

THE EFFECT OF INTELLIGENCE, MOTIVATION AND LEARNING STYLE TO GENDER DIFFERENCES IN SECOND LANGUAGE LEARNING

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Abstract:

Penelitian ini pada dasarnya merupakan bagian dari wacana perbedaan gender dalam bahasa, namun penelitian ini lebih menekankan atau focus pada pembelajaran bahasa kedua dan membahas hal-hal yang berhubungan dengan perbedaan gender dalam pembelajaran bahasa kedua. Belajar bahasa khususnya bahasa kedua, tidaklah muda. Ia membutuhkan dan melibatkan banyak hal untuk mencapai kesuksesan, untuk menguasai bahasa. Motivasi, kecerdasan, dan gaya belajar adalah merupakan hal yang akan mempengaruhi sipembelajar manpu mencapai tujuan dari pembelajaran itu. Melalui penelitian ini, peneliti ingin menemukan bagaimana pengaruh motivasi, intelegensi dan gaya belajar terhadap pembelajaran bahasa kedua, dan apakah ada perbedaan gender dalam mempelajari bahasa kedua, Hasil dari penelitian ini menemukan dan membuktikan bahwa terdapat perbedaan gender dalam mempelajari bahasa kedua.

Abstrak:

This research basically is a part of gender difference in language, but for specifically, this research more emphasize to present a brief overview of second language learning and then discuss the subject of gender differences related to the second language learning. Learning language especially second language is not easy. It needed and involve many things to achieve the success. To master the language. The motivation, intelligence, and learning style are the subjects that can influence the learners to achieve their goal in learning. Through this research, the researcher want to know whether the motivation, intelligence and learning style can influence the second language learning or cannot, and whether there are gender differences in second language learning or there are not. The findings of this research prove motivation, intelligence and learning style influence the ability the second language.

Key words: gender and sex, motivation, intelligence, learning style, second language acquisition and second language learning.

I. INTRODUCTION

Gender discourse always will become a part of the important thing in our social life, as long as man and women still live in this world. Because since they born in this world whether as man or woman, as wife or husband, as boy or girl all have different responsibility. It is definitely based on their sex differences. This discourse from day to day always develop.. Many researchers who have different interest conducted the research about gender in different disciplinary (they are about law, religion, language, economic, etc.). They show the differences between man and women whether by analyzing their sex (men vs women) or their gender (masculine vsfeminine). Their research of course aim to show the evidence of the strongest or weakness of the man and women in all subject. Moreover in our religion (Islam) always discuss deeply on their right and responsibility, include also about wearing between men and women.

Language, the very important in our life is also discussed and become discourse for many researchers. Talking about language and gender, certainly doesn't focus or emphasize on the differences of right and responsibility, but it emphasize more on ability in mastering the language that require comprehension (competence) and production skill (performance).

To understand gender differences in crucial outcomes in second language learning need to be consider neurobiological factors. The ability to master the language skill, certainly are different from one to another. Different people have different characteristic, different ways to achieve their goals. Different level (age), different sex, different culture, usually make them differ. Consequently, such differences create more other differences such as different motivation, different intelligence, and different learning style. To this research, the researcher want to know that there are differences motivation, intelligence, and learning style based on the gender differences.

II. DISCUSSION

A. Gender and sex differences

Talking about sex, differences between men and women of course will never change. Sex always refer to the biology characteristics that already known by the people in the society of this world. Sex for language always talking grammatically, which pronoun between man and woman, boy and girl cannot change each other, in Arabic we recognize that (Huwa for a man, and hiya for a woman), in English (he for a man and she for a woman), in Germany (Er for a man and sie for a woman). The term gender differences will possible change for each other, it depends on the political, law, economic status, and cultural within involved the social practice of human being where they located in. that's why in this research the writer prefer to use the term "gender".

1. Difference of the terms of second language acquisition and learning

Second language learning has to be distinguished from second language acquisition. The term of "learning" and "acquisition", are the two terms not only different by lexically term but also by semantically term. For lexically term "Learning" is "belajar" and "acquisition" is "pemerolehan". Acquisition usually refer to the first language, mother tongue or mother language and not mother's language, and it is spontaneous, unconscious, untutored learning. While learning usually refers to the second language. It is conscious, tutored, guided learning.

Steinberg, (1982:23) state that' second language acquisition is a process of enormous complexity in which a variety of factors are at work and which evades description..In the same page he states that first and second language is basically one and the same process governed by the same laws.

For the statement above, it can be concluded that the difference between second language acquisition and second language learning depends on the process. It means that second language can be either acquisition or learning. There are many of us sometimes still convious to distinguish these terms.

In Indonesia, for several years ago, second language is “Indonesian language”, because the first language is “ Bugenese language”. But recently years, our first language is Indonesian language (bahasa Indonesia), so we can assume that our second language is “English”. In social communication, our children seldom use buginese language. Moreover in the school, buginese language almost never heard by us. They usually use Indonesian language as their first language. That’s why, many experts also categorize the “second language” is the same as “foreign language”. This assuming bring out the expert of linguistic give some terms related to the first, second, and foreign language. They are as follows;

B1	B2
First language (bahasa`pertama)	Second language (bahasakedua)
Native language (bahasaasli)	Nonnative language (bukanbahasaasli)
Mother tongue (bahasaibu)	Foreign language (bahasaasing)
Primary language (bahasautama)	Secondary language (bahasakedua)
Stronger language (bahasakuat)	Weaker language (bahasa`lemah)

(pateda: 1990: 99)

In additional terms, Pateda categorize language as follows; Language of wider communication, standard language, regional language, national language, official language, modern language, classical language. Our concern is not focused on these terms but emphasized to the second language.

English as a second language that is learnt by students from elementary up to university, from beginner up to advance level absolutely have main purpose in order to be able express idea, feeling, and to communicate with other. To achieve the goals,

Learning second language need teacher, medium, environment, place. That is that differ the terms second language acquisition and second language learning.

Further Steinberg stated that some characteristics of the planned second language learning situation: (1982: 166)

- a. Psycho-social demands of classroom; the school classroom requires the group process, attendance, classroom discipline,
- b. Preselected language data. The teacher generally introduces preselected target language items. A planned curriculum is followed with the teacher attempting to realize certain goals regarding the language that is to be learned.
- c. Grammatical rules presented. The teacher may describe a rule in the native language to explain a grammatical structure. The learner is expected to understand, assimilate, and later apply the abstract rule.
- d. Unreal limited situations. Situations for language use in the classroom are limited in variety and scope as compared to those outside of the classroom. The situations which are employed are often stimulated.
- e. Educational aids and assignments. In order to assist learning and achieve teacher goals, books, writing, or a language lab.

2. Factors influence the success in learning second language

As we have discussed on previous session, that gender difference is something not absolutely, instead of depend on both internal and external factors such as motivation, intelligence, and learning style. So, it can be changeable based on the person, time, and place. Likewise the achievement of learning second language, there is not guarantee that man is better than woman or vice versa.

This matter as according to view of the cognitivist follower and against the behaviorist and mentalist. Cognitivist claims that children (students) can achieve/improve their skill/ability, not because of innate or stimulation instead of by

three factors that we already mentioned above; intelligence, motivation, and learning style.

a. Intelligence

According to the oxford dictionary, intelligence is the ability to learn, understand and think in a logical way about things; the ability to do this well.

Skehan (1989; 110) claims that one can interpret language aptitude as consisting of specific components of intelligence which are especially relevant to learning situation. Related to the language, according to cognitivists, language is the manifestation of general development of cognitive and affective aspect.

We as human born in this world, whether we are man or woman have the same brain size. It is 1300 gr. Thus we all are able to be smart one. However our brain size is the same, it does not mean that we have the same intelligence. Because it depend on possibly internal and external factors. Healthy, food, situation, can influence to our intelligence. Intelligence also is very important in learning second language. The people particularly the learner can achieve their goals that differ from other because of the intelligence.

Intelligence is not only formed by brain but also memory, hemisphere, neuron. In human brain, that is the process of memory which is sometimes different from others, also the two hemisphere of people have different intension. Whether it intend to right or left hemisphere. That is that influence the man's and the woman's ability.

After collecting some research findings, Chaer (2003:133) conclude that women have three differences of strength from men as follows:

1). Woman's brain is more balanced

This can be proved by the research that woman brain is richer in having neuron than man brain have. The more having neuron the more strength the function

of brain. Moreover we agree or not, the fact show that the girl can speak faster than the boy, and they seldom experience language disorder than the boy.

2). Woman's brain is sharper/smarter

Dr. Thomas crook in Chaer (2003:135) concluded that men's memory are less sharp if comparing women's memory. It is proved after testing 50.000 of women from various United States of American. Based on this test, he found that women can remember more detailed, association, and self-experience than men.

3). Woman's brain is more selective

When the man and woman are in the same age, man have more big brain, but after they achieve to forty years old, men reduce faster three times than woman does. This reducing impact to the man's memory, concern, and patient.

But Steinberg in dardjowijojo (2003:221) stated that the difference of intelligence between man and woman actually prefer to refer to the effect of culture than to genetic.

Sewell (2007) in research finding state that difference intelligence between man and woman is more controversial among the experts. Approximately half of the studies finding no difference, and half finding a small advantage.

It can be concluded that intelligence has advantage and powerful to learn second language, but it's not absolutely difference between man and woman.

b. Motivation

According to the oxford dictionary, motivation is the reason why somebody does something or behaves in a particular way. As Lustig and Koester (2010: 70) cited that motivation include the overall set off emotional association that people have. Human emotional reactions include both feeling and intentions.

Skehan (1989:49) stated that given motivation, anyone can learn a language. It can overcome unfavorable circumstances in other aspects of language learning.

As Spratt 2005 stated that motivation is the thought and feelings we have which make us want to do it and turn our wishes into action, Weiner, 1992 in Wiegfield (1998) stated that motivation influences individuals' choices of which activities to do. Level of engagement in them, and degree of persistence at then.

It can be concluded that motivation is a wish which is born from thought and feelings that create action in real world. The higher motivation the people or students have, the more they can achieve their goals.

c. Learning style

Learning style is an individual's way of feeling and behaving in learning situation. (Ann and Dundas2000:29).

There are three kind of popular terms that refers to learning style that is often discussed. They are; visual, auditory and kinesthetic. But there are apparently seven of different learning style based on Ferryman's research (2013) as follows:

Visual: students /learner prefer to use pictures, images, diagrams, colors, and mind maps.

Physical: these are the "learn by doing" people that use their body to assist in their learning. Drawing diagrams, using physical objects, or role playing are all strategies of the physical learner.

Aural: the learner who prefer using sound (obviously) rhythms music, recordings, clever rhymes, and so on.

Verbal: the verbal learner is someone who prefers using words both in speech and in writing to assist in their learning. They make the most of word based techniques, scripting and reading content aloud.

Logical: the learner prefer using logic, reasoning, and “systems” to explain or understand concepts. They aim to understand concepts. They aim to understand the reason behind the learning, and have a good ability to understand the bigger picture.

Social:the learner are the ones who enjoy learning in groups or with other people, and aim to work with others as much as possible.

Solitary: the solitary learner prefers to learn alone and through self-study.

Ferryman (2013) stated that learning is a complicated concept as everyone is unique in their own way, and learns in their own way as well. That said, it is still very much possible to classify a learning style.

3. Gender differences of second language learning

Talking about second language learning, it is definitely regarding to the classroom activities between students and teachers. Among them, namely students are different in many things, such as interest, age, family background, motivation, intelligence, learning style, particularly about sex and gender, and many others. Differences can create barrier in communication. It must be more paid many attention. We must understood why the students differ. As a teacher, we must seek the best strategies to teach the differences classes, especially gender problem.

Some students may be different from others, once again, it’s not due to sex instead of personality. Means, not only between man and woman, or girl and boy, but also the difference can appear in the same sex. (Man and man or woman and woman). It is possible be different in motivation, intelligence and learning style. So we can say, different students have different culture. They certainly have weakness and strongest. As Wigfield 2000 in Eccless, 1984; Eccless at al., 1991; Wigfield et al 1997, boys hold higher competence beliefs than girls for math and sport , by contrast, girls have higher competence beliefs than boys for reading, English and social. This research shows and claims that the ability or competence between man and woman is

balance. In other words, men are not better than woman are, or men are superior and women are inferior, or vice versa.

Dundass (2000:25) state that research classroom learning in general, suggest that males and females act differently in the classroom and that they enjoy different activities, indicating that they have different learning style.

According to Dundass in Philbin at all research that supported by Kolb (2000:49), they found that between man and woman differ in learning style. In the study, woman were found to predominantly correspond to the diverger/ converger group while men preferred the assimilator style.

In classroom activities, especially in second language learning, it might be there more than one different styles shown by the students. Different learning style by students itself is not big problem as long as the teacher can apply the suitable or convenience strategies and medium or tool in teaching English for the second language. The students can enjoy the class activities include the material of language skill if the teacher style in teaching match with their learning style.

The important thing as well as that we cannot ignore in second language learning is motivation. If the students have good motivation in learning, they will be persistent, and will never give up. They will be patient and face the challenges.

Based on the theory, it shouldn't be different between man and woman but the fact say other. It always appear different either men are better, higher, stronger, than woman are or men are superior and women are inferior. It is only because of stereotyping. We have to as a teacher disappear that long view for our students.

The more intelligence, the higher motivation, and the more relevant learning style the students have, the more they can learn language without distinguishing their sex.

III. CONCLUSION AND SUGGESTION

A. CONCLUSION

1. Sex and gender are different terms, because sex refers to biological differences to identify men and women based on their sex. They can't be absolutely changed. While gender refers to the masculine and feminine differences, and it can be changed depend on the culture, economic, political, etc.
2. Intelligence, motivation, learning style, are the important things can influence the students ability or in learning language
3. Second language acquisition and second language learning are different based on situation or the process
4. There are gender differences in second language learning.

B. SUGGESTION

1. As the teacher, we have to choose the suitable strategies in teaching language to minimize the gender differences.
2. Giving motivation to the students is a must.
3. It is important for educators to understand the differences in their student's learning style.

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