

MOTIVATION IN LEARNING ENGLISH: DO AGE AND GENDER MATTER?

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ABSTRACT For Indonesians, which are non-native English speakers, learning English is complex due to unpredictable spelling and complicated grammar. Even so, they can be experts in English since they possess a key element that is motivation. The learning motivation for each individual is different which may be influenced by gender and age factors. Therefore, this study exists to investigate the distinct motivation possessed by male and female learners as well as different age groups of learners. This study also aims to find out what kind of motivation each group had (intrinsic, instrumental, or integrative motivation) as well as its level. This research was conducted using a cross-sectional study by administering questionnaires to 64 participants. The sample of this study was 2nd, 4th, 6th, and 8th-semester students of English Language Education Department UINSA academic year 2020/2021. The findings revealed that there is a significant difference in motivation to learn English in terms of gender (Sig (2-tailed= .016), but none in distinct age groups (Sig (2-tailed=.707). Besides, both male and female learners obtained a moderate level of instrumental motivation. It was identical to the result of 2nd, 4th, 6th, and 8th-semester students. The findings of this study will be very fruitful for lecturers, students, and other researchers.

Keywords: motivation, L2 motivation, age, gender, English learning.

INTRODUCTION

A central issue in learning English as a foreign language is motivation. Harmer (2001) states that a substantial element that influences students' fruitfulness in learning is the motivation that they carry into the classroom. For educators, especially in the English language field, finding out students' motivation to learn is prominent. Teachers who know their students' encouragement in learning will perform and give great quality in teaching. It happens since teachers can design learning activities based on motivation which is owned by students. As a result, students will absorb the material given easily which can then enhance their ability in English. This is in line with Midraj et al. (2008) opinion that having an overview of learners' motivation in studying English will aid EFL teachers to compose appropriate material for them as well as pick assignments and class activities that can increase or preserve their motivation.

In learning, motivation is separated into two types. The first one is called intrinsic motivation. Whereas, the second one is called extrinsic motivation. Intrinsic motivation is defined as an encouragement that appears internally from individuals to learn certain things. For instance, students learn since it gives them cheerfulness. Whilst, external factors that are sometimes unconnected with learning push students to master certain things namely extrinsic motivation. For example, students endeavor to be proficient in a particular lesson due to obtaining rewards from their parents. The term instrumental and integrative motivation are categorized as extrinsic motivation. Learning L2 since having the urge to get financial reward is an example of instrumental motivation. An example of integrative motivation in learning L2 due to the desire to adapt to the target language culture.

Over the last two decades, students' motivation in learning L2 has received increasing attention worldwide and numerous studies have been conducted. Fachraini (2017) found out that Indonesian tertiary students possess higher intrinsic motivation than the extrinsic one. Whereas, Thai university students have lower integrative motivation than instrumental motivation (Wimolmas, 2013). Furthermore, various age groups (Kormos & Csizer, 2008) and gender (Becirovic, 2017) also have distinct reasons to learn English. This is evidenced by research that in Hungaria (Kormos & Csizer, 2008), interest in English-related cultural

products encourages secondary students to learn English. While university and adult learners aspire to expand their connection internationally through studying English. Dealing with gender, a study reported that in Sarajevo, Bosnia, Herzegovina, and Western Japan, male students pinpoint lower motivation compared to female students (Becirovic, 2017; Oga-Baldwin & Fryer, 2020). It contradicts the research conducted by Akram and Ghani (2013) in Pakistan which found that males and females possess similar degrees of motivation to learn English. Except in English learning, gender and age variables also affect other L2 learning motivations. Both female American and Malaysian learners have higher motivation to learn Spanish rather than the males (Kissau et al., 2010; Hou-Keat et al., 2017). The same result also showed in French and German learning (Kissau, 2006; Okuniewski, 2014). Other than that, Ghenghesh (2010) reported that the older age group of junior high school students in Tripoli show high motivation to learn Arabic. The study on Polish students also stated that younger students have low motivation in terms of German learning (Okuniewski, 2014). Not only in the motivation area, but gender also influences learners' anxiety in speaking. Previous studies revealed that female learners are more anxious to speak in English rather than male learners (Öztürk & Gürbüz, 2012; Pei Hwa & Kim Peck, 2017).

Although past research suggests that motivation is diverse among different groups of learners, the issue of potential causes and effects on learners' motivation is still particularly interesting to investigate. Learning other languages has its peculiarities because the abilities to learn a foreign language are significantly determined by factors that an individual cannot control (Gardner and Lambert, 1972). Dornyei (1998) also stated that "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process". As a matter of fact, motivation is presumed by all of the other aspects involved in L2 acquisition to some degree. Many people with extraordinary talents can't achieve long-term goals without proper motivation, and appropriate curricula and good coaching aren't enough to ensure student success on their own.

While existing studies have clearly established gender effects on students' motivation in general language learning, only a few studies have sufficiently addressed multiple factors such as gender and age in EFL learning motivation in the Indonesian context. Conducting research on factors that influence motivation in learning English as a foreign language among different groups and backgrounds of students represents a very important step towards improving and creating more appealing and favorable both teaching and learning strategies and curricula for Indonesian EFL learners. Consequently, this research substantially investigates age and gender disparities in motivation for learning English as a foreign language. A survey will be targeted toward English department students at Sunan Ampel State Islamic University Surabaya.

According to the elucidation above, research questions are formulated as follows: How is the motivation difference between male and female English Department students at Sunan Ampel State Islamic University Surabaya in learning English as a foreign language? Is there any significant difference in motivation based on their age? How do age and gender differences impact the students' motivation? Subsequently, we provide a potential theoretical basis for conceptualizing a motive for student motivation in learning English. Regarding this, we conduct a brief literature review on the topic and examine disparities in motivation to learn English based on gender and age.

REVIEW OF RELATED LITERATURE

The Urgency of Motivation in Learning

In terms of etymology, motivation originates from the Latin word 'movere' which means 'to move'. It implies that anything which moves an individual to decide particular options, to take a part in the action, and also to enlarge effort and persevere in action is called motivation (Dornyei and Ushioda, 2011). Furthermore, motivation is also described as a process to begin

and preserve goal-oriented habits which allow individuals to respond to and satisfy their needs. So, it primarily preserves a person to take steps for chasing objectives or complying with needs and expectations (Gopalan et al., 2017). In addition, Guay et al. (2010) argue that motivation is defined as excuses behind habits. Woolfolk (2013) also states that the inner condition which evokes leads and keeps individual behavior is named motivation. Moreover, motivation is a kind of feeling that affects a person's psychological health since it can easily decrease. When it happens, individuals will have anxiety and feel stressed. However, that positive motivation can be revived constantly (Cook and Artino, 2016). Based on those definitions from experts, it can be concluded that all of the factors which push someone to do a particular thing for gaining his or her goal are named motivation. In certain conditions, individuals may feel demotivated which can direct him or them to their anxiety and feeling tension. Even so, motivation can always be boosted.

Wlodkowski and Ginsberg (2017) argue that for educators, discovering the factors underlying students' particular actions is important for assisting them to learn and comprehend new insights. Becoming motivated means being a purposive person. To achieve a goal such as learning a certain lesson, an individual will use all of his or her efforts and passions in the process. How an individual pursues his or her goal and how much effort he or she needs for chasing goals ordinarily based on what the individual has learned in his or her family's environment. Knowing all of those things in students enables educators to design background knowledge toward the efficient ways to assist them to start learning, decide an option about learning, maintain learning, and finish all learning processes. Moreover, Jeamu et al. (2008) state that knowing students' level of motivation is prominent for educators since it mirrors learners' contribution and engagement in doing classroom activities. Students with a high-level motivation will have a higher contribution and be involved in the teaching and learning process without expecting any reward.

On the contrary, students who have less motivation to learn will not have a contribution to classroom activity even though basically they are capable and experts to do that. In this condition, the teacher holds a prominent role to enhance students' motivation in learning. It can be in many ways, such as providing rewards and creating joyful activities based on their interest. All in all, it is obvious that motivation is one of the keys to being a successful learner. So, educators have to understand their learner's motivation deeply.

Students' Motivation in Learning

Knowing the kind of motivation is prominent in L2 learning due to assisting learners to understand what kind of motivation they possessed. If students know better the reason behind their learning, they will be full of spirit during learning to achieve their goals. Besides, it also helps educators to improve the quality of their teaching by designing the appropriate lesson plan and deciding on suitable teaching strategies. So, what kind of motivation is probably owned by students in L2 learning? Gardner (1985) divided motivation into two basic types, named integrative and instrumental motivation. However, Dornyei (1998) stated two terms which are intrinsic and extrinsic motivation as the kind of motivation. Therefore, Brown (2000) found the relationship between two different types of motivation suggested by Gardner and Dornyei. He revealed that actually integrative and instrumental motivation can be categorized as extrinsic motivation which was proposed by Dornyei. Thus, based on Brown's (2000) perspective, the following are types of motivation owned by L2 learners.

Intrinsic Motivation

Intrinsic motivation is motivation which comes from inner factors inside a person, such as feeling and desire. Intrinsically motivated people do well when they like doing what they're doing. This is in line with Perez-Lopez and Contero (2013)' perspective that intrinsic

motivation and academic achievement have a significant and constructive relationship. It means that students who study because of an internal motivator can quickly comprehend resources provided by the instructor because they like studying and are not under any pressure from an external motivator, such as having a good career. This also occurs when we behave without any apparent outward benefits, this is known as intrinsic motivation. We will simply enjoy an experience or see it as an opportunity to learn, develop, and realize our full potential. In other words, intrinsic motivation is a student's motivation to partake in an action that comes from inside because it is inherently rewarding to them. Extrinsic incentive, on the other hand, means engaging in an action in order to receive external incentives or escape retribution.

Extrinsic Motivation

Based on Harmer (2007), extrinsic motivation is characterized as several factors outside personality which can influence one to do particular action. Several examples of extrinsic motivation are studying for getting reward, escaping punishment, social pressure. Furthermore, Brown (2007) notes that extrinsic motivation in English language learning is divided into two categories. The first category is called integrative motivation. Whereas, the second one is called instrumental encouragement. The desire which is possessed by a person to learn English due to entering the target language group is the definition of integrative motivation. Thus, as learners want to integrate themselves into the community of the target language society it means that they have integrative motivation. Several examples of integrative motivation are an eagerness to immigrate to a target language country or to marry someone from a target language country. Whilst, instrumental motivation is described as learners believe that by mastering English language, they will be instrumental in obtaining better work, place, and social status. According to Mun (2011), instrumental motivation is a form of motivation that encourages people to learn a language for a specific purpose, such as applying for a high-paying job or reaching a higher social status. On the other hand, integrative motivation is described as a motivator that encourages people to learn a language as a result of their positive attitude toward the target language group and their desire to become a member of the target language culture. In line with this, Brown (2000) states that the target of instrumental motivation is to attain particular professional, educational, or financial goals, such as academic success or a better work that pays better in the long run. Moreover, Gardner (2001) expressed that integrative motivation focuses on someone's desire to understand a language and ability to put in the effort to make it a part of their daily lives.

Gender Disparities in Motivation to Learn

In second language learning, gender becomes one of the factors which affect students' aptitude skill in owning close relationships to a high level of proficiency in L2 (Andreou et al., 2005). Gender also becomes one of variables which can lead distinct results toward certain issues, including motivation to learn. It is evidenced by several studies which reveal that females tend to have higher motivation to learn rather than male students (Kissau, 2006; Kissau et al., 2010; Hou-Keat et al., 2017; Oga-Baldwin & Fryer, 2020). In an article, "Gender Differences in Motivation", Marc Wierzbitzki (2014) reported that males tend to be motivated by measurable things such as financial reward. Whilst, females tend to be motivated by praise and acknowledgement. Thus, it can be concluded that one of the reasons why female students have higher motivation is due to the fact that virtually all educators often commend their students, if they perform good, rather than give them money or other financial reward. However, the result of a study conducted by Akram & Ghani (2013) contradicts the explanation above. It stated that in terms of attitude and motivation in learning English, males and females do not show significantly different results. It may occur due to the influence of several factors such as the learning environment. Therefore, due to the distinct result of previous studies, it is

urgent for further exploration in the area of gender differences in motivation to learn L2, specifically English.

The Role of Age in L2 Motivation

Young language learners who are only beginning to learn a second language tend to outperform older students, although it has been noted that older students are more successful learners in the long term if they are given enough target language exposure and motivation (Gardner, 2000). Adult and child learners will pinpoint the distinct reasons why they learn. Even at a certain level, such as the secondary level, each grade possesses a different motivation to learn. Study conducted by Ruth (2008) reported that older students were also more motivated to study English on a language basis. It's possible that this is due to the practical importance of studying English. When they grew older, they were also able to understand the value of the English language. On one hand, older students had more critical needs to learn English because public exams were coming, and they were well aware that studying English was a prerequisite for admission to university and therefore finding a decent career. On a learner level, older students have a higher desire to learn English. In contrast to younger students, older students have a greater sense of self-efficacy in coping with a daunting assignment, according to both quantitative and qualitative findings. Older students were more confident in their research methods and believed that putting forth sufficient effort would lead to academic achievement, while younger students were always looking for a decent way to learn English.

METHODS

Research Design

The research design applied in this study is cross-sectional survey research. Based on Lauren (2010), A cross-sectional study is a type of research design in which you collect data from many different individuals at a single point in time. In cross-sectional research, you observe variables without influencing them. According to Juliana (2018), The aim of cross-sectional studies is to obtain reliable data that make possible to generate, robust conclusions, and create new hypotheses that can be investigated with new research. Besides, Cross-sectional studies are very useful in descriptive studies, but when utilized in analytical studies, the data must be interpreted by researchers who have a lot of expertise in that field of knowledge and apply a lot of caution and common sense. The researcher implemented cross-sectional survey design which is the most renowned form of survey design used in education. Cross-sectional survey design is one type of survey where the researcher gathers data at one point in time, not over time. By using this type of survey, researchers are allowed to look at numerous characteristics at once such as age and gender. With such an aim, the selection of research design is suitable with the purpose of this study.

Population and Sample

The population of this study was students in UIN Sunan Ampel Surabaya. Whereas, the sample was 64 students of English Language Education Department academic year 2020/2021. The technique sampling used in this study was convenience sampling which is categorized as non-probability sampling technique. The researchers used that type of sampling technique because the participants are selected based on availability and willingness to take a part. In this study, the majority of respondents were females (78,125%). While, the male students became the minority with the percentage of 21,875%. Besides, most of the respondents were 6th semester students (39,0625%). Whilst, the lowest number of respondents were 8th semester students (10,9375%).

Data Collection Technique

According to Ary (2010), there are two techniques to gather the data in survey research design. The first technique is asking several questions directly to the respondent or usually called an interview technique. The second one is sending questionnaires to respondents. In this study, researchers decided to use the second technique which is named distributing questionnaires to obtain the data from the respondents. In handing out the questionnaires, the researchers had to send the link of google form to the respondents via Whatsapp application.

Instruments

Due to the use of sending questionnaires to the participants as the data collection technique, the instrument used in this research is questionnaire. Researchers distributed questionnaires in the form of e-questionnaire or google form since the obligation to do physical distancing in this Covid19 pandemic situation. There are two parts of questionnaires which are employed in this study. The first part asks about the demographic information of the respondents, such as name, gender, and age. Another questionnaire contains 30 statements about intrinsic and extrinsic motivation to learn English. The questionnaire used in this study is categorized as a close ended questionnaire in form of likert scale (from strongly agree to strongly disagree). The questionnaire about intrinsic motivation is adopted from Eni Rohmatin's undergraduate thesis in 2020 which was adapted from William and Burden's (1997), cited in Dornyei (2001). Whereas, the researchers adopted the questionnaires about extrinsic motivation which consist of integrative and instrumental motivation from undergraduate thesis by Bopita Sari (2019). Bopita Sari (2019) adapted the questionnaire from Gardner's Attitude / Motivation Test

Data Analysis Technique

Mean, Median, Mode, Standard Deviation, Percentage are common statistical techniques used in survey research (Latief, 2019). To know the level of students' motivation and the type of motivation they had, researchers need to use simple basic statistical techniques by calculating the mean for every statement. The researchers used Likert Scale form to arrange the questionnaire of this study to measure the students' level of agreement or disagreement. Before calculating the mean, the researcher converts the result of every statement into a number (1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, 5 for strongly agree).

After changing, the whole data will be processed using Microsoft Excel. Then, researchers differentiate the data based on gender and age before determining the level of students' motivation by seeing the following table proposed by Wimolmas (2013).

Table 1. Standard of Mean

Mean range	Interpretation
3,68-5,00	High degree
2,34-3,67	Moderate degree
1,00-2,33	Low degree

Next, before finding out the differences between gender and age groups in motivation to learn English, researchers have to check the normality of the data obtained by using SPSS. It decides whether to use Independent Sample t Test or Mann Whitney in analyzing the distinction.

Table 2. The Result of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.21046977
Most Extreme Differences	Absolute	.092
	Positive	.082
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the normality test Kolmogorov Smirnov in table 1.5, the significant value is 0,200 which is bigger than 0,05. Thus, the data is distributed normally. All in all, to find out the relationship between variables, researchers employed the Independent Sample t Test. Last, researchers input the grouped data into SPSS and analyze it using the Independent Sample t Test then interpret it.

To analyze the data from a questionnaire, the researcher used the steps adopted by Cresswell (2013: 237), which are organizing and preparing the data from the Google form which has been obtained, gathering all the respondents' answers for each question in the questionnaire, transcribe by summarizing participants' answers for each question, classifying the responses to be very well-structured, interpret the results by translating whole questions in the questionnaire, and transcribe the data by describing it as readable as possible.

Researchers will analyze the data from interviewing teachers through data condensation, data display, and conclusion drawing (Miles, et al., 2018). Thus, Researchers obtained the data condensation process after the researcher got the information from the field through the interview; researchers sorted those data based on the target of research focus by looking at some aspects used in the open-ended questionnaire. Researchers did the data display by compiling data in narrative notes by organizing it as systematic and understandable as possible. At the same time, researchers did conclusion drawing by giving inference to the existing interpretation data and adjusting it with an open-ended questionnaire. Using triangulation data, researchers also maintained a validity process by interviewing another participant using the same questions previously.

FINDING AND DISCUSSION

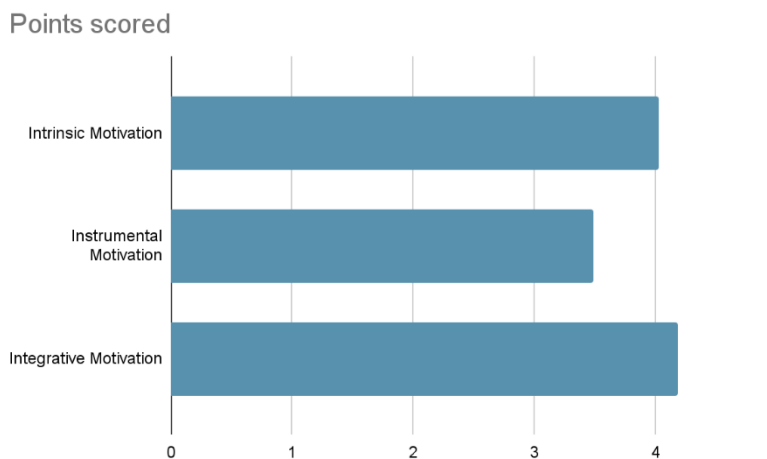
Findings

Based on the data that we have examined by comparing three variables containing the types of motivation, namely Intrinsic motivation, Instrumental motivation, and Integrative motivation, we get data that Integrative motivation has a higher number 36% than other types of motivation and we also get a result that in terms of gender , both female and male students has moderate instrumental motivation and in terms of age , the sophomore(2,4) has a high instrumental motivation, meanwhile the senior(6,8) has a moderate instrumental motivation. For more details, the following tables and charts can illustrate the scores for each type of motivation.

Table 3. The Result of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
IntrinsicMotivation	64	2.8	4.9	4.027	.4857
InstrumentalMotivation	64	2.1	4.4	3.486	.4584
IntegrativeMotivation	64	3.2	5.0	4.188	.5217
Valid N (listwise)	64				

Table 4. The Table of Descriptive Statistic



The Independent Sample t Test found out the significant difference in motivation score between male (M=123,9, SD=8,44) and female learners (M=115,24, SD=11,298). $t(62)=2,472$. $p<0,05$, $d=0.80$. Although males and females pinpointed similar levels in each type of motivation, they obtained distinct scores. Among the three, both genders had a wide gap in intrinsic motivation. Male learners received high scores in the feeling of excitement to speak English with others (4,00=high), but females got lower scores (3,42=moderate). Whereas, instrumental motivation was the lowest kind of motivation possessed by male and female students. Both of them felt that interest in reading English textbooks for their university study was the last factor that triggered them to learn English (Males=2,71, Females=2,50). In contrast, the highest type of motivation owned by both genders was integrative motivation. They were highly motivated to learn English due to the desire to comprehend English cultural products e.g. books, movies, songs (Males=4,71, Females=4,52).

Table 5. The Result of Independent Sample t Test (Gender Differences)

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Motivation in learning English	Male	14	123.29	8.444	2.257
	Female	50	115.24	11.298	1.598

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivation in learning English	Equal variances assumed	2.146	.148	2.472	62	.016	8.046	3.254	1.540	14.551
	Equal variances not assumed			2.910	27.470	.007	8.046	2.765	2.377	13.715

Table 6. Difference Level of Students’ Motivation Based on Gender

	Male	Female
Intrinsic Motivation	4,25 (High)	3,96 (High)
Instrumental Motivation	3,67 (Moderate)	3,43 (Moderate)
Integrative Motivation	4,41 (High)	4,13 (High)

Differ from genders, distinct age groups did not pinpoint any significant difference in motivation. The test has been carried out on two level categories. The first category consists of semester two and semester four. while the second category consists of semester six and semester eight. In which it was also revealed that there was no significant difference between motivation scores among both categories (M=117.53,SD=12.03) (M=116.47, SD=10.44). $t(62)=0.37$. $p=n.s$, $d=0.09$. The 2nd semester students obtained the highest score in intrinsic and integrative motivation with the same Mean and level (Intrinsic=4,71, Integrative=4,71). They desired to learn English since they liked to listen English music as well as desire to understand English cultural products. The 4th and 6th semester learners also received the highest score in integrative motivation (4th semester= 4,67, 6th semester= 4,56). Both age groups were inclined to comprehend English books, movies, and songs too. While, the main trigger for 8th semester students to learn English was the fondness in English music which was categorized as intrinsic motivation (4,57=high).

Table 7. The Result of Independent Sample t Test (Age Differences)

	semester	N	Mean	Std. Deviation	Std. Error Mean
motivation in learning English	2nd and 4th semester	32	117.53	12.038	2.128
	6th and 8th semester	32	116.47	10.442	1.846

Independent Samples Test											
		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
motivation in learning English	Equal variances assumed	1.007	.319	.377	62	.707	1.063	2.817	-4.569	6.694	
	Equal variances not assumed			.377	60.787	.707	1.063	2.817	-4.571	6.696	

Discussion

The present study has explored whether age and gender matter through students’ motivation in learning English or not. It also determined the type of motivation they owned as well as its level. The demographic data and the score of motivation from questionnaires which ask students’ intrinsic, instrumental, and integrative motivation were the prominent points to be analyzed in this research.

The findings demonstrated that there is a significant difference in motivation to learn English based on gender. Male students tend to have higher intrinsic and integrative motivation rather than the females. It rebuts study reported in Sarajevo, Bosnia, Herzegovina, and Western Japan that male students pinpoint lower motivation compared to female students (Becirovic, 2017; Oga-Baldwin & Fryer, 2020). However, both female and male students in this study possess the same level of motivation in each type of motivation. It almost resembles the research conducted by Akram and Ghani (2013) in Pakistan which found that males and females possess similar degrees of motivation to learn English. Furthermore, in this study, both genders had a wide gap in intrinsic motivation. Male learners received high scores in the feeling

of excitement to speak English with others (4,00=high), but females got lower scores (3,42=moderate). This point has not been mentioned in previous studies.

In terms of age, the findings revealed that there is no significant difference between age groups in motivation to learn English. The researchers have already found out the differences between each semester with several variations, but those still result in no distinction in all variations of age groups. Besides, all the age groups except those in 8th semester, have higher scores in integrative motivation. They are motivated to learn English due to comprehending English cultural products such as books, songs, movies, and etc. This contradicts research conducted in Hungaria by Kormos and Csizer in 2008 that university and adult learners aspire to expand their connection internationally through studying English.

Another findings reported that most students in different gender and age groups tend to have integrative motivation higher than the other types. These findings argue Wimolmas research in 2013 which said that university students in Thailand own lower integrative motivation than instrumental motivation. Besides, it also denies that Indonesian tertiary students possess higher intrinsic motivation than the extrinsic one (Fachraini, 2017).

CONCLUSION

In short, based on the findings and discussion, although males and females possess significant differences in motivation to learn English, the motive to learn English also may occur due to the influence of other variables, such as the learning environment (Akram & Ghani, 2013). It also concluded that although students have different ages when learning English, they do not pinpoint any significant differences in motivation to learn. Even, most of them in all diverse age groups possess a high level of motivation. The interesting thing from this study is there is a wide gap in intrinsic motivation among males and females. All in all, gender and age variables still have influence in motivation to learn. However, the role of other variables also cannot be neglected.

The result of this research can be useful for lecturers to design the suitable lesson plan based on the type of motivation owned by students. It also will be helpful for students themselves to know their reason in learning English, so they can enhance their skill based on the type of motivation they possess. Of course, it will be very beneficial for other researchers who have interest in the same field and issue.

For further research, it is suggested to use probability sampling methods such as simple random sampling, stratified random sampling, etc. to decrease the bias in research. It is also recommended to explore non-English department students' motivation. Besides, investigating the different motivation in different age groups such as between adult learners and kindergarten learners are prompted too.

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