2. Practical Benefits

- 1) For schools, the results of this research are expected to pay more attention to students' learning motivation in learning English.
- 2) For teachers, especially English teachers at MTs Al-Musyaffa' Islamic boarding school Fadhlul Fadhlun

Semarang, with the results of this study it is hoped that teachers can increase students' motivation in learning English.

- 3) For students, with the results of this study it is hoped that they can apply the goals and motivation to learn English.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes a theory building used a basis for research. This chapter reviews of previous studies, theories, and conceptual framework.

A. Previous Research

There are some of previous research as written, as follows:

The first research journal was from “Comparison Of Motivation To Learn English Between English Major And Non-English Major Students In a Vietnamese University” was conducted by Huong Ngo, Rebecca Spooner-Lane and Amanda Mergler. This journal discusses the types and levels of students' motivation to learn English by comparing the learning motivation of the two groups using quantitative research. This study aims to find out the causes of differences in student learning motivation because the teaching and learning of English in Vietnamese tertiary education has been criticized as English majors and non-English major students have been shown to show poor levels of English proficiency (Do 2012; Ngan 2011). The similarities between the researchers are that they are trying to find out the comparison of motivation to learn English; the data collection technique uses a questionnaire; and both use a mixed-methods research method. The difference is in the research design and the participants in the research. The participant in this journal are students at university.

The second research journal was from “EL Learning motivation differences of Chinese junior secondary school students: A mixed methods study” conducted by YE Xuejun Faculty of Humanities, The Hong Kong Polytechnic University, Hong Kong, People’s Republic of China. This journal covers topics. English proficiency has grown to be a crucial advantage for individuals on

both an individual and social level as a result of China's strong participation in international economic, political, and cultural activities over the past 20 years. As a result, China's Ministry of Education has made English a requirement for all students from kindergarten through the second year of university (You and Dörnyei, 2016). In the realm of second and foreign languages, it is widely accepted (L2).learning that one of the key elements affecting L2 learning achievement is motivation.

Motivation enables language learners to begin learning a second language and drives them to continue the difficult and drawn-out process of language acquisition. Even the most gifted language learners are unable to achieve long-term goals to become proficient second language (L2) users without sufficient motivation (Dörnyei 1998). In contrast, learners with adequate motivation but insufficient aptitude can achieve remarkable learning outcomes. In this study, EFL learning motivation is compared and contrasted among high-, average-, and low-achieving students. The paper examines some pedagogical implications for EFL teachers in light of the quantitative and qualitative findings.⁴ The research method in this journal is the same as the research method used by researchers, namely the mixed method. The difference is the participants in the study; in the journal, the participants were 7th grade students, while the participant researchers were 8th grade students. The data collection technique was also slightly different because the journal used online questionnaires while the researchers took their data offline.

The third research journal was from “Taiwanese College Students’ Motivation and Engagement for English Learning in the Context of Internationalization at Home: A Comparison of Students

⁴ YE Xuejun (2020): EFL Learning motivation differences of Chinese junior secondary school students: A mixed-methods study, *Education 3-13*, DOI: 10.1080/03004279.2019.1711143

in EMI and Non-EMI Programs” conducted by Yih-Lan Ellen Chen¹ and Deborah Kraklow. This article discusses that one of the strategies to promote Taiwan's higher education system is to develop an international program that accepts both domestic and international students as well as those who use English as their primary language of instruction (EMI). The majority of EMI studies have concentrated on the results of the programs; however, a recent study has looked at the elements that motivate students to sign up for the EMI program in the first place. Data on the motivation and participation of 276 Taiwanese students learning a second language (L2) were gathered using an instrument based on the Self-Determination Theory. Students who participated in EMI programs and students who did not demonstrated significant differences in intrinsic motivation and English learning engagement, according to data analysis using MANOVA. The considerable predictive potential of both intrinsic drives is revealed by multiple regressions. The results show that gradual EMI implementations that support faculty and student adjustments are most effective. Inclusion of practical aspects, such as apprenticeship and KKN, into EMI programs can also increase motivation for academic engagement.

This research aims to find out the increase in attitude, perceived language proficiency, learning outcomes, and general motivation. with little research into why students participate in EMI programs in the first place. This journal has the same research method, in which the journal uses quantitative methods and data collection techniques using questionnaires. While the difference is the participants in the research and the setting. The setting in this journal at university.

The fourth journal was from “ATTITUDES AND MOTIVATION FOR LEARNING ENGLISH: A CROSS-NATIONAL COMPARISON OF JAPANESE AND CHINESE HIGH SCHOOL STUDENTS” conducted by YOSHIHARU TACHIBANA REXO MATSUKAWA QU XIAN ZHONG. This

journal explains that Chinese high school students are examined and compare their motivation to learn English. Although Japanese students expressed a strong interest in English as a subject, they showed weaker interest in intrinsic motivation and stronger extrinsic motivation than junior high school students. However, the Japanese students who achieved better scores are not only passionate about achieving better scores but are also much more tied to English as a language, culture, and people. The motivations of Chinese high school students also did not differ dramatically from those of their junior high school counterparts. They too are more pragmatically oriented towards English studies; that is, they think the language will be valuable and necessary for their future. Even if they do well, they believe they can do better with more effort to become successful in the future.

The present study was designed to answer the questions of whether there are any differences in high school students' attitudes and motivation toward the study of English between Japan and China, and whether Japanese and Chinese high school students have the same attitudes and motivational characteristics as those found in the junior high school students' study, and if there were any differences, what factors influence high school students' motivation, by using quantitative methods and data collection using a questionnaire.⁵ In this journal, the research methods and data collection techniques are the same as those used by researcher. Specifically, using quantitative methods and data collection techniques using questionnaires While the difference is in the participants in the research. The participants in this journal are students at high school.

⁵ YOSHIHARU TACHIBANA REXO MATSUKAWA QU XIAN ZHONG. ATTITUDES AND MOTIVATION FOR LEARNING ENGLISH: A CROSS-NATIONAL COMPARISON OF JAPANESE AND CHINESE HIGH SCHOOL STUDENTS

B. Literature Review

1. Student

1) Definition of Students

The Ministry of Education and Culture. Along with teacher factors, objectives, and instructional strategies, “student” or “pupils” are an important part of teaching.⁶ According to pedagogical perceptions, students are ethnic beings who desire education, in the sense that they are called "homo educandum" creatures. Students are a core component in educational activities, so students are the subject matter in educational interactions.

Students are unique individuals with physical, psychological, and intellectual readiness and abilities that are different from one another. Likewise, in the process of activating behavior and learning processes, each student has different characteristics. Furthermore, in another sense,

⁶ Day, C., Gu, Q., & Sammons, P. (2018). The Impact of Leadership Student Outcomes: How Successful School Leaders to Transformational and Instructional Strategies Make a Difference. *Administration of Educational Quarterly*, 52(2), 22. <https://doi.org/10.1177/0013161X15616863>

students are said to be children or youth who learn, obey, and adapt to all the activities and demands of the teacher.

Development is a gradual change towards a higher, bigger, and better status in all aspects of personality. The development process follows several principles, namely:

- a. lasts a lifetime and covers all aspects.
- b. Everyone's pace and quality of development are different.
- c. Have a regular pattern.
- d. progressing little by little.
- e. Take place for the sake of general to more specific abilities. After a certain phase, you can speed it up or slow it down to some extent.
- f. There is a developmental correlation.
- g. Men and women differ in certain aspects and stages.

In psychology, people are sometimes called "students," namely those who fall into the category of children to teenagers. According to Havighurst (in Hurlock, 1980), children are between 6 and 12 years old. Early childhood (16–18) In their early teens, they start attending middle school, and by the end of puberty, they're already in high school. In other words, when the students learning

physical skills, gain personal freedom, and learn to adapt to peers and middle age, this is achieve social responsibility and civic maturity; adjust to aging parents; and achieve and maintaining satisfactory performance in a professional career. Students are the input component of the education system and are processed in the education process so that they become quality human beings in accordance with the goals of state education and develop their potential through the learning process, both formal and non-formal. - Formal education is a special type of education at the Madyo level. From the description above, it can be concluded that students are the central human component in the teaching and learning process, who want to achieve goals, have goals, and want to achieve them optimally. The students follow or complete all teacher activities and requirements throughout childhood and youth.

2) Students' Needs

In some ways, the presence of different needs for satisfaction is most pronounced at individual stages of student development. Some experts have conducted an analysis of the types of student needs, such as:

- a. Prescott, categorizes the needs as follows:

- 1) Social or status needs: to be accepted and liked by others.
 - 2) go or Integrative Needs: contact with reality, progressive symbolization, increasing maturity, balancing success and failure, finding one's individuality ⁷
- b. Maslow, stated that psychological needs arise after psychological needs are satisfied. He categorizes basic needs as follows:
- 1) Security needs.

Students must have a strong sense of security in their daily lives, particularly in the classroom and at school. Every kid who attends school genuinely desires a setting that is free from distractions, calm, and

⁷Jen Elise Prescott, Kristine Bundschuh, Elizabeth R. Kazakoff & Paul Macaruso (2018) Elementary school-wide implementation of a blended learning program for reading intervention, *The Journal of Educational Research*, 111:4, 497-506, DOI: 10.1080/00220671.2017.1302914

orderly, as well as from noise and other potentially dangerous conditions.

The loss of security among students can also harm their interpersonal relationships, leading to hatred for those who are responsible for their sense of security being taken away. Additionally, unease will impact students' motivation to learn at school.

- 2) The need for belonging and love (the need for belonging and love).

All students genuinely need love, from their parents, instructors, classmates, and others. Students who get affection are more likely to feel at home, be delighted to be in class, and be motivated to participate fully in educational activities. Students who feel unloved, on the other hand, experience loneliness, low self-esteem, discomfort, sadness, anxiety, and perhaps even learning difficulties, which leads to maladaptive behavior. These circumstances will consequently reduce their desire to learn.

- 3) The need for appreciation (esteem need).

The desire of kids to be acknowledged and treated with respect demonstrates the need for appreciation. They desire possession, recognition, and possession of something in the presence of others. People who feel appreciated will be happy and proud of themselves, and they will have positive views and attitudes toward both themselves and other people. Students' attitudes toward themselves and their environment will change if they feel denigrated, are given less attention, or receive unfavorable reactions to something they do.

- 4) The need to stand out (a self-actualizing need).

Students want all of their efforts at school, particularly those related to academics, to be successful. Students will experience joy and satisfaction if their effort is successful and disappointment if it is not. This demonstrates that one of students' fundamental needs is a sense of accomplishment. Because of this, teachers

must motivate their pupils to achieve high levels of success and accomplishment and show their appreciation for every success, no matter how minor, by using both verbal and nonverbal cues.⁸

Sincere praise from a teacher can make students feel successful and motivate them to continue working hard to achieve their goals. Even if some pupils don't succeed, they should still be acknowledged for their effort, zeal, and courage in participating in the activity. Teachers should refrain from criticizing students or expressing displeasure when they fail. Students will become discouraged, feel hopeless, and lose confidence as a result of critical remarks or dissatisfied teachers.

Based on the explanation above, the researcher stated that students' needs can be divided into physiological needs,

⁸ Compton, W. C. (2018). Self-Actualization Myths: What Did Maslow Really Say? *Journal of Humanistic Psychology*, 0(0).
<https://doi.org/10.1177/0022167818761929>

psychological needs, social needs, and ego needs.

2. Learning Motivation

1) Definition of Motivation

According to Gleitman, motivation is the internal state of the organism, both humans and animals, that encourages them to do something.

Motivation comes from the word *motiv*, which can be interpreted as "the driving force that has become active." Motive or motivation will change to be active when a person is in certain circumstances, especially when a person's need to achieve a goal is felt or they are in an urgent situation. Motive is a psychological state that encourages a person to engage in certain activities in order to achieve a life goal. In this case, motivation is not something that can be observed, but it is something that can be concluded because it can be seen in a person when he wants to achieve his goals.

McDonald, argues that motivation is a change in energy or energy within a person that is characterized by effective encouragement and reactions in achieving

its goals.⁹ Meanwhile, Prescott argues motivation as a person's behavior that determines needs or a type of behavior in achieving a goal.¹⁰

Then, according to McDonald, motivation is a change in energy within a person that is marked by the appearance of a "feeling" and is preceded by a response to a goal. From the understanding of motivation put forward by McDonald, it contains at least three important things, namely:

1. Motivation is the beginning of a change in energy and human beings individually. The development of motivation in a person will bring about several

⁹ Jin, M. H., McDonald, B., & Park, J. (2018). Does Public Service Motivation Matter in Public Higher Education? Testing the Theories of Person–Organization Fit and Organizational Commitment Through a Serial Multiple Mediation Model. *Journal The American Review of Public Administration*, 48(1), 82. <https://doi.org/10.1177/0275074016652243>

¹⁰David Urbano, Jairo Orozco, Andreu Turro. (2023) The effect of institutions on intrapreneurship: An analysis of developed vs developing countries. *Journal of Small Business Management* 0:0, pages 41.

energy changes in the "neuro-psychological" system that exists in the human organism because this involves energy changes in a person.

2. Motivation is also marked by the emergence of a feeling or someone else's feeling. In this context, motivation is relevant to emotions that can influence human behavior.
3. Motivation will be moved because of a goal. In this case, motivation is a response or action within humans to achieve their goals. But the emergence of this motivation is driven by an element of purpose in a person.¹¹

Meanwhile, according to Santrock, motivation is a process that gives enthusiasm, direction, and persistence to one's behavior.¹² From this opinion, we can conclude that motivated behavior is behavior that

¹¹McDonald, M. G. (2018). The Nature Epiphanic and Experience. *Journal Humanistic of Psychology*, 48(1). <https://doi.org/10.1177/0022167807311878>

¹² Sheryl A. Brim & Dianne P. Whitaker. (2017). Motivation and Students With Attention Deficit Hyperactivity Disorder, Pages 57-60. <https://doi.org/10.1080/10459880009599784>

is directed, full of energy, and lasts a long time. There are keywords that can refer to the notion of motivation, namely: 1. Within motivation, there is an impetus that makes a person decide to take an action or not take that action. 2). Within motivation, there is a consideration of whether a person should take alternative actions, either in the form of plan A or plan B. 3). In motivation, there is an environment that provides input or becomes a source of consideration for someone to take a first or second action.

Basically, motivation can be interpreted as a person's strength or energy that can lead to persistence and enthusiasm in carrying out an activity, either from within the individual (intrinsic motivation) or from outside the individual (extrinsic motivation). The level of motivational power possessed by an individual will determine many of the qualities of behavior he displays, both in the context of studying, working, and other behaviors in a person's life. The study of motivation has long been of particular interest to educators and researchers alike. This has a strong appeal, especially when associated with an interest in efforts to achieve one's performance or achievement. In the context of psychological studies, suggests that

understanding an individual's motivation can be seen from several indicators, including the following: (1) the duration of an activity; (2) frequency in activities; (3) persistence in activities; (4) fortitude, thoroughness, and ability to face obstacles and difficulties; (5) devotion and sacrifice to achieve goals; (6) the level of aspiration to be achieved with the activities carried out; (7) the level of achievement qualification or product (output) achieved from the activities carried out; and (8) the direction of attitude towards the goals in an activity.

According to Weiner motivation is a condition or a circumstance that activates or gives encouragement to an individual to behave and achieve his goals.¹³ Meanwhile, Thomas L. Good and Jere B. Briphy state that motivation is a driving force, directing and strengthening one's belief in carrying out an action with a specific purpose.¹⁴ According to

¹³ Strauss, K., & Parker, S. K. (2018). Intervening to Enhance Proactivity in Organizations: Improving the Present or Changing the Future. *Journal of Management*, 44(3), 1250–1278. <https://doi.org/10.1177/0149206315602531>

¹⁴ Good, T. L. (2017). What Do We Know About how Teachers Influence Student Performance on Standardized Tests: And Why Do We Know So Little about Other Student Outcomes? *Teachers College Record*, 116(1), 1–41. <https://doi.org/10.1177/016146811411600110>

Mitchell, motivation is a process that describes the intensity, direction, and persistence of an individual in an effort to achieve his goals.¹⁵

1. Kinds of Motivation

Various kinds of motivation can be seen from various perspectives. Experts classify or distinguish various kinds of motivation based on their respective perspectives. Motivation is classified into two types: motivation based on its origins and motivation based on its formation process.

1) Motivation is seen from the basis of its formation.

Judging from the basis of its formation, motivation can be divided into two types, namely:

a. Innate motive

Innate motives are those that are present at birth; thus, motivation has existed since humans were born and cannot be learned. Examples of these motives include the urge to eat, the urge to drink, and so on.

b. Learned motive.

¹⁵ Vogel, R. M., & Mitchell, M. S. (2017). The Motivational Effects of Diminished Self-Esteem for Employees Who Experience Abusive Supervision. *Journal of Management*, 43(7), 2218–2251. <https://doi.org/10.1177/0149206314566462>

Learned motives are motives that arise because they are studied, meaning that these motives do not exist in humans by themselves. Examples of these motives are the urge to learn a branch of knowledge and the motive or urge to teach something in society.

Furthermore, Fressen distinguishes the types of encouragement as follows:

a. Cognitive Motives

Intrinsic symptoms connected to personal fulfillment are produced as a result of this motive. Humans make decisions, which often manifest as mental activities and outcomes. This kind of motivation is crucial to academic learning, particularly when it comes to intellectual growth. Children will be encouraged to develop intelligence as best they can with this goal in mind. They will grow and develop intellectually to become intelligent kids.

b. Self Expression

Self-appearance, in Fressen's view, is a characteristic of human conduct. The crucial element is that the person's needs go beyond

simply understanding why and how something occurred and include the desire to be able to influence events. This requires a lot of imagination and creativity. Thus, the drive for self-actualization exists somewhere in everyone.

The following characteristics of motivation exist in humans: a. Being focused on the task at hand (being able to work on it for an extended period of time without stopping). b. Resistant in the face of difficulty (no desperate act of violence). does not require outside support to perform as well as possible (and is not immediately satisfied with the accomplishments achieved). c. focusing on various issues "for adults" like development, religion, politics, economics, fighting corruption, opposing any criminal or immoral person, and so forth. d. would rather work on their own. e. Routine tasks quickly wear you out (things that are mechanical but just repetitive, making them less creative). f. is able to support his viewpoint (if you are certain of something). Getting rid of that belief isn't easy. h. Take pleasure in problem-solving.

2) Motivation based on the process of formation

Meanwhile, it is divided into two categories based on the formation of motivation, namely:¹⁶

a. Intrinsic motivation

Intrinsic motivation is motivation that arises from within the person concerned, without stimulation or assistance from other people. Intrinsic motivation is usually more effective because it comes from within a person.

b. Extrinsic motivation

Extrinsic motivation is motivation that arises from external stimuli. person will do something because of encouragement from outside, such as a gift, and avoid punishment. Motivation is always related to the goals to be achieved in an activity, thus influencing the existence of that activity.

2. Definition of learning motivation

Since learning is a process of teaching and learning that aims to achieve a particular learning objective, every

¹⁶ Reiss, S. (2017). Intrinsic and Extrinsic Motivation. *Teaching of Psychology*, 39(2), 152–156. <https://doi.org/10.1177/0098628312437704>

learning effort is directed toward achieving that objective to its fullest extent. Theoretically, a number of factors influence student learning outcomes, including learning motivation. According to research, students who are motivated to learn will be enthusiastic about learning, whereas students who are not motivated to learn will be less enthusiastic about learning. According to Schunk, motivation is a process that encourages a person to maintain a goal through behavior that arises both consciously and unconsciously when carrying out a specific action.¹⁷ Motivation can also be defined as a mental drive that drives and directs human behavior, including learning behavior.

Winkel defined learning as a continuous mental process that actively engages the environment and might result in changes in knowledge and abilities.¹⁸ Meanwhile, changes brought about by learning outcomes are influenced

¹⁷ Christian Brandmoa, Ernesto Panadero, Therese N. Hopfenbeck. (2020). Bridging classroom assessment and self-regulated learning. 319-331. <https://doi.org/10.1080/0969594X.2020.1803589>

¹⁸ Chaudhuri, S., & Ghosh, R. (2012). Reverse Mentoring: A Social Exchange Tool for Keeping the Boomers Engaged and Millennials Committed. *Human Resource Development Review*, 11(1), 55–76. <https://doi.org/10.1177/1534484311417562>

by environmental stimulation and pupils' cognitive processes, according to Gagne.¹⁹

W.S. Wingkel argues that learning is a process, where the process is marked by a change in a person both in terms of disposition and capabilities.²⁰ Changes resulting from the process of learning can be shown in various forms, such as changes in knowledge, understanding, attitudes, and behavior; skills, abilities, and habits; and other aspects of the individual. Meanwhile, learning is a form of growth or change that exists within a person and is expressed through a form of behavior obtained through an experience or an exercise. The notion of learning has three formulations: quantitative formulations, institutional formulations, and qualitative formulations. Quantitatively, learning is an activity that adds to or develops cognitive abilities in an individual by providing as many facts as possible. So in terms

¹⁹ Gagné M-È, McFadyen BJ, Cossette I, et al. Alterations in dual-task walking persist two months after mild traumatic brain injury in young adults. *Journal of Concussion*. 2019;3. doi:10.1177/2059700219878291

²⁰ HENK G. SCHMIDT, HENK T. VAN DER MOLEN, WILCO W. R. TE WINKEL & WYNAND H. F. W. WIJNEN. (2018). Constructivist, Problem-Based Learning Does Work: A Meta-Analysis of Curricular Comparisons Involving a Single Medical School. 227-249. <https://doi.org/10.1080/00461520903213592>

of quantitative learning, seen from the point of view of how much material is obtained and mastered by students.

Learning is a process of forming or shaping an individual's behavior through direct contact with the surrounding environment. Meanwhile, Thorndike's theory argues that learning is a process of interaction between stimuli (which can be thoughts, feelings, and movements) and responses (which can also be thoughts, feelings, and movements). From Thorndike's theory, it can be concluded that changes and behaviors in learning can take the form of something concrete, such as things that can be observed, or non-concrete things that cannot be observed.²¹

It is possible to conclude that learning motivation is an encouragement to move and maintain one's behavior to act in order to achieve learning goals while studying. Learning motivation is the overall driving force within students that influences the desire to carry out a learning activity and provides direction in learning activities so that the goals he wants from these learning activities can be achieved. The

²¹ Edgar, D. W. (2018). Learning Theories and Historical Events Affecting Instructional Design in Education: Recitation Literacy Toward Extraction Literacy Practices. *SAGE Open*, 2(4).
<https://doi.org/10.1177/2158244012462707>

essence of learning motivation is the existence of a drive both internally and externally for students who are in the learning process.

Thus, learning motivation can be defined as an impulse that drives an individual to engage in continuous learning activities aimed at achieving goals until the goals are met. Individuals who take action have a driving force that directs them to strengthen their actions to achieve their goals. Marx and Tombouch (in Elida Prayitno, 1989:8) compare motivation to fuel in the operation of a gasoline engine. It doesn't matter how good the engine is or the intricacies of our attitude toward running a gasoline engine when there is no fuel. Clifford T. Morgan, on the other hand, contends that, like a person's behavior (the goal or end of the behavior), It involves three components: an energetic shift, an emotional onset, and a goal reaction.

3. The Importance of Learning Motivation

Motivation is very important in the learning process. Through motivation, learner behavior can be explained.

According to Mashlow motivation in learning has several important roles.²²

- 1) The role of motivation in determining the reinforcement of learning

Motivation plays a role in motivating learning when a student is faced with a learning problem that needs to be solved and can only be solved with the help of objects. what he's going through.

- 2) The role of motivation in determining learning goals

Motivation can determine learning goals and is closely related to the meaning of learning. At the very least, students will be interested in learning if they know what they are learning and enjoy it. The Role of Motivation in Determining Learning Persistence.

When a student is motivated to learn, he will work hard. On the other hand, if the student don't have the energy or motivation to study, they won't. Students will want to work alongside their studies. This proves that motivation is very important and affects the persistence of learning. Furthermore, based on the descriptions of experts, the importance of motivation

²² Altbach, P. G., & Knight, J. (2017). The Internationalization of Higher Education: Motivations and Realities. *Journal of Studies in International Education*, 11(3–4), 290–305. <https://doi.org/10.1177/1028315307303542>

in learning is that motivation strengthens learning, determines persistence in learning, determines learning goals, and creates enthusiasm for learning.

4. The learning motivation function

The success of a student in the learning process is influenced by the level of motivation to learn. The teacher, as an educator, really needs to play a role in encouraging learning so that students can achieve their goals. Two functions of motivation in the learning process are put forward by Gardner, namely:

1) Encourage students to be active.

All human behavior is driven by an inner impulse called motivation. The level of one's morale is strongly influenced by the level of motivation. With enthusiasm, students want to complete the assignments given by the teacher on time and get good grades, influenced by the level of motivation. With enthusiasm, students want to complete the assignments given by the teacher on time and get good grades. This is because students are highly motivated to learn.

2) As a manager.

Every individual's actions are basically aimed at fulfilling their own needs or achieving a set goal. In

this way, motivation acts as a driving force for effort and achievement. Having good learning motivation also shows good results.

Motivation has three functions, namely:

- a. Encourage an individual to act. Motivation is the driving force behind all of the activities carried out in this case.
- b. The goal to be achieved determines the direction of action. Thus, motivation can provide instructions and actions that must be carried out in accordance with the formulation of the results.
- c. Choosing an action, namely deciding what action needs to be taken to achieve the goal Motivation, encouragement, direction, and action are provided in order for goals to be developed and implemented. The function of motivation is the driving force behind achieving company performance. This is because those who do business must prioritize their desires and determine the direction of their actions in relation to the goals to be achieved. This allows students to select actions to determine what to do.²³

²³ Leroy, H., Anseel, F., Gardner, W. L., & Sels, L. (2017). Authentic Leadership, Authentic Followership, Basic Need Satisfaction, and Work Role Performance: A Cross-Level Study. *Journal of Management*, 41(6), 1677. <https://doi.org/10.1177/0149206312457822>

5. Individuals with learning motivation have the following characteristics:

- 1) Focus on the task (you can work continuously for long periods of time and never stop until it's done).
- 2) firm in the face of difficulties (not easily giving up).
- 3) Demonstrates interest in various "adult" issues (e.g., the development of religion, politics, economy, justice, the eradication of corruption, the elimination of all crimes, immorality, etc.).
- 4) prefer to work independently.
- 5) Routine tasks quickly become boring (mechanical tasks become repetitive and uncreative).
- 6) The individual can defend my opinion (or be sure of something already).
- 7) The individual finds it easy to let go of what is believed.
- 8) The individual likes to find and solve problems.

The level of motivation of some people is not the same as that of other people. The magnitude of the level of motivation can only be observed in the behavioral effects it produces. In other words, it can only be observed by looking at the various sides that contain various barriers. The magnitude of the level of motivation can only be observed in the effects of the actions it produces, namely by looking at several aspects, including:

- 1) how much power is used.
- 2) how persistent the effort is despite facing various obstacles.
- 3) The type of approach used to achieve the desired goal

6. Types of Motivation

- 1) Integrative and practical motives Gardner and Lambert claim that both integrative and instrumental motivation exist. Learning the language with the goal of interacting with the local culture is known as an integrated motivation. Additionally, instrumental motivation implies that a student is motivated to acquire a language in order to further some practical goal, such as a career goal. These two motivational styles have the power to influence and manage the process and results of learning.²⁴ Cook goes on to say that he thinks Gardner and Lambert's integrative and instrumental motivation are important and successful factors for learning a second language.²⁵

The aforementioned motivational styles were also introduced by Gardner and Ellis. The former occurs when

²⁴ Khalid, Aamna. "A study of the attitudes and motivational orientations of Pakistani learners toward the learning of English as a second language." *SAGE Open* 6.3 (2016): 2158244016665887.

²⁵ Jansen, Bernard J., Kate Sobel, and Geoff Cook. "Classifying ecommerce information sharing behaviour by youths on social networking sites." *Journal of Information Science* 37.2 (2017): 120-122.

a student enjoys being a part of a certain group and culture. The latter occurs when a learner professes to gain a variety of advantages from studying a particular language. By contrasting these Ellis contends that integrative motivation is the best and ideal motivation since it combines the two types of motivation. Integrative motivation, in his opinion, is more capable and organized. In reality, students who lack integrative or instrumental motivation will struggle to acquire and master a second language in the classroom and will find it challenging to study the language in general.

- 2) Internal and external motivation Self-Determination Theory is another idea in the field of motivation that Ryan and Deci developed. According to Ryan and Deci, self-determination theory classifies and distinguishes several types of motivation. Motivation in line with the various justifications, causes, or goals that support a deed or an accomplishment According to this theory, the key distinction between intrinsic and extrinsic motivation is the self. Intrinsic motivation is the desire and interest to undertake and participate in a particular activity because the individual finds it appealing and enjoyable.²⁶

²⁶ Donald, James N., et al. "Mindfulness and its association with varied types of motivation: A systematic review and meta-analysis using self-

Students that are intrinsically motivated are more likely to persist with difficult challenges and learn from their errors. Additionally, intrinsic motivation is crucial and important for the process of integration through which components of one's accessible internal resources are combined.

Knowledge and awareness are combined with new information.

On the other side, extrinsic motivation is the tendency to engage in activities for reasons unrelated to the action. These motives may include the expectation of a reward or penalty, such as passing the exam or receiving a high grade.

7. Factors Affecting Learning Motivation

Garner and Lambert list the following aspects as motivating factors for learning:

1) Student aspirations or ideals

Reason, morals, will, language, and life values grow along with the birth of ideals. Reinforcement through reward or punishment can also transform desire into will, and from there, the will transforms into ambition in terms of learning. Ideals will increase motivation for

determination theory." *Personality and Social Psychology Bulletin* 46.7 (2020): 1121-1138.

intrinsic or extrinsic learning. Because achieving an ideal will cause self-actualization to occur.

2) Academic capability

A child needs the abilities or skills to carry out their desires. The child's motivation to carry out developmental tasks will increase with ability.

3) Student Condition

The physical and spiritual conditions of students have an impact motivation to learn. A student who is sick, hungry, or grumpy will interfere with learning. On the other hand, a student who is healthy, full, and happy will easily concentrate. In other words, conditions students' physical and spiritual influences on learning motivation.

4) Student Environmental Conditions

The student environment can be in the form of natural conditions, a residential environment, peer association, and social life. On the other hand, Environmental conditions around children include three things, namely, factors family, school, and community. with a safe, peaceful, and orderly environment. and beautiful, then the enthusiasm and motivation to learn are easily strengthened.

5) Dynamic Components in Education

Students' emotions, focus, willpower, memory, and thoughts evolve as a result of their life experiences. Friendship experience peer influence on learning motivation and conduct The natural environment, the one in which you reside, and the association are all undergoing changes, as is the student environment. Students are more exposed to the student cultural milieu through newspapers, periodicals, radio, television, and films. All the environmental dynamics provide learning incentives.

6) Teacher Efforts in Students'

EducationThe instructor is a qualified educator. He must continually study as a result of his professional responsibilities. Teachers can be classified as educators. then select the right. Participation and exemplary behavior are already being chosen as teaching tools for children. As for the creation of intrinsic and extrinsic drive, that a number of elements, including:

- a. The pupils' level of self-consciousness regarding the needs that motivate their conduct or other behaviors, as well as their awareness of the learning goals to be met.

- b. The teacher's attitude toward the class; a wise teacher will always encourage students to take action toward a goal that is evident to the class and significant to them, but if the teacher concentrates more on With only one stimulus, the extrinsic character predominates more.
- c. The impact of student organizations Motivation tends to be extrinsic if the group's impact is too great.
- d. The expression of particular traits in a student's motivation for learning is influenced by the classroom's atmosphere. The atmosphere of responsible freedom clearly promotes the emergence of intrinsic motivation when compared to a full environment pressure and coercion.

The aforementioned explanation suggests that the following elements in learning student ideals, abilities, conditions, and environments dynamic learning elements, teacher efforts to teach students, student awareness level, teacher's attitude toward class, influence of student groups, and classroom environment have an effect on students' motivation.²⁷

²⁷ Pae, T.-I. (2008). *Second Language Orientation and Self-Determination Theory: A Structural Analysis of the Factors Affecting Second Language*

8. Hypothesis

The hypothesis in this study is considered correct if it is in accordance with reality, either existing or obtained from research results. While it is considered wrong if it is not in accordance with the facts obtained from the research results, This study can be formulated with the alternative hypothesis (H_a) and the null hypothesis (H_o) as follows:

H_a : There are differences in learning motivation between male and female students. female student

H_o : There is no difference in learning motivation between male and female students.

CHAPTER III

RESEARCH METHOD

The research methodology which comprises the research design, population and sample, study instrument, validity, reliability, data collection process, and data analysis process is covered in this chapter.

A. Research Design

This study's research design is a mixed method quantitative and qualitative descriptive research design. The quantitative study examines the level of students' motivation to learn, while the qualitative study describes a comparison of motivation to learn English between male and female grade VIII students at MTs Al-Musyaffa'.

B. Location and Duration

The research was conducted at MTs Al Musyaffa Semarang, which is located at kec. Mijen, Kota Semarang, Jawa Tengah. It was take the duration about two weeks.

C. Population and Sample

Population and sample In this study, the population used by the researcher was all students of class VIII at MTs Al-Musyaffa' Pondok Pesantren Fadhlul Fadhlan Semarang, which consisted of two classes, namely class A and class B, with a total of 30

students. There are 15 female students and 15 male students. The researcher used a purposive technique, namely sampling based on his own judgment and taking the number of male students according to the number in each class. The sample used by the researcher was 30 people taken from two classes. There are 15 male students and 15 female students.

D. Research Variables

There are two variables in this study, namely male and female students grade VIII MTs Al-Musyaffa and english learning motivation.

E. Collection Techniques

Data The researcher use a questionnaire for data collection. This questionnaire contains a list of questions that must be answered by the respondent, namely, students of class VIII in MTs Al-Musyaffa' Semarang, in accordance with the conditions of each respondent to obtain written information regarding the learning motivation of male and female students, then compare them.

F. Research Instruments

The research instrument that researcher use is a questionnaire. This questionnaire is in the form of a questionnaire and contains questions about learning motivation and the factors

that influence students' learning motivation in learning English. In this case, the questionnaire used is a closed questionnaire, in which the respondent answers with the answers provided so that the respondent only has to choose by crossing out the answer. In this questionnaire, four alternative answers are provided. Each item is given a score, respectively, as follows:

1. Giving a score of 4 on the questionnaire items with answers of "a"
2. Giving a score of 3 on the questionnaire items with answers "b"
3. Giving a score of 2 on the questionnaire items with answers "c"
4. Giving a score of 1 to the questionnaire items with the answer "d"

After the questionnaire was compiled, it was tested on students to determine the validity and reliability of the instruments that had been made.

Table 3. 1 Questionnaire Grid

Research variable	Indicator	Sub Indicator	Number	Number of questions
Student's motivation to study English	3) Persistence in English learning	Pay attention to English lessons		4
		Record English lessons material	1 2 3	
Carry out a English task		4		
Collecting English assignments				
	4) Tenacious in facing difficulties when learning English	Ask the teacher when study English Discuss with friends	5 6	2

Research variable	Indicator	Sub Indicator	Number	Number of questions
		when have difficulty learning English.		
	5) Interest in learning English	Student interest in learning English Feeling happy about the English lesson	7 8	2
	6) Desire to succeed in learning English	Have a high target English value	9	1
	5) Repair failure in learning English	Trying to increase the hours of study English	10 11	2

Research variable	Indicator	Sub Indicator	Number	Number of questions
		b. Pay attention to English material notes from the teacher		
Factors that influence English learning motivation	6) Student ability in learning English	Students get English scores above the KKM The ability of students to answer English questions from the teacher	12 13	2
	7) Student environmental conditions in learning English	Residential environment Class situation when	14,15 16,17	4

Research variable	Indicator	Sub Indicator	Number	Number of questions
		learning English		
	8) The level of self-awareness of students to learn English	Learn before the subject English matter is given	18	4
		Re-learn the material of English given by the teacher in class	19	
		Utilize the time to practice doing the English questions	20	
		Ask English material to	21	

Research variable	Indicator	Sub Indicator	Number	Number of questions
		teachers or friends when not going to school		

a. Instrument Validity

"High validity" refers to a valid or valid instrument. Construct validity (developing understanding), or the compatibility of the instrument with the measured indicators—where the measured indicators are based on ideas underlying motivation to learn—is the type of validity used in this study.

b. Reliability of Instruments

Because the responses provided in the questionnaire employ ranges, the reliability of the instrument used in this study can be calculated using the Alpha formula. The alpha formula is employed for subjective tests, as follows:²⁸

²⁸ Helms, Janet E., et al. "Treating Cronbach's alpha reliability coefficients as data in counseling research." *The counseling psychologist* 34.5 (2006): 630-660.

$$r = \frac{k}{k-1} \left(1 - \frac{\sum si^2}{st^2} \right)$$

Information:

r : Reliability coefficient number sought

k : Number of items

$\sum si^2$: The variants number of all items

st^2 : Varian total

To find the value of si^2 is as follows:²⁹

$$si^2 = \frac{\sum(x^2) - \frac{(\sum x)^2}{N}}{N}$$

To find the value of st^2 is as follows:

To find the value is as follows:

$$st^2 = \frac{\sum(ST^2) - \frac{\sum(ST^2)}{N}}{N}$$

²⁹ Novak B, Kolcaba K, Steiner R, Dowd T. Measuring comfort in caregivers and patients during late end-of-life care. *American Journal of Hospice and Palliative Medicine*®. 2001;18(3):170-180. doi:10.1177/104990910101800308

(stainer 2001)

G. Data Analysis Techniques

The data analysis used aims to describe the differences in motivation between male and female students in class VIII MTs Al-Musyaffa'. The data analysis technique used in this study is the percentage descriptive analysis method, namely calculating the frequency and percentage of answers to each questionnaire item using the following formula:

$$p = \frac{f}{x} \times 100\%$$

Information:

p : percentage

f : answer frequency

x : number of respondents

The percentage of responses to each item on the questionnaire is counted and used to classify each response. Following is a categorization of how the respondents' responses were interpreted: The following steps are involved in calculations using thi descriptive formula:

1. Correcting respondents' questionnaire responses.
2. Determine the frequency with which respondents responded.
3. There were 50 responders.
4. Add it to the equation.
5. Data elucidation

After making judgments based on the average value obtained and ranking them starting with the highest value. This value can be used to determine how motivated students are to learn Japanese by following their classes. Method Use the formula below to get the level:

$$\text{Highest percentage} = \frac{4}{4} \times 100\% = 100\%$$

$$\text{Lowest percentage} = \frac{1}{4} \times 100\% = 25\%$$

$$\text{Range} = \text{highest percentage} - \text{lowest percentage} = 100\% - 25\% = 75\%$$

$$\text{Interval class length} = \frac{\text{range}}{\text{many clases}} = \frac{75\%}{4} = 18,75\%$$

As a result, the length of each class interval is 18.75%, allowing it to be Interval classes are created as follows:

Table 3. 2 *Percentage of motivation to learn English*

Intervals	Category
81,26% - 100%	Very high
62,51% - 81,25%	High
43,76% - 62,50%	Low
25% - 43,75%	Very low

In order to interpret the responses from respondents on each item question, each response to the question will be calculated and categorized based on the percentage of correct answers. Classification of the percentage responses received. These are the respondents:

Table 3. 3 Percentage intervals

Percentage	Description
0%	No one
1%-5%	Almost nothing
6%-25%	A small portion
26%-49%	Almost a portion
50%	Part
51%-75%	More than a few
76%-95%	Mostly

96%-99%	Nearly all
100%	Complete

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the research findings, research description, data analysis, the description of male and female motivation learning English, the comparison of motivation learning English between male and female student and the conclusion about the result.

A. Finding

1. Male Students Motivation

A thorough description of the findings gleaned from the respondents' responses is provided below.

Information:

B: The weight.

Answer options:

B : Weight value

Answer choices:

4: Always 3: Often 2: Rarely 1: Never

- f : answer frequency
- N : Value obtained
- X : The total value
- P : percentage

a. Persistent

Table 4. 1 Male students' desire for studying and attention to English classes

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
1.	Do you pay attention while the teacher explains material in English classes?	4	5	20	15	
		3	4	12	15	
		2	6	12	15	
		1	0	0	15	
				44	60	73,33%

Based on the above table of 15 students, 5 students answered always, 4 students answered often, and 6 students answered rarely. The percentage score obtained is $44/60 \times 100\%$, or 73.33%. This value is included in the high category. With this category, it can be said that more than a few of the male students paid attention to the English subject matter explained by the teacher. This shows that students can concentrate while learning

Table 4. 2 Male students' motivation for taking notes on English subject matter

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
2.	Do you take notes on the English material after the teacher explains it?	4	7	28	15	
		3	2	6	15	
		2	5	10	15	
		1	1	1	15	
				45	60	75%

Based on the table above, it can be seen that of the 15 students, 7 answered always, 2 answered often, 5 answered rarely, and 1 answered never. The percentage score obtained is $45/60 \times 100\%$, or 73.3%. This value is included in the high category. With this category, it can be said that more than half of the male students noted the English subject matter explained by the teacher. This shows that students are diligent in recording lessons.

Table 4. 3 Male students' learning motivation when doing assignments

No	Question	B	f	N (Bx f)	X	P
3.	Do you take the English assignments given by the teacher seriously?	4	4	16	15	
		3	4	12	15	
		2	7	14	15	
		1	0	0	15	
				42	60	70%

Based on the table above, it can be seen that out of 15 students, 4 answered always, 4 answered often, and 7 answered rarely. The percentage score obtained is $42/60 \times 100\%$, or 70%. This value is included in the high category. With this category, it can be said that more than half of the male students take the English assignments given by the teacher seriously. This shows that students can work independently on assignments.

Table 4. 4 shows the learning motivation of Male students when it comes to collecting assignments.

No	Question	B	f	N (Bx f)	X	P
4.	Do you submit assignments or homework on time?	4	1	4	15	
		3	2	6	15	
		2	6	12	15	
		1	6	6	15	
				28	60	46,66 %

Based on the table above, it can be seen that out of 15 students, 1 student answered always, 2 students answered often, 6 students answered rarely, and 6 students answered never. The percentage score obtained is $28/60 \times 100\%$, or 46.6%. This value is included in the low category. In this category, it can be said that most of the male students did not collect the English assignments given by the teacher. This shows that students do not have a disciplined attitude toward collecting assignments.

Based on the explanation above, it can be concluded that the level of student persistence is 66.22%, which is included in the high category. This demonstrates that student persistence in learning English is high. This shows that male students can concentrate while studying in class, are diligent in taking notes on material, are serious about studying, and are disciplined in doing assignments.

b. Tenacity in the face of adversity

Table 4. 5 Male students' motivation to ask questions to the teacher

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
5.	Do you ask the teacher when you have difficulty with English?	4	3	12	15	
		3	4	12	15	
		2	7	14	15	
		1	1	1	15	
				39	60	65%

Based on the table above, it can be seen that of the 15 students, 3 students answered always, 4 students answered often, 7 students answered rarely, and 1 student answered never. The percentage score obtained is $39/60 \times 100\%$, or 65%. This value is included in the high category. When it comes to this category, it can be said that more male students approach the teacher when they are having difficulty learning English. This shows that students have curiosity and try to find solutions to the difficulties they face.

Table 4. 6 Male students' learning motivation when discussing with friends

No	Question	B	<i>f</i>	N (<i>B</i> x <i>f</i>)	X	P
6.	Do you discuss with your friends when you have difficulty in English?	4	2	8	15	
		3	2	6	15	
		2	10	20	15	
		1	1	1	15	
				35	60	58,33%

Based on the table above, it can be seen that out of 15 students, 2 answered always, 2 answered often, 10 answered rarely, and 1 answered never. The percentage score obtained is $35/60 \times 100\%$, or 58.33%. This value is included in the high category. With this category, it can be said that more than half of the male students ask the teacher when they have difficulty learning English. This shows that students have curiosity and try to find solutions to the difficulties they face.

From the explanation above, it can be concluded that the tenacity of students facing learning difficulties is 61.5%, which is included in the low category. This shows that when experiencing difficulties in English, more than half of the male students do not understand strategies for how they should face problems and how to find ways to solve them.

c. Interest

Table 4. 7 Interest of male students in English lessons

No	Question	<i>f</i>	X	P
7.	Are you interested in English?	8	15	
		7	15	
		8	60	53,33%.

Based on the table above, it can be seen that out of 15 students, 8 have answered yes. The percentage score obtained is $8/15 \times 100\%$, or 53.33%. This value is included in the low category. With this category, it can be said that more than half of the male students are not interested in learning English. This shows that most male students are not enthusiastic about English lessons.

Table 4. 8 Male students' feelings of pleasure towards English lessons

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
8.	Do you feel happy during English lessons?	4	3	12	15	
		3	4	12	15	
		2	8	16	15	
		1	0		15	
				40	60	66,66%

Based on the table above, it can be seen that of the 15 students, 3 answered always, 4 answered often, and 8 answered rarely. The percentage score obtained is $40/60 \times 100\%$, or 66%. This value is included in the high category. With this category, it can be said that more than the majority of male students feel happy learning English. This shows that students do not feel bored during the lesson.

Based on the explanation above, it can be concluded that 59.95% of students' interest in English lessons falls into the low category. This shows that more than half of the male students have a low interest in mastering English.

d. Desire is successful

Table 4. 9 Male students have a high target score.

No	Question	B	<i>f</i>	N ($B \times f$)	X	P
9.	Are you trying	4	8	32	15	
	to score well	3	3	9	15	
	(above average)	2	3	6	15	
	in English?	1	1	1	15	
				48	60	80%

Based on the table above, it can be seen that out of 15 students, 8 students answered always, 3 students answered often, 3 students answered rarely, and 1 student answered never. The percentage score obtained is $48/60 \times 100\%$, or 80%. This value is included in the high category. With this category, it can be said that most male students try to get high

scores in English subjects. This shows that students are making an effort to learn English.

From the explanation above, it can be concluded that the desire to succeed is 80%, which is included in the high category. This shows that the majority of male students make efforts to achieve academic success in English-related subjects.

Table 4. 10 Male students' learning motivation in an effort to increase study hours

No	Question	f	X	P
10	When your English score is bad, do you add hours of study to get the expected score?	8	15	
		7	15	
		8	60	53,33%

Based on the table above, it can be seen that out of 15 students, 8 have answered yes. The percentage score obtained is $8/15 \times 100\%$, or 53.33%. This value is included in the low category. With this category, it can be said that more than half of the male students, when their English scores are bad, do not increase their study hours. This shows that students do not have the initiative to add hours of study outside the classroom.

Table 4. 11 Male students' learning motivation in paying attention to notes from The Teacher

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
11	When the teacher gives the results of tests, assignments, or homework with notes, do you pay attention to these notes for further improvement?	4	3	12	15	
		3	3	9	15	
		2	6	12	15	
		1	3	3	15	
				36	60	60%

Based on the table above, it can be seen that of the 15 students, 3 answered always, 3 answered often, 6 answered rarely, and 3 answered never. The percentage score obtained is $36/60 \times 100\%$, or 60%. This value is included in the low category. With this category, it can be said that only more than half of the male students did not pay attention to the teacher's notes on the results of tests, assignments, or homework for further improvement. This shows that students have not been able to evaluate learning outcomes.

Based on the explanation above, it can be concluded that the student's desire to correct failure is 56.65%, which is included in the low category. This demonstrates that student persistence in learning English is high. This shows that more

than half of the male students have not been able to deal with failure in English lessons.

e. student ability

Table 4. 12 Male students get scores above the KKM.

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
12	Is your daily	4	1	4	15	
	test score above	3	5	15	15	
	the minimum	2	6	12	15	
	mastery score	1	3	3	15	
	(KKM) in					
	English?					
				34	60	56,66%

Based on the table above, it can be seen that out of 15 students, 1 student answered always, 5 students answered often, 6 students answered rarely, and 3 students answered never. The percentage score obtained is $34/60 \times 100\%$, or 56.66%. This value is included in the low category. In this category, it can be said that more than half of the male students did not score above the KKM in English. This shows that students have not been able to meet the standards and goals that have been determined.

Table 4. 13 *The ability of male students to answer questions from the teacher*

No	Pertanyaan	B	<i>f</i>	N (Bx <i>f</i>)	X	P
13	Can you answer correctly when the teacher asks questions about English subject matter?	4	0	0	15	
		3	4	12	15	
		2	10	20	15	
		1	1	1	15	
				33	60	55%

Based on the table above, it can be seen that of the 15 students, 0 answered always, 4 answered often, 10 answered rarely, and 1 answered never. The percentage score obtained is $33/60 \times 100\%$, or 55%. This value is included in the low category. With this category, it can be said that only the majority of male students could answer correctly when the teacher asked questions about English material. This shows that students have not been able to master the English material given by the teacher.

Based on the explanation above, it can be concluded that the student's ability is 55.8%, which is included in the low category. This shows that the ability of students is relatively low when learning English. This shows that students have not been able to master the English material they have studied and have not been able to meet the standards and objectives that have been determined.

f. Student Environmental Conditions

Table 4. 14 *The environment in which male students live*

No	Question	<i>f</i>	X	P
14	Is the atmosphere of the hostel you are currently living in comfortable and conducive to learning?	14 1	15 15	
		14	60	93,33%

Based on the table above, it can be seen that out of 15 students, 8 have answered yes. The percentage score obtained is $14/15 \times 100\%$, or 93.33%. This value is included in the "very high" category. With this category, it can be said that most male students feel the atmosphere of the dormitory currently occupied is comfortable and conducive to learning. This shows that the dormitory environment is very supportive of students' learning, so they can concentrate well while studying.

Table 4. 15 *The environment in which male students live*

No	Question	<i>f</i>	X	P
15	Before living in a pesantren, was the atmosphere where you lived comfortable and conducive to learning?	10 5	15 15	

			60	66,66%

Based on the table above, it can be seen that out of 15 students, 8 have answered yes. The percentage score obtained is $10/15 \times 100\%$, or 66.66%. This value is included in the high category. With this category, it can be said that more than half of the male students feel comfortable with a calm and conducive atmosphere for studying in their homes before living in the hostel.

Table 4. 16 Classroom atmosphere for male students

No	Question	f	X	P
16	Are the classroom conditions comfortable and conducive to the learning process?	13	15	
		2	15	
		13	60	86,6%

Based on the table above, it can be seen that out of 15 students, 8 have answered yes. The percentage score obtained is $13/15 \times 100\%$, or 86.6%. This value is included in the high category. With this category, it can be said that most male students feel that the classroom environment is comfortable

and conducive to the learning process. This shows that during classroom learning, students can pay attention to the lesson and feel happy.

Table 4. 17 Classroom atmosphere for male students

No	Question	<i>f</i>	X	P
17	Are you disturbed by the noise of friends in the class during the teaching and learning process?	9	15	
		6	15	
		9	60	60%

Based on the table above, it can be seen that out of 15 students, 9 students answered yes. The percentage score obtained is $9/15 \times 100\%$, or 60%. This value is included in the low category. With this category, it can be said that more than half of the male students feel disturbed by the noise of their friends in the class during the teaching and learning process. This shows that most students cannot concentrate with the noise of friends in the class when learning takes place.

Based on the explanation above, it can be concluded that 76.6% of students' environmental conditions are included in the high category. This shows that most male

students feel comfortable with the environmental conditions in the dormitory, the environment before boarding, and the class atmosphere, but are disturbed by the noise of friends.

g. Level of Self-Awareness of Students

Table 4. 18 male's study preparation before the subject matter is given

No		Question	B	f	N (Bx f)	X	P
18		Do you study (prepare material) before the subject matter is given by the teacher?	4	1	4	15	
			3	0	0	15	
			2	8	16	15	
			1	7	7	15	
					27	60	45%

Based on the table above, it can be seen that out of 15 students, 1 student answered always, 0 students answered often, 8 students answered rarely, and 7 students answered never. The percentage score obtained is $27/60 \times 100\%$, or 45%. This value is included in the low category. With this category, it can be said that most of the male students do not study before studying with the teacher in class. This shows that students do not have the readiness to learn English.

Table 4. 19 Male study English subject matter again

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
19	Did you review the English material taught by the teacher?	4	1	4	15	
		3	3	9	15	
		2	9	18	15	
		1	2	2	15	
				33	60	55%

Based on the table above, it can be seen that out of 15 students, 1 answered always, 3 answered often, 9 answered rarely, and 2 answered never. The percentage score obtained is $33/60 \times 100\%$, or 55%. This value is included in the low category. With this category, it can be said that more than the majority of male students do not review the subject matter that has been given by the teacher. This shows that there is no self-awareness on the part of the students to repeat or remember the material that has been given by the teacher.

Table 4. 20 Male students use their time to work on questions

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
20	Did you work on the questions (assignments) when the teacher was unable to attend?	4	4	16	15	
		3	1	3	15	
		2	6	12	15	
		1	4	4	15	
				35	60	58,33%

Based on the table above, it can be seen that out of 15 students, 4 answered always, 1 answered often, 6 answered rarely, and 4 answered never. The percentage score obtained is $35/60 \times 100\%$, or 58.33%. This value is included in the low category. With this category, it can be said that the majority of male students do not work on questions (assignments) when the teacher is unable to attend. This shows that students have a low sense of responsibility and discipline.

Table 4. 21 Male students ask their teachers or friends when they are not at school.

No	Question	B	f	N (Bx f)	X	P
21	When you don't go to school, do you ask your teacher or friends about the English subject at that time so you don't fall behind in class?	4	0	0	15	
		3	1	3	15	
		2	5	10	15	
		1	9	9	15	
				22	60	36,66%

Based on the table above, it can be seen that of the 15 students, 0 answered always, 1 answered often, 5 answered rarely, and 9 answered never. The percentage score obtained is $22/60 \times 100\%$, or 36.66%. This value is included in the "very low" category. With this category, it can be said that most of the male students who did not go to school did not ask the teacher or friends about the English subject matter at that time. This shows that students do not have the initiative to ask for material that is left behind.

From the explanation above, it can be concluded that the level of self-awareness among male students is 48.7%. This shows that male students are not ready to learn, have no awareness to remember the subject matter, have low responsibility for doing assignments, and have low initiative to ask questions.

- **Conclusion of male students' learning motivation**

Based on the explanation above, it can be concluded that the learning motivation of male students gets an average of 63.22%, which is high. The description of the level of motivation of male students, from the lowest to the highest, is as follows:

1. The desire to succeed for male students is 80%, which is high; it has been proven that more than half of the male students make an effort to achieve academic success in English subjects.
2. The environmental condition of male students is 80%, which is classified as high. It is proven that more than half of the male students feel comfortable with the environmental conditions in the dormitory, the environment before boarding, the class atmosphere, and are not bothered by the noise of friends.
3. The persistence of male students is 66.24, which is high. It is proven that more than half of the male students can concentrate while studying in class, are diligent in taking notes on material, are serious about studying, and are disciplined in doing assignments.
4. The tenacity of male students in facing difficulties is 61.66%, which is relatively low. It is evident that more than half of the male students do not understand strategies for how they should deal with problems and how to find ways to solve them, such as asking the teacher or discussing with friends.

5. The interest of male students is 59.99%, which is relatively low. It is evident that more than half of the male students have a low interest in mastering English. Most of them are not interested and do not like learning English.
6. The effort of male students to repair failures is 56.66%, which is relatively low. It is proven that more than half of the male students do not increase their study hours or pay attention to the teacher's notes.
7. The ability of male students is 55.83 percent, which is relatively low. It was proven that almost half of the male students scored below the KKM and could not answer questions from the teacher correctly.
8. The level of self-awareness of male students is 48.74, which is relatively low. It is evident that most of the students did not study (prepare material), did not repeat the subject matter, did not work on the questions, and did not ask about the material that was left behind.

From the description of the data, it shows that the highest level of student learning motivation is found in the desire to succeed sub-variable, while the lowest is found in the sub-variable level of student self-awareness. It can be concluded that the learning motivation of male students is included in the high category. This proves that male students have high learning motivation when participating in the learning process of English subjects at MTs Al-Musyaffa' Semarang

2. Female Students Motivation

a. Persistent

Table 4. 22 Female students' desire for studying and attention to English classes

No	Question	B	f	N (Bx f)	X	P
1.	Do you pay attention while the teacher explains material in English classes?	4	13	52	15	
		3	2	6	15	
		2	0	0	15	
		1	0	0	15	
				58	60	95,6%

Based on the table above, it can be seen that out of 15 students, 13 students answered always, and 2 students answered often. The percentage score obtained is $58/60 \times 100\%$, or 95.6%. This value is included in the "very high" category. With this category, it can be said that almost all female students pay attention to the English subject matter explained by the teacher. This shows that students can concentrate during lessons.

Table 4. 23 Female students' motivation for taking notes on English subject matter.

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
2.	Do you take notes on the English material after the teacher explains it?	4	12	48	15	
		3	1	3	15	
		2	2	4	15	
		1	0	0	15	
				55	60	91,6%

Based on the table above, it can be seen that out of 15 students, 12 students answered always, 1 student answered often, and 2 students answered rarely. The percentage score obtained is $55/60 \times 100\%$, or 91.6%. This value is included in the "very high" category. With this category, it can be said that most female students pay attention to the English subject matter explained by the teacher. This shows that students can concentrate during lessons.

Table 4. 24 Female students' learning motivation when doing assignments

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
3.	Do you take the English assignments given by the teacher seriously?	4	7	28	15	
		3	5	15	15	
		2	3	6	15	
		1	0	0	15	
				49	60	81,6%

Based on the table above, it can be seen that out of 15 students, 7 answered always, 5 answered often, and 3 answered rarely. The percentage score obtained is $49/60 \times 100\%$, or 81.6%. This value is included in the high category. With this category, it can be said that most of the female students take the English assignments given by the teacher seriously. This shows that students can work independently on assignments.

Table 4. 25 shows the motivation of female students to complete assignments

No	Question	B	f	N (Bx f)	X	P
4.	Do you submit assignments or homework on time?	4	6	24	15	
		3	2	6	15	
		2	6	12	15	
		1	1	1	15	
				43	60	71,6 %

Based on the table above, it can be seen that of the 15 students, 6 students answered always, 2 students answered often, 6 students answered rarely, and 1 student answered never. The percentage score obtained is $43/60 \times 100\%$, or 71.6%. This value is included in the high category. With this category, it can be said that more than half of the female students collect the English assignments given by the teacher on time. This shows that students have a disciplined attitude toward collecting assignments.

Based on the explanation above, it can be concluded that the level of student persistence is 85.35 percent, which is included in the very high category. This demonstrates that student persistence in learning English is high. This shows that male students can concentrate while studying in class, are diligent in taking notes on material, are serious about studying, and are disciplined in doing assignments.

b. Tenacity in the face of adversity

Table 4. 26 Female students' motivation to ask questions to the teacher

No	Question	B	f	N (Bx f)	X	P
5.	Do you ask the	4	2	8	15	
	teacher when	3	7	21	15	
	you have	2	6	12	15	
	difficulty with	1	0	0	15	
	English?					
				41	60	68,3%

Based on the table above, it can be seen that of the 15 students, 2 students answered always, 7 students answered often, and 6 students answered rarely. The percentage score obtained is $41/60 \times 100\%$, or 68.3%. This value is included in the high category. With this category, it can be said that more than half of the female students ask the teacher when they have difficulty learning English. This shows that

students have curiosity and try to find solutions to the difficulties they face.

Table 4. 27 Female students' learning motivation when discussing with friends

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
6.	Do you discuss with your friends when you have difficulty in English?	4	3	12	15	
		3	1	3	15	
		2	12	24	15	
		1	0	0	15	
				39	60	65%

Based on the table above, it can be seen that out of 15 students, 3 answered always, 1 answered often, and 12 answered rarely. The percentage score obtained is $39/60 \times 100\%$, or 65%. This value is included in the high category. With this category, it can be said that more than half of the female students ask the teacher when they have difficulty learning English. This shows that students have curiosity and try to find solutions to the difficulties they face.

From the explanation above, it can be concluded that the tenacity of students facing learning difficulties is 66.65 percent, which is included in the high category. This shows that when experiencing English difficulties, more than half of

the female students can understand strategies for how they should face problems and how to find ways to solve them.

c. Interest

Table 4. 28 *Interest of female students in English lessons*

No	Question	<i>f</i>	X	P
7.	Are you interested in English?	15	15 15	
		100	60	100%.

Based on the table above, it can be seen that out of 15 students, 8 have answered yes. The percentage score obtained is $100/15 \times 100\%$, or 100%. This value is included in the "very high" category. With this category, it can be said that all female students are interested in learning English. This demonstrates that students are engaged and enjoy their English classes.

Table 4. 29 *depicts female students' pleasure in learning English.*

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
8.	Do you feel happy during English lessons?	4	7	28	15	
		3	6	18	15	
		2	2	4	15	
		1	0		15	
				46	60	76,6%

Based on the table above, it can be seen that out of 15 students, 7 answered always, 6 answered often, and 2 answered rarely. The percentage score obtained is $46/60 \times 100\%$, or 76.6%. This value is included in the high category. With this category, it can be said that most female students feel happy learning English. This shows that students do not feel bored during the lesson.

Based on the explanation above, it can be concluded that 88.3% of students' interest in English lessons is included in the very high category. This shows that most of the female students have a great interest in mastering English.

d. Desire succeeds

Table 4. 30 Female students have a high target score.

No	Question	B	f	N (Bx f)	X	P
9.	Are you trying to get score well (above average) in English?	4	11	44	15	
		3	3	9	15	
		2	1	2	15	
		1	0	0	15	
				49	60	81%

Based on the table above, it can be seen that out of 15 students, 11 answered always, 3 answered often, and 1 answered rarely. The percentage score obtained is $49/60 \times 100\%$, or 81%. This value is included in the high category. With this category, it can be said that most female students

try to get high scores in English subjects. This shows that students are making an effort to learn English.

From the explanation above, it can be concluded that the desire to succeed is 81%, which is included in the high category. This shows that the majority of female students make efforts to achieve academic success in English-related subjects.

Table 4. 31 *Female students' learning motivation in an effort to increase study hours*

No	Question	f	X	P
10	When your English score is bad, do you add hours of study to get the expected score?	10	15	
		5	15	
		10	60	66,66%

Based on the table above, it can be seen that out of 15 students, 10 answered yes. The percentage score obtained is $10/15 \times 100\%$, or 66%. This value is included in the high category. With this category, it can be said that more than half of female students, when their English scores are bad, increase their study hours. This shows that students have the initiative to add hours of learning outside the classroom.

Table 4. 32 Female students' learning motivation in paying attention to notes from The Teacher

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
11	When the teacher gives the results of tests, assignments, or homework with notes, do you pay attention to these notes for further improvement?	4	11 2 2	44	15	
		3		6	15	
		2		4	15	
		1			15	
				54	60	90%

Based on the table above, it can be seen that of the 15 students, 11 answered always, 2 answered often, and 2 answered rarely. The percentage score obtained is $54/60 \times 100\%$, or 90%. This value is very high. With this category, it can be said that only the majority of female students pay attention to notes from the teacher on the results of tests, assignments, or homework for further improvement. This shows that students are able to evaluate learning outcomes.

Based on the explanation above, it can be concluded that the student's desire to correct failure is 78.33%, which is included in the high category. This shows that most female students are able to face failure in English lessons.

e. student ability

Table 4. 33 Female students get scores above the KKM.

No	Question	B	f	N (Bx f)	X	P
12	Is your daily	4	4	16	15	
	test score above	3	8	24	15	
	the minimum	2	2	4	15	
	mastery score	1	1	1	15	
	(KKM) in					
	English?					
				45	60	75%

Based on the table above, it can be seen that out of 15 students, 4 answered always, 8 answered often, 2 answered rarely, and 1 answered never. The percentage score obtained is $45/60 \times 100\% = 75\%$. This value is included in the high category. In this category, it can be said that more than half of the female students score above the KKM in English. This shows that students have not been able to meet the standards and goals that have been determined.

Table 4. 34 *The ability of Female students to answer questions from the teacher*

No	Question	B	f	N (Bx f)	X	P
13	Can you answer correctly when the teacher asks questions about English subject matter?	4	1	4	15	
		3	4	12	15	
		2	10	20	15	
		1	0	0	15	
				36	60	60%

Based on the table above, it can be seen that out of 15 students, 1 student answered always, 4 students answered often, and 10 students answered rarely. The percentage score obtained is $36/60 \times 100\%$, or 60%. This value is included in the low category. With this category, it can be said that more than half of the female students could not answer correctly when the teacher asked questions about English material. This shows that students have not been able to master the English material given by the teacher.

Based on the explanation above, it can be concluded that the student's ability is 67.5%, which is included in the high category. This shows that the ability of students is relatively low when learning English. This shows that

students are able to master the English material that has been studied and are able to meet the standards and objectives that have been determined.

f. Student Environmental Conditions

Table 4. 35 The environment in which female students live

No	Question	f	X	P
14	Is the atmosphere of the hostel you are currently living in comfortable and conducive to learning?	15 0	15 15	
		15	60	100%

Based on the table above, it can be seen that, out of 15 students, 15 answered yes. The percentage score obtained is $15/15 \times 100\%$, or 100%. This value is included in the "very high" category. With this category, it can be said that all female students feel the atmosphere of the dormitory they are currently occupying is comfortable and conducive to learning. This shows that the dormitory environment is very supportive of students' learning, so they can concentrate well while studying.

Table 4. 36 *The environment in which female students live*

No	Question	<i>f</i>	X	P
15	Before living in a pesantren, was the atmosphere where you lived comfortable and conducive to learning?	12 3	15 15	
			60	80%

Based on the table above, it can be seen that out of 15 students, 12 answered yes. The percentage score obtained is $12/15 \times 100\%$, or 80%. This value is included in the high category. With this category, it can be said that most female students feel comfortable with a calm and conducive atmosphere for studying in their homes before living in the hostel.

Table 4. 37 *Classroom atmosphere for female students*

No	Question	<i>f</i>	X	P
16	Are the classroom conditions comfortable and conducive to the learning process?	12 3	15 15	

	12	60	80%
--	----	----	-----

Based on the table above, it can be seen that out of 15 students, 12 answered yes. The percentage score obtained is $12/15 \times 100\%$, or 80%. This value is included in the high category. With this category, it can be said that more than half of the female students feel that the class situation is comfortable and conducive to the learning process. This shows that during classroom learning, students can pay attention to the lesson and feel happy.

Table 4. 38 Classroom atmosphere for female students

No	Question	f	X	P
17	Are you disturbed by the noise of friends in the class during the teaching and learning process?	7 8	15 15	
		7	60	46,66%

Based on the table above, it can be seen that out of 15 students, 7 have answered yes. The percentage score obtained is $7/15 \times 100\%$, or 46.66%. This value is included in the low category. With this category, it can be said that almost all female students feel disturbed by the noise of their friends in the class during the teaching and learning process. This shows that students are still able to concentrate with the noise of friends in the room when learning takes place.

Based on the explanation above, it can be concluded that 76.66% of students' environmental conditions are included in the high category. This shows that female

students feel comfortable with the environmental conditions in the dormitory, the environment before boarding, and the class atmosphere and are not disturbed by the noise of friends.

g. Level of Self-Awareness of Students

Table 4. 39 Study preparation of female students before the subject matter is given

No	Question	B	f	N (Bx f)	X	P
18	Do you study (prepare material) before the subject matter is given by the teacher?	4	3	12	15	
		3	2	6	15	
		2	6	12	15	
		1	4	4	15	
				34	60	56,6%

Based on the table above, it can be seen that of the 15 students, 3 students answered always, 2 students answered often, 6 students answered rarely, and 4 students answered never. The percentage score obtained is $34/60 \times 100\%$, or 56.6%. This value is included in the low category. With this category, it can be said that more than half of female students do not study before studying with the teacher in class. This shows that students do not have the readiness to learn English.

Table 4. 40 Female students relearn English subject matter

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
19	Did you review the English material taught by the teacher?	4	4	16	15	
		3	3	9	15	
		2	8	16	15	
		1	0	0	15	
				41	60	68,3%

Based on the table above, it can be seen that out of 15 students, 4 students answered always, 3 students answered often, and 8 students answered rarely. The percentage score obtained is $41/60 \times 100\%$, or 68.3%. This value is included in the high category. With this category, it can be said that more than half of the women re-learn the subject matter that has been given by the teacher. This shows that there is self-awareness on the part of students to repeat or remember the material that has been given by the teacher.

Table 4. 41 Female students use their time to work on questions

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
20	Did you work on the questions (assignments) when the teacher was unable to attend?	4	7	28	15	
		3	5	14	15	
		2	2	4	15	
		1	1	1	15	
				47	60	78,3%

Based on the table above, it can be seen that out of 15 students, 7 answered always, 5 answered often, 2 answered rarely, and 1 answered never. The percentage score obtained is $47/60 \times 100\%$, or 78.3%. This value is included in the high category. With this category, it can be said that most of the female students worked on questions (assignments) when the teacher was unable to attend. This shows that students have a sense of responsibility and discipline.

Table 4. 42 Females ask their teachers or friends when they are not at school.

No	Question	B	<i>f</i>	N (Bx <i>f</i>)	X	P
21	When you don't go to school, do you ask your teacher or friends about the English subject at that time so you don't fall behind in class?	4	6	24	15	
		3	5	15	15	
		2	4	8	15	
		1	0	0	15	
				47	60	78,3%

Based on the table above, it can be seen that out of 15 students, 6 answered always, 5 answered often, and 4 answered rarely. The percentage score obtained is $47/60 \times 100\%$, or 78.3%. This value is included in the high category. With this category, it can be said that only the majority of female students did not attend school; students asked their teachers or friends about the English subject matter at that time. This shows that students have the initiative to ask for material that is left behind.

From the explanation above, it can be concluded that the level of self-awareness among female students is 70.37%. This shows that female students have the readiness to learn, the awareness to remember the subject matter, the responsibility for doing assignments, and the initiative to ask questions.

- **Conclusion of female students' learning motivation**

Based on the explanation above, it can be concluded that the learning motivation of female students gets an average of 76.77%, which is classified as high. The description of the motivation level of female students, from the lowest to the highest order, is as follows:

1. The interest of female students is 88.3%, which is classified as very high. It is proven that some students are interested and feel happy during English lessons.
2. The persistence of female students is 85.35%, which is very high. It is proven that most students can pay attention to the lesson, record material, be serious, and collect assignments.
3. The desire to succeed for female students is 81%, which is high. It is proven that most students make an effort to get high scores.
4. The effort to correct the failure of female students is 78.33%, which is high. It is proven that most students add study hours and pay attention to notes from the teacher.
5. The environmental condition of female students is 76.66%, which is classified as high. It is proven that most students feel comfortable with the boarding school environment, the environment before the boarding school, the class atmosphere, and are not bothered by the noise of classmates.
6. The self-awareness of female students is 70.37%, which is high. It is proven that more than half of students study,

- repeat subject matter, work on questions, and ask questions about material that is left behind.
7. The ability level of female students is 67.5%, which is high. It was proven that more than half of the students scored above the KKM and were able to answer the questions given by the teacher correctly.
 8. The tenacity of female students in facing difficulties is 66.65%, which is high. It is evident that more than half of the students actively ask questions of the teacher and have discussions with friends.

From the description of the data, it shows that the highest level of student learning motivation is found in the sub-variable of interest, while the lowest is found in the sub-variable of students' tenacity in facing difficulties. It can be concluded that the learning motivation of female students is included in the high category. This proves that female students have high learning motivation when participating in the learning process of English subjects at MTs Al-Musyaffa' Semarang.

3. Comparison Of English Learning Motivation Beteen Male and Female Students

To find out the comparison of motivation to learn English between male and female students in grade VIII in MTs. Al-Musyaffa', the following table will show.

Table 4. 43 comparisons of learning motivation

No	Question	Presentage		Result
		Male Student	Female Student	
1	Do you pay attention while the teacher explains material in English classes?	73,3%	96,6%	The motivation to learn English for male students is in the high category, while the motivation for female students is in the very high category; this shows that students can concentrate while learning takes place.
2	Do you take notes on the English material after the teacher explains it?	75%	91,6%	The motivation for learning English for male students is in the high category, while the motivation for female students is very high. This indicates that male and female students are diligent in taking notes on the subject matter.

No	Question	Presentage		Result
		Male Student	Female Student	
3	Do you take the English assignments given by the teacher seriously?	70%	81,6%	The motivation to learn English for male and female students is high in terms of taking the assignments given by the teacher seriously and being able to work independently.
4	Do you submit assignments or homework on time?	46,6 %	71,6%	The learning motivation of male and female students is included in the high category, when submitting assignments on time. This shows that students are

No	Question	Presentage		Result
		Male Student	Female Student	
				students who are on time.
5	Do you ask the teacher when you have difficulty with English?	65%	68,3%	The learning motivation of male and female students is in the high category, as is their asking the teacher for help when experiencing difficulties. This shows that students actively ask the teacher.
6	Do you discuss with your friends when you have difficulty in English?	58%	65%	The learning motivation of male students is low, while the motivation of female students is high. It is proven that male students do not have the effort to exchange ideas to solve difficulties with friends. Meanwhile, female students try to

No	Question	Presentage		Result
		Male Student	Female Student	
				exchange ideas and solve difficulties with their friends.
7	Are you interested in English?	53%.	100%	The learning motivation of male students is low, while the motivation of female students is very high. It is evident that most of the male students are not enthusiastic and happy, while the female students are all enthusiastic and feel happy when learning English.
8	Do you feel happy during English lessons?	66%	76,6%	The learning motivation of male and female students is high. This shows that students do not feel bored during the lesson.

No	Question	Presentage		Result
		Male Student	Female Student	
9	Are you trying to score well (above average) in English?	80%	81%	The learning motivation of male and female students is in the high category. This shows that male and female students have made an effort to learn English.
10	When your English score is bad, do you add hours of study to get the expected score?	53%	66,6%	The learning motivation of male students is low, while the learning motivation of female students is high. This shows that most male students do not have the initiative, while female students have the initiative to increase their study hours outside of class.
11	When the teacher gives the results of tests, assignments, or	60%	90%	The learning motivation of male students is low, while the learning

No	Question	Presentage		Result
		Male Student	Female Student	
	homework with notes, do you pay attention to these notes for further improvement?			motivation of female students is very high in paying attention to notes from the teacher for further improvement. This shows that male students are not able to evaluate learning outcomes, while female students are able to do so.
12	Is your daily test score above the minimum mastery score (KKM) in English?	56,6%	75%	The motivation of male students is low, while the motivation of female students is high in getting daily test scores above the KKM. This shows that most of the men are unable and the female students are able to meet the standards and goals that have been determined.

No	Question	Presentage		Result
		Male Student	Female Student	
13	Can you answer correctly when the teacher asks questions about English subject matter?	55%	60%	The motivation of male and female students is included in the low category when it comes to correctly answering the questions given by the teacher. This shows that students are not able to master the English material being studied.
14	Is the atmosphere of the Pesantren you are currently living in comfortable and conducive to learning?	93,3	100%	The learning motivation of male and female students is very high. Male and female students feel comfortable with the boarding school environment, which supports students to study so they can concentrate on studying.

No	Question	Presentage		Result
		Male Student	Female Student	
15	Before living in a pesantren, was the atmosphere where you lived comfortable and conducive to learning?	66,6%	80%	The learning motivation of male and female students is equally high. This shows that they felt comfortable with the atmosphere where they lived before being in the Islamic boarding school dormitory with a home atmosphere that was calm and conducive to learning.
16	Are the classroom conditions comfortable and	86,6%	80%	The motivation of male students is very high, while the learning

No	Question	Presentage		Result
		Male Student	Female Student	
	conducive to the learning process?			motivation of female students is high. This shows that during class, male and female students feel comfortable so they can pay attention to the lesson and also feel happy while learning.
17	Are you disturbed by the noise of friends in the class during the teaching and learning process?	60%	46,66%	The learning motivation of male and female students is in the low category. This shows that more than half of male and female students are not bothered by the noise of friends in the class during the learning process. This shows that more than half of students can concentrate when noise from friends

No	Question	Presentage		Result
		Male Student	Female Student	
				occurs in the classroom.
18	Do you study (prepare material) before the subject matter is given by the teacher?	45%	56,6%	The motivation of male and female students both belongs to the low category. This shows that almost half of the male students and more than half of the female students are not ready to learn English.
19	Did you review the English material taught by the teacher?	55%	68,3%	The learning motivation of male students is in the low category, while the motivation of female students is high in studying back the material that has been taught by the teacher. This shows that more than half of the male students do not have the

No	Question	Presentage		Result
		Male Student	Female Student	
				awareness to repeat or recall the material that has been taught, and more than half of the female students have the awareness to repeat and recall the material that has been taught.
20	Did you work on the questions (assignments) when the teacher was unable to attend?	58,3%	78,3%	The learning motivation of male students is low, while the motivation of female students is high in carrying out assignments when the teacher is unable to attend. This shows that more than half of the male students lack a sense of responsibility, discipline, and use of time. While most female students have a sense of

No	Question	Presentage		Result
		Male Student	Female Student	
				responsibility and discipline and can take advantage of time,
21	When you don't go to school, do you ask your teacher or friends about the English subject at that time so you don't fall behind in class?	36,6%	78,3%	The learning motivation of male students is in the very low category, while female students are classified as high in asking teachers or friends about the material that is left behind. This shows that most of the male students do not have the initiative to ask about the material that is left behind. While most of the female students took the initiative to ask about the material that was left behind,
Average		63,33	76,77	The motivation of male and female students is included

No	Question	Presentage		Result
		Male Student	Female Student	
				in the high category for learning English.

Based on the results of the questionnaire, it shows that the learning motivation of male students is 63.33% and that of female students is 76.77%, which are both in the high category. The following is a sequence of male and female students' learning motivation, from highest to lowest:

Table 4. 44 *sequence of male and female students' learning motivation, from highest to lowest:*

No	Indicator (Female Student)	Percentage	Indicator (Maele Students)	Percentage
1.	Desire succeeds in learning English	80%	Interest to English lessons	88,3%
2.	Environmental conditions when learning English	76,66%	Perseverance	85,35%

3.	Perseverance	66,24%		81%
4.	Tenacity in the face of adversity when learning English	61,66%	Desire succeeds in Learning English	78,33%
5.	Interest to learning English	59,99%	Student's level of self-awareness in learning English	76,66%
6.	Attempt to fix failure	56,66%	Attempt to fix failure	70,37%
7.	Student ability in learning English	55,83%	Student ability in learning English	67,5%
8.	Student's level of self-awareness in learning English	48,74%	Environmental conditions	66,65%

Based on the table above, the highest level of learning motivation for male students is the subvariable of the desire to succeed, which is equal to 80%, while female students are interested, namely equal to 88.3%. Then, for the lowest level of male students' learning motivation, the sub-variable level of student self-awareness is equal to 48.74%, while for female students, the sub-variable tenacity in facing difficulties is equal to 66.65%.

B. Discussion

In the second part of Chapter 4, the researcher will discuss the results of the research analysis that has been obtained. B. Discussion

The results showed that the learning motivation of female students was better than that of male students. It was explained that there were differences between male and female students' motivation to learn English.

Before the researcher conducted the research, it was not clear why there were differences in motivation to learn English between male and female students. While the researcher was conducting the research, the students accepted the questionnaire well, and they then filled out the questionnaire.

And then the researcher distributes the questionnaires, and then the researcher performs reliability test calculations. The result average level learning english motivation level of male students is 63.33% and English learning motivation of female students is 76.77%.

After carrying out the reliability test, the researcher distributed the questionnaire again to the students of MTs. Al Musyaffa's class VIII and performed calculations using the alpha formula, with the results of the study showing that the level of learning motivation of female students was higher than that of male students. However, the level of motivation to learn English for male and female students is both in the high category.

Pros: I concluded that I found no problems in my research because the students were always happy and accepted my presence in their class when I did research.

The discussion of the data confirms that the level of motivation to learn English for female students is higher than the level of motivation to learn English for male students. It can be concluded that the learning motivation of female students is included in the high category. This proves that female students have high learning motivation when participating in the learning process of English subjects at MTs Al-Musyaffa' Semarang. From the results of the analysis, it can be seen that the learning achievement of male and female students in class VIII, MTs Al-Musyaffa, has a high level of motivation. The average learning motivation level of male students is 63.33%, and the learning motivation level of female students is 76.77%.

The highest presentation of male students' learning motivation was 80% in the desire succeeds sub-variable, and the lowest percentage was 48.74% in the student's level of self-awareness sub-variable. while the percentage of motivation to learn English for female students was 88.3% in the interest sub-variable and the lowest percentage was 66.65% in the environmental condition sub-variable.

From the results of this analysis, it can be seen that the motivation to learn among male and female students has differences. Quantitatively, female students have a higher level of learning motivation than male students, with a difference of 13.33%. However, the level of learning motivation of male and female students is both in the high category.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher will present the results of the research that has been carried out. After conducting research and analyzing that results, of the research, it can found that:

Based on the results of the questionnaire, the motivation to learn English for male students was in the high category, namely 63.33%. The order of the level of male students' learning motivation from the highest to the lowest, starting from the sub-variable desire to succeed, is 80%; environmental conditions are 76.66%; persistence is 66.24%; tenacity in facing difficulties is 61.66 % riable desire to succeed, is 80%; environmental conditions are 76.66%; persistence is 66.24%; tenacity in facing difficulties is 61.66%; interest is 59.99%; efforts to correct failures are 56.66%; students' abilities are 55.83%; and students' level of self-awareness is 48.74%. The highest level of male students' learning motivation is the desire to succeed variable, while the lowest is the student's level of self-awareness sub-variable.

Based on the results of the questionnaire, the motivation to learn English for female students was in the high category, which was 76.77%. The order of the level of learning motivation of female students from the highest to the lowest, starting from the subvariable interest, is 88.3%, persistence is 85.35%, the desire to succeed is 81%, efforts to repair failures are 78.33%, environmental conditions are 76.66% of students, 70.37% of students' self-awareness is 67.5%, and 66.65% of students' tenacity in facing difficulties is 66.65%.

Based on the results of the questionnaire, the learning motivation of male students was 63.22%, while the motivation of female students was 76.77%. The percentage of female students' learning

motivation is higher than that of male students, but both are included in the high category. This proves that the motivation levels of class VIII male and female students at MTs Al-Musyaffa' are both in the high category. The highest level of learning motivation for male students is in the desire to succeed sub-variable, which is equal to 80%, while the highest level of motivation for female students is in the interest sub-variable. On the other hand, the lowest level of male students' learning motivation was in the sub-variable of students' self-awareness, which was equal to 48.74 %, while the lowest level of motivation for female students was in the sub-variable of students' tenacity in facing difficulties, which was equal to 66.65 %.

B. Sugesstion

After conducting this research, the researcher would like to givethe suggstion. The suggestion are poposed to:

1. English Teachers

The English teacher board of MTs Al-Musyaffa' Semarang are expected to be able to maintain student learning motivation by giving assessments, giving praise, generating interest, creating a pleasant atmosphere, and keeping enthusiasm during the learning process.

2. Students

The researcher would ike to suggest male and female students at MTs Al-Musyaffa' Semarang, the lowest level of motivation for male students is at the sub-variable level of student self-awareness, while female students are at the sub-variable level of tenacity in facing difficulties. Therefore, it is better for male students to increase their self-awareness, while for female students, it is better to increase their tenacity in facing difficulties when learning English.

3. The Next Researcher

To the next researcher, if you are going to do the same research, you are expected to also conduct interviews to strengthen the data obtained.

REFERENCES

- Altbach, P. G., & Knight, J. (2007). The Internationalization in Higher Education: Motivations and the Realities. *Journal of Studies in International Education*, 11(3), 290–305.
<https://doi.org/10.1177/1028315307303542>
- Compton, W. C. (2018). Self-Actualization Myths: how Did Maslow Really Say? *Journal of Psychology* 0(0).
<https://doi.org/10.1177/002216781876929>
- Christian Brandmoa, Ernesto Panadero, Therese N. Hopfenbeck. (2020). Bridging classroom assessment and self-regulated learning. *Journal of Education* 319
<https://doi.org/10.1080/0969594X.2020.1803589>
- Chaudhuri, S., & Ghosh, R. (2012). Reverse Mentoring: A Social Exchange for Keeping the Boomers and Millennials Committed. *Human Resource to Development Review*, 76.
<https://doi.org/10.1177/1534484311417562>
- Compton, W. C. Self-Actualization: What Did Maslow Say? *Journal Humanistic Psychology. Journal of Psychology*
<https://doi.org/10.1177/002216781876192>
- Day, C., Gu, Q., & Sammons, P. (2017). The Impact of Leadership Student Outcomes: How Successful School Leaders to Transformational and Instructional Strategies Make a Difference. *Administration of Educational Quarterly*, 52(2), 22.
<https://doi.org/10.1177/0013161X15616863>
- Day, C., Gu, Q., & Sammons, P. (2017). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional the Strategies how to Make a Differences. *The Educational Administration Quarterly, Journal of*

Education 52(2), 221–258.
<https://doi.org/10.1177/0013161X15616863>

- David Urbano, Jairo Orozco, Andreu Turro. (2023) The effect of institutions on intrapreneurship: An analysis of developed vs developing countries. *Journal of Small Business Management* 0:0, pages 1-41.
- Donald, James N., et al. "Mindfulness and its association with varied types of motivation: A systematic review and meta-analysis using self-determination theory." *Journal Personality and Social Psychology Bulletin* 46.7 (2020): 1121
- Edgar, D. W. (2012). Learning Theories and Historical Events Affecting Instructional Design of Education: Recitation Literacy Toward Extraction Literacy to Practices. SAGE Open, *Journal of Literacy* 2(4). <https://doi.org/10.1177/2158244012462707>
- Good, T. L. (2017). What Do We Know About how Teachers Influence Student Performance on Standardized Tests: And Why Do We Know So Little about Other Student Outcomes? Teachers College Record, *Journal of Education* 116(1), 1–41. <https://doi.org/10.1177/016146811411600110>
- Gagné M-È, McFadyen BJ, Cossette I, et al. Alterations in dual-task walking in two months after mild traumatic brain injury in young adults. *Journal of Concussion*. 2019;3. doi:10.1177/2059700219878291
- HENK G. SCHMIDT, HENK T. VAN DER MOLEN, WILCO W. R. TE WINKEL & WYNAND H. F. W. WIJNEN. (2009). Constructivist, Problem-Based Learning Does Work: A Meta-Analysis of Curricular Comparisons Involving a Single Medical School. *Journal of education* 227-249. <https://doi.org/10.1080/00461520903213592>.

- Helms, Janet E., et al. "Treating Cronbach's alpha reliability coefficients as data in counseling research." *Journal The counseling psychologist* 34.5 (2017): 630
- Jen Elise Prescott, Kristine Bundschuh, Elizabeth R. Kazakoff & Paul Macaruso (2018) Elementary school-wide implementation of a blended learning program for reading intervention, *The Journal of Educational Research*, 111:4, 497-506, DOI: 10.1080/00220671.2017.1302914
- Jin, M. H., McDonald, B., & Park, J. (2018). The American Review of Public Administration, *Journal of management* 48(1), 82. <https://doi.org/10.1177/0275074016652243>
- Jen Elise Prescott, Kristine Bundschuh, Elizabeth R. Kazakoff & Paul Macaruso (2018) Elementary school-wide implementation of a blended learning program for reading intervention, *The Journal of Educational Research*, 111:4, 497. DOI: 10.1080/00220671.2017.1302914
- Jin, M. H., McDonald, B., & Park, J. (2018). Does The Public Service Motivation is Matter in Public Higher Education? Testing the Theories of Person-Organization Fit and Organizational of Commitment Through a Serial Multiple Mediation Model. The American Review Public Administration, *Journal of Management* 48(1), 82. <https://doi.org/10.1177/0275074016652243>
- Jansen, Bernard J., Kate Sobel, and Geoff Cook. "Classifying ecommerce information sharing behaviour by youths on social networking sites." *Journal of Information Science* 37.2 (2019): 120-123
- Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2017). Renovating the Pyramid of Needs: Contemporary the Extensions to Built Upon Ancient Foundations. Perspectives on the Psychological Science, *Jouranal of Pshicology* 5(3), 292-314. <https://doi.org/10.1177/1745691610369469>

- Khalid, Aamna. "A study of the attitudes and motivational orientations of Pakistani learners toward the learning of English as a second language." *Journal of Pshicology*. SAGE Open 6.3 (2016): 2158244016665887.
- Leroy, H., Anseel, F., Gardner, W. L., & Sels, L. (2017). Authentic Leadership, Authentic Followership, Basic Need Satisfaction, and Work Role Performance: A Cross-Level Study. *Journal of Management*, 41, 1677 <https://doi.org/10.1177/0149206312457822>
- Moslem Yousefi 'Department of En, Second language motivation research 2010–2019: a synthetic exploration', *The Language Learning Journal* Volume 50, 2022 - Issue 3, <https://doi.org/10.1080/09571736.2020.1869809>
- McDonald, M. G. (2018). The Nature Epiphanic and Experience. *Journal Humanistic of Psychology*, 48(1), 89–115. <https://doi.org/10.1177/0022167807311878>
- Nathan W. Hudson, 'Goals to change personality traits: Concurrent links between personality traits, daily behavior, and goals to change oneself,' *journal of psychology* Volume 53, December 2014, Pages 68-83, <https://doi.org/10.1016/j.jrp.2014.08.008>
- Novak B, Kolcaba K, Steiner R, Dowd T. Measuring comfort in caregivers and patients during late end-of-life care. *American Journal of Hospice and Palliative Medicine*®. 2018;18(3):170. doi:10.1177/104990910101800308
- Reiss, S. (2012). Intrinsic Extrinsic Motivation. Teaching of Psychology, *Journal of Pshicology* 39(2), 152–156. <https://doi.org/10.1177/0098628312437704>
- Sheryl A. Brim&Dianne P. Whitaker. (2017). Motivation and Students With Attention Deficit Hyperactivity Disorder, *Journal of Education* Pages 57-60. <https://doi.org/10.1080/10459880009599784>

- Strauss, K., & Parker, S. K. (2018). Intervening to Enhance Proactivity in Organizations: Improving the Present or Changing of the Future. *Journal of Management*, 44(3), 1250–1278. <https://doi.org/10.1177/0149206315602531>
- Vogel, R. M., & Mitchell, M. S. (2017). The Motivational Effects of Diminished Self-Esteem for Employees Who Experience Abusive Supervision. *Journal of Management*, 43(7), 2218–2251. <https://doi.org/10.1177/0149206314566462>

APPENDIX

APPENDIX 1:

List of Class VII Male and Female Respondents at MTs Al-Musyaffa'

No	Male Students	Female Students
1.	Alvaro Gio Onemay A	Amira Ghayda Nashwa M
2.	Charis Rahmatullah Dimiyati	Andien Gita Khalila
3.	Darel Hadid Mandala	Ega Nur Aidha M
4.	Dhika Andrian Kusuma	Farah Abdullah
5.	Fadli Iksan Shaban	Faza Nafisa Tazkiya
6.	Fatan Farhad Abdillah	Kaisah Tsabita Salma
7.	Fathul Hidayat	Livana Angelia Rizky
8.	Kaf Barka	Maulida Zahrotul Adila
9.	Muhammad Adib Zamroni	Mayda Himmatul M
10	Muhammad Afif Dwi Nugroho	Nabila Oktanaura N
11	Muhammad Ramdhan	Naifa Mutrisya
12	Muhammad Rojul Kafi	Namira Winindya Putri
13	Rafli Rashya AB	Ratna Putri Wahyuning Tyas
14	Rayhan Hambali	Silvia Anjani Agustina
15	Royhan Muhammad Iqbal	Zeinna Janneta Shabiha

APPENDIX 2:

LEARNING MOTIVATION QUESTIONNAIRE

1. Do you pay attention while the teacher explains material in English classes?
2. Do you take notes on the English material after the teacher explains it?
3. Do you take the English assignments given by the teacher seriously?
4. Do you submit assignments or homework on time?
5. Do you ask the teacher when you have difficulty with English?
6. Do you discuss with your friends when you have difficulty in English?
7. Are you interested in English?
8. Do you feel happy during English lessons?
9. Are you trying to score well (above average) in English?
10. When your English score is bad, do you add hours of study to get the expected score?
11. When the teacher gives the results of tests, assignments, or homework with notes, do you pay attention to these notes for further improvement?
12. Is your daily test score above the minimum mastery score (KKM) in English?

13. Can you answer correctly when the teacher asks questions about English subject matter?
14. Is the atmosphere of the Pesantren you are currently living in comfortable and conducive to learning?
15. Before living in a pesantren, was the atmosphere where you lived comfortable and conducive to learning?
16. Are the classroom conditions comfortable and conducive to the learning process?
17. Are you disturbed by the noise of friends in the class during the teaching and learning process?
18. Do you study (prepare material) before the subject matter is given by the teacher?
19. Did you review the English material taught by the teacher?
20. Did you work on the questions (assignments) when the teacher was unable to attend?
21. When you don't go to school, do you ask your teacher or friends about the English subject at that time so you don't fall behind in class?

APPENDIX 3:

Reliability Table Using the *Alpha* Formula

Question Number (X)																	
N	1	2	3	4	5	6	8	9	11	12	13	18	19	20	21	ST	ST2
1	3	4	4	3	3	3	3	4	3	3	2	3	1	2	2	43	1849
2	4	4	4	3	3	3	4	4	3	3	3	4	3	4	2	51	2601
3	4	4	4	4	2	3	4	3	3	2	4	2	2	2	2	45	2025
4	3	3	3	4	3	3	4	4	2	3	3	1	2	2	2	42	1764
5	4	3	4	3	4	2	3	3	3	4	4	3	2	3	3	48	2304
6	3	3	3	4	2	3	3	3	3	2	2	3	1	3	1	39	1521
7	4	4	3	2	2	2	4	4	3	3	2	1	1	2	1	38	1444

8	3	4	3	3	1	2	4	2	2	3	3	3	2	3	2	40	1600
9	4	4	4	3	2	3	4	2	3	3	2	2	2	2	2	42	1764
10	4	4	3	3	1	3	4	3	3	4	2	1	1	2	1	39	1521
	36	37	35	32	23	27	37	32	28	30	27	23	17	25	18	427	18393
	132	139	125	106	62	75	139	108	80	94	79	63	33	67	36	1337	

APPENDIX 4

➤ Calculating the total variance:

$$st^2 = \frac{\sum xt^2}{n} - \frac{(\sum^x t)^2}{n^2}$$

$$st^2 = \frac{18393}{10} - \frac{(427)^2}{10}$$

$$st^2 = \frac{18393}{100} - \frac{182329}{100}$$

$$st^2 = \frac{1601}{100}$$

$$st^2 = 16,01$$

Calculating s_i^2 , s_i^2 in the question number 1

$$s_i^2 = \frac{Jk_i}{n} - \frac{Jk_s}{n^2}$$

$$s_i^2 = \frac{132}{10} - \frac{1296}{10^2}$$

$$s_i^2 = \frac{1320}{100} - \frac{1320}{100}$$

$$s_i^2 = \frac{24}{100}$$

$$s_i^2 = 0,24$$

From the calculation of the value of s_i^2 each item is known

No	s_i^2
1	0,24

2	0,21
3	0,25
4	0,36
5	0,81
6	0,21
7	0,21
8	0,56
9	0,16
10	0,4
11	0,61
12	0,01
13	0,41
14	0,45
15	0,36
Σ	6,25

➤ Calculating the reliability coefficient:

$$r_i = \frac{k}{(K - 1)} \left\{ 1 - \frac{\Sigma s_i^2}{st^2} \right\}$$

$$r_i = \frac{15}{(15 - 1)} \left\{ 1 - \frac{6,25}{16,01} \right\}$$

$$r_i = \frac{15}{20} \left\{ \frac{16,01 - 6,25}{16,01} \right\}$$

$$r_i = \frac{15}{20} \left\{ \frac{9,75}{16,01} \right\}$$

$$r_i = 0,65$$

- Consult the price table

Correlation number	Interpretation
0,0-0,20	Very low
0,21-0,40	Low
0,41-0,60	Currenty
0,61-0,80	Stong
0,81-1,00	Very strong

(Sutedi, 2011:2014)

From the results of the questionnaire trial, the instrument reliability results were obtained at 0.65. This shows that the instrument is included in the "strong" category. so that the instrument is feasible and can be used to collect research data.

APPENDIX 5

Data on the results of male students' questionnaire answers

Question Number																							
N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	ST	ST2
1.	2	4	2	2	3	2	4	3	1	4	2	2	3	4	4	4	4	2	3	2	1	58	3364
2.	2	2	2	2	4	4	4	2	4	4	2	2	2	4	4	4	4	2	2	1	1	58	3364
3.	2	2	2	2	3	4	4	4	4	4	4	2	2	4	4	4	3	2	4	4	2	66	4356
4.	4	4	3	1	2	4	2	2	4	4	2	3	2	4	4	4	4	2	2	2	2	60	3600
5.	4	4	2	2	2	2	1	2	3	3	4	1	2	4	4	4	3	1	2	2	1	55	3025
6.	3	2	4	1	2	1	2	2	4	3	1	2	2	4	3	3	3	1	2	4	1	53	2809
7.	2	2	3	1	2	2	3	3	4	3	1	2	2	4	3	3	4	1	2	2	1	51	2601

8.	2	1	2	2	2	3	2	2	2	3	1	1	1	3	3	3	3	2	2	1	1	42	1764
9.	3	4	4	4	3	2	2	2	4	3	3	3	2	4	4	4	3	2	3	2	1	62	3844
10.	2	4	2	1	3	2	2	4	3	4	4	3	3	4	4	4	3	1	2	2	3	63	3969
11.	4	3	2	4	4	2	3	3	2	3	4	2	2	4	4	4	3	2	4	4	2	65	4225
12.	4	4	4	3	2	3	2	3	3	3	2	4	3	4	4	4	4	4	4	4	2	71	5041
13.	3	3	2	2	2	2	2	4	2	3	4	3	2	4	4	4	4	2	2	3	2	61	3721
14.	4	2	2	1	4	2	2	4	4	3	2	2	2	4	4	4	3	2	2	2	2	58	3364
15.	3	3	4	3	2	4	4	2	3	3	4	3	2	4	4	4	3	1	2	2	1	61	3721

PPENDIX 6

Data on the results of Female students' questionnaire answers

Question Number																					ST	ST2	
No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	ST	ST2
1	4	4	4	2	4	3	4	4	4	4	4	3	2	4	4	4	3	2	3	4	3	71	5041
2	4	2	4	3	2	2	4	3	4	4	3	3	3	4	3	4	4	2	3	3	3	69	4761
3	3	4	4	2	3	4	4	2	3	4	4	3	2	4	4	4	4	2	2	3	2	64	4096
4	3	3	3	2	3	4	4	2	3	4	4	3	2	4	4	4	4	2	2	3	2	64	4096
5	4	4	3	2	2	3	4	3	4	3	4	3	2	4	4	4	3	1	2	2	4	63	3969
6	4	4	2	2	2	3	4	3	4	3	4	3	2	4	4	4	3	1	2	2	4	63	3969
7	4	4	2	4	3	2	4	3	3	3	3	4	3	4	4	4	3	1	2	1	2	63	3969

8	4	4	3	3	2	2	4	3	4	3	2	3	3	4	3	4	4	2	2	4	3	66	4356
9	4	4	4	4	3	3	4	4	3	4	4	3	2	4	4	4	4	4	4	4	4	79	6241
10	4	4	4	4	2	2	4	4	4	4	4	4	3	4	4	4	4	4	3	4	3	77	5929
11	4	4	4	4	3	2	4	3	4	4	4	3	2	4	3	4	4	2	2	3	3	70	4900
12	4	4	4	4	2	2	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	79	6241
13	4	4	4	2	4	2	4	4	4	4	4	2	2	4	4	3	3	3	4	4	4	73	5329
14	4	4	4	2	4	2	4	4	4	4	4	2	2	4	4	3	3	3	4	4	4	73	5329
15	4	4	4	4	2	2	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	79	6241
	58	55	49	43	41	39	60	46	50	50	54	45	36	60	57	57	52	34	41	47	47	1053	69426

Permission Letter for Doing The Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50165
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Semarang, 7 Desember 2022

Nomor: 5750/Un.10.3/D1/TA.00.01/12/2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Cindi Yolanda

NIM : 1903046022

Yth.

**Pengasuh Pondok Pesantren Fadhlu Fadhlan
di Tempat**

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Cindi Yolanda

NIM/Program/Smt : 1903046022/Pendidikan Bahasa Inggris/7

Alamat : kec. Kedurang kab. Bengkulu selatan. Bengkulu

Judul skripsi : Comparison Motivation Learning English Between Male and Female Student Grade VII at MTs Al-Musyaffa' Semarang

Pembimbing :

1. Ma'rifatul Fadhilah MP.d

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 hari, mulai tanggal 9 Desember 2022 sampai dengan tanggal 23 Desember 2022.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,
Wakil Dekan Bidang Akademik

Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)



مؤسسة شوقي الإسلامية

Pondok Pesantren Fadhlul Fadhlun Semarang

MADRASAH TSANAWIYAH AL-MUSYAFFA'

Madrasah Bilingual Berbasis Karakter Salaf

NSM: 121233740043

Alamat: Jl. Robyong RT 05 RW 01 Pesantren, Mijen, Kota Semarang, Kode Pos 50212

SURAT KETERANGAN

Nomor : 46/MTs-PPFF/IV/2023

Yang bertanda tangan di bawah adalah:

Nama : Wachidatun Ni'mah, S.Pd., MA.

Jabatan : Kepala MTs Al-Musyaffa' Kota Semarang

Menerangkan bahwa mahasiswa dibawah ini:

Nama : Cindi Yolanda

NIM : 1903046022

Jurusan : Pendidikan Bahasa Inggris

Universitas : Universitas Islam Negeri Walisongo Semarang

dengan Judul Penelitian:

“Comparison Motivation Learning English Between Male and Female Student Grade VIII in MTs Al-Musyaffa' Semarang”

Mahasiswi tersebut diatas benar telah melakukan penelitian guna menyelesaikan tugas akhir (skripsi) di MTs Al-Musyaffa' Kota Semarang pada bulan Desember 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 07 April 2023

Kepala Madrasah



Wachidatun Ni'mah, S.Pd., MA.

The Photos of Students Grade VIII And XI

The photos of male students grade VIII



The photos of female students grade VIII





The photos of student grade XI





CURRICULUM VITAE

Personal Data

Name : Cindi Yolanda
Place of Birth : Bengkulu
Date of Birth : 28 November 2000
Region : Islam
Gender : Female
Civic : Indonesia
Address : D.s Lubuk Ladung, Kec. Kedurang Ilir
Bengkulu Selatan

Formal Education:

1. SD N 70 Bengkulu Selatan
2. SMP N 10 Bengkulu Selatan
3. SMA N 1 Bengkulu Selatan
4. English Education Department and Teacher Training, Walisongo
Islamic State University Semarang

Non-Formal Education

1. Fadhlul Fadhlun Islamic Boarding School

Sincerely,
Cindi Yolanda