

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Motivation**

Diasti and Mbato (2020) define that motivation holds an important role to engage the students in achieving the directed goal. Motivation has become a common thing in the world of education, especially in the learning activity. In that case, motivation is what we need because Anggraini (2010) defines motivation as a state in a person that encourages, and directs or guides people's behavior toward a goal, and which causes someone to want to repeat it and vice versa (Al Othman & Shuqair, 2013). Motivation is divided into two types and classified based on the different reasons or goals that give rise to action. According to Ryan and Deci (2000), intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome.

Internal motivation is non-instrumental, that means it does not depend on anything or that motivation comes naturally from the person (Legault, 2020). For example, a child running and jumping outside the room. They did it because it was fun. Besides that, it also satisfies themselves as well as someone who is aware of his obligation to complete a job where it will be a satisfaction for him. While external motivation refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, external motivation is instrumental. Where their behavior are influenced by other things, for example someone completes a task because he/she wants to be praised by their friends. Having motivation is important to help students complete various things in achieving their goals, one of them is writing a thesis. Mbato and Cendra (2019) claimed that “having sufficient motivation will allow students to be more resilient

when completing their writing, even if the deadline is not clear”. In line with that this is a table of aspects and indicators of motivation from internal and external according to (Shaleh, 2016).

Table 2 1 aspects and indicators of motivation.

<b>Motivation</b>	<b>Aspect</b>	<b>Indicators</b>
Internal	<ul style="list-style-type: none"> <li>- Needs</li> <li>- Knowledge improvement</li> <li>- Goals</li> </ul>	<ul style="list-style-type: none"> <li>- Interest to learn something</li> <li>- Want to follow the lesson</li> <li>- Always complete the task</li> <li>- Improving talent</li> <li>- Increase knowledge</li> </ul>
Eksternal	<ul style="list-style-type: none"> <li>- Learning device</li> <li>- Environment</li> <li>- Teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Desire to get recognition</li> <li>- Desire to get praise</li> <li>- Desire to get rewards and gifts from the teacher or people around them.</li> </ul>

Therefore, Filgona et al., (2020) declare that there are eight importance of motivation:

1. Motivation stimulates learners to think, concentrate, and learn effectively. A learner learns best when he/she recognizes the need and develops the desire to learn.
2. Motivation increases the speed of work that a learner is putting to achieve a goal. In education, motivation is a factor of high or low points of the goal. Therefore, motivation provides the effort and energy that a learner needs to achieve the task. It brings the learner to the proper frame of mind

for learning. It concentrates the attention and energy of a person on the activity or knowledge to be learned. Motivation determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude.

3. Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence.
4. The motivation of learning activities helps the learner to concentrate on what he/she is doing, and thereby gain satisfaction. Continuous motivation is needed to help learners concentrate on the lessons to be learned.
5. Motivation directs learners' behavior toward particular goals. It determines the specific goals toward which learners strive; thus, it affects the choices students make.
6. Motivation increases the initiation and persistence of learning activities. It increases students' time on task and is also an important factor affecting their learning and achievement.
7. Motivation enhances cognitive processing. It actually affects what and how information is processed, because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner.
8. Motivation determines what consequences are reinforcing and punishing.

In conclusion, motivation is an encouragement within each individual that can be influenced by 2 factors which are internal and external motivation. Motivation is positive and can change a situation for the better. Having sufficient motivation also believed will allow students to be more resilient when completing their writing. In addition, there are also many benefits that can be obtained when someone is motivated to do every activity in terms of education such as achieving goals and in general in daily activities. For that reason, the important roles of motivation affect many people and they need it to support/boost themselves.

### **2.1.1. Need Theory in Motivation**

Need theory of motivation is derived from McClelland's need theory. McClelland says that, regardless of our gender, culture, or age, everyone has three motivating drivers and they prioritize needs differently because individuals are not born with these needs but they are actually learned through life experience (McClelland, 1961). This theory included three aspects of the needs of people which are achievement, power, and affiliation. In this theory stated that if a person has a strong need to learn, it will motivate him to perform the desired behavior and lead to individual and professional satisfaction. Therefore, Ivancevich and Matteson (2002) states that this motivational theory is one of the theories that is closely related to the concept of learning

From the three aspects, the need of achievement is an unconscious drive to do better toward a standard of excellence. Achievement is a thing done successfully, typically by effort, courage, or skill. Moreover, Syafi'i et al (2018) argue that achievement is a collection of the final results of a job that has been done. People who have a high need for achievement will have to lead a person to perform better when achievement is possible. People with high need achievement would also seek out situations in which they could get achievement satisfaction. Meanwhile, affiliation imagery readily inferred from some statement is "the person feels about another or their relationship" (p.160). People with high need affiliation are busy enjoying other people and spend less time trying to get ahead. From that statement, it can be said that people with the need for affiliation seek companionship, social approval, and satisfying interpersonal relationships want to belong to the group they want to be liked. Therefore need for affiliation is more concerned with social connection. Individuals who have this need will try to get relationship satisfaction. In this case, support is important for the need for affiliation to be satisfied and the person feels recognition (Arquisola & Uqda, 2020). Further, power means the ability to control and influence others. Individuals with a high need for power often

demonstrate behavior such as enjoying being in charge, wanting to influence others, and preferring to the status-oriented situation. In other words, the need for power is part of intrinsic motivation which is a strong drive to challenge someone who wants a capacity such as position, title, wealth and the potential for improvement and development of professional knowledge and abilities that can be used to influence others (Arquisola & Uqda, 2020).

Hence, McClelland's needs theory posits that the person's level of effectiveness and motivation is greatly influenced by these three basic needs. This theory would help to identify the prioritization motivators of people by probably identifying drivers based on personality and actions. The three basic needs which become the factors of student's motivation are in line with the process of writing a thesis as the researcher has been discussing that a thesis is one of the goals of students to get a bachelor's degree from the university.

## **2.2 Thesis Writing**

Thesis writing is an individual task that becomes a graduation requirement at a university. Diasti and Mbato (2020) stated that in connection with the context of education in Indonesia, writing a thesis is a mandatory thing that must be done by students to graduate from a university. In writing a thesis, students are required to complete the process individually. Lecturers only act as facilitators and are not the main determinant of students graduating on time. As for the level of difficulty, problems when writing a thesis are very dependent on several factors, like motivation.

There are also challenges in the form of thesis writing techniques and insights for students, Bakhou and Bouhania (2019) said that students are required to have the ability to plan, conduct research, think critically, use correct languages, such as grammar, word selection, and style in a paragraph. Plakans (2010) categorizing writing, specifically for academic purposes, is an interacting cognitive process of

organizing, selecting, connecting, monitoring, and handling language difficulties (particularly for students writing in a second language). Above all the challenges of writing a thesis, how can students avoid seeing writing as a difficult thing at the end of the semester? Whereas, there are many things to be paying attention to and several abilities they must possess.

Respond to that, Belleville, (2019) present some tips to get easy to write a thesis with the following:

### 1. Block Dedicated Periods to Writing

Since writing a thesis requires good focus and quality time, blocking time is one of the best ways to do it. Commit to writing every day (5 days in a week and can rest on the weekends) with the shortest possible time, for example, 2 hours per day. Write when you are at your best depending on whether you are an early bird or a night owl by removing anything that can distract you and trying to focus on your journal and write your thesis. It can be very motivating to feel that when the period is over, you might be able to move on: this feeling will make it easier for you to start writing at your next appointment.

### 2. Develop SMART Objectives

There are at least 4 types of objectives to think about when writing a thesis: first is the long-term objectives are those that you set for a semester or for a predetermined period of several weeks (for example, before going on vacation, I want to have accomplished \_\_\_\_\_). Second is Each long-term goal must be broken down into a series of smaller, specific objectives, such as the steps of a staircase. Ideally, the time needed to achieve a specific goal would be exactly the time you have set aside for a writing period for example 2 hours per day, the third type of objective refers to the scheduling discussed earlier: when you schedule writing periods, you set time objectives, and the last type of goal that will make you even more effective

are the project objectives. Always start a project by defining its objectives although they might change along the way. Take the time to define and clarify the objective of any text, chapter, or article: the more precise they are the better they will guide the rest of your writing.

### 3. Plan, Write, Edit, and Repeat

In the process of writing a thesis, these 3 things are very necessary to get perfect results. Writing a thesis is like making a house. We need to draw first before finally laying the first stone, and if there is a mistake we need to learn from it and then correct it until we get the desired result.

### **2.3 Study of the Relevant Research**

Motivating students is a topic of great concern for educationists today, and motivation is an essential element that is necessary for quality education where in this case is thesis writing, motivation is one of the factors that play an important role in thesis writing. Numerous studies have been conducted which discuss motivation and investigate students' motivation in accomplishing their thesis. The study conducted by (Nugroho, 2017) aims to determine the relationship between motivation students with the accuracy of completing the final task. This study concluded that the level of student motivation in completing the final project is very influential for the students themselves in the preparation and completion of the final project and the result show that the average female respondent can complete her thesis on time and has a GPA above 3.00.

Another study from Mauliya et al., (2020) aims to investigate the internal factors, such as lack of motivation factors contributing to the poor academic performance of graduate students of the English Department. In this study, the results of this study revealed that one aspect of internal factors causing poor academic performance was the lack of motivation derived from two sizeable directions, family

and teacher. Sharma et al., (2018) also explain in their study which have a purpose to investigate the relationship between motivation, self-concept and academic achievement. The study found that there were significant correlations between self-concept, motivation and academic achievement of students. It is not a matter whether a student is motivated, unmotivated, or more motivated than other students, the matter is that understanding what motivates students. Furthermore, it can also be important to note that students' environment is also affected a lot.



