

WRITING IN PURPOSE: EXAMINING INTRINSIC AND EXTRINSIC MOTIVATION IN UNDERGRADUATE THESIS COMPOSITION

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Abstract: This study to determine the average time for completing an undergraduate thesis, the level of intrinsic and extrinsic motivation, the significant differences between intrinsic and extrinsic motivation in writing an undergraduate thesis, and the contribution between intrinsic and extrinsic motivation to the time for completing an undergraduate thesis. The research used survey research, ex-post facto, and correlational research design. The participants of this study were 45 English students. The sample was selected through a purposive sampling technique. The data collection method used was a questionnaire in the form of a Google Form. This study applied a quantitative approach. Descriptive statistics was to identify the average time and the level between intrinsic and extrinsic motivation in writing an undergraduate thesis, an independent sample t-test was used to determine the significant difference between intrinsic and extrinsic motivation, and correlation to determine the contribution between intrinsic and extrinsic motivation to completion time in writing an undergraduate thesis. The results of the study show students complete their undergraduate thesis in more than six months with a higher level of intrinsic motivation than extrinsic motivation, there is a significant difference between intrinsic and extrinsic motivation in writing an undergraduate thesis, and both intrinsic and extrinsic motivation contribute slightly to the completion time of an undergraduate thesis with extrinsic motivation having a higher contribution.

Keywords: writing, motivation, undergraduate thesis

INTRODUCTION

Writing difficulties are experienced by English students, especially when they write undergraduate thesis writing. Related with Sam'ah et. al. (2019) explain writing is difficult for students because various problems must be faced. Writing needs several steps such as planning, drafting, and revising (Karim et al., 2020). Then, students must know and master knowledge about writing if they want to produce writing that is easy to understand, for example, vocabulary, grammar, spelling, and syntax (Jennifer & Ponniah, 2019).

Writing difficulties are also experienced by English students, especially when they write an undergraduate thesis. This is in line with Murray and Moore (2020) state the most difficult challenge for students, especially at the level of the university is writing a thesis. It has become a problem in the final year in Indonesia due to the obligation to submit a thesis (Fitriani et.al. 2021). Peng (2019) revealed that students began to experience various difficulties from the early stages of writing a thesis. Besides, students require a trial-error process when writing an undergraduate thesis.

The difficulties in writing make student need to manage their time to complete their undergraduate thesis. It is related to a previous study that setting goals writing down specific tasks and creating schedules are efficiently required by students in setting goals to be achieved (Umamah & Cahyono, 2020). Zimmerman and Risemberg (2020) explain that a pivotal element in writing is time management which will positively correlate with achievement in writing. Conversely, Abadikhah et. al. (2018) state that poor time management results in failure in the writing process. Failure in the writing process causes delays in achieving writing goals. Delays in submitting a thesis are very detrimental to students and institutions because they waste time (Nouri et. al., 2019).

To prevent delay in submitting, motivation is one of the variables that can influence the time of writing a thesis (Nouri et. al., 2019). Motivation is essential in undergraduate thesis writing. Motivation can be interpreted as the need to achieve the possibilities of success, values of incentive in the process of completing assignments, as well as an incentive to minimize failure in achieving goals (Bai & Guo, 2021). According to Utami and Djamjuri (2021), motivation is core to education because it generally results in effective learning. Students who have high motivation can use various strategies to achieve learning success so that students have the possibility of achieving success in writing skills (Sabti et. al., 2019). Mister et. al (2023) explain one of the factors in writing that can influence students is the learner-related factor which includes motivation, this factor is also one of the factors that have a strong influence on writing skills. Besides, the motivational factor is a factor that also has a significant influence and the way to get the motivation to write is to visualize something good and interesting in learning to write (Mistar et al., 2023). Ahmed (2020) explains that a lack of motivation can affect writing skills. Moreover, motivation influences the time completion of undergraduate thesis writing (Nouri et. al., 2019).

Motivation is divided into two types: intrinsic and extrinsic motivation (Deci & Ryan, 1985). Intrinsic motivation is because a person has a personal interest in doing something and activity for themselves. Intrinsic motivation is the main psychological structure related to personal well-being, performance of academic, also self-determination (Liu et. al., 2019). Intrinsic motivation is found within the students themselves. This is in line with Utami and Djamdjuri (2021) who explained that when learning is a goal, students will have inseparable motivation. Referring to Sulasiah (2019) states there is a significant contribution from intrinsic motivation with a greater percentage of intrinsic motivation than extrinsic motivation. Lestari (2020) states motivation such as intrinsic motivation should be prioritized in writing a thesis because if a person has a strong desire then other factors will be overcome. In terms of internal motivation, students do not find it difficult to deal with external factors because the result of the research explains that people around students are not a problem for students in writing assignments (Lestari, 2020).

Extrinsic motivation is instrumental reasons, such as avoiding punishment and receiving rewards (Gagne et. al., 2014). Extrinsic motivation produces external goals in the form of short-term goals including good grades, participation by students in competitions, awards received from teachers and parents, and so on (Utami & Djamdjuri, 2021). Sembiring and Nura (2022) explain there's a significant influence between parental attention on students' learning achievement in the class of office technology subjects in

which parental attention is included in the extrinsic motivation category. Also, previous research showed that above 50% of students emphasized extrinsic motivation in the form of grades, competition, and social comparison which could have a positive impact (Graham et. al., 2021).

Other research explains that intrinsic and extrinsic motivation are related to each other. Tsao et. al. (2021) explain extrinsic motivation has another function as a factor to augment the ideal effect of L2 writing on intrinsic motivation and also to engage learners of Written Corrective Feedback or WCF respectively. Another study explained that intrinsic and extrinsic motivation are significantly related to each other because of the role of extrinsic motivation which can help students to have a positive orientation towards an assessment and internalize this value in intrinsic motivation (Pulford et al., 2019).

Several previous studies, provide an opportunity to conduct further research. Wamala and Oonyu (2019) state there is an increase in the time completion of the final writing assignment in educational institutions. Some student who gets master degrees has a longer time of completion of final writing of five years than the stipulated period of just three years. Therefore, motivation is needed to prevent time delays in writing assignments (Nouri et. al., 2019). Other research explains that motivation in general has a positive and significant impact on writing ability (Guay et al., 2020.). One of the studies conducted by Graham et. al. (2021) said that as many as 61% of English Language Learner (ELL) students have the motivation to write because of intrinsic motivation (such as curiosity and involvement) that encourage students to write. Also, intrinsic motivation has a bigger influence on girls in the writing process (Guay et al., 2020).

Conversely, the study by Pulford et. al. (2019) found extrinsic factors in the form of grades influence student motivation in writing class. The results of the combined survey obtained by the researchers showed that the majority of students arrived at the start of writing class with high positive extrinsic motivation. This is because grades can motivate students in writing classes. Also, student's learning strategies by pursuing grades in writing influence students' intrinsic motivation. Moreover, the previous study by Maulana and Irfan (2020) explain motivation is very influential in time of completing a thesis. Then, several things can increase motivation, namely self-efficacy, the need for achievement and the environment on campus.

There is less discussion regarding the contribution of intrinsic and extrinsic motivation to the time completion in writing especially for undergraduate thesis. Therefore, the researcher tried to examine specific types of motivation, namely intrinsic and extrinsic motivation in writing an undergraduate thesis. Then, exploration of both types of motivation is needed to find out the contribution of two types of motivation to the completion time of undergraduate thesis writing. To achieve the goal of this study, the researcher tried to find the level of student motivation in extrinsic and intrinsic motivation and then find the significant differences between the two motivation types. Then, the researcher analyses the contribution of specific types of motivation to the time completing undergraduate thesis writing. This study addresses four questions as follows:

1. How long is the average time for English students to finish undergraduate thesis writing?
2. What is the English student's level of intrinsic and extrinsic motivation in writing an undergraduate thesis?
3. Is there any significant difference between intrinsic and extrinsic motivation in writing an undergraduate thesis?
4. Which types of motivation contribute more to English students completing time writing an undergraduate thesis?

METHOD

The researcher used a quantitative approach. The study problem conceived survey design, causal-comparative, and correlation. The population used in the research from an English student who graduated from a private university in Malang in 2019 and had completed the assignment of writing an undergraduate thesis. The total population was 53 students and the total sample of this research is 45 English students. The sample was selected through purposive sampling techniques.

The instrument of this research used the Writing Motivation Scale (WMS) which was adapted from Yesilyurt (2008) to measure intrinsic and extrinsic motivation. Then, to make it easier for participants to fill out the questionnaire, the researcher used a questionnaire that had been translated into Indonesian. The interpretation scale for the instrument was from Al-Ta'ani (2018) to determine the level of intrinsic and extrinsic motivation in writing of undergraduate thesis.

To collect data, the researcher takes several steps. First, the researcher asked for approval from the university for a letter of consent for the research. Then, the researcher delivered the Writing Motivation Scale Questionnaire to participants via Google Forms. In distributing the questionnaire, the researcher shared the questionnaire link with participants through Whatsapp. Participants were given the time required to complete the questionnaire of approximately one week. The estimate for filling out the questionnaire for each participant is 10-15 minutes. Questionnaire data was collected through Microsoft Excel. The final step is to measure the data through the SPSS application.

The researcher used Statistical Package for Social Science or SPSS to analyze the data result. The first and second research question was analyzed using descriptive, the third research question was analyzed using an independent sample t-test, and the fourth research question was analyzed using the pearson correlation. After that, the researcher looked for effect size to know the contribution between intrinsic and extrinsic motivation to the completion time in writing an undergraduate thesis.

FINDINGS

Time Completion for an Undergraduate Thesis

The first research question was asked about the estimated time for every English student to complete undergraduate thesis writing. The researcher used descriptive statistics by looking at the mean score of time. The result is shown in Table 2.

Table 2 Mean Score of Time Completion

Descriptive Statistics				
	N	Minimum	Maximum	Mean
Time Completion (in months)	45	2.00	18.00	6.31

The table shows that the average time (in months) required for students to complete an undergraduate thesis is 6 months with the shortest completion time being 2 months and the longest completion time being 18 months.

The Level of Student's Intrinsic and Extrinsic Motivation

The second research question is about the level of motivation between intrinsic and extrinsic motivation. The researcher used descriptive statistics to find the mean score of both motivation types in Table 3. Then, the interpretation result has been classified in Table 4.

Table 3 The descriptive result of intrinsic and extrinsic motivation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic	45	2.18	5.00	3.69	.73
Extrinsic	45	2.09	4.64	3.19	.66

Table 4 Interpretation of the motivation level

Scale	Motivational Level	Mean Score Range
5	Highest	4.50 – 5.00
4	High	3.50 – 4.49
3	Moderate	2.50 – 3.49
2	Low	1.50 – 2.49
1	Lowest	1.00 – 1.49

(Al-Ta'ani: 2018)

From the result of the table, the mean scores of intrinsic and extrinsic motivation are 3.69 and 3.19. It can be concluded that intrinsic motivation in undergraduate thesis writing is high level while extrinsic motivation is moderate level.

The Difference between Intrinsic and Extrinsic Motivation

The third research question is about the significant difference between intrinsic and extrinsic motivation. The researcher used an independent sample t-test in SPSS to answer the question. The results of the statistics can be seen in the table 5.

Table 5 Independent sample-test result of intrinsic and extrinsic motivation

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
Equal variances assumed	.19	.67	3.39	88	.001	.50	.15	.21	.79
Equal variances are not assumed.			3.39	87.08	.001	.50	.15	.20	.79

The result of the independent sample t-test states there is a significant difference between intrinsic (M= 3.69, SD= .73) and extrinsic motivation (M= 3.19, SD= .66), $t(88) = 3.39, p = .001$, two-tailed. Based on the output above, it is known that the Sig. value is .001. Thus, can be concluded that H_a accepted (there is a significant difference between intrinsic and extrinsic motivation in writing an undergraduate thesis). There is a difference in the mean score of 0.50 with the mean score for intrinsic is higher than extrinsic motivation with a score comparison of 3.69 and 3.19.

The Contribution of Intrinsic and Extrinsic Motivation on Time Completion of Undergraduate Thesis

The final research question was to discover which motivation type contributes more to the time completion of undergraduate thesis writing. The researcher used statistics with Pearson correlation. Table 6 shows the result of Pearson's value (r).

Table 6 Correlation between intrinsic and extrinsic motivation to the time completion

Correlations			
		Intrinsic	Extrinsic
Completion Time	r - value	-.01	.02
	p - value	.93	.88
	N	45	45

Then, the researcher squared the coefficient of correlation. The result will be in the form of percentages to know the effect size of the variable through time completion of the undergraduate thesis. Table 7 shows the effect size interpretation of correlation based on Cohen's Standard.

Table 7 Interpretation of effect size correlation

	r	es r
Small	0.000 – 0.100	0% - 1%
Moderate	0.101 – 0.330	1.1% - 10.9%
Large	0.371 – 0.707	>13.8%

(Cohen: 1988)

Based on Table 7, the coefficient of correlation between intrinsic motivation and time completion is $r = -.01$ and $p\text{-value} = .93$. The result means intrinsic motivation and time completion have a very small correlation and no significance. Likewise, with the result of extrinsic motivation to the time completion, the result is $r = .02$ and $p\text{-value} = .88$. The result means extrinsic motivation and time completion have a very small correlation and are not significant. Both types of motivation, intrinsic and extrinsic motivation do not significantly correlate to the completion time for writing an undergraduate thesis.

It is clear from the data that intrinsic and extrinsic motivation of $p\text{-values}$ have more than .05. Therefore, H_0 is accepted (there is no significant correlation between intrinsic and extrinsic motivation with undergraduate thesis time completion). Then, the researcher squared the correlation coefficient and converted the squared result into a percentage to know the effect size of intrinsic and extrinsic motivation. The result of calculating the effect size of intrinsic and extrinsic motivation is 0.01% and 0.04%. This means the contribution of intrinsic and extrinsic motivation is small. Then, extrinsic motivation contributes more to the completion time of an undergraduate thesis than intrinsic motivation.

4.1 Discussions

The result of the first research question shows an average completion time score of 6.31, which indicates the length of completion time in months. This shows that on average students need approximately more than one term to complete the assignment of writing an undergraduate thesis.

As explained by Fransisca et. al. (2022) only around 29.19% of students can complete their undergraduate thesis assignments on time because of several factors including motivational factors. Students should be expected to be able to complete an undergraduate thesis writing within one term specifically 4 months. Other factors such as advisors and institutions also influence students' delays in completing undergraduate thesis to obtain their degrees, and some students even choose not to complete their degrees.

Then, the level between intrinsic and extrinsic motivation of students towards the assignments of writing an undergraduate thesis is at a high and moderate level. Relate to previous studies Utami (2021) states intrinsic motivation has a significant and higher level in writing than extrinsic motivation. Moreover, the feeling of interest in writing, feeling satisfied, and enjoying writing activities are the main things in intrinsic motivation in achieving writing goals (Djamjuri, 2022). Besides, intrinsic motivation in writing an undergraduate thesis can build familiarity between students with the topic being researched in writing an undergraduate thesis (Prameswara & Astri, 2022).

The researcher also found differences significantly between intrinsic and extrinsic motivation in writing an undergraduate thesis. Related to a previous study by Ryan and Deci (2000) the difference between intrinsic and extrinsic motivation provides enlightenment in educational practice. In terms of intrinsic motivation, this difference lies in the natural human tendency to learn and extrinsic motivation is more directed at external control and self-regulation. Also, Vallerand and Ratelle (1989) state there are different types of motivation in writing. There are two types of motivation with three taxonomies for each type of motivation. In the taxonomy, intrinsic motivation is divided into motivation to accomplish, to know, and to experience stimulant, while extrinsic motivation includes identified regulation, external regulation, and introjected regulation (Deci & Ryan, 1985).

The final research question sought to ascertain the relationship between intrinsic and extrinsic motivation to the time completion of undergraduate thesis writing. The result shows there is no significant correlation between intrinsic and extrinsic motivation to the time completion of undergraduate thesis writing and the correlation between intrinsic and extrinsic motivation to the time completion is very weak with extrinsic motivation contributing more than intrinsic motivation.

This is different from previous studies which state that motivation can prevent students from delaying thesis writing assignments (Nouri et. al., 2019). This difference may occur because the study focused on English students in master's programs which has a stipulated time on education with a faster educational time duration than a bachelor program. Furthermore, there may be factors other than motivation that have an influence. According to Maulana and Pranitasari (2020), several factors influence the completion of a thesis, including self-efficacy, the need for achievement, and the campus environment. Self-efficacy is knowledge which can influence students' achievement, the need for achievement is an increase in efforts to achieve a goal, and the campus environment is the surrounding environment which influences students learning. Advisors and institutional factors also influence the completion of an undergraduate thesis, such as advisor experiences, advisors' schedules, and administrative processes (Sarwar et. al., 2018)

CONCLUSIONS AND SUGGESTION

Motivation is still needed in writing an undergraduate thesis, especially in terms of intrinsic motivation. Then, even though there are significant differences between intrinsic and extrinsic motivation, both types of motivation are still required and interconnected to each other while writing an undergraduate thesis. However, intrinsic and extrinsic motivation only have a small contribution to the completion time of undergraduate thesis writing. Apart from that, the contribution of extrinsic motivation has a higher role than intrinsic motivation in completion time. This may happen because other factors contribute more to the completion time of an undergraduate thesis, such as the campus environment, advisors, self-efficacy, and the need for achievement.

The researcher suggests that students maintain motivation in writing an undergraduate thesis, especially intrinsic motivation. This is because intrinsic motivation can build students' familiarity with the topic being researched in writing an undergraduate thesis. Then, to maintain intrinsic motivation, students are expected to increase supporting

factors such as feeling of interest in writing, feeling satisfied, and enjoying writing activities. Then, academic staff including advisors and administration staff to be able to help the students process in completing an undergraduate thesis. Advisors can help by managing schedules better, using modern tools as a means of communication, and increasing knowledge and experience in the field of study. Administrative staff can help by facilitating the administrative process by updating more relevant regulations and preventing misalignment about the function of administrative bodies. For, future researchers can be helped by the results of this research on a similar topic. The researcher also suggests that future researchers use interviews to obtain more detailed data. Furthermore, the future researcher can examine other factors such as self-efficacy, campus environment, and the need for achievement that can influence delays in completing an undergraduate thesis.

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