



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

SKRIPSI

BY

NABELA EVA NABATA SARI

NPM 220020173093



UNIVERSITAS ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

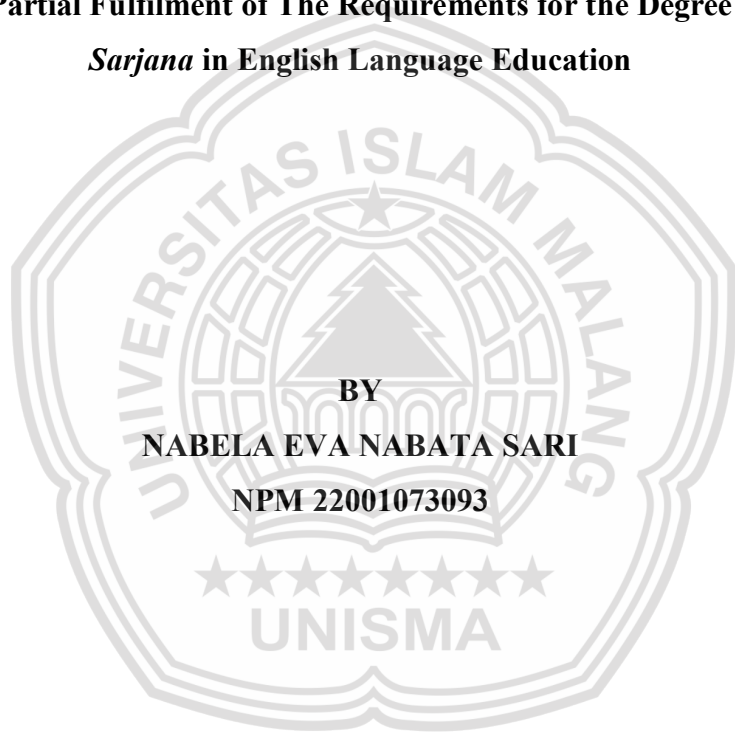
ENGLISH EDUCATION DEPARTMENT

MAY 2024



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

SKRIPSI
Presented to
Faculty of Teacher Training and Education
University of Islam Malang
in Partial Fulfilment of The Requirements for the Degree of
***Sarjana* in English Language Education**



BY
NABELA EVA NABATA SARI
NPM 22001073093

UNIVERSITAS ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
MAY 2024

ABSTRACT

Sari, Nabela Eva Nabata. 2024. *Writing in Purpose: Examining Intrinsic and Extrinsic Motivation in Undergraduate Thesis Composition*. Skripsi, English Education Department Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Dr. Atik Umamah, S.Pd., M.Pd; Advisor II: Henny Rahmawati, S.Pd., S.S., M.Pd.

Keywords: writing, motivation, undergraduate thesis

An undergraduate thesis is one of the final projects that students must complete when pursuing a bachelor's degree. In the process of writing an undergraduate thesis, students will experience several difficulties which can affect the completion time of the undergraduate thesis. Therefore, motivation can be an influential factor in writing an undergraduate thesis. Motivation is divided into intrinsic and extrinsic motivation. Intrinsic motivation comes from the person himself, while extrinsic motivation comes from external factors such as avoiding punishment and getting rewards.

The survey design aims to reveal the completion time for writing an undergraduate thesis and the level of students' intrinsic and extrinsic motivation in writing an undergraduate thesis. The ex-post facto design aims to determine the significant differences between intrinsic and extrinsic motivation in writing an undergraduate thesis. Then, the correlation design aims to determine the contribution of intrinsic and extrinsic motivation to the completion time of an undergraduate thesis writing. The sample of this study was 45 students who had graduated from one of the private universities in Malang. The instrument of this research is the Writing Motivation Scale (WMS). The first and second research questions were answered using descriptive statistics, the third research question was answered using an independent sample t-test, and the third research question was answered using correlation.

This study reveals that the average student takes 6.3 months to write an undergraduate thesis. It also shows that students need more than one term to write their undergraduate thesis. The results of the analysis state that the fastest time to write an undergraduate thesis is 2 months to the longest time is 18 months. The data uncovers that the mean intrinsic and extrinsic levels in writing an undergraduate thesis are 3.69 and 3.19. This shows that intrinsic motivation is at a high level of interpretation, while extrinsic motivation is at a moderate level. Furthermore, the researcher found a significant difference between intrinsic and extrinsic motivation in writing an undergraduate thesis with a p-value of .001. This is because there is a range of mean

differences between intrinsic and extrinsic motivation of 0.50, with a mean score for intrinsic motivation of 3.69 and a mean score for extrinsic motivation of 3.19.

Data from this study shows that there is no significant correlation between intrinsic and extrinsic motivation to the completion time of an undergraduate thesis, with an intrinsic motivation coefficient of $-.01$ and an extrinsic coefficient of $.02$. The researcher used the effect size to determine the contribution between intrinsic and extrinsic motivation in writing an undergraduate thesis. The effect size results for intrinsic and extrinsic motivation are 0.01% and 0.04% , this shows that the contribution of intrinsic and extrinsic motivation to the time completion of an undergraduate thesis is small. Apart from that, extrinsic motivation has a higher contribution than intrinsic motivation in the length of time for required to complete an undergraduate thesis.

The findings of this research suggest that students need to maintain intrinsic motivation and increase supporting factors of intrinsic motivation. Moreover, students are also expected to have extrinsic motivation. Then, the researcher expected academic staff, including advisors and administration staff, 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, the researcher expected to use interviews to obtain more data and examine other factors such as self-efficacy, campus environment, and the need for achievement.



CHAPTER I

INTRODUCTION

These topics have information including research background, research question, research purpose, research significance, research scope and limitations, also definitions of terms used in the research.

1.1 Background of the Study

Writing is a way used by a writer to build thoughts and convey various ideas (Kane, 2000). Writing is difficult for students because various problems must be faced (Sam'ah, Suhartoyo, & Kurniasih, 2019). Another reason writing is more challenging is because writing must be clearly understood (Sholihah et al., 2020). Also, writing needs several steps such as planning, drafting, and revising (Karim et al., 2017). Moreover, 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 undergraduate thesis writing. This is in line with Murray and Moore (2006) state the most difficult challenge for students, especially at the level of the university is a thesis. Academic writing especially undergraduate thesis is a final assignment that must be completed by students and it has become a problem in the final year in Indonesia due to the obligation to submit final reports (Fitriani, Sabarniati & Safuni, 2021). Peng (2018) 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 (Murray & Moore, 2006).

The difficulties make student need to manage their time to complete their undergraduate thesis. It 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 (1997) explain that a pivotal element in writing is time management which will positively correlate with achievement in writing. Conversely, Abadikhah et. al. (2019) 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).

Besides time management, students need motivation. 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 (Graham et al., 2017; Nasihah & Cahyono, 2017; 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 (2010) 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).

Then, 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 & 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 (2012) 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., 2010.). 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., 2010).

Conversely, the study by Pulford et. al. (2018) 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, are self-efficacy, the need for achievement and the environment on campus.

However, 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.

1.2 Research Questions

The study addresses two questions to achieve the goal of the study, the question 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?

1.3 Objectives of the Study

Based on the research questions, the researcher intended to find out the objectives. The objectives of the research are as follows.

1. To find out an estimate of how long it will take students to complete the task of writing an undergraduate thesis.
2. To assess the level of intrinsic and extrinsic student motivation in writing an undergraduate thesis.
3. To find out significant differences between intrinsic and extrinsic motivation in writing an undergraduate thesis.
4. To find out the correlation regarding how much motivation contributes to students in completing an undergraduate thesis writing.

1.4 Research Hypothesis

There are two types of hypothesis in research, namely the null hypothesis (H_0) and the alternative hypothesis (H_a). The hypothesis proposed by the researcher is to prove the truth of the research question number 3 and 4.

1. The null hypothesis (H_0)
 - There is no significant difference between intrinsic and extrinsic motivation in writing an undergraduate thesis
 - There is no significant correlation between intrinsic and extrinsic motivation with undergraduate thesis time completion.

2. The alternative hypothesis (H_a)

- There is a significant difference between intrinsic and extrinsic motivation in writing an undergraduate thesis
- There is a significant correlation between intrinsic and extrinsic motivation with undergraduate thesis time completion.

1.5 Significances of the Study

The researcher expected to provide practical and theoretical advantages. For theoretical advantages, the results of this study can add more theories about motivation, especially regarding writing undergraduate thesis and theories regarding how motivation can contribute to completion time. Meanwhile, for practical advantages, these findings can show students how important motivation is to complete the task of writing an undergraduate thesis so they can finish their undergraduate thesis on time. Besides, the research can help the advisor to give guidance and feedback to their students appropriately. This study can be useful for future researchers to research the significant influence of writing course grades on students and the correlation with motivation to write the thesis.

1.6 Scope and Limitations

This research examines the level of extrinsic and intrinsic motivation in students who are working on their undergraduate thesis measures the significance of both modes of motivation in terms of writing and then correlates it with the time for completing the undergraduate thesis so that it can be seen how much motivation contributes to the completion of the undergraduate thesis writing.

The limitations in this research are the small number of participants makes the research deficient to generalization and the misunderstanding questionnaire statement makes the validity of the questionnaire decrease because participants fill the questionnaire through an online form via Google form. Moreover, the instrument only used a questionnaire and it would be better if an additional instrument used an interview. Participants were taken from students who had completed their undergraduate thesis writing assignment at a Private University in Malang, especially from the English education department of 2019.

1.7 Definition of Key Terms

To prevent confusion about some basic concepts of this study, some explanations can help to understand the key terms used in this study.

1. *Undergraduate thesis* refers to the English education department's final project in the form of research carried out by students under the guidance of two advisors. The first advisor focuses on research content and the second advisor focuses on research writing format. This project includes a cover, approval sheet, abstract, acknowledgement, table of contents, five discussion chapters, references, and appendices.
2. *Motivation* refers to the motivation of an English student in 2019 who had completed their undergraduate thesis writing at a Private University in Malang. The motivation is divided into intrinsic and extrinsic motivation. Extrinsic motivation is a reason why an activity is carried out for instrumental purposes (such as getting rewards or avoiding punishment, etc.) and intrinsic

motivation is when someone thinks about activities that are considered challenging, fun, and exciting to learn and do.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher explains the result of the research and gives recommendations for future researchers, students, and advisors.

5.1 Conclusions

Based on the research above, it can be concluded that motivation is still needed in writing an undergraduate thesis, especially in terms of intrinsic motivation. This is because students emphasized intrinsic motivation in writing an undergraduate thesis rather than extrinsic 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.

5.2 Suggestions

There are several suggestions made to provide new insight to future researchers, students, and academic staff regarding the limitations of the research.

1. Students

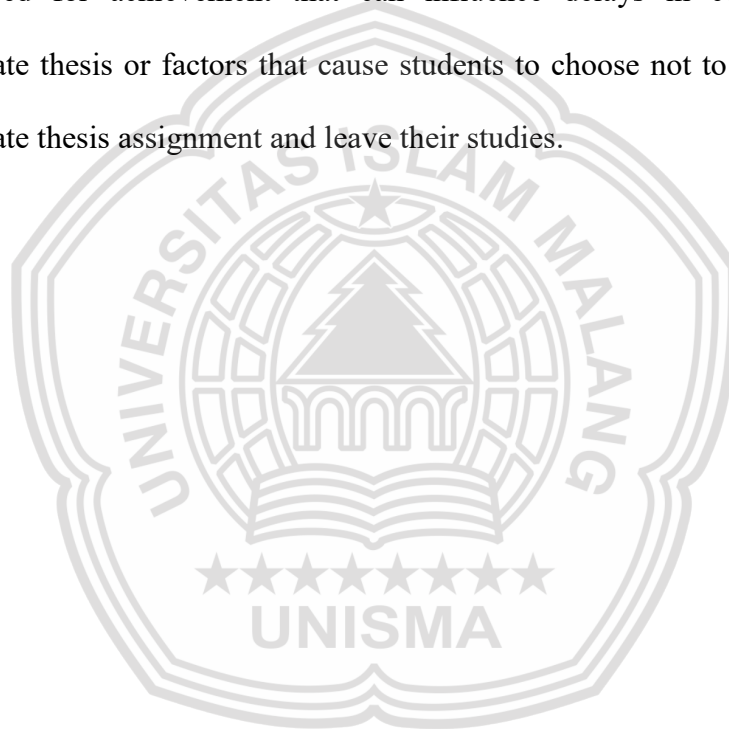
The researcher suggests that students maintain motivation in writing an undergraduate thesis, especially intrinsic motivation because intrinsic motivation is at a higher level than extrinsic motivation. This is because intrinsic motivation can build students' familiarity with the topic being researched 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. Moreover, students are also expected to have extrinsic motivation in writing, this is because intrinsic and extrinsic motivation influence each other in writing activities.

2. Academic staff

The researcher expected 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.

3. Future researchers

The researcher expected that 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 or factors that cause students to choose not to complete the undergraduate thesis assignment and leave their studies.



REFERENCES

- Abadikhah, S., Aliyan, Z. & Talebi, S. H. (2018). EFL students' attitudes towards self-regulated learning strategies in academic writing. *Issues in Educational Research*, 28(1), 1-17. <https://www.iier.org.au/iier23/abadikhah.pdf>
- Al-adawi, S. (2018). Omani EFL written errors at the college level. *In English Language Teaching Research in the Middle East and North Africa: Multiple Perspective*. 1 (21), 455-478. https://doi.org/10.1007/978-3-319-98533-6_21
- Ahmed, H. A. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspective. *Literacy Information and Computer Education Journal (LICEJ)*, 1 (4), 211-221. <https://doi:10.20533/licej.2040.25892010.0030>
- Al-Ta'ani, M. (2018). Integrative and Instrumental Motivations for Learning English as a university requirement among undergraduate student at Al-Jazeera University. *International Journal of Learning and Development*. 8 (89), 89. <https://doi.org/10.5296/ijld.v8i4.13940>
- Applebee, A. B. (1986). Problem & process approaches: Toward a reconceptualization of process instruction. In A. R. Petrosky & D. Bartholomae (Eds.), *The teaching of writing*. Chicago, III: National Society for the study of education. 3(8), 95-133. <https://eric.ed.gov/?id=ED284260>
- Aryanika S. (2016). The correlation between the students' writing motivation and the writing ability. *Jurnal Tadris Bahasa Inggris*, 9 (1), 215. <https://media.neliti.com/media/publications/60527-EN-the-correlation-between-the-students-wri.pdf>
- Bai, B., & Guo, W. (2019). Motivation and self-regulated strategy use: Relationships to primary school students' English writing in Hong Kong. *Language Teaching Research*, 1-22. <https://doi.org/10.1177/1362168819859921>
- Burns A. (2009). *Doing action research in English language teaching: A guide for practitioners*. Routledge Taylor & Francis Group. 8 (89), 89. <https://doi.org/10.5296/ijld.v8i4.13940>
- Covington, M. V. (2000a). Intrinsic versus extrinsic motivation in schools: a reconciliation. *Current Directions in Psychological Science*, 9, 22-25

- Covington M. V. (2000b). Goal theory, motivation and school achievement: an integrative review. *Annual Review of Psychology*, 51, 171-200. <https://www.iier.org.au/iier23/abadikhah.pdf>
- Cresswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed). Pearson.
- Deci, E.L., & Ryan, R.M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum. 1 (4), 211-221. <https://doi:10.20533/licej.2040.25892010.0030>
- Eisenberger, R., & Shanock, L. (2003) Rewards, intrinsic motivation, and creativity: A case study of conceptual and methodological isolation. *Creativity Research Journal*, 15, 121-130. <https://doi.org/10.1086/693009>
- Elizabeth & Ena, O. T. (2019). Intrinsic and extrinsic motivation of English education graduation student batch 2018 in accomplishing academic program. *Journal of Language Teaching and Learning Linguistic and Literature*, 7(2), 21-31. <https://dx.doi.org/10.36706/jele.v8i1.13607>
- Emda, A. (2018). Kedudukan motivasi belajar siswa dalam pembelajaran. *Lantanda Journal*, (5)2, 172. <https://doi.org/10.22373/lj.v5i2.2838>
- Farahian, M., & Avarzamani, F. (2018). Metacognitive awareness of skilled and less-skilled EFL writers. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(1), 10. <https://doi.org/10.1186/s4086-018-0052-4>
- Fitriani N., Sabarniati, & Safuni N. (2021). Is English academic writing as simple as using a translation tools? Error analysis on students' abstract. *The Journal of English Literacy Education*, 8(1), 55-67. <https://dx.doi.org/10.36706/jele.v8i1.13607>
- Fransisca Y., Suhartiningsih, Irfa'I M. A., & Pratama S. A. (2023). The factor influenced the undergraduate thesis completion among engineering students. *Advances in Social Science, Education, and Humanities Research*. 1019-1026. https://doi.org/10.2991/978-2-38476-008-4_108
- Graham S., Camping A., Harris K. R., Aitken A. A., Wilson J. M., Wdown J., Ng C. (2021). Writing and writing motivation of students identified as English language learners. *International Journal of TESOL Studies*. 3(1). 1-13. <https://doi.org/10.46451/ijts.2021.01.01>
- Graham, S. Kihara, S. A., Harris, K. R., & Fishman, E. J. (2017). The relationship among strategic writing behavior, writing motivation, and

- writing performance with young, developing writers. *The Elementary School Journal*, 118(1), 82-104. <https://doi.org/10.1086/693009>
- Guay F., Chanal J., Ratelle C. F., Marsh H. W., Larose S., & Boivin M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*. 80, 711-735. <https://doi.org/10.1348/000709910X499084>
- Hadipuro W. (2023). *Teknik menulis skripsi, tesis, dan artikel*. Yogyakarta: Andi
- Hedge, T. (2003). The practice of English language teaching. *ELT Journal*. <https://doi.org/10.1093/elt/57.4.401>
- Hennessey, B. A., & Amabile, T. M. (1998). Reward, intrinsic motivation, and creativity. *American Psychologist*, 53, 674-675. <https://www.iier.org.au/iier23/abadikhah.pdf>
- Ibda H. (2019). Bahasa Indonesia tingkat lanjut untuk mahasiswa: Dilengkapi caturtunggal keterampilan berbahasa. CV. Pilar Nusantara
- Jeffrey, R. (2016). About writing: A guide (revised edition). CreateSpace Independent Publishing Platform, 2016. <https://books.google.co.id?id=mmk1xQEACAAJ>
- Jennifer, J. M & Ponniah, R. J. (2019). Investigating the levels, type, and causes of second language writing anxiety among India freshmen. *The Journal of ASIA TEFL*, 14(3), 557-563. <https://www.iier.org.au/iier23/abadikhah.pdf>
- Junaidi M., Zuhairi A., Umamah A., Mustofa M., & Supramaniam K. (2023). Attitudinal and motivational factors in the use of strategies for learning writing skills by Indonesian university EFL teachers. *Asian Journal of University Education*. 19(3). 532- 546. <https://doi.org/10.24191/ajue.v19i3.23629>
- Kane, T. S. (2000). *The Oxford essential guide to writing*. Berkley Books.
- Karim S. M. S., Maasum T. N. R. T. M., & Latif H. (2017). Writing challenges of Bangladeshi tertiary level EFL learners. E-Bangi: *Journal of Social Sciences and Humanities*. 12 (2), 296-306. <https://ejournal.ukm.my/ebangi/article/view/20435/>
- Kurniasih, Sholihah F. A., Umamah A., & Sung I. H. (2020). Writing process approach and its effect on students' writing anxiety and performance. *Jurnal Arbitrer*. 7(2). 144-150. <https://arbitrer.fib.unand.ac.id>

- Kusumaningrum, S. R., Cahyono, B.Y., & Prayogo, J. A. (2019). The effect of different types of peer feedback provision on EFL students' writing performance. *International Journal of Instruction*, 12(1), 45-57. https://www.e-iji.net/dosyalar/iji_2019_1_14.pdf
- Lam, R. (2015). Understanding EFL students' development of self-regulated learning in a process-oriented writing course. *TESOL Journal*, 6(3), 527-533. <https://doi.org/10.1002/tesj.179>
- Lepper, M. R., Greene, N., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic interest with extrinsic rewards: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137. <https://dx.doi.org/10.36706/jele.v8i1.13607>
- Lestari D. M. (2020). An analysis of students' difficulties in writing an undergraduate thesis at the English education program of Muhammadiyah University of Bengkulu. *Journal of English Education and Applied Linguistics*. <https://fkip.ummetro.ac.id/journal/index.php/english>
- Levenson, E. A. (1992). Mistakes, errors, and oversights. *Contemporary Psychoanalysis*. 12(1), <https://doi.org/10.1080/00107530.1992.10746777>
- Liu, Y., Hau, K. T., Liu, H., Wu, J., & Wang, X. (2019). Multiplicative effect of intrinsic and extrinsic motivation on academic performance: A longitudinal study of Chinese students. *Journal of Personality*. 6(3), 527-533. <https://doi.org/10.1111/jopy.12512>
- Maghfiroh, Reza. (2023). EFL Students' challenge and strategies in writing research proposal. (Skripsi Sarjana, Universitas Islam Malang).
- Maulana I. & Pranitasari D. (2020). Intrinsic and extrinsic factors affecting student motivation completing the thesis. *STEI Journal of Economics*. 20(20).[https://repository.stei.ac.id/2426/1/21150000106_Artikel%20Inggri s_2020.pdf](https://repository.stei.ac.id/2426/1/21150000106_Artikel%20Inggri%20s_2020.pdf)
- Murray, R., & Moore, S. (2006). *The handbook of academic writing: A fresh approach*. Open University Press.
- Nasihah, M., & Cahyono B. (2017). Language learning strategies, motivation, and writing achievement of Indonesian EFL students. *Arab World English Journal*, 8(1), 250-263. <https://doi.org/10.24093/awej/vol8no1.18>
- Noels, Kimberly A., Pelletier, Luc G., Clement, Richard & Vallerand, Robert J., "Why are you learning a second language? Motivational orientations and self-determination theory", *Language Learning*, vol. 50, no.1, pp 57-85,2000. <https://doi.org/hsadja1/jop512>

- Nouri J., Larson K., & Saqr M. (2019). Identifying factors for master thesis completion and non-completion through learning analytics and machine learning. *Transforming Learning with Meaningful Technologies*. 5(1), 28-29. https://link.springer.com/chapter/10.1007/978-3-030-29736-7_3.
- Oxford, R. L. & Burry-Stock, J. A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System*, 23(1), 1-23. [https://doi.org/10.1016/0346-251X\(94\)00047-A](https://doi.org/10.1016/0346-251X(94)00047-A).
- Pasassung N. (2021). *Menulis skripsi*. Kendari :Unsulta Press
- Peng, H. (2018). Supervisors' views of the generic difficulties in thesis writing of Chinese EFL research students. *The Asian Journal of Applied Linguistic*, 5 (1), 93-103. <https://ejournal.search.ac.id/index.php/iasdka/index>
- Prameswara J. T. & Hapsari A. (2023). EFL Learner's motivation in writing their undergraduate thesis. *Indonesian Tesol Journal*. 5(1), 88-103. <https://ejournal.iainpalapo.ac.id/index.php/ITJ/index>
- Prichard, R. J., & Honeycutt, J. (2006). Process writing. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing*. New York, NY: Guilford. 275-290. <https://doi.org/10.2307/2078766>
- Pulford S., Tan J., & Modell A. (2019). Satisfaction: Intrinsic and extrinsic motivation in engineering writing coursework. *American Society for Engineering Education*. <https://doi.org/10.307/2078fasj>
- Raofi, S., Chan, S. H., Mukudan, J., Rashid, S. Md. (2014). A qualitative study into L2 writing strategies of university students. *English Language Teaching*, 7(11). <http://www.researchlibrary.com>
- Rex, L. A., Thomas, E E., & Engel, S. (2010). Applying Toulmin: Teaching logical reasoning and argumentative writing. *The English Journal*. <https://doi.org/10.2307/20787669>
- Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. <http://www.idelibrary.com>
- Sabti, A. A., Md Rashid, S., Nimehchisalem, V., & Darmi, R. (2019). The impact of writing anxiety, writing achievement motivation, and writing self-efficacy on writing performance: A correlational study of Iraqi tertiary EFL learners. *Sage Open*. 9(4), 215824401989428. <https://doi.org/10.1177/2158244019894289>

- Sam'ah I. U., Suhartoyo E., & Kurniasih. (2019). Collaborative writing: What do EFL students say. 1-13
- Sarwar M., Shah A. A., & Akram M. (2018). Identifying factors of research delay at university level. *Journal of Educational Research*. 21(2). <http://www.idelibrary.com>
- Sembiring, R. S., & Nura A. (2022). Pengaruh motivasi ekstrinsik dan motivasi intrinsic terhadap prestasi belajar siswa mata pelajaran teknologi perkantoran. *Jurnal Nasional Manajemen Pemasaran & Sumber Daya Manusia* 3(4), 2745-7257. [https:// DOI: 10.28989/senatik.v5i0.303](https://doi.org/10.28989/senatik.v5i0.303)
- Suhartoyo, E., (2017). The importance of critical thinking competence: An investigation of students' writing experiences. *International Seminar on Language, Education, and Culture*. 11(24) <http://www.idelibrary.com>
- Suhartoyo E., Ni'mah D., Ismiatun F. (2020). The common mistake of undergraduate EFL students in writing argumentative essays. *2nd Online National Seminar on English Linguistic and Literature*.
- Sulasiah F. (2019). Pengaruh motivasi intrinsic dan ekstrinsik terhadap hasil belajar peserta diklat penguatan kepala kepala sekolah negeri di provinsi DKI Jakarta tahun 2019. *Jurnal Sumber Daya Aparatur*, 1(2). [https:// DOI: 10.28989/senatik.v5i0.303](https://doi.org/10.28989/senatik.v5i0.303)
- Tenenbaum G. & Eklund R., C. (2007). *Handbook of Sport Psychology: Third edition*. John Wiley & sons, Inc
- Tsao J., Tseng W., Hsiao T., Wang C., Gao A. X. (2021). Toward a motivation-regulated learner engagement WCF model of L2 writing performance. *Article Reus Guidelines*. 11(2). <https://doi.org/10.1177/21582440211023172>
- Umamah A. & Cahyono B. Y. (2020). Indonesian university students' self-regulated writing (SRW) startegies in writing expository essays. *Indonesian Journal of Applied Linguistics*, 10(1), 25-35. <https://ejournal.upi.edu/index.php/IJAL/article/view/24958>
- Utami Y. & Djamdjuri D. S. (2021). Students' motivation in writing class using of Canva: students' perception. *The 3rd Bogor English Student and Teacher*. 153-159. <https://doi.org/10.1177/2158244019>
- Utomo B., B. (2019). Thesis completion analysis using optimistic bias possibility. *Prosiding Seminar Nasional Teknologi Informasi dan Kedirgantaraan*. [https:// DOI: 10.28989/senatik.v5i0.303](https://doi.org/10.28989/senatik.v5i0.303)

- Wamala R. & Oonyu C., J. (2012). Completion time dynamics for master's and doctoral studies at Makerere University. *Contemporary Issues in Education Research*. 5(2). <https://files.eric.ed.gov/fulltext/EJ1073177.pdf>
- Wamala R., Ocaya B., & Oonyu J. (2012). Extended Candidature and non-completion of a Ph. D. at Makerere University, Uganda. *Contemporary Issues in Education Research*. <https://DOI:10.19030/cier.v5i3.7094>
- Wigfield, A. (1994). The role of children's achievement values in the self-regulation of their learning outcomes. In. D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 101-124). Hillsdale, NJ: LEA.
- Vallerand, R. J., Blais, M. R., & Pelletier, L. G. (1989). Construction et validation de l'échelle de motivation en éducation (EME) (Construction and validation of the academic motivation scale). *Canadian Journal of Behavioural Science*, 21, 323-349. <https://doi.org/10.1177/2158244019894289>
- Yot-Dominguez C. & Marcelo C. (2017). University students' self-regulated learning using digital technologies. *International Journal of Educational Technology in Higher Education*, 14(1), 38. <https://doi.org/10.1186/s41239-017-0076-87>
- Zimmerman, B. J., & Risemberg, R. (1997). Becoming a self-regulated writer: A social cognitive perspective. *Contemporary Educational Psychology*, 22(1), 73-101. <https://doi.org/10.1006/ceps1997.0919>
- Zach. (2020, January 22). What is considered to Be a "Strong" Correlation? Statology. <https://www.statology.org/what-is-a-strong-correlation/>