



EFL Learners' Motivation in Writing Their Undergraduate Thesis

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Abstract: *This study aims to describe the motivation of EFL undergraduate students to write their undergraduate thesis. The data were gathered through Zoom-mediated interviews with two participants: Ani, who had completed her undergraduate thesis and Budi, who was completing undergraduate thesis writing when the study was conducted. The data were analysed using thematic analysis. The findings reveal that both participants experienced amotivation, extrinsic motivation and intrinsic motivation while working on their undergraduate thesis. As they were proceeding towards finishing their undergraduate thesis, audiences comprising their parents, friends and lecturers provided them with encouragement, which in turn increased their motivation. The urges towards and interest in the topic also enhanced their motivation in writing their thesis. Thus, this study implies that the students need both external support and internal self-determined motivation in order to finish their undergraduate thesis writing. It suggests that topic familiarity is crucial in building students' intrinsic motivation. Thus, students should be directed to link the topic, keywords, and construction or variables before they come into research methodology and present their findings.*

Keywords: *EFL writing, motivation, undergraduate thesis*

INTRODUCTION

Writing is one of the skills that should be learned in English, but motivation to write remains a challenge. According to Mbato and Cendra (2019), EFL undergraduate students encounter a variety of technical linguistic, personal and other issues during the process of writing their undergraduate thesis. One possible reason why students struggle to complete their work in English is that it is not their native language. However, this difficulty may not discourage them from writing in foreign languages if they have enough motivation. According to Dörnyei (1998), motivation influences human behaviour by energising and providing direction. Individuals with superior abilities cannot achieve their long-term objectives unless they are sufficiently motivated.

Being motivated to write can also boost their confidence, allowing them to write whatever comes to mind (Bruning & Horn, 2000). According to Pajares (2003), learners' confidence in their writing abilities has a significant impact on their writing motivation and performance. Diasti and Mbato (2020) report that many students in Indonesian universities do not complete their thesis, particularly because they are unmotivated to write it. Even though the university has set the goal, motivation among the learners is still the most important factor in their being sufficiently engaged to achieve that goal. By being motivated in writing their thesis, undergraduate students can help themselves to finish or graduate on time, and also feel satisfied with what they have done.

Scholars have in recent years been studying EFL writing motivation in higher education contexts. Another EFL writing researcher, Sasaki (2011), investigated writing improvement among Japanese students and discovered that their writing ability improved because they took many English writing classes, including academic writing, which increased their motivation to write better. In another study, Qian (2019) found that Chinese EFL students believe their motivation in English writing is linked to their L1 academic writing. Students require feedback from their teachers to encourage them to express themselves through their writing. The freedom to choose thesis titles based on their interests or life experiences can also motivate them to write in English. The study also reveals that the students' writing motivation is closely related to their academic writing experiences in the English language. Some students are motivated to write if the assignment is part of an assessment for which the teacher has provided feedback. The role of teachers is also important for students because they must be introduced to writing in English so that they can motivate and encourage themselves to express themselves in their own voice.

Current studies explore motivation in writing in the Indonesian context. Cahyono and Rahayu (2020) report that EFL students, particularly those learning English in Indonesian universities, are more likely to achieve a higher level of writing proficiency if they are motivated to write. According to Diasti and Mbato (2020), motivation is regarded as an important aspect of the learning process, particularly in thesis writing courses in the educational context of Indonesia. An earlier study by Rodliyah (2016) suggests that when students are motivated to write, they can express themselves better, interact more meaningfully with their peers and teachers, build good connections, and learn from one another.

Many studies have been conducted on undergraduate learners' thesis-writing motivation, but these tend to discuss various problems, such as students finding the right topic, teacher and environment for writing their thesis. Meanwhile, sparked by a variety of experiences with thesis writing among higher education students, students' motivation runs into problems. To fill this void, this study aims to describe EFL undergraduate students' experiences in maintaining their motivation while writing their undergraduate thesis. The findings of the study contribute to the empirical and practical discussion of EFL writing motivation in higher education. This study empirically provides evidence on how undergraduate students face their difficulties in writing their undergraduate thesis, and stay motivated to write. From the practical standpoint, this study provides the

department with findings related to undergraduate students' motivation in writing their undergraduate thesis as reference in handling students having motivation problems with writing their undergraduate thesis. For lecturers, this study provides an evaluation enabling them to plan a strategy for thesis guidance in the future. Finally, this study may be useful as a reference for future undergraduate students to deal with the dynamic of their motivation during undergraduate thesis writing. As a result, this research can serve as a reflection for them, or it can be used when they are ready to write their thesis.

LITERATURE REVIEW

The concept of motivation in this study is derived from Ryan and Deci's self-determination theory (2000), in which they formulate a classic definition and new directions in intrinsic and extrinsic motivation. From the classical perspective, Deci and Ryan (1985) propose a self-determination theory which elaborates different types of motivation based on the different reasons or goals that give rise to an action. At that time, Deci and Ryan (1985) defined intrinsic motivation as doing something satisfying or enjoyable because it satisfies an inherent interest, whereas extrinsic motivation refers to doing something based on what a person wants to get. In their new directions on defining motivation, Ryan and Deci (2000) revisit the definitions of intrinsic and extrinsic motivation and review studies from the social perspective of people's orientations towards behaviour initiation and regulation in the learning process. They argue that,

Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation (p. 54).

In their new directions of motivation, Ryan and Deci (2000) develop a taxonomy of human motivation. In the taxonomy, three regulatory styles of motivation are proposed: amotivation, extrinsic motivation, and intrinsic motivation. Teachers and educators can use the taxonomy to identify the associated processes in completing a task based on the three regulatory states. When a student's regulatory style is amotivation, for example, he/she perceives himself/herself as having low competence to finish a task, and their locus of causality is perceived as impersonal. When the student experiences extrinsic motivation, the regulatory styles vary from external regulation, interjection, identification, and integration – and the locus of causality moves gradually from external to internal. In 2020, self-determination theory was defined as “a broad framework for understanding factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation, and psychological wellness, all issues of direct relevance to educational settings” (Ryan & Deci, 2020). The theory focuses on facilitating both learners' and teachers' satisfaction in meeting basic psychological needs in learning.

Several researchers have investigated conceptual frameworks to capture motivation in writing. Sasaki (2011) used Dörnyei's (1998) framework to study motivation as a static state, ignoring variation over time and across situations. The

study describes phases in which a person begins with a goal, then moves into the execution of the goal previously planned. All phases are influenced by motivational factors such as psychological orientation or environment. Qian (2019) uses the framework developed by Lee et al. (2018). This study reveals how language ability and grade have a significant impact on writing motivation, but students are less motivated due to examination pressure and a test-oriented learning culture. Finally, in the Indonesian context, Lathif (2017) uses Ryan and Deci's (2000) self-determination theory to emphasise the importance of intrinsic and extrinsic motivation being considered by teachers and learners. The findings reveal that while relevant literature appears to place a strong emphasis on students' extrinsic motivation related to institutional needs, linguistic needs, and social needs in learning EFL writing, students are more concerned with their intrinsic motivations such as interest, passion, and inspiration, which are linked to their personal and cultural needs in writing.

Among those conceptual frameworks, Tran (2007) argues that Deci and Ryan's (1985) self-determination theory is one of the most influential paradigms in motivational approaches because it distinguishes between intrinsic and extrinsic motivation. Deci and Ryan (1985) elaborate types of motivation based on reasons or goals that alert students to take an action, and they distinguish intrinsically and extrinsically motivated students. Following Lathif (2017) and Tran (2007), who use self-determination theory to frame motivation in EFL writing, this study also uses the theory in the updated Ryan and Deci (2000) publication. Three main themes are discussed regarding three regulatory states of motivation. The first is amotivation, in which learners' attributes include lack of competence, lack of value, and non-relevance. The second is extrinsic motivation, when the regulatory style shifts from external regulation to internalisation (introjection, identification, integration) to internal motivation. The third is intrinsic motivation, in which the learners' attributes include interest, enjoyment, and inherent satisfaction.

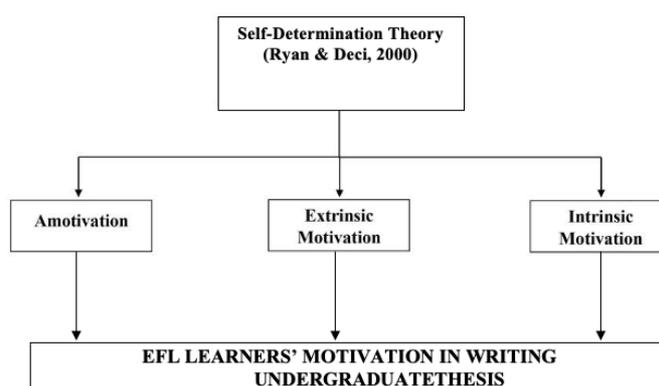


Figure 1. *Theoretical Framework*

RESEARCH METHOD

This study uses a qualitative research design with thematic analysis to identify learners' motivations in undergraduate thesis writing. Braun and Clarke

(2006) explain that this method seeks themes or patterns, as well as different epistemological and ontological positions.

The participants in this study were two undergraduate students who had completed and were engaged in EFL undergraduate thesis writing at the time the researchers collected the data. They began writing their thesis proposals in the sixth semester. They continued final drafts of their undergraduate thesis manuscripts in their Thesis Proposal Writing course in the seventh semester. In the seventh semester, they also attended seminars on their undergraduate thesis proposal in which they were required to present their research proposal as part of the Thesis Proposal Defence course work. Once the manuscript was approved by the undergraduate thesis supervisor and the board of reviewers, they could proceed to collect and analyse the data. After completing the whole manuscript, with the approval of the supervisor, they could proceed to undergraduate thesis course work and defence of their manuscripts to complete their bachelor's degree.

In this study, the researchers interviewed the two students. The participants agreed and signed a consent form to participate in an interview conceived to collect data and analyse how learners motivate themselves. Ani had completed her undergraduate thesis on time, and Budi was still working on his. The data was framed by the researcher using Ryan and Deci's (2000) self-determination theory. Open-ended questions were designed within this theoretical framework and approved by the second author, who was the first author's undergraduate thesis supervisor. This interview focused on how the participants motivate themselves while writing their undergraduate theses. Zoom-mediated interviews were recorded and transcribed. Thematic analysis was used in this study to identify, analyse, and report themes within the data, and to minimally organise and describe the data in detail (Braun & Clarke, 2006). Researchers' first step is to familiarise themselves with the data by reading or re-reading the sources of the data, transcribing it if necessary, transcribing the data results interview, and highlighting the ideas. The second phase involves generating initial codes to ease construction and recognition. The third phase involves looking for themes in the initial code that has been analysed. Then, researchers read the transcription and go through the themes one by one. They review the themes in the fourth phase by comparing them one by one to select the most appropriate, and then define and name them. The last phase is writing the report. According to Guba (1981), there are four criteria that researchers should be aware of when determining trustworthiness. First, we must ensure that the data is correct. Second, data should be fit in any situation. Third, researchers should be aware of the data that was collected at various times and under different conditions, and the final criterion is that findings are not based on personal or biased opinion.

FINDINGS AND DISCUSSION

This study aims to describe EFL undergraduate students' experiences with maintaining motivation while writing their undergraduate thesis. The data for this theme comes from both participants' answers about the meaning of motivation throughout their undergraduate thesis writing process, and from their work

following enrolment in the Thesis Proposal Writing course and the Undergraduate Thesis course.

Defining Motivation

Both participants perceived that motivation comes from **within** (or **intrinsically**) and is closely related to what they want to achieve.

Ani stated that motivation is doing something with the intent of reaching or achieving something, and that is what keeps her motivated.

“He or she is doing something, but he or she has the **intention** of achieving something, so it motivates them.”
Interview/001/Def/Ani

Budi offered a similar answer to Ani's, in which he stated that motivation is the willingness to get something done or achieve something.

“Motivation is a person's **willingness** to get something done or achieve something.” Interview/001/Def/Budi.

Their definitions of motivation are in line with Ryan and Deci's (2000) highlighting of **intrinsic motivation**, which refers to the natural inclination to learn and assimilate.

Describing Amotivation During Writing of the Undergraduate Thesis

Amotivation is defined as a lack of desire to do something or a lack of confidence in one's ability to do so. Ani and Budi encountered various difficulties while writing their theses, and there is a variety of reasons why they were unmotivated. The findings reveal the situations in which the participants felt unmotivated.

Ani was having **difficulty choosing a topic** for her thesis, and when she was looking for participants, she became confused about **how to link the theory** with the participants' responses.

“Of course not. I used to feel the same way. So we were asked to find **topics** for our thesis plans in the subject of Educational Research. Then I found it difficult to come up with **a topic**, whereas my classmates had already chosen **a topic** related to education and internship. So I'll figure myself out through my experiences, which fortunately I have.” Interview/016/AM/Ani.

“What makes me unmotivated is having to look for participants, and my participants were not from our university, and I have to wait for answers from the institution that I want, and it made me lazy to do the thesis. Chapter 4 also demotivated me, particularly in the result section. I get confused in that **subtopic** when I have to connect the theory that I used in the thesis with

the discussion that the participants have had.”
Interview/009/AM/Ani.

Budi stated that he had no difficulties in finding topics for his thesis because he used his experience in his internship programme and in his teaching, which made it easier to find a suitable topic for his thesis. Budi, however, had difficulties in writing, particularly in his academic writing, because of his thesis supervisor.

“I really don’t have any difficulties; it’s because I’ve had a lot of **teaching practice** during my internship programme, so I just pick the learning objectives that are appropriate for me to use in the thesis.” Interview/026/AM/Budi.

“The problem that I faced in this thesis writing is that it is still difficult for me to use **academic sentences**, and the lack of thesis guidance from the thesis supervisor causes the writing to become unstructured, and I write whatever I want, but the new supervisor is better than the previous one.”
Interview/027/AM/Budi.

However, before retaking Thesis Proposal Writing, Budi was having difficulty finding suitable topics because the references for his topic were rarely discussed by many researchers.

“The first one was difficult because the issues I wanted to research were rarely discussed, and it focused on vocational teachers.” Interview/025/AM/Budi.

To sum up, both participants encountered difficulties in writing their theses. Ani had difficulties in finding a thesis topic. She also had many difficulties because of the references; most of her friends were following educational and internship themes, and when she was looking for participants, the participants that she wanted to interview were not from her university, so she obtained permission to take a data letter. What demotivated her was having to wait for an answer from the institution, because it took so long. Ani was also perplexed about linking the theory that she used in her thesis to the participants’ answers. Meanwhile, Budi struggled with academic writing and lacked thesis guidance from his thesis supervisor, resulting in unstructured writing. Budi’s progress in writing slowed when he had no plans to retake his thesis subject because the topic that Budi favours lacks references and was rarely discussed with the other researchers. This is why Budi became unmotivated. Similar to Tran’s (2007) findings, in Budi’s case it can be concluded that learners tend to choose their own topics because they are thinking about an interesting topic that is related to their feelings and situations at the time.

Ryan and Deci (2000) argue that when a student’s regulatory style is amotivation, he/she perceives himself/herself to have low competence to finish a task. Both participants struggled with connecting topics they found in their Educational Research course work to theoretical or conceptual constructs. Ani even confused topic and theme, answering that the findings in her Chapter 4 were presented as a sub-topic. Meanwhile Budi, who chose to focus on teaching practice,

also had difficulties in framing the concept of his teaching construct in academic written discourse. In Budi's case, the struggle was harder because he could not articulate his conceptual thinking into proper English sentences. These findings relate to Lathif's (2017) finding that linguistic need may motivate an EFL student to write. However, at the time that the findings were reported in the first author's thesis defence, Ani had already completed all the requirements to pass the undergraduate thesis course work, while Budi was still struggling. From the findings, it was inferred that sufficient foreign language competence supported Ani's progress in facing her difficulties in articulating her topic within a research construct, and translating that construct to find the theme through thematic analysis. The issue of availability of undergraduate thesis supervisors, in Budi's case, would not be a concern with regard to progress in his writing if he had sufficient efficacy, knowledge, and skills to structure his academic written discourse during the undergraduate thesis-writing process.

Describing Extrinsic and Intrinsic Motivation during Writing Undergraduate Thesis

The second finding describes extrinsic and intrinsic motivation in writing an undergraduate thesis. Ryan and Deci (2000) describe how, in extrinsic motivation, the regulatory style internalises gradually from extrinsic to intrinsic through the process of introjection, identification and integration. Both participants encountered similar issues while working on their undergraduate theses. The sources of the participants' external motivation were identified as follows:

Audience

According to both participants, encouragement from parents, friends, and lecturers helps them to stay motivated while writing their theses. When Ani continued to work on her thesis, the environment or audience around her encouraged her until she completed it. When she became unsure about what she wanted to do with her thesis, particularly in terms of findings and discussion, she consulted her thesis supervisor via online chats, and her thesis supervisor then gave her instructions. In other words, Ani was motivated because she received a response from her thesis supervisor, as she stated:

“...as I progress through Chapter 4, it puts me in a bad mood, particularly in the result sub-theme. In that section, I was perplexed to connect between the theory and the responses of the participants, so I discussed it with my supervisor, who then gave me an instruction.” Interview/009/EM/Ani.

Ani stated that her thesis supervisor provided her with encouragement or enthusiasm to motivate her to complete the thesis writing.

“When we are encouraged by the thesis supervisor, it motivates them to keep working on their thesis.” Interview/014/EM/Ani.

Budi was motivated to write his thesis because he had supportive people around him, such as his thesis supervisor and friends. Budi stated that if we are

confused in our thesis, particularly in methodology sub-themes, we can ask these people, and this motivates him. He mentioned that he would be more motivated if he did his thesis with his friends; when he worked from home, if he became confused, he had no one to turn to for assistance.

“...whether I want it or not, I can ask some of my friends, my thesis supervisor, or another supervisor to help motivate me.” Interview/022/EM/Budi.

“When you do your thesis outside your house, you will finish it faster because you will be surrounded by my friends who are doing the same thing and you will be able to directly ask those questions.” Interview/013/EM/Budi.

“Writing a thesis at home is also an option. But if I get confused, I’ll be confused for the rest of my life.” Interview/014/EM/Budi.

Lecturers’ guidance is an important external motivation while working on a thesis. When students are unmotivated, the main idea is for the lecturer to help them become motivated. Based on their responses, Ani and Budi’s undergraduate thesis supervisors had different supervising styles. Ani had a thesis supervisor who was both supportive and demanding as she worked on her thesis. Her thesis supervisor established a weekly thesis consultation schedule based on the research design of each learner’s thesis.

“...So, when I was working on my thesis, I was fortunate to have a thesis supervisor who was supportive and assisted me in completing my thesis.” My thesis supervisor had their own schedule for thesis supervision. We did thesis guidance once a week, depending on the type of learners’ thesis. She is also demanding of us.” Interview/002/AM/Ani.

“...When the thesis supervisor gives us encouragement or motivation, it increases our motivation to continue with this thesis.” Interview/014/AM/Ani.

However, Budi’s first undergraduate thesis supervisor provided inadequate support, which made him unmotivated, and he retook his subject because he felt that his first thesis supervisor was not helpful at all. The second thesis supervisor allocated to him was helpful and better than his first, and this increased his motivation to write his thesis.

“Other supervisors provide journals for their students to use as references, but my thesis supervisor does not provide a journal and is always busy.” I wasn’t motivated at the time because my thesis supervisor ‘disappeared’ when I needed him.” Interview/025/AM/Budi.

“...Based on my experience taking Thesis Proposal Writing twice. First and foremost, the role of thesis supervisor does not benefit me in any way, as the second thesis supervisor is more

helpful and better than my first thesis supervisor.”
Interview/004/AM/Budi.

Urges

Both participants set a goal or target to complete their thesis writing, but they had very different experiences in moving their theses forward. Urges are the other external sources that motivate them.

“...sometimes seeing my friends who have graduated influences me to graduate on time, and I also think about my parents.”
Interview/005/IM/Ani.

Ani statement suggests that she is proud of herself and satisfied with what she has accomplished if she thinks about finishing her thesis on time. In other words, she stayed motivated while writing her thesis until she graduated.

“Of course, I am pleased with the results, and I have set a goal for myself to complete the thesis on time as a result of my own motivation.” Interview/006/IM/Ani.

Budi's statement is similar to Ani's statement. He stated that the urge to finish soon while writing his thesis can keep him motivated. He wanted to find a job after graduating from university because he did not want to disappoint his parents if he made slow progress on his thesis.

“Hmm... before I motivate myself, I should have a goal or thought like I must finish this thesis on time because if I progress slowly in my thesis, I will be too embarrassed to my parents because they also pay for my tuition. ... I need to graduate as soon as possible.” Interview/001/IM/Budi.

“I want to work; I don't want to make my parents pay a lot for me.” Interview/003/IM/Budi.

“I'm going to force myself, motivate myself. I told myself that if I don't finish the thesis, I won't be able to graduate.”
Interview/006/IM/Budi.

Ani and Budi are motivated externally because the environment or audience around them gives them support while they work on their theses, whether this is from the supervising lecturer who is supportive, or from their friends when they are having difficulties. In addition, **urges** also became the source of their external motivation. Referring to Ryan and Deci (2020), both participants were **externally regulated** through rewards (the urge to save parents' budget, graduate on time) and punishment (the urge to pay more for tuition), to **introjection** (ego involvement, such as seeing friends who have graduated; approval from self, such as not feeling embarrassed for slow progress; and other factors, such as making parents proud), **identification** (personal importance, such as taking responsibility for own motivation; conscious valuing activity, such as feeling satisfied with meeting a goal on time; self-endorsement of goals, such as having a job). However, Budi had not

yet arrived at the **integration** stage of external motivation, while Ani had arrived at that point, being fully aware that her motivation's perceived locus of causality – to finish the undergraduate thesis writing – came from within herself.

Meanwhile, intrinsic motivation is defined as engaging in an activity for the sake of interest, enjoyment, and inherent satisfaction (Ryan & Deci, 2020). In other words, someone who is intrinsically motivated enjoys doing the task, as well as challenging herself/himself to feel satisfied. The source of participants' intrinsic motivation was discussed as followed:

Interest

From the participants' responses, they were interested in their thesis writing, particularly in learning more about the topics that they wished to investigate. Ani chose a topic based on her experience, in order to make research easier, and the outcome may satisfy Ani because she will gain many insights for the future. On the other hand, as she stated, her interest in the topic played a role in keeping her motivated.

“In my opinion, **the topic** that I want to research is what motivates me, so a topic is important because if we choose an easy topic, it will be easier to research and fun to do.” Interview/002/IM/Ani.

“...second, the outcome of my thesis research is students' perceptions of learning English with native and non-native English teachers. I can **get insight for the future** and what I should do for teaching soon from my research title, which makes me happy with my research.” Interview/007/IM/Ani.

“The topic that I am interested in is the first thing that motivates me.” Interview/008/IM/Ani.

Budi, on the other hand, has some internship experience that he perceived as helpful in understanding his thesis topic. He has a lot of experience in teaching, and as a result, has many options in selecting a topic for his research title. In other words, he is motivated to finish his thesis.

“I don't have any trouble coming up with a topic because I have a lot of experience from my teaching internship programme, and I have documentation. I selected an appropriate topic for my thesis writing. Furthermore, the role of thesis supervisor can assist me in motivating myself to complete my thesis.” Interview/026/IM/Budi.

Referring to Deci and Ryan's (2000) theory, interest, enjoyment, and inherent satisfaction are attributes of intrinsic motivation. Both participants enjoyed studying the topic they chose. As a result, even though they experienced amotivation at the beginning of writing their undergraduate thesis, as they gained deeper understanding of the topic, their intrinsic motivation rose. Ani had completed her thesis writing on time and officially graduated, whereas Budi was

still working on his thesis. As they completed Thesis Proposal Writing, Thesis Proposal Defence, and Undergraduate Thesis course work, both participants were motivated to complete their thesis.

Both participants have their own reasons for urges, which helped them to grow their intrinsic motivation. While writing their theses, Ani and Budi were motivated by their desire to graduate on time, even though they were at different stages of completion and were thinking about their parents, who had paid for their tuition. In line with this finding, Lathif (2017) also finds that interest can help non-English department EFL learners to increase intrinsic motivation. Ani and Budi were interested in their thesis writing, particularly in researching the topic. According to Lathif (2017), it is easier for learners to connect their experience to their writing when they are familiar with the topic. This finding strengthens the argument that topic familiarity and mastery are keys to EFL writing motivation for both English department and non-English department students. The findings are also in line with Tran's (2007) study on sources of EFL writing motivation and identity, including external elements and linguistic needs, audience, teachers' enthusiasm, and internal elements, such as interest in the topic, passions and inspiration.

CONCLUSION

To conclude, this study describes the motivation of EFL undergraduate students to write their undergraduate thesis. Both participants made different progress. Ani struggled with familiarising herself with the topic and thematic analysis, while Budi had problems in creating sentences to articulate ideas. As they made progress, their motivation grew extrinsically and intrinsically. When both participants were demotivated, fortunately, they could harness audiences and urges as sources of extrinsic motivation. As a result, both participants had thoughts about finishing their thesis on time. Interesting topics were proven to be the source of intrinsic motivation for both participants.

For undergraduate thesis lecturers, this study suggests that topic familiarity is crucial in building students' intrinsic motivation. Thus, students should be directed towards linking the topic, keywords, and construct or variables before they come into research methodology and present their findings. This study can also be used by undergraduate students as a reference to support their readiness to write an undergraduate thesis. However, this research also has several limitations. First, it was contextually bound to the English language department, which offers a range of course work to support the output and outcome of the undergraduate thesis manuscript. Second, only two participants were interviewed. As a result, findings may not be generalised to capture motivation of EFL undergraduate thesis writing. The researchers recommend further research into postgraduate students' motivation in writing their thesis or dissertation. This will enrich discussions on how the dynamic of motivation occurs in advanced academic writing.

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