

CHAPTER 1

INTRODUCTION

This chapter explains the background information. It is filled with a context, a gap, its formulation of the problem, the significance of the research, and its aim related to the present study.

1.1 Background of the Study

Motivation is said to be one of the essential matters in human life. It is explained to be the reasons behind individuals' decisions, the duration they will persevere in performing the activity, and how hard they will pursue it (Dörnyei & Ushioda, 2011). In education especially, it is essential throughout the learning process to determine students' achievements (Zainuddin et al., 2020). Motivation is crucial in determining student achievement, which keeps students on track to attain their purpose (Mali, 2015). Moreover, it plays a vital role since the higher the learning motivation of the individual, the higher the achievement and learning target could be accomplished (Wardani et al., 2020).

Writing is a learning activity with a particular purpose in its process. It includes expressing feelings, exploring ideas and thoughts (Aryanika, 2016), evaluating, mediating, solving problems, or arguing against other ideas through written form. The written form must be written in English for students majoring in the English department. For Indonesian students' academic writing as one of the written forms will inevitably be prevalent. It frequently involves any subject and is even designed as one of the requirements to finish a bachelor's study. Writing an undergraduate thesis as one of the forms of academic writing still becomes one of the requirements for students in Indonesia to obtain a bachelor's degree (Diasti & Mbato, 2020). It is said that students who complete their Bachelor's degree are considered successful (Amin et al., 2013). Besides, a student who accomplishes studies for more than five years is considered late to graduate (Amin et al., 2013). Many factors could contribute to this issue. It is either about academic performance, previous experience with a teacher, or each individual's motivation.

Motivation in the writing context is explained as "an inner power that determines successful writing activity" (Aryanika, 2016), and it is particularly significant in the context of writing an undergraduate thesis within this study. Motivation is required as the student is involved in writing a thesis because it drives students to be active in writing activities (Zainuddin et al., 2020). Besides, doing a thesis for undergraduate students might be challenging. It requires many skills besides writing, including reading, research planning, critical thinking, and synthesizing information (Zainuddin et al., 2020). Therefore, its complexity could lead to demotivation among the students. Demotivation refers to a particular external factor that diminishes or weakens the motivational basis of a behavioral intention or an ongoing action (Dörnyei & Ushioda, 2011). Demotivation arises when a student once was motivated but then lost interest or commitment for a particular reason. Mainly, demotivation is the negative counterpart of "motives" where "demotivate" decreases an action tendency and a "motive" increases it (Komba, 2016). Despite, demotivation does not mean all the positive factors that initially formed the motivational basis of behavior have been eliminated. Instead, it means that a significant amount of the buoyant force has been muffled by a considerable amount of the hostile power, and some other positive motives may still be present (Zainuddin et al., 2020). Thus, students with adequate motivation will have the tenacity to accomplish their undergraduate thesis even if the deadline is unclear.

Since motivation plays a role in the process of its accomplishment, motivation depends on the students' selves, whether internal or external factors. Students motivated to learn and use efficient study techniques are more likely to fulfill the necessary competence requirements (Tokan & Imakulata, 2019). Motivated students will dedicate themselves to it and perform with pleasure and maintenance during the learning process since they value the topic. Consequently, highly motivated students will get more involved in their writing and adapt to the learning environment (Aryanika, 2016). Otherwise, a demotivated student with poor writing competencies such as punctuation, vocabulary, grammar, structure,

and diction will lose interest in writing. They will only adapt to the writing activity if they attempt to stay motivated in the progress of the writing journey.

As mentioned earlier, the situation depicts how final-year students who are writing their undergraduate thesis frequently encounter difficulties. It causes students to tend to lessen motivation rather than to be more motivated. Besides, a lack of motivation in the process of writing a thesis will lead to behavior that will continue delaying the writing of the thesis, eventually becoming a problem for themselves and the department they are majoring in. In most cases, only a few students accomplish it in the approximate time. This issue arose in one of the universities in West Java, Indonesia, where it reported that there were only 18 students of class 2016, three students of class 2017, 21 students of class 2018, and two students of class 2019 who completely finished all the stages of the undergraduate thesis writing during January-July 2023. Moreover, there were only two students of class 2019 who finished their writing within approximate time of six to seven months where basically they finished it on the eighth semester. It aroused the researcher's intensity to conduct a study in this area to discover their motivation in completing their undergraduate thesis writing.

A previous study on Asian postgraduates' motivation in writing master dissertation analysis involved 72 selected sampling students from 3 different programs. It was conducted by Zainuddin et al. (2020) by utilizing the conceptual framework by Flowers & Hayes (1980) and Pintrich (1990). The study revealed some discoveries on their motivation such as intrinsic and extrinsic goal orientation in the value component that depicted the respondents' priority to understand better the fundamental requirements in writing their dissertations. According to the participants, their mastery on writing along with holding commitment with high effort will help them in finishing dissertations within approximate time. The study merely analyzed postgraduates' motivation in writing their master's dissertations. Since the previous study only focused on postgraduate students' motivation in writing their dissertations, the present study investigated undergraduate students' motivation in writing their thesis by utilizing the self-determination theory proposed by Ryan and Deci.

1.2 Formulation of the Problem

As discussed above, the research question is, "What are the motivation of the students in writing their undergraduate thesis as one of the requirements to finish the study?".

1.3 Operational Definitions

1.3.1 Motivation : Motivation refers to the students' basis drive or impetus for doing the activity. In this research context, it is about the students' reason to determine themselves being involved in writing an undergraduate thesis writing. It includes the students' intrinsic and extrinsic impetus of the student's behavior in accomplishing thesis writing.

1.3.2 Undergraduate Thesis Writing : An undergraduate thesis writing is a writing activity that conducted by the undergraduates' student as one of the requirements to finish study and receive bachelors of education degree or *S.Pd.* degree (*Sarjana Pendidikan*). It is involved the guidance of department supervisor resulted in appropriated and structured research paper.

1.4 Aim of the Research

This study explores what drives students or encourages them to accomplish their undergraduate thesis promptly.

1.5 Significances of the Study

1.5.1 Theoretical Contribution

The present study will be a beneficial academic resource for exploring a deeper motivation for intrinsic and extrinsic aspects, especially in a writing

activity context that encourages students to accomplish the undergraduate thesis on time.

1.5.2 Practical Contribution

The present study is expected to contribute practically to several parties, such as:

1. Supervisors. Creating supportive environment to encourage students' motivation in accomplishing their undergraduate thesis writing.
2. Students. Arousing their awareness to find some motivations in accomplishing their undergraduate thesis writing.

1.5.3 Empirical Contribution

The present study is expected to uncover students' motivation in writing their undergraduate thesis and contribute as research resources to assist with the limitations of the previous research of “analysis postgraduates' motivation in writing their master dissertations” by Zainuddin et al. (2020). It is expected to be beneficial guidance to comprehend undergraduates' motivations in writing their undergraduate thesis.