CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Students' motivation in writing undergraduate thesis.

2.1. Students' Motivation

Motivation is a state of psychology that inspires someone to pursue a goal. Motivation can be interpreted as the need to achieve the posibilities of success, values of incentive in the process of completing assignments, as well as an incentive to minimize failure in achieving goals (Bai and 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 posibility of achieving success in writing skills (Graham et al., 2017; Nasihah and Cahyono, 2017; Sabti et al., 2019). In essence, motivation serves as a powerful driving force in education, particularly in the context of writing skills. It not only pushes students towards their goals but also equips them with the resilience and strategic approach necessary for academic success. As such, understanding and fostering motivation becomes crucial in enhancing students' writing proficiency and overall educational outcomes.

To prevent confusion about basic concepts of this motivation in this research, the researcher used Self-Determination Theory (SDT) motivation proposed by Deci and Ryan (2000) as a scope of discussion about students' motivation in writing undergraduate thesis and emphasizing or focusing on intrinsic and extrinsic motivation. It is a psychological framework that studies human motivation and personality by examining the interplay of intrinsic and extrinsic factors, and how social & cultural factors can affect motivation and well-being. To clarify how various levels of internalization shape students'

motivation, table 2.1 below outlines the Organismic Integration Theory (OIT) taxonomy, which classifies motivation along a continuum from external into integrated regulation:

Table 2 1 Organismic Integration Theory (OIT)

	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Non self-determined						*Self-determined*
Regulatory style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Source of motivation:	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
Motivation regulators:	No intention Incompetence Lack of control	Compliance External rewards or punishments	Ego-involvement Approval from others	Valuing an activity Endorsement of goals	Congruence Synthesis with self	Interest Enjoyment Inherent satisfaction

The Self-Determination Continuum

1.   External Regulation: Within the realm of extrinsic drive, this is the most subordinate type. A reward condition or an external demand motivates people to act in a certain way. This type of regulation represents the least autonomous form of motivation, where behavior is entirely controlled by external contingencies such as rewards, punishments, or imposed demands (Ryan and Deci, 2000).

2.   Introjected Regulation: This form of external incentive entails absorbing a rule but not completely embracing it. Behaviors are carried out in a somewhat controlled manner in order to prevent feelings of guilt or worry or to achieve ego boosts like pride. This regulation reflects a partial internalization of external controls, where individuals act out of internal pressures—such as avoiding shame or enhancing self-esteem—rather than from true personal endorsement (Ryan and Deci, 2000).

3.   Identified Regulation: In this case, the individual has taken the behavior's regulation on board since they have grown to value it for themselves. This type of extrinsic motivation is more self-directed. the individual recognizes the personal importance of the behavior and willingly accepts it as their own, showing a more conscious and autonomous form of extrinsic motivation (Ryan and Deci, 2000).

4.   Integrated Regulation: Of all the extrinsic motivations, this one is the most self-sufficient. When rules that have been identified are completely integrated into who one is, they have been assessed and made to align with one's other requirements and values. Integrated regulation occurs when identified regulations are fully assimilated with one's self, becoming congruent with personal values and beliefs, thus representing the most autonomous type of extrinsic motivation, though still externally driven in its origin (Ryan and Deci, 2000).

Intrinsic Motivation, represents the highest level of self-determination within the continuum. Unlike extrinsic motivation, which relies on external demands or rewards, intrinsic motivation occurs when individuals engage in an activity purely for the inherent satisfaction, curiosity, or pleasure it brings. In this stage, the behavior is fully self-endorsed and performed out of genuine interest and enjoyment rather than external pressures or incentives (Ryan & Deci, 2000).

5.   Interest refers to an individual's natural attraction and curiosity toward an activity. This interest emerges spontaneously and fuels the desire to explore and learn for its own sake. When students feel personally interested in a task, they tend to invest more time and effort willingly (Ryan and Deci, 2000).

6.   Enjoyment describes the sense of pleasure or fun experienced during the process of performing an activity. The activity itself becomes its own reward, making students more likely to persist even when external rewards are absent. Enjoyment is a key driver that sustains engagement and fosters positive emotions during challenging tasks (Ryan and Deci, 2000).

7.   Inherent Satisfaction refers to the deep sense of fulfillment that comes from successfully completing a meaningful or challenging task. This feeling naturally arises when individuals perceive themselves as competent, autonomous, and fully engaged in what they do (Ryan and Deci, 2000).

These types represent a continuum of internalization, where the regulation of behavior moves from being external to the individual to being integrated into their sense of self. A higher level of internalization is related with a stronger feeling of personal commitment, which in turn boosts perseverance, improves self-perception, and enhances engagement quality. Moreover, based on Deci and Ryan (2000) there are two main categories of motivation: intrinsic and extrinsic. The explanation of the two motivation theories would be explained below.

2.2. Extrinsic Motivation

Performing an activity for reasons other than its intrinsic enjoyment, such as the promise of rewards or the desire to avoid unpleasant consequences, is known as extrinsic motivation. Ryan and Deci (2000) stated that people are either intrinsically motivated to conduct an activity in order to achieve some separate objective. Extrinsic motivation is instrumental reasons, such as avoiding punishment and receiving rewards (Gagne et al., 2014). In the same way, Utami and Djamjuri (2021) stated that extrinsic motivation produces external goals in the form of short-term goals including good grades, participation by students in competition, awards received from teachers and parents, and so on. Sembiring and Nura (2022) support this idea, there is 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. In other research discussed that intrinsic and extrinsic motivation are connected to one another. Pulford et al., (2019) stated 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.

Moreover, extrinsic motivation can be influenced by various external conditions, it may increase when students receive clear rewards, praise, parental support, or instituional incentives such as scholarships and graduation deadlines. Otherwise, extrinsic motivation can decrease if students feel excessive external pressure, experience unsupportive academic environments, or face conflicting responsibilities that lower their external drive. This is in line with Orsini et al. (2017), who emphasized that the presence of structured external support and recognition significantly strengthens students' extrinsic motivation, while its absence may hinder sustained engagement. Building upon this understanding of the relationship between intrinsic and extrinsic motivation, is important to delve deeper related to extrinsic motivation itself.

In conclusion, extrinsic motivation plays a crucial role in shaping behavior and learning outcomes. It not only influences short-term goals like grades and rewards but also has the potential to positively impact intrinsic motiation by fostering a positive orientation toward tasks and encouraging deeper internalization of values. This interplay between extrinsic and intrinsic motivation underscores the complexity and significance of motivation in educational and behavioral contexts.

2.3. Intrinsic Motivation

Internal students' motivation is the variables of their willingness, determination, and excitement to begin and achieve their certain goal. Performing an activity due to its inherent interest or enjoyment is what Ryan and Deci (2000) mean when they talk about intrinsic motivation. Intrinsic motivation is the main psychological structure related to personal well-being, performance of academic, also self-determination (Liu et al., 2019). Recent evidence by Hoxha and Ramadani (2024) confirms that intrinsic motivation significantly enhances sustainable performance and well-being when students experience meaningful engagement and psychological fulfillment. This is

reinforced by Gregana et al. (2023) confirms that intrinsic motivation sustains students' engagement and enhances their performance and well-being when they experience meaningful connections with their learning. This is in line with Utami and Djamjuri (2021) who explained that when learning is a goal, students will have inseparable motivation.

Furthermore, intrinsic motivation can be strengthened when students feel autonomy, interest in the topic, and meaningful personal connection to their work. According to Sulasiah (2019) there is a significant contribution from intrinsic motivation with a greater percentage of intrinsic motivation than extrinsic motivation. Therefore, Lestari (2020) stated that intrinsic motivation should be prioritized in thesis writing, as a strong desire enables students to overcome various external factors, including support from those around them, which does not hinder their ability to complete asssignments. However, it can decline if students repeatedly face academic failures, experience high stress, or feel that their tasks lack personal relevance. When learning tasks lack personal relevance and meaning, students' intrinsic motivation and engagement tend to decrease, which may ultimately lower their academic performance (Augustyniak et al., 2016; Wen, 2023).

In conclusion, internal motivation is propelled by intrinsic forces, including personal interest and delight, is crucial for students' success. Research highlights that intrinsic motivation, as described by Ryan and Deci (2000) and supported by subsequent studies, is linked to better academic performance and personal well-being. This form of motivation not only enhances students' determination and willingness but also helps them navigate external challenges effectively, making it particularly valuable in tasks like thesis writing. Thus, fostering intrinsic motivation can significantly improve students' engagement and achievement in their academic pursuits.

2.4. Writing Undergraduate Thesis

Writing undergraduate thesis is an academic project that undergraduate students undertake during their final term of study at a university. According

to Khusniyah and Ismiyatun (2024), a thesis is a research paper that undergraduate students create in order to complete their studies. In the same way, Fitriani et al., (2021) stated that academic writing especially undergraduate thesis is a final assignment that must be completed by students. Academic writing, as Lestari (2020) explains, is what sets the thesis apart from other types of writing. Writing an undergraduate thesis is a demanding and careful task that students must undertake during their academic career. This is supported by Tran and Nguyen (2025), who highlight that undergraduate thesis writing is inherently challenging due to the advanced academic skills, time management, and self-regulation it requires.

Writing an undergraduate thesis is a complex and rigorous academic endeavor that requires students to demonstrate critical thinking, research skills, and effective written communication. Gupta et al., (2022) highlighted that academic writing demands systematic understanding, mastery of research methods, and clear communication of complex ideas to academic audiences. It typically folllows the IMRaD strutuce (Introduction, Methodology, Result, and Discussion), a widely accepted format in academic writing. While the Introduction provides background information and poses the research questions, the Methodology details the study's design and data gathering processes, the Results presents the findings, and the Discussion interprets these findings in relation to existing literature. This structure helps students organize their research coherently and systematically. Lestari (2020) stated that scientific writing should adhere to a specific structure, beginning with an introduction, followed by a literature review, research methods, results, discussion, and finally, a conclusion and suggestions.

Furthermore, the thesis writing process itself can be viewed as a series of interconnected stages: Generating ideas, drafting, reviewing, editing, and ultimately publishing through the thesis defense presentation. According to Carter et al., (2020), that thesis writing is a recursive and staged process involving planning, drafting, revising, and final presentation for

examination.This process is iterative, with students often moving back and forth between stages as they refine their work.

To further elaborate on the thesis writing process, the regulation of English education department at one of university in Tasikmalaya have proposed detailed frameworks outlining the steps involved (Undergraduate Research Boards, 2024). These frameworks provide valuable guidance for students embarking on this challenging academic journey. The steps of thesis writing can be broken down into several key stages:

1. Topic selection and background of the study

2. Literature review and theoritical framework development

3. Research design and methodology formulation

4. Data collection and analysis

5. Research findings and discussion

6. Conclusion and suggestions

Based on the thesis writing guidelines in the English Education Department at one of university in Tasikmalaya, the students embark on their thesis journey by selecting a research topic and developing a proposal under supervisor guidance, followed by an in-depth literature review, methodology design, data collection, data analysis, research findings, conclusion and suggestion. Throughout this process, students receive regular feedback from supervisors, adhere to academic writing conventions, and properly cite sources using APA 7th edition format. While this comprehensive approach aims to develop students' research skills and contribute meaningful insights to the field of English language education, it is not without obstacles.

Many students encounter challenges that can hinder their progress and affect their motivation, stemming from various factors such as the perceived relevance of the research topic, quality of supervisor support, personal

circumstances, external pressures, and fear of failure or perfectionism. According to Fauzan et al., (2022) writing a thesis proposal has become quite challenging due to various reasons such as the lack of students' knowledge about thesis and thesis proposal, the lack of students' motivation, or the lack of the students' ability about writing, making the students fearful to begin to write. Despite these difficulties, successfully completing a thesis is essential, as it marks a significant milestone in a students' academic journey and lays the foundation for future scholarly work.

In summary, writing an undergraduate thesis is a crucial and complex academic endeavor that marks the culmination of a students' university education. It is a comprehensive research project that demands critical thinking, effective time management , and strong academic writing skills. The process involves several key stages, from topic selection to final submission, all under the guidance of a faculty advisor. While challenging, the thesis writing process provides students with an opportunity to demonstrate their research capabilities, analytical skills, and ability to contribute original knowledge to their field of study. Understanding the various steps involved and following expert recommendations can help students navigate this demanding task more effectively and produce high-quality academic work.

2.5. Study of the Relevant Research

There are several related studies that have significance to this topic. In the first piece of research, which was conducted by Lestari (2020), the objective was to determine the challenges that undergraduate students encountered when writing their theses at the English Study Program of Muhammadiyah University Bengkulu (UMB) during the academic year 2018-2019. Additionally, the researchers wanted to identify the most challenging variable that these students encountered when writing their theses. For the purpose of this investigation, a mixed-methods strategy is utilized, which involves mixing qualitative (interview) and quantitative (questionnaire) methods of data

collecting and information processing. Participating in this study were 74 students who were enrolled in the seventh semester of the English Education Study Program at Muhammadiyah University of Bengkulu during the 2018-2019 academic year. The data for this study was gathered via the use of questionnaires and interviews. Students' English proficiency, students' time management, students' research methodology, students' attitude, students' research topic, co-advisor relationship, plagiarism, personalities, number of supervised students and advisor workload, and students' motivation were found to be factors that contributed to some of the difficulties that students encountered when writing their theses. In summary, This study examined the difficulties faced by undergraduate students in writing theses at Muhammadiyah University of Bengkulu. Using questionnaires and interviews with 74 students, it identified and ranked the main challenges students encountered. The results showed English language proficiency and time management were the top difficulties, followed by research methodology issues. Students also struggled with motivation, attitudes toward thesis writing, and topic selection. The findings suggest areas where students need more support and preparation to successfully complete their theses. This work lends credence to the idea that other researchers should follow suit and supplement their data sets with additional research tools, such interview guides. In this research, motivation was mentioned as one of the influencing factors, but it was not explored in depth regarding its specific sources or how it could be strengthened.

The second is from Cahyono and Rahayu (2020). Examining the differences between male and female EFL students with regard to writing motivation and skill, as well as the association between the two, was the primary goal of this research. Research methods employed in this study included correlational and comparative analyses. A total of 55 undergraduates from the English department (17 women and 38 men) participated in the study by composing essays and filling out a questionnaire on their writing

motivations. The results showed that there is a robust correlation between the writing motivation and proficiency of EFL students. Additionally, the results demonstrated that the reasons for and degrees of proficiency in writing among male and female students were substantially different. The results showed that the EFL students who were more enthusiastic about writing also had better writing abilities. In terms of interest and proficiency in writing, the poll indicated that female students did better than male students. However, this research was limited to general EFL writing tasks (such as essay writing) rather than the more complex process of writing an undergraduate thesis, which involves longer duration, higher academic demands, and greater pressure.

The third is from Mbato and Cendra (2019). Finding out how undergraduate Indonesian EFL students self-regulate when writing their theses, as well as how much help they seek and how they keep themselves motivated, was the primary goal of this research. The research included both quantitative and qualitative techniques in an effort to provide light on the phenomenon under investigation. One hundred and twenty-two undergraduate Indonesian EFL students participated in the research by filling out an online survey; nine students were interviewed to collect qualitative data. In order to supplement the quantitative results, qualitative interview data was coded and transcribed, and quantitative data was analyzed using descriptive and correlational methods. Students showing high levels of self-regulation, help-seeking, and motivation-regulation in thesis writing are frequently found in this study. When it came to self-regulation, there was a strong association with motivation-regulation and a somewhat good correlation with help-seeking. For students to complete their demanding undergraduate thesis, self-regulation, help-seeking, and motivation-regulation were crucial. While this study offered insights into how students manage and sustain their motivation, it did not specifically identifiy what intrinsic and extrinsic factors initially shape and drive students' motivation throughout the thesis writing process.

The fourth is from Diasti and Mbato (2020). The purpose of this research is to learn how students manage their own motivation while writing their theses. Quantitative and qualitative methods are also utilized in this study's analysis. This research included nine students from Sanata Dharma University's English Language and Education research Program. Researchers used questionnaires and in-person interviews to compile data, which was then analyzed by calculating the mean, tabulated, and backed up by in-person interviews. Researchers found that participants used a variety of strategies to keep themselves motivated while writing their theses: environmental structuring (making sure they have a conducive space to write), goal-oriented self-talk (reminding themselves how important it is to finish the thesis), interest enhancement (trying to make writing the thesis more fun), and attribution control (deciding which factors affect their success or failure). The bulk of participants also delayed beginning to write their thesis. However, this research did not clearly distinguish between internal and external motivational sources and did not address how these sources contribute to students' overall success in completing their theses, especially for those facing multiple roles and responsibilities.

The fifth research is from Dakhi and Hutabarat (2018). This study sought to evaluate the linguistic efficacy (lexical density and grammatical complexity) of undergraduate theses and identify the elements affecting scientific writing within the Indonesian undergraduate thesis framework. The research was a descriptive study including both quantitative and qualitative methodologies. The participants were engaged. Forty-two undergraduate theses from 2015 and 2016 were examined for lexical density and grammatical complexity, while four English professors were interviewed on issues affecting academic writing. The data was gathered using document analysis to assess lexical density and grammatical complexity, while the researcher interviewed four English instructors to provide insights into aspects affecting scientific writing. The data was examined using descriptive quantitative analysis and

thematic analysis to assess the lexical density and grammatical complexity of theses utilizing online tools, alongside the qualitative data from interviews regarding factors affecting scientific writing. The findings of this research indicated that lexical density and grammatical complexity differed among the chapters of the theses; while lexically acceptable, the grammatical complexity was lower than anticipated for academic writing. Numerous variables affect academic writing, including psychological ones (identity awareness, motivation, conceptual competency), sociocultural factors (personal experience), and linguistic elements (linguistic awareness/application, mechanical proficiency). Although this study mentioned psychological factors, including motivation, its primary focus remained on linguistic features, not on investigating students' motivational dynamics in depth.

In summary, while previous studies (Lestari, 2020; Cahyono and Rahayu, 2020; Mbato and Cendra, 2019; Diasti and Mbato, 2020; Dakhi and Hutabarat, 2018) have explored various aspects related to thesis writing, such as students' general challenges, writing proficiency, self-regulaton, motivation strategies, and even psychological and linguistic factors, limited number of those studies have specifically examined how intrinsic and extrinsic motivation interact and shape students' persistance in completing undergraduate theses. Moreover, the unique combination of balancing thesis writing with other roles and responsibilities is still limited in the amount explored. Therefore, this study seeks to fill this gap by deeply investigating the sources and dynamics of both intrinsic and extrinsic motivation among undergraduate students engaged in thesis writing, offering valuable insights for students, educators and institutios to better support students' academic success.