The Relationship Between Attitudes, Motivations and Gender in Learners of English for Academic Purposes

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The relationship between attitudes and motivation towards gender roles in English for Academic Purposes (EAP) has been an under-researched field. Therefore, this study aims to answer three main questions, namely; what are current gender attitudes, gender motivation, and correlation of female and male students in the context of EAP. This study uses mixed-approach where information extraction is carried out by surveying 245 students spread across exact and social sciences using two questionnaires about perceptions and orientations of motivation and interviewing seven selected respondents. Furthermore, the data were analysed using descriptive statistics, Pearson correlation test, and interview processing. The results showed five findings: first, all students had a positive attitude (75.9%) and motivation (72.06%). Second, female students have a higher attitude (78.09%) and stronger motivation (84%) compared to male students (76.18% and 70%). Third, students' attitudes and their motivation had a moderate correlation (r= .382). Fourth, the attitudes of male and female students have a strong and positive correlation (r=.979). Fifth, the motivation and attitudes of male students are strongly correlated (r=.992). Interview data of this study has also confirmed why and how they are allied. Male and female learners have different tendencies in completing assignments because each has a different degree of perception on attitude and motivation in learning EAP.

Keywords: EAP, gender, attitudes, motivation, academic purposes, English learners

INTRODUCTION

Attitude of students is significant to determine ultimate goals of learning, including attitudes towards target languages. The role of learner's attitude is a significant component in language acquisition (Bernaus et al., 2009). Foreign language teachers must have knowledge to be able to deal with problems of attitude defects (Genc & Aydin, 2017). Students come to language classes possibly with certain attitudes acquired from family or friends' experiences, so it is very important to investigate factors that influence positive or negative attitudes (Anwar et al., 2020; Anwar & Wardhono, 2019). While negative attitudes may cause demotivation and/or eventually giving up, positive attitudes can motivate learning processes. Investigating learner' attitudes plays a key and very important role in EAP learning (Atai & Dashtestani, 2013).

Many studies show that learners' attitudes tend to be influenced by different contexts and factors due to unique social and cultural backgrounds. For example, attitude of learner in the Turkish context (Genc & Aydin, 2017; Aydin, 2013), indicates that universities play a major role in improving students' English language skills, where English is required when studying at university. The context is different in Indonesia. Although students learn English for several semesters, poor mastery of language skills is still a momentous substance of debate for researchers and educators in the context of EAP. Many students fail to pursue a degree in English at university. Thus, a comprehensive study of attitudes and motivations of EAP students is badly needed to map out better English learning procedures. The results of previous studies show that learners in Indonesia have high instrumental motivation (for practical reasons such as academic degree) (Mustafa et al., 2015; Paradewari & Mbato, 1998; Mustafa et al., 2015), and correlated with other accompanying factors (attitudes and interests). Due to evidence of limited data, further studies are needed on the importance of attitude and motivation factors in the context of EAP learning.

Since affective factors are important for English teaching in college, many researchers are interested in studying motivation and attitudes. However, attitude profile does not have consistency on motivation in previous studies (Aksornjarung, 2017; Khodadad & Kaur, 2016; Akdemir, 2019). Attitudes and learning motivation are not much related to gender, especially the effect and correlation of gender, attitudes and motivation levels. Even if studies tend to link attitudes and motivations of male and female students, the results are not consistent (Akdemir, 2019; Genc & Aydin, 2017). Males and females often have different levels of attitude and motivation, especially in three aspects, namely: cultural factors, the need for work, and image of target language (Akdemir, 2019). Moreover, at tertiary level where English is offered in EAP programs, the relationship between students' motivation levels and attitudes towards gender has limited findings.

Previous studies have shown that external factors are more dominant in motivational orientation. This means that external pressure has created anxiety in itself (Kim, 2014). Other studies point out strong internal motivation to see learning English as so enjoyable and more autonomous. Furthermore, previous research also found that there was no significant correlation between motivation and learning achievement of EAP, even

though, students had a positive perception of the process of learning English (Kim, 2014). The results of this study corroborate the substantial effect of direct social context on L2 motivation. The learning context is relevant to manifestation of motivational aspects in L2 achievement. Two factors are relevant to the environment, namely, instructor and policy of learning English. Thus, the effect of motivation on speaking achievement only becomes valid through its interaction with the context. Policy makers and curriculum designers for L2 classes need to provide more structured support, namely by providing students with more input on English culture, not only in the English curriculum, but also in the diversity of experiences across campuses, which will help overcome motivation students to study (Sundari, 2018).

The findings of previous research indicate that although support of learning context is very necessary, so far there has been no more complete study, especially the role of gender in perceiving EAP learning, whether gender differences also have dominance of external and internal motivation in EAP directly related to learning achievement. Is there also significant correlation between these gender differences on their motivational orientation and perceptions.

Therefore, this research aims to identify the attitudes and motivations of learners towards EAP, and also to confirm the correlation between motivation and learning attitudes for male and female learners. This research wants to investigate and prove the three directions of the questions;

1. What is the current gender attitude of learners towards EAP?
2. What is the gender motivation of EAP students?
3. What is the correlation between female and male students' motivations and attitudes in EAP context?

Literature Review

EAP in Indonesian Context

To keep up with research and developments in different fields of knowledge, EAP tutors and designers always collaborate with stakeholders in each of these fields to map out learner needs appropriately. This challenge also helps open up a wider range of instructors' perspectives in designing and implementing today's EAP learning strategies. This research is correspondingly expected to provide clear answers about the content of EAP needs analysis that accommodates gender roles.

Tertiary students in Indonesia are part of academics who have tasks of developing science in the academic realm. Frequently, academic tasks such as research, reporting, dissemination of results in seminars, symposiums etc., are inherent in an academic's mission. The development of academic community is not only local and national, but also global, so provision of English language competencies for academic purposes (EAP) for students is an obligation in today's age. EAP has historically been part of a are of teaching English for special purposes (ESP), which in the past two decades has grown significantly due to global need in the world of labor, research, and academic projects. The scope of EAP learning is quite broad, although it is dominated by academics in universities for non-native English speakers (NNSE), the scope can be

debriefing for native speakers (NSE) at high school level, by requiring the ability to read textbooks, writing skills essays, as well as for academics to succeed in their academic tasks in seminars, paper presentations, writing scientific research papers, etc. In demands of users who are significant and increasingly widespread, EAP has become a discrete focus in terms of research and development, especially in learning design for latest learning methods and materials (Evans & Green, 2007). Investigation of learning experiences, attitudes and English proficiency (Littewood.W, Liau.NF, 1996) of 2,156 first-year students at four universities in Hong Kong showed most interesting findings related to assessment of writing, reading, speaking, and listening as subjects of academic skills. Based on the findings that most of subjects have difficulty in meeting the demands of English while studying at university, and therefore recommend the importance of improving EAP English teaching.

The implementation of EAP always goes through general stages, namely identification of student needs, determination of prototype of needs findings, learning design, implementation and evaluation (Ahmed, 2014). Identifying needs of students is the first step which certainly determines the subsequent stage where EAP designer must be able to articulate every single aspect of student's desires including goals, objectives of material intentional, learning methods, and applied evaluation (Ahmed Alsamadani, 2017). All findings are analyzed and then summarized into general conclusions called prototype or draft results which are used in turn by ESP designers to plan learning materials and process more applicable learning conditions. This analysis is an important first step on the path to successful EAP learning.

However, there are still many experts who dispute the specific content, especially regarding the aspects to be explored, the approach to be used, and the expected results (Indrasari, 2016; Arifani & Suryanti, 2019). Some variants are perceived differently when discussing the content of requirements, while others define requirements as gaps between current requirements and what must be provided (Andriani, 2014). In addition, there are some researchers who divide needs into deficiencies, wants, and needs (Otilia & Brancusi, 2015).

Analysis is needed to ensure the success of identification. It is also necessary to consider aspects of attitudes and perceptions of learners. This perception is important to describe the acceptability of EAP learning so that it can complement the findings and analysis so the syllabus design can be better developed (Al Malihi, 2015). Not only perceptions are important to study, aspects of their motivational orientation also need to be considered further. The motivational orientation of both male and female students needs to be observed carefully to ensure more comprehensive identification of learning needs.

Motivation of L2 Learners

Motivation has always been considered as an important sociocultural variable that influences the dynamics of learning in the fields of English as a Foreign Language (EFL) and English as a Second Language (ESL) (Sayadian & Lashkarian, 2010; Genc & Aydin, 2017; C. You & Dörnyei, 2016). Learning motivation, in this case, occurs as a social process that is present in the midset of second language learners (L2), with the aim of learning process effectively to encourage positive changes in self-confidence.

Reflective learning interactions are certainly very helpful for the process of social change, which of course has an impact on changes in the cognitive development of learners. Thus, the learning approach selected by teacher must help students see learning motivation itself, then help understand the accompanying context (surrounding), to facilitate perceptions (Polat, 2020). The formation of perceptions of the process will certainly determine the success of student learning motivation (Kim, 2014).

The goals of L2 learners and environment are closely related to student perceptions of motivation, especially in the current era of student-centered learning. The English skills learned may not have to be exactly the same as learning English for general purposes, but can develop into a learning context for academic purposes or special purposes. So it is possible, the goals of L2 learners are strongly influenced by their perception of English as a Lingua Franca (Medrea & Rus, 2012). The state of the external environment around learning, however, affects self-motivation of L2 learners. Therefore, it is important to provide a learning system that presents an instructional system of cultural and social settings in which the learner resides. Close learner interaction with learning context variables helps individual differences in improving L2 target language mastery skills (Hermessi, 2017).

Learning environment is the most appropriate place to optimize interaction of target language, so the integration of these interactions makes it easier for L2 to optimize communication of their language skills (Robertson, 2016). Integration of student interactions not only reduces anxiety levels but also increases students' integrative motivation. Since they can blend into the social culture of the target language, it is certain that L2 language proficiency will also increase. The motivation of L2 learners is often less integrative because they have limitations in accessing the target language. The availability of an environment with optimal interaction cohesion can compensate for the low exposure, thus making the integrative and intrinsic motivation grow well.

Integrative motivation is defined as a combination of types of extrinsic and intrinsic motivation. The orientation of intrinsic and extrinsic motivation into integrative has been proposed by the theory of self-determination (Kabalin Borenic, 2019). Previous research has also analyzed process-based motivation models (Clément et al., 1994; C. You & Dörnyei, 2016; C. J. You et al., 2016). Self-system theory of motivation has given rise to ideal second language learner, proper L2 personality, and learning experience (Akdemir, 2019). Feeling between ideal future learner's expectations with his own feelings, produces language learning motivation. Simultaneously, self-system theory gave rise to dynamic systems theory in shaping students' conceptualizations of motivation (Kabalin Borenic, 2019; C. You & Dörnyei, 2016).

Taking into account the importance of context variables in encouraging the workings of L2 learner motivation, it is necessary to understand new perspectives, and anticipate challenges for L2 learners and instructors in EAP context.

Attitudes in Language Learning

Attitude is always related to likes and dislikes. Attitude is an evaluative reaction to a particular object, which is inferred from individuals' beliefs (Bernaus et al., 2009). This attitude is an individual action rooted in the social environment to form opinions

(Alalimi, 2020). This means that attitude is person's feelings that form positive or negative behaviours.

In general, there are several important things that affect the success of learning, namely motivation, anxiety, achievement, talent, and attitude. Personal learners are often much influenced by their attitude in learning. Paying attention to the quality of attitude, in this case, provides more space to boost the potential of learners (Kulkarni.U.K, 2021). A positive attitude is needed not only by students but also by native speakers, parents, and teachers. However, it is important to pay attention to the attitude of learner, because each individual represents their individual characteristics, which play a key role in the success of learning. This learning attitude is generally formed with the interaction environment in which the learner is located, for example parents, friends, previous learning experiences, and also community. Positive interactions with the environment produce good attitudes, and in the end also affect the quality of motivation (Genc & Aydin, 2017).

To facilitate the identification of L2 learner attitudes, theoretically they are devided into three branches, namely affective, cognitive, and behavioral. If the learner's attitude towards the object is in contact with feelings of liking or disliking, then the learner puts his emotional attitude forward, this is called affective. However, if the learner behaves towards the object because of his belief, the strength and weakness of his belief in the object, then this is related to cognitive aspect. Meanwhile, if the learner's attitude towards an object is through action responses in the form of caring, nurturing, approaching, etc., then this is called behavioral aspect (Sayadian & Lashkarian, 2010).

As part of EAP needs analysis, the identification of attitudes has not been an important part of previous research. Therefore, this research opens up opportunities for instructors and designers to make learner attitude variables as an important concern in the development of EAP learning.

METHOD

Research Design

This study seeks to find answers to three main problems, namely gender attitudes of EAP learning, the motivational orientation of each gender, and the correlation between the two (attitudes and motivations) of each gender in the context of EAP learning. Of the three directions of searching for answers, this research uses combined design of two quantitative surveys and qualitative descriptive (Anwar & Wardhono, 2019). A quantitative tactic is needed to answer the average student perception of EAP learning and the type of motivation through a survey methodology. Qualitative data are supplied to give reasons why and how correlation occurred.

Subjects and Data Collection

The data were taken from students who participated in EAP program at two Muhammadiyah universities in East Java, from exact (Engineering) and social (Economy and Education) fields. Of the total 350 students who were given questionnaire (randomly and proportionally distributed), there were 245 who filled out and returned

the questionnaire to researchers. There are 60 engineering students from industrial engineering (51 females and 9 males), and 40 informatics engineering students (21 females and 19 males). Economics students consisted of 70 management students (25 male and 45 female), 40 accounting students (30 female and 10 male), and 35 Teacher training and education students (10 male and 25 female). Thus, data were collected and analyzed from 245 students of exact and social fields consisting of 172 female and 73 males. A complete description of the participants in this study can be found in Table 1.

Table 1
Information of participants

Department	Male	Female	Age	Years of study	Years of learning English	English proficiency	Nationality
Industrial Engineering	9	51	20 -23	3rd to 5th semester (1,5 – 2,5)	10 years	Pre-intermediate to Intermediate level	Indonesian
Informatics	19	21					
Management	25	45					
Accounting	10	30					
Teacher training and education	10	25					
	73	172					

The overall population of respondents is 350 students who have taken the EAP program. All of them are the target population that received the questionnaire, but those who returned the answers are 245. So the sample obtained from this study is 70%.

This study uses two questionnaires, namely attitude questionnaire and motivation questionnaire. The attitude questionnaire adopts a theory developed by Liaw and Huang (2015), which divides attitudes into three parameters, namely personal factors, learning environment factors, and behavioral factors. The attitude questionnaire with these three aspects is then developed into 20 statement items, and tested with following validation results; the lowest score is .461 (item 2) and the highest score was .919 (item5). Thus, the average value of validity (of all items) is .66, meaning that all attitude questionnaire items are valid (because the r value is above 0.4 and some are even close to 1).

Furthermore, motivation questionnaire was developed with reference to a theory developed by Gardner (1985) which was recently completed by Kitjaroonchai (Kitjaroonchai & Kitjaroonchai, 2012). Results of validation from try-out are as follows: the average score is .64, with the lowest score .512 (item 11) and the highest score is .821 (item 4). Ten statements of motivation have been considered valid because overall scores are above 0.5.

Data Analysis

The data was collected by two questionnaires and an interview, then analyzed according to the objectives of this research question, as for the first and second purposes, the data was analyzed using percentages, while to handle the third objective, the data was analyzed using the Spearman Rank correlation test followed by narration of interview data.

FINDINGS

Learner gender attitudes towards EAP

The basis of attitude theory refers to Liaw and Huang (2015) who divide attitudes into three categories, namely: Personal factors (ie perceived anxiety, self-efficacy, self-regulation, etc.), Learning Environmental factors (ie perceived ease of use, perceived usefulness, social network interaction, and Behavioral factors (ie behavioral acceptance) (Liaw & Huang, 2015). The findings of the attitude level can be described in the table 2 as follows:

Table 2
Results of attitude

	N	Sum	Mean	Std. Deviation
Self Efficacy				
to enrol	245	917.00	3.7429	.90717
To take class	245	953.00	3.8898	.91442
Confident for tasks	245	882.00	3.6000	.98097
Anxiety				
Difficulties in class	245	733.00	2.9918	1.00813
Anxiety for assignments	245	767.00	3.1306	1.05547
Complexities of EAP class	245	774.00	3.1592	1.07656
Self Regulation				
Motivating to individuals	245	939.00	3.8327	.92802
Activating learning	245	946.00	3.8612	.86669
Helping individuals	245	999.00	4.0776	.86727
Easiness to follow	245	944.00	3.8531	.92928
Usefulness				
Usefulness of EAP	245	1025.00	4.1837	.91153
Interactive process	245	996.00	4.0653	.89387
Improving learning	245	970.00	3.9592	.90443
Resourcing of learning	245	985.00	4.0204	.83690
Social Interaction				
abling	245	960.00	3.9184	.84535
interaction	245	965.00	3.9388	.89186
social	245	959.00	3.9143	.95643
Acceptance Behavior				
Boosting spirit	245	953.00	3.8898	.86371
Increasing performance	245	976.00	3.9837	.83943
Satisfying program	245	942.00	3.8449	.93236
Increase fun learning	245	943.00	3.8490	.99879
Valid N (listwise)	245		3,7955	

Table 2 above shows that from the six aspects of attitude, namely self-efficacy, anxiety, self-regulation, usefulness, social interaction, and acceptance behavior, 3.79 of students behaved well. This means that overall students have good attitude towards EAP learning. The data above also shows four topmost attitudes, namely usefulness 4.057, social interaction 3.91, self-regulation 3.90, acceptance behavior 3.88. Furthermore, attitude responses of male and female students are presented in table 3.

Table 3
Results of male and female students in attitude

Statement	Male		Female	
	N	Average	N	Average
Self Efficacy				
I feel confident enrolling in the EAP program	73	3.6849	172	3.8953
I feel confident taking EAP class	73	3.8219	172	3.9942
I feel confident doing EAP assignments	73	3.5479	172	3.6744
Anxiety				
I find it difficult to take EAP lectures	73	3.0959	172	2.8605
I feel anxious when asked to do EAP class assignments	73	3.2329	172	2.9884
I find EAP lectures complicated	73	3.2603	172	2.9826
Self Regulation				
EAP learning encourages individual learning	73	3.7945	172	3.9709
EAP learning can activate individual learning processes	73	3.8219	172	3.9593
EAP learning steps help individual learners	73	4.0685	172	4.1860
The EAP lecture procedure is easy for every individual to follow	73	3.8630	172	3.9477
Usefulness				
EAP program is very useful	73	4.1507	172	4.3314
Interactive EAP learning process	73	4.0411	172	4.2209
EAP improves my learning	73	3.9041	172	4.1570
I can take advantage of all available learning resources	73	3.9863	172	4.1279
Social Interaction				
EAP program enhances social learning.	73	3.8904	172	4.0814
EAP program enhances social interaction	73	3.9041	172	4.0988
The EAP program supports social sharing	73	3.8904	172	4.1047
Acceptance Behavior				
EAP program can boost learning spirit.	73	3.8904	172	3.9767
EAP program can improve learning performance.	73	3.9863	172	4.0581
EAP program can increase learning satisfaction.	73	3.8356	172	3.9767
EAP program can increase fun learning.	73	3.8493	172	3.9884
		3,8095		3,9047

The acceptance level of attitudes for male and female students has differences in this regard. In detail, table 3 shows that attitude of female students is slightly higher, namely 3.904, while male students are 3.809. This greater attitude domination by female students applies to all categories, where three uppermost positions are usefulness 4,207, social interaction 4.094, self-regulation 4.015, behavioral acceptance 3.99. The correlation between male and female students' attitudes is presented in table 4.

Table 4
Correlation of male female in attitude

		Male Attitude	Female Attitude
Male Attitude	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
Female Attitude	Pearson Correlation	.979**	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

The table shows a correlation number of 0.979 with significance value of 0.000. This data shows that there is strong and positive correlation between attitudes of male and female students towards EAP learning. Thus, it can be predicted that when attitudes of male are strong and positive, the attitudes of female students will also rise positively and strongly.

Gender motivation of EAP student

The basis of motivational orientation theory refers to two major groups, namely intrinsic and extrinsic motivation. Intrinsic motivation is a strong desire that is driven from within the learner which is usually associated with the desire to succeed in one's career and learning activities. While extrinsic motivation is related to the encouragement of learning success which is influenced by external parties such as achievement values, obtaining rewards, etc. The results of the recap of student motivation (only agree (A) and strongly agree (SA)) are described in table 5 as follows:

Table 5
Results of motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic motivation					
communication	245	2.00	5.00	4.2163	.77759
competence	245	2.00	5.00	4.1673	.75242
improvement	245	2.00	5.00	4.0531	.84035
learning	245	1.00	5.00	4.0000	.98347
independence	245	1.00	5.00	3.7388	.86669
Extrinsic Motivation					
grade	245	1.00	5.00	3.8041	.86032
teacher	245	2.00	5.00	3.7551	.93060
parent	245	2.00	5.00	3.9265	.76469
manager	245	2.00	5.00	3.9388	.78428
position	245	2.00	5.00	4.1714	.78092
Valid N (listwise)	245			3,6032	

The data above shows that overall, students have good motivation (3.6032) towards EAP learning (both male and female). There is a slight difference in magnitude between the two types of motivation where intrinsic motivation is 4.0351, extrinsic motivation is 3.9191. Thus, intrinsic motivation is slightly greater than extrinsic factors. Furthermore, the magnitude of the difference between male and female responses is described in table 6.

Table 6
Results of male and female motivation

Statement	Male		Female	
	N	Average	N	Average
Intrinsic Motivation				
I am motivated to be able to communicate with foreign stakeholders	73	3.6301	172	4.4651
I am motivated to improve my personal competence	73	3.8356	172	4.3081
I am motivated to improve my English skills at work	73	3.4521	172	4.3081
I am always motivated to follow all learning methods in class.	73	2.9041	172	4.4651
I am always motivated to work independently during EAP learning	73	3.0000	172	4.0523
Extrinsic Motivation				
I am motivated to get good grades.	73	3.0000	172	4.1453
I am motivated to get appreciation from teacher.	73	3.7123	172	3.7733
I am motivated to get appreciation from my parents.	73	3.7534	172	4.0000
During the EAP program, I am motivated to get appreciation from my manager at work.	73	4.0000	172	3.9128
I am motivated to improve my position after graduating from the EAP program.	73	3.7534	172	4.3488
Average	73	3,500	172	4,200

Specifically, based on table 6, female students have better motivation with results of 4.200, while male students are only 3.500. Female students also have higher intrinsic as well as extrinsic aspects where 4. 356 are intrinsic and 4.036 are extrinsic. While male students have only 3.36 intrinsic and 3.64 extrinsic. However, female students have a higher degree of motivation than males, where 84% of female and 70% of male, meaning that female students have slightly better outcomes and tend to be intrinsically and extrinsically motivated.

Correlation of motivational orientation and perception of female and male students towards EAP

The results of correlation analysis between motivational orientation of male and female students towards their attitudes about EAP learning are depicted in the table 7 as follows:

Table 7
Results of correlations

		attitudes	motivation
attitudes	Pearson Correlation	1	.382
	Sig. (2-tailed)		.276
motivation	Pearson Correlation	.382	1
	Sig. (2-tailed)	.276	

The table above shows that there is a moderate and positive correlation between attitudes and motivation by value of 0.382. Although over-all, the correlation is not significant, but these results predict when attitudes rise, moderately and positively student motivation will also increase. Prediction of correlation between variables of each aspect of attitude and motivation is described in table 8.

Table 8
Correlations of each aspect

		Male attitude	Female Attitude	Male Motivation	Female Motivation
Male Attitude	Pearson Correlation	1	1.000**	.992**	-.345
	Sig. (2-tailed)		.000	.000	.329
Female Attitude	Pearson Correlation	1.000**	1	.992**	-.345
	Sig. (2-tailed)	.000		.000	.329
Male Motivation	Pearson Correlation	.992**	.992**	1	-.280
	Sig. (2-tailed)	.000	.000		.434
Female Motivation	Pearson Correlation	-.345	-.345	-.280	1
	Sig. (2-tailed)	.329	.329	.434	

**. Correlation is significant at the 0.01 level (2-tailed).

The data above shows that there are two findings of correlation between variables in each attitude and motivation: First, male attitude has a positive and significant correlation with female attitude 1.000, and correlated to male motivation 0.992 as well. Second, female attitude has a positive and significant correlation with male motivation of 0.992.

The motivations of male and female attitudes show significant correlation which thus give actual positive, strong, and perfect correlation picture. Likewise, the motivation of male students has a strong correlation with their learning attitudes than female students.

Findings of Qualitative Data

We observe three main themes which are the focus of this interview, the impact of EAP on students' attitudes and motivation, level of correlation between students' motivation and attitudes after EAP learning, level of correlation between male and female students' motivation and attitudes. Summarized questions and themes are at table 9.

Table 9
Interview themes

Questions	References
How does EAP impact your attitude and motivation to learn English?	Liaw and Huang (2015) and Kitjaroonchai (Kitjaroonchai & Kitjaroonchai, 2012)
How much increase do your attitude and motivation correlate after EAP lesson?	Kitjaroonchai (2012) and Khodadad & Kaur (2016)
What is the impact of EAP on different increase of correlation between male students' attitudes and motivations?	Liaw and Huang (2015) Kubischta (2014)
What is the impact of EAP on increasing correlation between female students' attitudes and motivation?	Kitjaroonchai (Kitjaroonchai & Kitjaroonchai, 2012)and Kubischta (Kubischta, 2014)

An interview using snowball sampling technique was conducted with 7 students who had also completed the questionnaire. It was found that after the interview (after the data was categorized and coded), 4 female and 3 male students consistently had similar responses to the three themes provided.

Improved attitude and motivation after learning EAP

After experiencing learning in period of 2021-2022 academic year, students' attitudes and motivation have increased convincingly. According to student 1 (a male student from engineering), he feels motivated and has a positive attitude towards practical and technical matters in class.

"I feel …. I get a lot of convenience to participate in EAP lectures, especially when registering, attending lectures in class, and when doing assignments. E..ee..ee I feel more confident to learn… I think English is actually easy to learn even though it was difficult at first."

Student 2 (female) also added that attitudes increase in terms of opportunity to take advantage of learning resources and growth of interaction in classroom,

"I feel more interested in learning through modules provided on online platform because I can download and learn the material easily. Then……I also prefer to follow independent assignments through individual Exercises available in textbooks and learning videos. In my opinion, learning resources provided are adequate and more than adequate, namely textbooks, audio, video, and online sources."

Furthermore, the following quote from student 3 (a female student from the management class) illustrates the depth of the reason for having a better attitude and motivation compared to male students. Because of the importance of teamwork, social interaction, and interpersonal communication, she is motivated and has a good attitude while learning.

"I believe that learning English can't be done alone, I need friends to converse, share information, discuss, etc.... the activity I like is when discussing economic problems in Indonesia, because I am an observer of economic issues so I can easily share my ideas when discussing macro and micro economics….so often, my motivation increases because the themes are in accordance with my scientific background. Likewise, when I get a good response from friends and tutors, I'm even more excited…."

The excerpt above shows escalation of learning attitudes and motivation represented by increased learning activities, the male student feels motivated because he is comfortable with technical and practical things, namely ease of registering, ensuing, and doing assignments. Meanwhile, the female student has a positive attitude and is motivated because there is a need for communication among each other and teamwork, namely availability of adequate learning resources to do individual and group assignments more easily, and occurrence of learning interactions between friends and tutors that augment to enthusiasm.

Connection between attitude and motivation to learn

Results of this interview are in accordance with quantitative data, where there is relationship between student attitudes and motivation after EAP learning is complete. As student 4 (male) states,

"……..I feel able to use videos of learning materials that I have downloaded, then I study them repeatedly before I engage in class discussions. In this way ………yes ..yes.. I do not feel anxious when participating in small or large group discussions. …in fact, when I managed to express my opinion well through these discussions and presentations, ….and then received praise from friends and tutors, I was even more excited….."

Furthermore, student 5 (female) also shows his enthusiasm and learning attitude, namely,

"I'm more excited when my friends help me voluntarily, especially about material that I don't understand. In fact, I also don't hesitate to give help to friends as much as possible, it doesn't have to be related to the material, it can also be in the form of providing access to learning resources, helping operate online dictionaries and so on.."

Excerpts of student 4 and 5 illustrate close relationship between reduced anxiety, utilization of learning resources on extrinsic motivation, and interactions between students that produce motivation to excel in class.

Correlation of attitudes and motivation of male and female students.

Student 6 (male) suggests dominant factors of association between attitudes and learning motivation, where male students are more influenced by environmental factors, such as support from peers.

" Eh eh … When doing assignments in class, I often get explanations about instruction procedures from my male friends, they are indiscriminately easy to give any information about obligations of students in class and what to do. Moreover, I often do not prepare myself maximally. Even when my learning motivation decreases, my friends always encourage me to always be eager to learn."

While factors that influence correlation of attitudes and motivation of female students are stated by student 7,

"Although I always prepare myself before going to class, I prefer to work with friends who are close to me. I don't like sharing information with friends who are always not ready to learn, because it's kind of annoying. But I'm still eager to learn when friends respect and easy to work with."

Student excerpt 6 shows that male students like to work with their friends, accordingly their attitudes and motivations are very strongly allied. Meanwhile, excerpt from student 7 shows that female students are not always easy to interact with friends unless recognizing them well. They have strong attitude and motivation to learn when achieving compliments from their friends.

DISCUSSION

This research authenticates three important points namely; first, males and females have slightly different attitudes and strongly correlated in EAP class. The attitude of female learners is somewhat better than males. Although somewhat dissimilar, attitudes of female learners are robust and better in six aspects, namely self-efficacy, anxiety, self-

regulation, usefulness, social interaction, and acceptance behavior. Second, female learners have better motivation than male learners. Female students are more intrinsically and extrinsically motivated. It can even be checked from interview findings, that female students are more open with their peers, and it is easier to interact indiscriminately. Third, there is moderate correlation between students' motivation and attitudes. The motivations of males and their attitudes are more robust than attitudes of females towards their motivation. There is strong, positive, and significant correlation between attitudes of male and female students.

This research encourages awareness of the importance of attitudes towards student learning success. In fact, there are many factors that influence a person's learning success, among the most common factors are attitudes, anxiety, motivation, talent, intelligence, and achievement. Attitude is an important factor because it can affect personality, age, and experience of the learner. Caring for and growing attitudes means developing better learning potential (Dr. U. K. Kulkarni, 2021; Demirci, 2017). Furthermore, the success of learning is also determined by attitudes of students, teachers, parents' attitudes, and even the attitudes of native speakers of the target language. This study strengthens the importance of learner's attitude towards target language as a component that greatly influences the success of language learning since each student brings individual characteristics that can affect the way he or she learns. These individual characteristics are formed from the process of interaction with friends, family, community, and personal experiences. Therefore, if students are exposed to negative attitudes, it will affect their learning motivation (Genc & Aydin, 2017). Attitude has many meanings, but in general it is reflected in three main aspects, namely cognitive, affective, and behavioral. Cognitive is the learner's self-belief about an object, whether it is strong or weak. Affective is the attitude of learner in the form of feelings or emotional attitudes about an object that sometimes likes, somewhat likes, or even dislikes. While the behavioral aspect is related to the learner's response to an object, for example approaching, moving away, maintaining, caring, etc.,(Sayadian & Lashkarian, 2010).

The role of gender in influencing student learning attitudes is still quite diverse and the results are inconsistent. This research inspires teachers and EAP designers to better monitor gender roles in terms of learning success. In particular, teachers should be aware of gender needs of students when managing classes. Females and males have different attitude tendencies in significant engagement of activities in class. Moreover, these differences in attitudes have various impacts on their learning motivation. In general, gender in learning attitudes is caused by three main aspects, namely the image of the target language, type of work, and cultural influences (Genc & Aydin, 2017). The superiority of positive attitude of female students compared to male in this study expounds previous findings. There is correlation between student achievement and motivation at universities in Turkey, female students in particular have positive attitude in learning English (Genc & Aydin, 2017). Previous research shows that female students have greater attention to English Grammar learning tools. In fact, they feel satisfied with the learning tools, which can even increase their confidence and self-motivation. So female students have high motivation towards learning tools in four aspects, namely

attention, relevance, self-confidence, and self-satisfaction (Refat et al., 2020). However, this opinion was attuned in this study where male students were less motivated than female. Likewise, this study adjusted previous findings that EFL learners show significant correlation between male and female students' attitudes towards English. Female students have higher instrumental motivation than male students. However, male students have a lower learning anxiety (Sayadian & Lashkarian, 2010).

This study largely supports previous findings although there are slightly different results. Identification of attitudes and motivations was carried out on EFL students in content-based learning in Thailand, with the results showing that positive attitudes and motivations occurred, although the correlation between the two was not directly related. Instrumental motivation has higher role than integrative motivation (Aksornjarung, 2017). Female students had higher attitudes and motivation than male students in learning English. Even students with urban backgrounds have higher attitudes and motivations than students from rural backgrounds (Kulkarni.U.K, 2021). Another different finding is that because most ESP learners are students who are already working, their motivation is more driven by instrumental factors, namely to make their work better and more successful. However, the correlation between attitudes and motivation of ESP learners is still debatable because the direction is not clear (Literature, 2014). Several other studies, such as research with the majority of ESP students in the field of communication and business, also show that instrumental and integrative motivation are very important factors in encouraging learning achievement. Likewise, students have a positive attitude towards English as the target language because it meets global communication needs (Kabalin Borenic, 2019).

This research concluded that students' attitudes and motivation towards EAP (English for Academic Purposes) are good and strong. Female students have a better attitude and motivation towards learning compared to male students. Female students are motivated and have a positive attitude towards EAP due to their different needs in interpersonal communication and teamwork. Meanwhile, male students are motivated and have a positive attitude towards EAP because they feel more comfortable learning in a practical and technical way. The correlation between students' attitudes and motivation towards EAP is moderate, meaning that a positive attitude increases motivation to learn discreetly. The correlation between the attitudes of male and female students is very convincing and positive. The attitudes and motivation of male students are also very powerful and positive. This means that a positive attitude for both male and female students can increase strong motivation to learn, especially for male students.

CONCLUSION

The findings of this study show that motivations and attitudes of male and female students towards EAP program are perceived positively and moderately. However, female students have better attitudes, even female students show greater motivation. Indeed, there is a moderate and positive correlation between attitudes and motivation to learn EAP, however, female student learning motivation is stronger that of male

students. The learning attitudes of male and female students had a significant and positive correlation (r=-979).

The findings support previous results where female students have better attitudes and motivations in learning English. However, in this EAP context, some of these findings are different in that, it turns out, female students are more intrinsically and extrinsically motivated than males. Whereas, this research has shown a strong link between motivation and gender attitudes of EAP learners, it is obvious that the attitude of male and female students is positively and strongly correlated.

This study reinforces the role of male and female in learning where students and teachers must take notice to their roles and choices to gain better success in managing class.

RECOMMENDATION

Further research can re-examine the relationship between motivation and attitudes towards gender in various classroom situations and character of learning both EAP and general purposes, and expand the scope of subject in other fields of science including medicine, health, nutrition, etc., particularly testing the dominance of female attitudes, male motivation supremacy, and correlation between their negative attitudes.

LIMITATION

This study has two limitations; First, the data source is grabbed from two universities where similarities of students' character possibly appear. So, it is essential to obtain data from various subjects with diverse backgrounds. Second, the research has not explored further about the weight of relationship within each sub-factor of attitudes and motivation.

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