

CHAPTER 2

LITERATURE REVIEW

This chapter briefly discusses the literature review of the present research, including motivational theory in learning and its relation to the writing context, relevant analysis, and the gap between previous and present research.

2.1 Theoretical Framework

2.1.1 Motivation

Motivation is the individual's determination to behave in a particular way. According to Dörnyei (2001), motivation is “a process in which a certain amount of instigation force arises, initiates action, and persists as long as no other forces come into play to weaken it and thus end action, or until the desired outcome is achieved”. Motivation could be referred to as a hypothetical construct applied to elucidate the direction, desire, intensity, and constancy of behavior pointed out by a purpose (Uno, 2006). Motivation in this study context could then be elaborated as actions entrenched by the need to proceed an individual to take writing activity to achieve a specific purpose: writing an undergraduate thesis as one of the university requirements to get a bachelor's degree.

According to Harmer (2002), motivation is a condition of cognitive arousal that prompts a decision to act and leads to continued mental and physical effort to accomplish some previously stated objective (as cited in Barruasnyah, 2019). McMillan and Forsyth (1991) described motivation as it relates to learning in colleges elaborated as "purposeful engagement in classroom tasks and study, to master concepts or skills", and motivated students are those who "take learning seriously and try to get maximum benefits, rather than merely getting by or doing the minimum amount of work necessary" (as cited in Sogunro, 2015). Furthermore, Dörnyei (2015) views motivation in the learning context as an essential component of the challenging learning of L2. Its absence will cause people to fail even if they possess the most exceptional ability since motivation is essential to succeed,

and they will almost certainly fail in making necessary efforts without motivation (Harmer, 2007). In other words, the initial prerequisite for beginning a learning activity is motivation, which also serves as the engine to stir the process.

2.1.2 Self-Determination Theory

In a significant context of motivation, Self-Determination Theory (SDT), as the work of Deci and Ryan in the 1970s and 1980s, has been developed to integrate intrinsic and extrinsic motivation factors. SDT viewed all human beings as proactive (Ryan & Deci, 2000b). This theory oversees that all individuals are born with mastering challenges and tendencies toward deliberately accruing and integrating new experiences (Guay, 2021). It addresses what motivates humans to behave, what drives them, and how behavior is controlled in many spheres of life. Furthermore, it utilizes cognitions, emotions, perceptions, and needs as predictors of developmental, behavioral, regulatory, and experiential outcomes (Ryan & Deci, 2000, as cited in Deci & Ryan, 2015).

Ryan and Deci (1985) introduced the vital difference between two types of motivation: autonomous and controlled. Autonomous motivation is a motivation that includes sources that come from internal as the individual values the activity. They act with a complete feeling of volition and willingness, fully ratifying what they are doing since they find it intriguing and delightful or in line with deeply held integrated values (Deci & Ryan, 2015). In contrast with autonomous motivation, controlled motivation is defined as acting out of a sense of demand, obligation, or pressure (Deci & Ryan, 2015).

As to SDT theory in education, there is an unlimited amount of research disclosing auspicious insight into distinguishing autonomous and controlled motivation. For example, De Smedt et al. (2016), in writing research, autonomously motivated students produce qualitatively better writing than those who are controllably motivated students. As the

autonomous activities involved in the textbook and curriculum, students are intrinsically more motivated, establishing an engaging and enjoyable environment (Al-Shboul et al., 2023). Another study on SDT exploring the emotional factors of SDT underlined those players perceived the most and least enjoyable students' experiences of the design. Academically discovered, the most bulging aspect of the game's design was the need for autonomy and competence, which was about as twice as prevalent as the need for relatedness (Grasse et al., 2022).

SDT has seen a significant uptick in interest in language learning during the last decades (e.g., Guay, 2021; Guay et al., 2010; Rocha et al., 2019). In theory, the students are varied in their motivation's quantity and quality that underlies individual behavior. Based on this assumption, a continuum ranging from "non-self-determined to self-determined" of SDT proposed by Ryan & Deci (2000b) is valuable to think about.

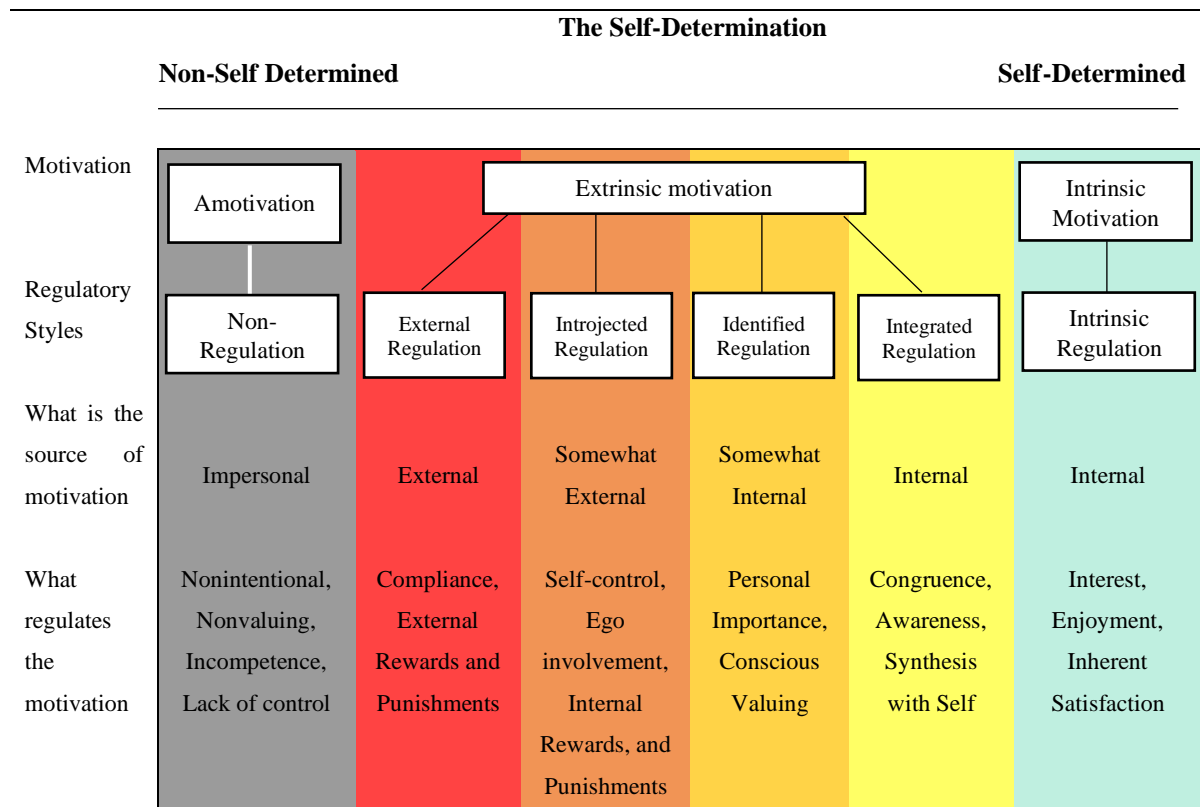


Figure 1.1 The self-determination model, scale, and continuum
(Source: Ryan & Deci, 2000b)

2.1.2.1 Amotivation

Amotivation is the third type of motivation proposed by Ryan and Deci (1985), in addition to extrinsic and intrinsic motivation. In contrast to autonomous motivation, amotivation states that the individual has no motivation or intentionality (Deci & Ryan, 2015). It has occurred as the individual is not determined since they do not value the outcomes or do not feel capable of doing it and are likely to follow the behavior (Deci & Ryan, 2015). For example, students lacking motivation will likely be less successful in writing.

2.1.2.2 Extrinsic Motivation

In most activities, what an individual has accomplished cannot merely be presumed to be intrinsically motivated. Extrinsic motivation relates to an activity constantly undertaken to achieve some separable advantage. It is contrasted with intrinsic motivation, which refers to doing activities for the enjoyment of the activity rather than its instrumental value. According to Deci & Ryan (2015), extrinsic motivation occurs as people are frequently motivated to pursue rewards such as prizes or money, the desire for social approval, or to avoid noxious stimuli. Ryan and Deci (2000b) proposed the taxonomy of motivation (figure 1) arranged from left to right, illustrating the extent to which the individual's motivation arises. In extrinsic motivation, it is mentioned that four regulations are involved in motivation: external regulation, introjected regulation, identified regulation, and integrated regulation.

1. **External Regulation.** External regulation is the classic type of extrinsic motivation and is the least autonomous. External regulation behavior is carried out to meet external demands or possible external coercion to obtain rewards. When controlled or alienated, individuals experience externally regulated behavior (Ryan & Deci, 2000a). As externally regulated, they perceive their behavior is managed directly by others, frequently making them dependent on rewards and threats (Deci & Ryan,

2015). For example, the student is involved in a writing activity to gain a reward.

2. **Introjected Regulation.** Introjected regulation occurs when individuals have partially internalized an extrinsic motivation. They have taken it in but have yet to entirely accept it as their own. Introjection can be motivated by ego involvement, a lack of self-esteem, or guilt. Empirical research has shown that similar consequences and experiences accompany introjected regulation to those of external regulation. Hence, although it is an individual's internal motivation, external motivation is quite controlling (Deci & Ryan, 2015). For example, a student who always goes to school is involved in the learning activity to avoid feeling guilty.
3. **Identified Regulation.** Identified regulation is a more internalized form of extrinsic motivation. It involves the individuals identifying the personal importance and values of their work behavior as their own. They have received rational reasons for acting or growing. They are more self-regulating, self-directed, and flexible in choosing and maintaining behavior within their activity (Deci & Ryan, 2015). In other word, identified regulation describes a situation where a person receives a value from a behavior and occurs when the behavior is motivated by “personal goals”. Although the behavior is self-initiated, it is still considered extrinsic motivation since the decision to do something is controlled by an external product or outcome. For example, personally valuing writing activity becomes the student's motive.
4. **Integrated regulation.** Integrated regulation is an entire type of internalized extrinsic motivation. It is an autonomous form of motivation since the individual with integrated regulation acts with a complete sense of choice and volition (Deci & Ryan, 2015). For example, the student defines themselves as a "student" where this identity is fully integrated with other identities and aspects of their lives.

2.1.2.3 Intrinsic Motivation

Intrinsic motivation is the prototype of autonomous motivation, which involves the natural internal. In other words, intrinsic motivation occurs as people engage in activities out of a sense of enjoyable, fun, or exciting behavior (Deci & Ryan, 2015). For example, young children will engage in some inner agenda in a very natural way since they do what they think is interesting to do. Several activities that adults engage in for enjoyment also have intrinsic motivation because intrinsic motivation is an inherent natural motivation (Deci & Ryan, 2015). Therefore, the individual who participates in an activity with a sense of interest, enjoyment, and genuine motivation is intrinsically motivated. An example in the learning context is when a student engages in a learning activity since he values the outcomes. He acts with complete enjoyment, which will profoundly affect positive engagement.

2.1.3 Basic Needs Theory of Self-Determination

According to the basic need theory, students have an innate and proactive intrinsically motivated inclination to seek out and pursue the best challenge, novelty, exercise, develop their capabilities, learn, and explore. These basic needs theory is identified as the three psychological needs of autonomy, competence, and relatedness.

1. **Autonomy.** Autonomy is a need where individuals think that they are the master to control the course of their lives. Most importantly, they are in control of their behavior. Students will behave in ways consistent with their values and interests since they think they are the initiators of their behavior (Deci et al., 2013, as cited in Guay, 2021). Thus, the "self" is intertwined with the need for autonomy, where it is an active center of initiation, integration, and spontaneous engagement in the social context.
2. **Competence.** According to Deci (1975), effectively interacting within an individual's environment means competence. It displays the innate desire to use an individual's abilities and, in doing so, to seek out and overcome environmental difficulties (as cited in Reeve, 2012). Thus, it

leads students to explore challenges beyond their existing capabilities and engage in practice to develop their aptitudes (Guay, 2021).

3. **Relatedness.** Relatedness is the need to form strong emotional ties and stable affiliations with other individuals. It expresses a desire to be emotionally invested and actively participate in friendly, considerate relationships with others (Ryan & Deci, 2017, as cited in Guay, 2021). The satisfaction of relatedness could assist students in developing their potential (Guay, 2021). For example, talented students are more likely to appear in a supported environment where they perceive that their parent supports them rather than stifle their potential.

2.1.4 Autonomous and Controlled Motivation

Self-determination has been utilized to understand students' motivation in performing learning activities. Therefore, it is possible to differentiate among several types of motivation that differ in terms of self-determination. In SDT, it elucidated that some are controlled and some are autonomous. Intrinsic motivation is included in the autonomous. It refers to performing an activity for pleasure, for its own sake, and for the satisfaction, it provides (Ryan & Deci, 2000). Autonomous occurred when the individual doing activities according to their passion, enjoyment, and interest. It is consisted of intrinsic motivation and extrinsic motivation that internalized by the individual. To be more precise, it is happened when the individual value their activities and ideally integrate this motivation into one's sense of self (Deci et al., 2017). Autonomous motivation will tend to last a long time that allow the individuals a higher desire to engage in the activities, feeling satisfied, and enjoyed.

According to SDT, some types of extrinsic motivation differ in the degree of self-determination (Guay, 2021). The high autonomy to low autonomy is arranged as external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan & Deci, 2000). Identified and integrated regulations are classified as high autonomy (autonomous) while external and

introjected regulations are classified as low autonomy (controlled motivation). In other words, controlled motivation refers to behavior that is controlled by external drive. Thus, extrinsic reasons that are coherent with student "self" are classified by SDT as volitional, which means that even if a student lacks an intrinsic motivation for a particular subject, they may still benefit from positive cognitive, affective, and behavioral consequences (Guay, 2021).

2.1.5 Thesis Writing as Part of the Academic Writing

Academic writing describes as a style of formal expression that used by researchers to present their ideas, analyze research, and construct an effective argument according to their disciplines and specific areas. It is a requirement in academic world to facilitate and disseminate research findings to contribute to diverse fields of knowledge (Ansarifar et al., 2018). In writing academic paper, Hayati et al. (2024) asserted that the researcher should comprehend basic principles such as coherence, clarity, and accuracy in expressing argument and research discoveries including existing requirements that has been determined. These academics writing included, essays, reviews, research papers, and theses. There are undergraduate thesis, master thesis, and doctoral thesis (dissertation) in thesis writing.

A thesis writing is an obligatory requirement in mostly college institutions to receive a degree. From another point of view, a thesis is a written record of the work that a writer has completed (Agarwal et al., 2011). It provides objective proof of the writer's knowledge and abilities in the topic of interest and is a fair way of assessing them. It remarked that scientific writing is about accurately using words and finding a precise manner to convey what has been done, what has been discovered, and why it matters (Carraway, 2009). This present research focused more on the undergraduate thesis writing that is become the first step for the novice researcher in investigating their independent research.

Undergraduate thesis writing in the present research context has four stages that students must undertake to finish as one of the requirements for getting a bachelor's degree. These include designing tentative research, research proposal seminars, comprehensive reviews, and thesis examinations. Specifically, the recent comprehensive review was designed differently from the previous year. The examiners will provide their feedback in written form after students submit their comprehensive presentations' videos through a particular platform that has been decided.

2.2 Study of the Relevant Research

An existing previous study on postgraduates' motivation in writing master dissertation analysis (Zainuddin et al., 2020) within the exploration of rhetorical problems students face in their writing was analyzed by using mean statistics by obtaining the data through self-administered online questionnaires. It revealed that students' priority to ensure they can more clearly understand the requirement for writing the dissertation is shown by the value component, which included internal and external goal orientation and task value beliefs. It shows that "the most satisfying for me in this program is trying to understand the content of the courses" became the highest mean (4.0) of the intrinsic goal orientation. The statement "getting a good grade in the classes is the most satisfying thing for me right now" becomes the highest mean (M=4.6), which lies on the extrinsic goal. Lastly, the highest mean (4.4) of the task value beliefs lies under the statement, "Understanding the subject matter of the courses is very important to me".

Another study was conducted by Barruansyah (2019) about how far students' writing motivation was. It was analyzed by using simple sampling to take the sample and using a questionnaire to collect the data. It comprised a series of questions: never, seldom, sometimes, often, and always. There are five categories of motivation mentioned in the study such as very strong (81% - 100%), vital (61% - 80%), enough (41% - 60%), low (21% - 40%), and deficient (0% - 20%). The data analysis revealed a 77.48% percentage score of the students' motivation, which means the students' motivation could be categorized as an intense level.