

**THE MOTIVATION OF FINAL-YEAR STUDENTS IN THESIS
COMPLETION: THE ROLE OF SELF-REGULATION**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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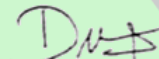
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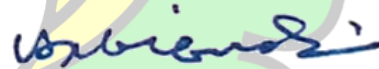
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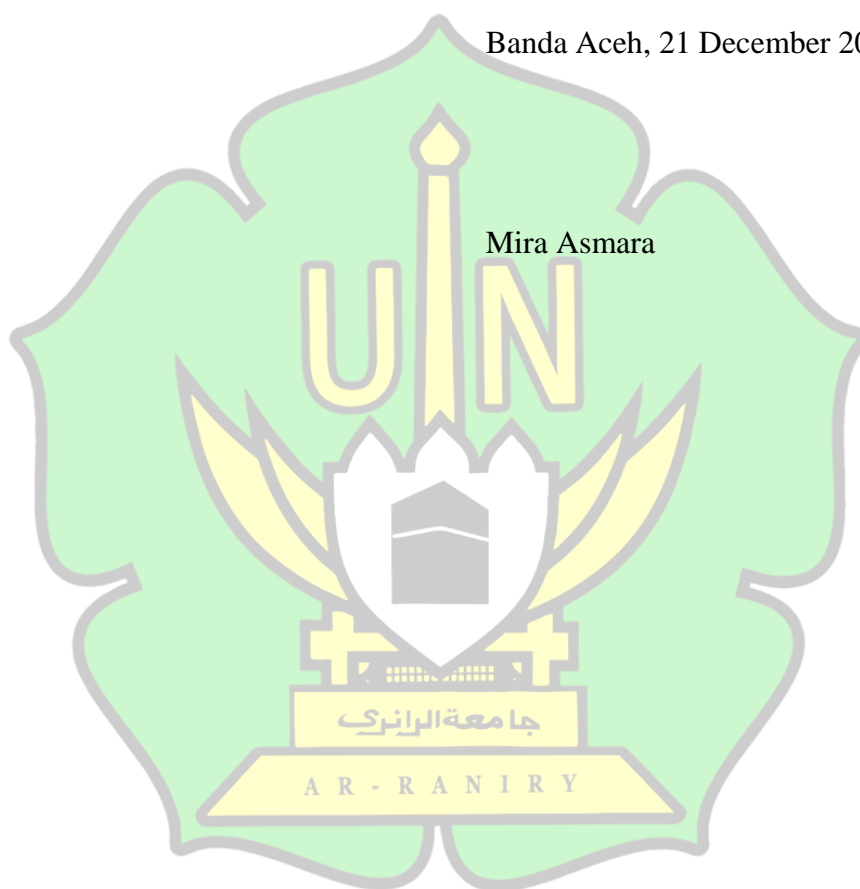
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ABSTRACT

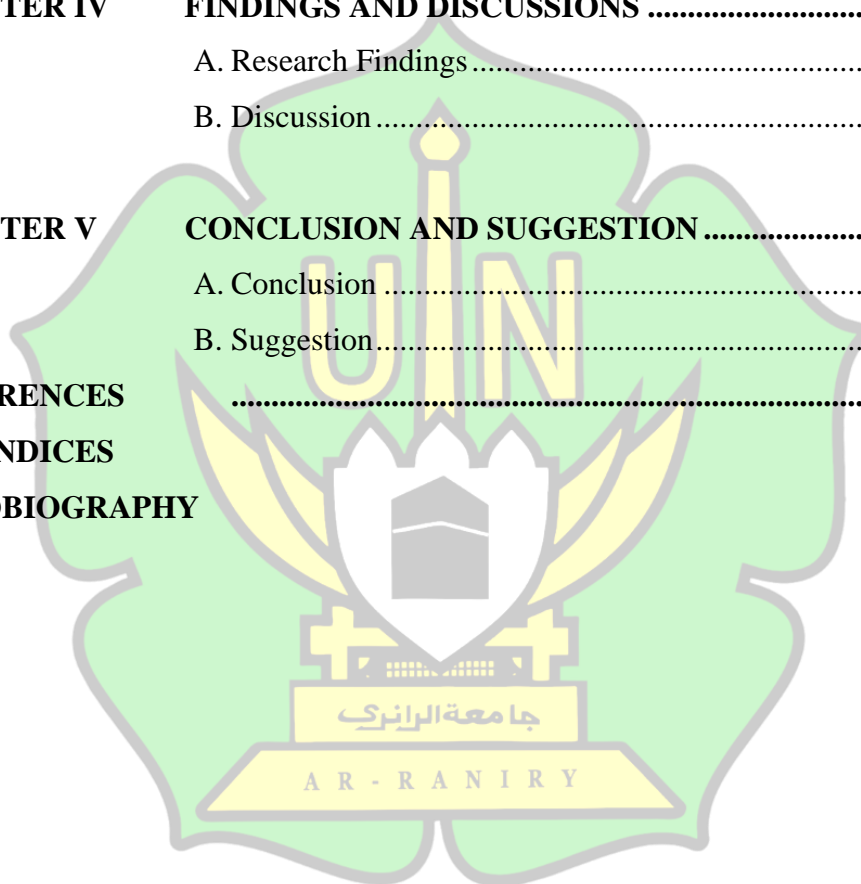
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Completing the thesis is a compulsory subject that must be passed by students as a final project in the last semester to receive a bachelor's degree. Besides, one of the factors which encourage them in completing thesis is motivation. However, they need to maintain their motivation by controlling and managing themselves in order to reach their goal and graduate on time. The aims of this study were to capture the students' thoughts toward the factors influencing their motivation and to know whether or not there is relationship between self-regulation and students' motivation in thesis completion. The mixed-method research design was utilized in this study. To obtain the data, qualitative data were collected through semi-structured interviews with 4 students while quantitative data was collected through a closed-ended MSLQ and SRQ questionnaire administered to 35 students. The sample of this study was final year students of English department in batch 2017 and selected purposively. The findings of this study showed that the most factors influencing students' motivation are both extrinsic and intrinsic factor. Furthermore, the result of quantitative data found that $r = 0.688$. It indicates that the correlation in this study is high. Finally, the researcher concludes that there is high relationship between self-regulation and students' motivation in thesis completion.

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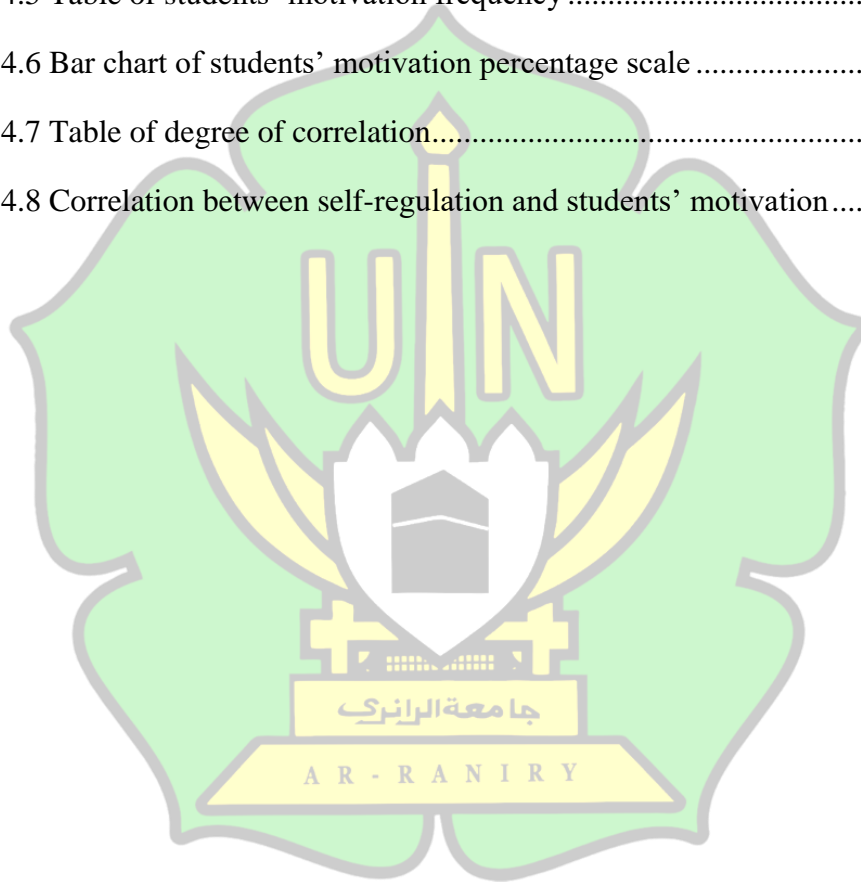
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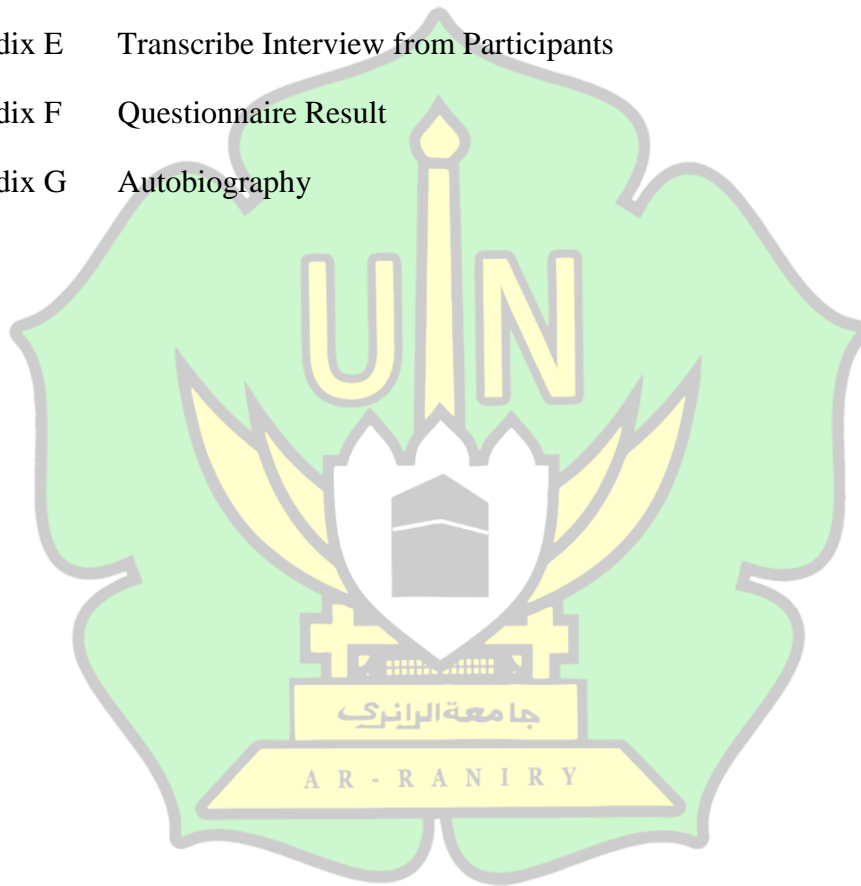
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CHAPTER 1

INTRODUCTION

This chapter provides the background of the study, research problems, research objective, significance of the study, and definition of the key of terms. Those are preliminary overview of this research which supports the next chapter.

A. Background of the Study

University has autonomy in education by having various policies that must be obeyed and followed by students so that they can complete their studies properly. One of them is the awarding of academic degrees for college students who have studied for many years. In the context of education in Indonesia, graduation or awarding a degree is given to students who complete the mandatory requirements that have been imposed on them at the end of the semester, namely writing a thesis. Writing thesis is a compulsory subject that must be passed by students as a final project in the last semester. It is a complex requirement for undergraduate students to get a bachelor's degree. This project is a written work of students categorized into subjects with 6 credits number which more emphasise on the processes and patterns of scientific thinking.

Thesis is a process based on the results of studies or literature reviews or the development of a problem that must be done carefully; and scientific papers are written based on the results of research. In completing a thesis, students are challenged and trained to carry out a series of scientific activities

by testing a theory and solving a problem by thinking critically. A thesis is a difficult task and work for some college students. In fact, students have enthusiasm, motivation, and high interest at the beginning of their thesis but the situation is reversed along with the difficulties they experience. Many students feel that they are given a heavy burden, as a result, these perceived difficulties develop into negative feelings which can eventually lead to tension, worry, stress, low self-esteem, frustration, and loss of motivation which in turn can cause students to delay writing their thesis. Consequently, many students have delayed their graduation for years.

On the other side, some students think that the thesis is something normal and there is no difficulty for them in terms of the process, even capable to complete a thesis for 4 years and some others less. Students who graduate on time are considered successful in earning a bachelor's degree. Students who graduate on time are those who complete their studies in less or exactly four years. Meanwhile, students who graduate not on time are students who have graduated more than five years (Amin, Indahwati, & Anggraini, 2013). To ensure the quality of a university, each university continuously monitors and evaluates the quality of its graduates, especially the time determined for graduation. Considering those problems, there are several factors which influence the students to graduate on time and complete the thesis in four years or less. One of the factors is motivation.

Motivation is an important factor that can determine student successfulness because it can help students stay on the right track in achieving their goals (Mali, 2015). Herlina (2008) stated that motivation has an important

role in finishing the thesis. Basically, the motivation appears because of the desire to fulfill something. Motivation can be said to be one of the facilities or the tendency of students to achieve goals. Students who are motivated will have the enthusiasm and persistence to carry out their activities. Yet, most of students do not complete the thesis on time because they are unmotivated.

The motivation of the students come from internal and external factors. Internal factors can be in the form of a high desire to finish writing the thesis as soon as possible and external factors can be in the form of support from parents, friends, and lecturers.

Motivation is divided into two kinds, which are: 1. Intrinsic motivation—feeling enjoy and interest in a particular topic or material. Intrinsic motivation is a condition that comes from within students themselves which can encourage them to carry out learning activities; 2. Extrinsic motivation—the praise and prize, school rules, the parent's paragon, teacher, etc. It is a condition that comes from outside the students and it also encourages them to do learning activities. (As-Syah (2006, p. 136),

Motivation has crucial role for individual in finishing the thesis. It is line with Budiana and Djuwari (2018) that motivation plays an important role in the learning process. Motivation is believed as one of the paramount factors in attaining a goal. Occasionally, students do not always have high motivation in writing thesis. They must have the capability in regulate their motivation so that can increase and maintain their motivation in attain the goal. Normally, the difficulties encountered by final year students of English department causing

them to give up and lose the motivation. Muttadin (2002) stated that the obstacles in thesis completion can be derived from several factors among; which the saturation in the thesis work, a long process of collecting the data, difficulties in expressing thoughts into written form, difficulties in managing their time between completing the thesis or doing other activities, as well as the lacking of ability in organizing English structure and understanding English book literature, and also the other external factors. Furthermore, flexible deadlines which are given to finish the thesis might be one of the factors that cause students' tendency to not complete the thesis (Hallberg & Olsson, 2017).

Nevertheless, the difficulties which they experience cannot leave without solutions. If these are allowed to drag on without any motivation within a person to do it, then the available time will be wasted. In this case, it is crucial for students to develop self-regulation in completing their thesis on time. Self-regulation is an ability which "individuals are metacognitively, motivationally and behaviorally active in their own learning" (Zimmerman, Bonner, & Kovach, 1996 cited in Diasti & Mbato, 2020, p. 2). Similar to Zumbrunn, Tadlock, and Roberts (2011), self-regulation can assist the students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences. In addition, students who regulate themselves will be more successful in their achievements (Hallberg & Olsson, 2017). Self-regulation encompasses many aspects for instance, motivation, attitude, volition, feelings, attribution, learned helplessness and self-efficacy (Mbato & Cendra, 2019).

Self-regulation is crucial in initiating or maintaining students' willingness to accomplish a task (Wolters, 2003). Self-regulation in managing motivation can be addressed as motivation-regulation. It can be defined as students' active participation in maintaining or improving their motivation (Wolters & Benzoni, 2013). According to Mukti (2017), students who can preserve their motivation, they can learn better and accomplish the task successfully. Additionally, students need to be self-regulated learners to manage their motivation in order to be succeeded in their achievement, particularly in thesis completion.

The motivation of students in finishing the thesis has been conducted in many previous studies. One of them was conducted by Yunia (2017) which focuses on the external factor of motivation, particularly social supports from family. Yunia claimed that family social support could motivate students immediately to finish the thesis. There are some support from the family such as information support, emotional support, instrumental support, and appraisal support that increase the students' motivation to write the thesis. In addition, self-regulation is also the most discussed by previous researchers. Diasti and Mbato (2020) conducted a research to investigate the strategies of undergraduate students in motivation-regulation in the thesis writing. According to Diasti and Mbato (2020), students use five strategies of motivation-regulation include self-consequating, environmental structuring, goal oriented self-talk, interest enhancement, and attribution control while completing the thesis.

Dissimilar to the previous study that was conducted by Diasti and Mbato (2020), Mahfudhoh (2019) did a quantitative research which focuses on the process of students' self-regulated in thesis writing in English Language Department of UIN Sunan Ampel Surabaya. However, since the study employed a quantitative research design, it did not cover all information deeply regarding students' self-regulation process in thesis writing.

Considering the research above, the researcher picks the similar topic as Mahfudhoh (2019) which focuses on the process of students' self-regulated in thesis writing in English Language Department. However, this study has differences in the research design which employed a mix-method research design in order to deeply capture the students' thought and opinions toward the factors influencing students' motivation and how self-regulation influence their motivation in completing the thesis.

B. Research Questions

Based on the background of study above, this research is intended to find out the answer to the following questions:

1. What are the factors influencing the motivation of final year students in completing the thesis?
2. Does the students' self-regulation influence their motivation in completing the thesis?

C. The Aims of the Study

Based on the research question above, the aims of this research are as follows :

1. To explore the factors that influence final year students' motivation in completing the thesis
2. To find out the influence of students' self-regulation in maintaining the motivation of completing the thesis.

D. The Significance of Study

1. The result of this study is expected to give valuable contribution for English Foreign Learners in order to get information and insight about motivation and self-regulation.
2. Practically, the study is able to explore both factors of motivation and self-regulation effects in completing the thesis. This study could be useful as a source of information for the library of UIN Ar-Raniry and other future researchers who use the result of this study as an additional reference in carrying out further research related topic.
3. The research paper will be useful to facilitate the reader who is interest in analyzing motivation and self-regulation.

E. Terminology

The definitions of some terminologies of the study are provided in order to avoid misunderstanding for readers. They are as follows :

1. Motivation

According to Syafiq and Saleh (2012), motivation is an important factor influencing students' success or failure. It can direct students into their goal (Long, Min, & Chen, 2013). Defina and Sundari (2016) also share the same statement that motivation is a factor which direct and maintain students' behavior. Furthermore, William and Burden (as cited in Shagdarsuren, 2020) define motivation as a state of cognitive and emotional arousal leading to a conscious decision to act. This gives rise to a period of sustained intellectual and/or physical effort in order to attain set goals.

In brief, it can be concluded that there is motivation due to the emergence of goals that must be achieved so that motivation can lead to activities that must be carried out to support these goals. In this context, motivation means an encouragement that comes from internal or external factors which influence individuals in reaching or achieving their goals.

2. Self-Regulation

According to Bandura (as cited in Alfina, 2014, p. 38), self-regulation is “the individual learning situation as controlling their own learning activities, motivation and academic goals controller, manager of learning resources, as well as actors in the process of decision-making and implementing the learning process”. In line to Zimmerman (as cited in Ghufroon & Risnawita, 2011, p. 58), “self-regulation is related to the encouragement of self-motivation including thoughts, feelings, and actions plan, as well as the existence of a feedback on the achievement of personal goals”. In other words,

self-regulation refers to metacognitive, motivational, and actively participating behaviors to achieve personal goals. In this study, the meaning refers to the ability of individuals in managing, controlling, and monitoring themselves whether in learning process or in other situation so that the goals will be achieved properly.

3. Thesis Completion

According to Darmono Hasan (in Fatma, 2013) thesis is a scientific work written by a student of an undergraduate program from the results of research which includes, among others: theoretical basis problems, methods, data, and analysis. Furthermore, thesis writing is an academic task which is reporting a research submitted as a requirement with the criteria of bachelor of education teaching English in English Language Education Department of UIN Ar-Raniry. Thus, thesis completion means one of academic writing process that obligated final year students of university as a requirement to get their degree.

4. Final Year Students

Final year students defined as the students who are in the last year or semester of university, it also can be called as senior students. However, the senior students referred to students who take more than the normal number of years to graduate. In this study, final year students mean the student in the last semesters that one in process of completing their thesis.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical basis relate to motivation and self-regulation. This chapter consists of three big issues; motivation, self-regulation, thesis completion and hypotheses. In the motivation section, the discussions include; definition of motivation, the types of motivation, and the influence factors of motivation. Self-regulation parts discuss; definition of self-regulation, the factors that influence self-regulation, and the benefits of self-regulation; thesis completion section explores the definition of thesis and the factors which cause students' difficulty in finishing thesis, and the last part discuss the research hypotheses which includes the criteria of hypotheses.

A. An Overview of Motivation

1. Definition of Motivation

Motivation is an important thing which exists within a student especially the motivation in learning. It leads students to reach their goals. Uno (2012) has explained that motivation is an encouragement of individuals in changing their behavior better. According to Spratt (2005, p. 38), "motivation is individual's thought and feeling which exist to encourage us to do something, continue to want to do it, and turn our wishes into action such as motivation influences: why people decide to do something, how long they want to do it for, and how hard they are prepared to work to achieve it".

Moreover, Suryabrata in Djaali (2012) claimed that motivation is the state which pushed individuals to do certain activities in order to achieve a purpose. “Motivation is complex things that will lead the changes of human energy in doing something” (Sardiman, 2011, p. 74). Furthermore, Dimiyati and Mudjiono (2010, p. 80) stated that “motivation is a mental encouragement that can move and direct human behavior”. It can provide a great influence on someone’s life. Uno (2012) stated that:

The motivation is the process of psychology that can explain the behavior of someone. The nature of behavior is orientation on one goal. In other words, the behavior of someone is designed to reach the purpose. To achieve that goal needed a process of interaction some of elements. Thus, the motivation is a force encourage the person does something to reach the goal. (p. 5)

According to Hamalik (2011, p. 161), “motivation is determined the degree of success or failed students in learning”. Based on Donald (as cited in Sardiman, 2011), there are three important elements of motivation. The first, motivation precedes the occurrence of the change of energy in each individual. Although the motivation that comes from within, but all appearances will be related to changes in human energy. The second, the motivation marked with the rise of feeling someone. In this case the motivation relevant to the issue psychiatric and emotions that can determine the behavior of human. The last, the motivation will give stimulus because of the purpose, so the motivation in this case is actually a response from an action that is goal.

In addition, motivation can be used in explaining the degree which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers (Brophy, 2010). According to Dimiyati and Mudijiono (2010), motivation in learning is important for students to realize the position at the beginning of learning, the process and the result at the end. Additionally, the motivation can raise the spirit of learning and resuscitate about the existence of the journey to learn, in this case the students trained in order to be successful.

2. The Types of Motivation

The types of motivation can be divided into two kinds. These kinds of motivation are divided to how the motivation arrives and influences around the person itself. They include extrinsic motivation and intrinsic motivation.

a. Extrinsic Motivation

“Extrinsic motivation is a motivation caused by factors from outside the situation learned such as the credit, a diploma, levels gifts, with a division, and competition” (Hamalik, 2011, p. 163). Penny (1996, p. 277) stated that “extrinsic motivation is separated from the desire to learn for its own sake or interest in the work since it is influenced by some form of external reward”. Extrinsic motivation is defined as motivation that is impacted by external sources. Someone may be inspired by a good teacher, a pleasant atmosphere, or other factors. Extrinsic motivation is critical in the teaching and learning process to help students enhance or assist their English learning. There

are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1. Teacher

Penny (1996) emphasized that motivating students is a crucial component of a teacher's work. However, in more modern student-centered methods to language education, the teacher's role is reduced to that of a provider of materials and learning circumstances, while the learner is responsible for his or her own motivation and performance.

A teacher is not only a facilitator of knowledge for pupils, but also a motivator who must encourage students to participate in learning activities. Having competency knowledge is not enough for the teacher; teaching strategy, learning environment, teacher's communication style also have crucial impact to students' motivation (Dahlia, 2019).

2. Parents

Richards (1994) stated about as follows: parents. Parents with a high socioeconomic standing appear to develop a high level of success motivation in their children, as do parents who encourage their children to try new things and reward them for good grades. Parents who overprotect their children and blame them for failure, on the other hand, tend to generate children who are unmotivated.

3. Environment

In environment should be considered as an important factor that influences students' motivation in learning, for instance, school environment, classroom environment and home environment. Such environment will motivate students to learn in high motivation or low motivation, depends on the quality of the environment itself. Good environment will probably motivate the students better than bad environment.

b. Intrinsic Motivation

Intrinsic motivation is covered in the situation learning and meet the needs of and the goals pupil. Deckers in Sogunro (2005) stated that intrinsic motivation is inherent in the activity being performed and is freely chosen by the individual. Similar to Djamarah and Bahri (2008), intrinsic motivation is the motivation which does not require external stimulation because it comes from within the individual. It involves the internal motivation to do something for its own sake.

According to Sardiman (1990, p. 88), "intrinsic motivation refers to the personal as well as being independent of social stimulus". It implies that intrinsic motivation comes from inside individual rather than from the outside. Interest, need, desire, and goal are all instances of intrinsic motivation.

a) Interest

Students who study successfully and with a high level of interest are more likely to succeed. According to Stone and Neilson (1987, p. 165), who stated that “personal positive interest enhances the chances of success”. Interest is vital because if someone is interested in learning, the process will proceed smoothly.

b) Need

In certain aspects, according to Brown (1993, p. 169), “the need notion or motivation relates to all three schools of thought: fulfilling a need is rewarding, requires choices, and must often be interpreted in a social context”.

c) Desire

Students will be motivated to learn if they have a desire to learn; otherwise, they will be lazy to learn. As Harmer (1983, p. 51) stated, “individual may be motivated by the enjoyment of the learning process itself or by a desire to feel better about themselves”.

1. The Influence Factors of Motivation

Some factors influencing student motivation and achievement are related to the framework of establishing an effective and efficient learning-teaching process in educational systems. Many psychological, social, and cultural factors are identified in the studies, including intrinsic and extrinsic motivations, parental influence and participation, family history, peer pressure,

self-efficacy expectations, effort, value attributed to a relative, anxiety, self-regulation and goal determination, talent perceptions, learning strategies, teaching style, and school environment. (Brophy, 1998).

Fernald and Fernald cited in (Rola, 2006), there are four factors which influence individuals motivation :

a. Family and Cultural Influences

The role of family in the educational process has a significant impact on a person's learning behavior. The amount of freedom given to children by parents, the type of work accomplished by parents, and the number and order of children in a family each have a significant impact on the development of motivation.

Children being raised in a reading family, where parents pay attention to and encourage their children's interests and curiosity, tend to perform better in school (Tampubolon, 1993). Furthermore, the composition of a reading family will increase children's motivation because they learn from their environment, particularly their parents, who are the closest people to them. A child's imitation nature can be a positive thing as an extrinsic motivation for the child (Laila, 2016).

Morgan (1997) claimed that the focus of the family as an organization as a cultural phenomenon leads to the structure of meaning sharing. The family is a social reality system that is built from the many thoughts of family members while they are in the structure and is supported by the relationships and regulations that it contains.

Furthermore, every family has a culture (a set of norms and values) that collectively guides family members' behavior.

b. Role of Self-Concept

Confidence is one component of developing a positive self-concept. The concept of self is a person's perception of himself. It is how a person perceives himself. Students' self-concepts will indirectly form an attitude that is close to the truth of his point of view. Students who believe in their ability to complete a task are more likely to succeed, whereas students who are unsure of themselves are more likely to fail. Similarly, if the student believes in or justifies what the community thinks of him, he will act in ways that are considered society.

According to Hurlock (1978), self-concept is a conception of oneself. It is a collection of people's beliefs about themselves, their physical, psychological, social, and emotional characteristics, aspirations, and achievements. Furthermore, Santrock (2004) asserted that self-concept is a term used to describe a person's specific evaluation of himself. Attitudes, values, and a person's self-image, such as self-confidence, all contribute to self-concept. To summarize, a positive self-image serves as a motivator for students to speak positively about themselves.

c. Influence of Sex Role

Gender has a significant impact on an individual's life. Gender, according to Catalan (2003), is a significant predictor in educational, psychological, and linguistic outcomes. Furthermore, Vlachos and Andreou (2005) identified gender as one of the primary factors influencing

foreign language learning. Both men and women have different levels of motivation when it comes to learning a foreign language.

According to Csizer and Dornyei (2005), male students in Hungarian schools are less motivated to learn English than female students. In contrast, Horner (as cited in Ivers & Downes, 2012) claimed that females are less motivated than males to achieve success. To summarize, gender differences between men and women are caused by cultural factors rather than genetics. As a result, each culture has its own set of expectations for how men and women should behave.

d. Recognition and Achievement

Mc Clelland popularized the term "need for achievement," which is associated with a thought about how to do things better, faster, and more efficiently than before (Weiner, 1985). Achievement motivation is a motivator that encourages individuals to maintain a positive attitude in competition with various measures of excellence. It is also instilled in individuals in order for them to be able to master, manipulate, and regulate their social and physical environments in order to improve their work quality by competing in business beyond the results of previous work. This factor is one of the factors that influenced and supports the advancement of the quality of students' learning. Understanding individual achievement motivation can help improve performance both directly and indirectly.

Furthermore, recognition of achievement serves as a motivator for students to stay enrolled in their courses and complete their coursework in

order to graduate. Students with a low academic performance improve academically after being recognized. They respond to receiving recognition by putting in more effort toward higher academic achievement.

2. The Effects of Motivation on Learning

Motivation, according to Suhag et al. (2016), has several effects on student learning and behavior: To begin, motivation directs behavior toward specific goals. Motivation establishes specific goals for people to strive for and, as a result, influences students' choices. Motivation also increases the effort and energy required to determine whether a student will pursue a difficult task with enthusiasm or with a lifeless attitude. Motivation will be an important factor influencing students' learning and success by influencing the initiation and continuation of activities, as well as increasing the time of the students' duties.

Motivation influences how information is processed and how it is processed because it increases the cognitive processing process, and thus motivated students are more likely to understand and examine material rather than actually experiencing learning movements superficially. According to Palmer (2007), student motivation is an essential component of high-quality education, and learning does not occur unless students are constantly motivated.

B. An Overview of Self-Regulation

1. Definiton of Self-Regulation

Zimmerman (1998) defines self-regulation as a cycle of self-fulfillment that involves three phases: forward thinking, performance, and self-reflection. Self-regulation is an individual efforts to control himself in various life processes (Fitriya & Lkmawati, 2016). Furthermore, self-regulation defined as an ability that exists in individuals such as the ability to think in manipulating the environment, so that environmental changes occur as a result of these activities (Bandura, 1986). According to Zimmerman (2001), self-regulation has four dimensions including motivation, methods, work outcomes, and environmental or social conditions. In the learning process, students will realize, be responsible and know how to learn efficiently. Several learning strategies are generally used by a self-regulated learner, including self-evaluation, organizing and transforming, setting goals and planning, seeking information, making and checking notes, managing the environment, self-consequences, repeating and remembering, seeking help from friends, peers, teachers, or other adults, and review notes and textbooks.

2. The Factors Influencing Self-Regulation

Self-regulation is an ability that must exist in a student. This habit can include independent study with peers without involving the lecturer. This can be done because it is influenced by several factors. Based on the socio-cognitive perspective proposed by Zimmerman in Marcellina (2018), there are three factors that influence self-regulation, which include:

a. Personal Factor

According to Zimmerman (as cited in Marcellina, 2018, p. 10), “self-regulation typically occurs when students use personal processes governing the behavior of the surrounding environment in a strategic manner”. It involves self-efficacy refers to the individual assessment of his ability to do something and achieve goals. According to Wolters, Pintich, and Karabenick (2005), personal factor can also define as "self-consequential" which refers to the provision of an extrinsic reward or consequence for students' commitment to completing the task. For example, the way students treat themselves with delicious meal or doing hangout with their friends after completing the thesis. However, they will give them consequences when they fail to complete the thesis in the target time. Furthermore, another personal factor that influences self-regulation is motivation. Motivation is needed to carry out strategies that will affect the learning process. Students who have motivation tend to manage their time effectively and efficiently. The motivation may provide a better impact on student achievement (Zimmerman in Diasti & Mbato, 2020).

b. Behavioral Factor

According to Zimmerman (as cited in Marcellina, 2018, p. 11), “this factor refers to students' ability to use self-evaluation strategies in obtaining information about the accuracy and continuity of feedback”. The behavior consists of self-observation, self-assessment and self-reflection. In line to Zimmerman (as cited in Mahfudhoh, 2019), learners can manage their time and learn the situation by using a schedule and making a plan before the

learning process begins. Effort regulation, time/study environment, and help seeking were all examples of behavioral regulation.

c. Environmental Factor

These factors have a reciprocal relationship to the personal and behavioral factors. For example, students are proactive in using strategies to change the learning environment, such as structuring the learning environment, reducing noise and finding relevant learning resources (Zimmerman cited in Marcellina, 2018).

On the other side, there are three processes that can be found in self-regulation, namely manipulating external factors, monitoring and evaluating external behavior. However, human behavior is the result of the mutual influence of external factors and internal factors themselves. Therefore, behavior arises from the mutual influence between internal and external factors.

According to Bandura (as cited in Alwisol, 2009), there are some factors influencing self-regulation, which are:

1. Internal Factors

Jess & Gregory (2010) claimed that there are three personal or internal factors related to self-regulation, included;

- a) Self-observation; Individuals should monitor their performance that has been done even though the attention given is not

optimal. It is done based on factors of quality, appearance, quantity of appearance, originality of self-behavior

b) Self-assessment; self-assessment helps individuals regulate their behavior through cognitive mediating processes. Individuals are not only able to realize themselves reflectively, but also must be able to assess how valuable their actions are to achieve their goals. It is done by looking at the suitability of behavior and the standard of norms or comparing with the behavior of others, judging an activity based on their importance, and giving performance attributions.

c) Self-response; Individuals have both positive and negative response to their behavior depending on how it meets their personal standards. Usually, individuals evaluate themselves based on positive or negative response, whether they will give themselves the rewards or punishments.

2. External factors

There are two external factors in influencing self-regulation, which are:

a) Standard; External factors provide standards for evaluating behavior. Environmental factors are very influential on the individuals and can form their evaluation standard. Thus, by interacting with the wider environment, they will develop appropriate standards for assessing self-achievement.

b) Reinforcement; external factors can influence self-regulation by providing a way to gain reinforcement. Intrinsic rewards are not enough, but individuals also need the encouragement from external factors. Commonly, standards of behavior will collaborate with reinforcement; When individuals can achieve certain standards of behavior, they need reinforcement so that behavior can be carried out continuously as a factor in achieving goals.

To be concluded, both internal and external factors can influence students' self-regulation in maintaining, controlling, and monitoring their behaviors in achieving their learning performances and outcomes.

3. The Benefits of Self-Regulation

In the learning process at both the basic and advanced, self-regulation is an approach that is very important to be possessed by every individual. The following are some benefits of self-regulation are:

1. Students become learners, students become proficient in regulating how to motivate themselves in overcoming various conditions and can improve their learning outcomes (Latifah, 2010).
2. The student is able to establish learning objectives, attempting to monitor, regulate and control their cognition, motivation and behavior to control the goals that have been made. (Latifah, 2010).
3. Students tend to be able to self-regulate and report what has been achieved against their academic achievements.

4. Self-regulation is the best predictor of academic achievement, such as monitoring comprehension, goal setting, planning, effort management and persistence (Pintrich & Groot, 1990).
5. Self-regulation can be understood in the highest level of understanding of psychological functioning, about thinking in creating experiences and determine the level of choice in every situation: choice over what they think (Zimmerman, 2001).

In addition, self-regulation has positives effects for the students in learning process. Those benefits will help them in encouraging their motivation and help them to improve their learning outcomes.

C. An Overview of Thesis Completion

1. Definition of Thesis

Thesis is a written work which is the result of independent research carried out systematically and methodologically by students in order to complete an undergraduate program (Hamidi, 2014). Also, according to Munslich Mansnur (2009), thesis is a scientific paper written by each student of Bachelor program that discuss a particular topic or area based on the study of literature written by experts, field research results, or the results of the development (experimental).

As cited by Richard in (Mahfudhoh, 2019), in order to make a good writing, there are some stages or processes which should be considered:

a) Planning

The goal of this first stage is to take information from the task environment and long-term memory of knowledge and use it to set goals and create a writing plan to guide the creation of the text that will meet those goals.

b) Translating

The goal of this process is to take the writing material from memory and transform it into the correct form of writing that is acceptable under English writing rules.

c) Reviewing

This process is intended to improve the quality of a piece of writing. Reviewing has only one sub-process, and that is editing. The function of this process is to detect and correct every single word in the written text from an offense such as inaccuracies of meaning and to evaluate its consistency to the writing goal.

2. Factors Causing Students' Difficulty in Completing the Thesis

College students faced some difficulties while completing the thesis. The ideas, structure, lack of vocabularies, and re-write or paraphrase are some examples of the difficulties in writing thesis that the students commonly face. According to Brown (as cited in Puspita, 2019), the factors regarding to the students difficulty in thesis completion, include:

1. Motivation

Brown (as cited in Puspita, 2019, p. 17) defines intrinsic motivation as "the degree to which learners are intrinsically or extrinsically motivated to succeed in a task." Intrinsically motivated activities are those in which there is no obvious reward other than the activity itself. Intrinsically motivated behaviors are intended to produce certain internally rewarding outcomes, such as feelings of competence and selfdetermination. Extrinsic motivation, on the other hand, is fueled by the anticipation of a reward from outside and beyond the self. The difficulties in completing the thesis include students' lack of interest or motivation, as well as their lack of academic ability in expressing problems or ideas (JJ.Siang, 2009)

2. Perception

“Perception is part of the process that produces a response after the stimulus is applied to human” (Sobur, 2013, p. 446). Perception can be used as a bridge in the formation of human responses that involve three psychological activities, namely recognition, reasoning, and feelings. In thesis completion, the students perception toward the process of consultation with their supervisors is being one of the factors that causing students' difficulty which come from internal.

3. Linguistic Factors

This factor will first consider the differences between the native and target languages, as well as the impact of the first language on

the second. How the era of contrastive analysis gave way to the era of error analysis, with its guiding concept of inter-language, also known as learner language. The effects of input acquisition, interaction, feedback, awareness, and error treatment will be discussed. “The transfer of vocabulary and grammatical rules from the native language is also captured in these exceptions” (Brown in Puspita, 2019, p. 17).

4. Anxiety

Anxiety is a major affective construct in second language acquisition. Anxiety is defined as a subjective feeling of tension, apprehension, nervousness, and worry caused by an arousal of the autonomic nervous system—frustration, self-doubt, apprehension, or worry. Some people are predictably and generally anxious about a wide range of issues. At a more immediate, or situational, level, state anxiety is felt in response to a specific event or act. Finally, anxiety was linked to low self-esteem, competence, and intelligence. “Many of these findings support the earlier assertion that self-efficacy and attribution are important predictors of other affective variables, particularly anxiety” (Brown in Puspita, 2019, p. 16).

Furthermore, there are numerous other factors that will be discovered when completing a thesis, such as the students' confusion in determining a topic, difficulties in constructing the background, and difficulties in obtaining references, all of which can reduce the students' motivation in thesis completion.

C. Research Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

- Ho : There is no significant correlation between self-regulation and students' motivation in thesis completion

Ha : There is a significant correlation between self-regulation and students' motivation in thesis completion

- Ho : self-regulation does not significantly influences students' motivation in thesis completion

Ha : self-regulation significantly influences students' motivation in thesis completion

1. Criteria of hypotheses

These hypotheses test in order to know whether the correlation coefficient score is significant score is significant or not. Based on Fraenkel, Wallen, and Hyun (2012), there are some criteria in testing hypotheses. Those are in the following:

- If p-output higher than 0.20, Ha accepted and Ho is rejected
- If p-output is lower than 0.20, Ha is rejected and Ho is accepted

CHAPTER III

RESEARCH METHODOLOGY

This chapter explained about the research methodology. The methodology of this study is divided into several parts, which are research design, brief description of research location, research participants, data collecting procedure, and data analysis procedure.

A. Research Design

As the study aimed to capture the complete understanding of the motivation and self-regulation on thesis completion both quantitatively and qualitatively, mixed-method was employed. A mixed-method approach is one that collects, analyzes, and combines quantitative and qualitative data in a single study (Creswell, 2012). Qualitative semi structured interview will be used for answering the first research question while quantitative closed-ended questionnaire will be used for the second. Qualitative research is a type of research that aims to understand the phenomenon of what the subject of the study experiences, such as behavior, perception, motivation, and action, in a holistic and descriptive manner in the form of words and language, in a specific natural context, using a variety of natural methods (Moleong, 2011).

In this study, a type of descriptive study will be applied for qualitative research design. Descriptive study is a basis research approach that intended to characterize the circumstance as it already exist (William, 2007). In general, descriptive study was conducted with the main objective which

describe the facts and characteristics of the object or subject precisely and systematically. It is aimed to provide an overview or validate a concept or phenomenon and also to address questions about the research subject. This approach matches the goal of the researcher to capture students' insight toward the factors influencing their motivation in completing the thesis.

According to Leedy and Ormrod (2001), quantitative research is specific in its surveying and experimentation because it builds on existing theories. A quantitative research methodology is based on the assumption of an empiricist paradigm (Creswell, 2003). Quantitative research creates meaning through objectivity uncovered in the collected data.

The aim of quantitative research is to determine relationship between variables within a population. The approach used in this quantitative study is correlational research. Correlation is a relationship between two variables or more. Correlational studies, according to Frankel, Wallen, and Hyun (2012), investigate the possibility of relationships between only two variables, though investigations of more than two variables are common. Furthermore, Creswell (as cited in Lestari and Holandiyah, 2016, p. 49) defined correlation design as “procedures in quantitative research in which investigators use the statistical procedure of correlation analysis to measure the degree of relationship between two or more variables”. The researcher examined how students' motivation level re-affected by self-regulation level and involves cause and effect relationships between both variables.

In this research, the researcher applied the concurrent embedded strategy of mixed method. It is a strategy that combines the use of qualitative and quantitative research methods concurrently or simultaneously (or vice versa), but the method's weight is different (Creswell, 2009). In this model there are primary and secondary methods. The primary method is used to obtain the main data, and the secondary method is used to obtain data to support data obtained from the primary method. The use of this model enables researcher to gain broader perspectives of the result study.

B. Research Location

English Language Education Department of UIN Ar-Raniry was chosen as the research site, and the participants were final year students from the 2017 batch, in order to learn about the factors that influence their motivation and the influence of self-regulation toward students' motivation while completing the thesis.

C. Research Participants

According to Sugiyono (2010, p: 117), "population is the object or subject that has some qualities and characteristics that are chosen by the researcher to be learned and concluded". The population could be classified as small or large. The population of this study is the final year students of batch 2017, the Department of English Education, UIN Ar-Raniry, approximately 236 students.

According to Creswell (2012, p. 142), "the purpose of qualitative research is not to generalize a population, but to develop in-depth exploration

of a central phenomenon”. Thus, researchers use purposive sampling to achieve the research objectives. According to Sugiyono (2016, p. 85), “purposive sampling is a technique of sampling data sources with certain considerations”. Furthermore, purposive sampling is used not based on strata, random (random), or regions, but is based on a goal (Winarno, 2013). Purposive sampling helps researchers to select individuals who can provide the information needed to understand cases, answer research questions, and answer research objectives (Johnson & Christensen, 2008).

Creswell (2013) suggested that between 25 and 30 sample sizes would be required for a diverse population for interviews, and a minimum sample size between 5 and 25 for semi structured/in depth interviews. Based on this opinion, 4 final year students were selected as sample participants for the interview based on the criteria which are; the final year students of English Department Education in batch 2017 who are in the last stage of thesis completion. In the other word, final year students who completed the thesis but have not conducted the research are not appropriate to be the participants of this study; and available to be interviewed.

The researcher collected 25% of the total population for the second data collecting procedure, questionnaire, totaling 35 students who have the criteria are final year students in the last stage who complete the thesis and have conducted the research. Therefore, the sample of this study amounts to 4 students for the interview and 35 students for the questionnaire.

D. Data Collection Procedures

1. Interview

In this research, the researcher used interview to collect the data related to the research questions. Interviews are used to ask several participants and record their answers to obtain in-depth information about their thoughts, knowledge, reasons, motivations, beliefs, and feelings about the topic (Creswell, 2012). An interview provides the researcher with an extra opportunity to obtain detailed information. To obtain the data needed, this study used semi-structured interview. In line as Dejonckheere and Vaughn (2018), semi-structured interview provides the researcher to collect open-ended data and explore human feeling and thought about a particular topic. Furthermore, semi-structured interview used to gain the participant thought and insight related to the factors influencing students' motivation in completing the thesis. In this part of the interview, each participant will be interviewed for about 20-45 minutes depending on the questions and the situation. The interview will be conducted face-to-face. Additionally, data was equipped with voice recorder to avoid misinformation in analyzing the data.

2. Questionnaires

A questionnaire is one of the tools used to collect data from participants, and it typically consists of several written questions about the topic. According to Babbie (2010), a questionnaire is a document that contains questions and other types of items designed to elicit information suitable for

analysis. There are two types of questionnaires, according to Suharsimi (2010). (opened and closed questionnaire). Respondents in an open questionnaire could answer the researcher's questions in their own words, whereas respondents in a closed questionnaire could only choose from the available options. The questions in this study are of the closed-ended variety. Closed-ended questions have multiple options as answers and allow participants to choose only one of them.

a) Self- Regulation Questionnaire

In this study, self-regulation questionnaire is used to obtain the information of students' self-regulation. It was adapted and modified from Self-Regulation Questionnaire (SRQ) version by Gaumer, Soukup, Noonan, and McGurn (2016) and from dissertation by Lourenco (2016). However, not all of their questions are used in this study. Only some of them are used based on the need of this study. It contains 25 questions to indicate students' self-regulation scale based on some criteria which are; planning, monitoring, adjusting, and reflecting. In this questionnaire, the researcher used a five Likert Scale from "not very like me" to "very like me".

b) Motivation Questionnaire

The second part of questionnaire, the researcher used a motivation scale questionnaire, modified from Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991). The questionnaire has 20 questions to measure the scale of students' motivation, which may be

divided into six sub-components: intrinsic goal orientation, extrinsic goal orientation, task value, controls of learning beliefs, self-efficacy for learning and performance, and text anxiety. It used a five likert scale from “not at all true of me” to “very true of me”. Furthermore, according to Ary et al. (2010, p. 385), “online type of questionnaire was used to ease the data gathering as the participants were able to answer the question and submit the questionnaire online. In this study, the questionnaire will be conducted by using Google form.

E. Data Analysis

According to Bodgan (in Sugiyono, 2009, p. 334), “data analysis is a process of systematically searching and compiling interview transcripts, interview notes and other material collected by researchers to increase understanding and allow researchers to present what researchers have found to others”. Data analysis is part of the data testing process, the results of which are sufficient evidence to draw conclusions from the study (Indriantoro, 2002).

1. Analysis of Interview Data

In analyzing the qualitative data, firstly the researcher transcribed the audiotape recorder of qualitative data into text data. The data will be classified into the each theme of factors causing students’ motivation in thesis completion. After classifying the data, the researcher focused on analyzing students’ experiences and thoughts for each theme and ignored unimportant

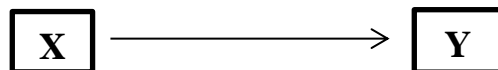
information from the participants. Lastly, the researcher concludes the chosen data.

2. Analysis Questionnaire Data

In analyzing quantitative data, especially in correlational study, the procedure is that, first: to identify the students' self-regulation by administering SRQ questionnaire by Gaumer et al. (2016) and Lourenco (2016). Second, by using MSLQ Questionnaire by Pintrich (1991). Then, the correlation and influence between variables will analyze through Statistical Package for Social and Science (SPSS) 25th version computer program which used the coefficient correlation of Pearson Product Moment technique based on the result both of the questionnaires. In this sense, the research will be used statistical method which is used to investigate the correlation between self- regulation (X) and students' motivation (Y). Last, the explanation of the finding will be discussed which followed research design proposed by Fraenkel et al. (2012):

CORRELATION RESEARCH DESIGN

Where :



X : Self-regulation

Y : Students' motivation

To compute the degree of association between the two variables, this study employs Pearson Product Moment Computation. The formula is as follow:

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{n \sum X^2 - (\sum X)^2} \sqrt{n \sum Y^2 - (\sum Y)^2}}$$

r_{xy} = the correlation index numbers “r” product moment

$\sum XY$ = the amount of multiplying the deviation scores x and y deviation scores

$\sum X^2$ = the amount of deviation after first score of x squared

$\sum Y^2$ = the amount of deviation after the first score y squared

Pearson’s correlation coefficient is statistical measure of the strength of linear relationship between paired data. In a sample, it is denoted by r and is by design constrained as follows

$$-1 \leq r \leq 1$$

- Positive values denote positive linear correlation
- Negative values denote positive linear correlation
- A value of 0 denotes no linear correlation
- The closer the value is to 1 or -1, the stronger the linear correlation.

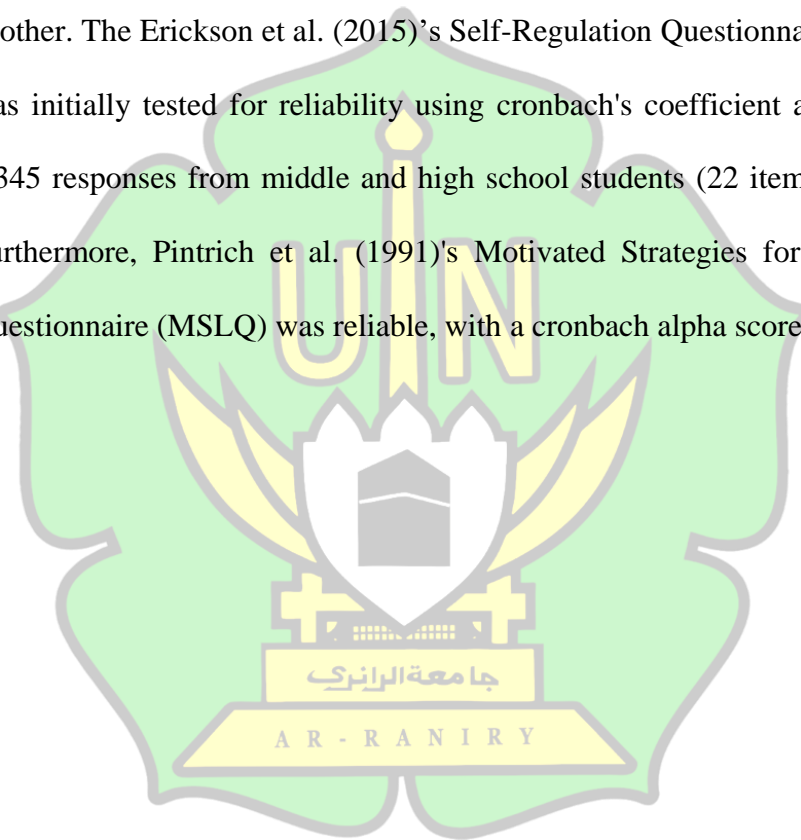
3. Validity Test

Validity is essential content because it accurately measures what it is supposed to measure. According to Fraenkel and Wallen (2006), the term validity as used in research refers to the appropriateness, meaningfulness, and

usefulness of any inferences drawn by a researcher based on data obtained through the use of an instrument.

4. Reliability test

According to Fraenkel et al. (2012), reliability refers to the consistency of the scores obtained for each individual from one administration of an instrument to another and from one set of items to another. The Erickson et al. (2015)'s Self-Regulation Questionnaire (SRQ) was initially tested for reliability using cronbach's coefficient alpha with 1,345 responses from middle and high school students (22 items; $\alpha = .894$). Furthermore, Pintrich et al. (1991)'s Motivated Strategies for Learning Questionnaire (MSLQ) was reliable, with a cronbach alpha score of 0.93.



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher reviews the findings of the qualitative data related to the factors which influence students' motivation in completing the thesis and the result of the quantitative findings regarding how students' self-regulated influence their motivation in thesis completion. The organization of this chapter is arranged based on research questions.

A. Research Findings

The data were collected from students of English Language Department of UIN Ar-Raniry with the population of 236 students. There were two kinds of research findings in this study; (1) the factors influencing the motivation of final year students in completing the thesis. (2) the correlation between self-regulation and students' motivation in completing the thesis. The data was collected from students' interview and questionnaires. Further explanation of the findings is described as follows.

1. The factors influencing students' motivation in thesis completion

The aim of the interview is to obtain the detailed information that cannot be acquired by the questionnaire. There were five questions related to factors influencing students' motivation in thesis completion. The steps involved personal and face to face interviews in order to capture the final year students' opinions and thoughts. The participants of the interview are 4 final year students. To answer the research questions, the questions in the interview were

concerned with the factors influencing students' motivation in thesis completion. The results were classified under the themes, as follows:

1.1 Students' main motivation in thesis completion

The first question of interview is regarding the main motivation among final year students in completing the thesis. The interview results revealed students' diverse choices based on certain of factors; getting a degree and future planning

1.1.a Getting a degree

Two out of five participants, MY and YF agreed that the main motivation in completing the thesis is getting a degree. MY mentioned that getting a bachelors' degree as soon as possible being the main motivation in completing her thesis. She stated:

My main motivation in completing the thesis is that I want to get my university degree as soon as possible since by getting the degree, I can get various qualified job.

JW also agreed that getting a degree is the main motivation in completing her thesis because it is one of the graduation requirements. She added: My main motivation is to complete the bachelor degree because it is the important way for graduation requirements.

The finding showed that getting a degree as soon as they can is one of the goals among final year students in university. Generally, graduate from university is a matter of pride for them after studying for four years. In this light, students are required to complete the thesis to get their

bachelor's degree. In completing thesis, some difficulties that will decrease their motivation will be faced over time. Hence, students must push themselves to be always motivated in achieving their degree as soon as possible.

1.1.b Future planning

One of the main motivation in completing the thesis is the future planning. According to YF, who motivates herself to complete her thesis on time in order to reach the future plans as soon as possible. She said:

The main motivation is to immediately make parents happy and plan future plans such as taking education to a higher level and getting a decent job.

It can be concluded that future planning can encourage students' motivation in graduating on time particularly in completing the thesis.

1.2 Factors of influencing students' motivation

There are some factors affecting students' motivation while completing the thesis. The finding showed that all participants shared different factors both intrinsic and extrinsic factors such as family, environment, and role of self-concept.

1.2.a Extrinsic factors

a) Family

The majority of participants agreed that family plays an important role in increasing their motivation. RJ admitted that big family encourage and push her a lot to complete the thesis and graduate on time. She stated:

The most factors that influence my motivation in completing the thesis is my big family such as my aunt, my cousins, and also my friends. They always ask me about when did you graduate from your college?, when did you finish your thesis?, I cannot listen it anymore. It is really bothers me.

On the other hand, JW mentioned that the factor which influences her motivation in thesis completion is graduating on time to avoid her parents' burden in paying for education. She expressed:

I think, my motivation balances from both extrinsic and intrinsic factors. The extrinsic factors such as I want to graduate on time to avoid my family's burden in paying for education.

From that, it can be seen that family play a crucial role in educational process. Family gives a strong influence on a person's learning behavior.

b) Environment

The finding showed, two of participants claimed that environment influences their motivation in completing the thesis. It is represented by MY and YF. They admitted that environment around them particularly friends affect their motivation a lot. MY said:

Clearly, I can see that extrinsic motivation has influence me a lot since I am the type of person who easily get motivated or distracted by my environment. For that what happened and who are around me has a big impact on my thesis completion. For example, when my friends are busy working on their thesis, of course my motivation will high. And also time pressure. If the submission is at the end of time, I will press and push myself to complete my thesis.

Based on the finding, the influence of the environment around students also has a good impact in increasing their motivation in completing the thesis. It cannot be doubted that people will distracted easily by environment around them whether it is good or not.

1.2.b Intrinsic factors

a) Self-concept

Not all participants agreed that extrinsic factor is the most factors that influence their motivation in completing the thesis. According to RJ and YF, intrinsic is the most factors which affects their motivation, because the individuals know what they need and how to stimulate themselves in doing something. RJ admitted:

I think intrinsic motivation is the most influential which comes from ourselves, why? Because I think the one who can take an action on my self is only me. Therefore, I should motivate myself in writing my thesis in order to complete my study on this year.

In addition, YF expressed that both factors between intrinsic and extrinsic have affected her motivation. Unlike extrinsic motivation which influences her in short-time period, she preferred intrinsic factor which has influences more. She said:

I think between these both factors have an effect on me, but extrinsic factors only affects me briefly, for example when I see other friends who have graduated, but it has not last long. But, the intrinsic factor has a big influence, because the one who can increase motivation is ourselves. Self-affirmations from within self are more influential than external influences.

From the statement above, participant believes that self-concept is one of the factors that come from within self in carrying out an action. An assumption of students about themselves both consciously and unconsciously including physical and psychological traits and their advantages and disadvantages influences them a lot.

1.3 Students' challenges in completing thesis

This section presented the challenges encountered by many students in completing a thesis and they have big impacts which can decrease students' motivation drastically. The participants admitted that they faced various challenges in thesis completion such as the psychological problems, the process of consultation, and the lack of ideas in writing.

1.3.a Psychological problems

Only one of the participants, MY mentioned that she had a psychological problem while completing the thesis, in this case, she expressed:

Psychological problem which I think they have a big impact on our motivation to do the thesis. For example, when they always ask like “hey, when will you finish your thesis?...of course that will impact our motivation. Sometimes we had a difficult time and stress and we will not like ‘OMG, I am not doing the thesis anymore’. And sometimes when we surrounded by motivating friends we can push ourselves to hard and we can do the thesis all night long. At the end of the day it will affect our health too. I think psychological difficulties have a big impact on our motivation.

The statement indicated that psychological factor is one of problem affect students' motivation in thesis completion. Psychological issues have three aspects: self-esteem, anxiety, and motivation. According to participant responses, it found that the students' self-esteem and anxiety are the main causes of students' challenges in thesis completion.

1.3.b Process of consultation

On the other hand, JW and YF shared a different issue in the process of thesis completion. They admitted that the process of consultation with

supervisors being the main issue of challenges. JW said: “I have so many difficulties such as my supervisor did not have time for consultation...”.

Furthermore, YF has the same point. She admitted:

Difficulties that I faced is the process of consultation with the supervisor which taking long time to have a feedback so the process of completing the thesis will be delayed. The unexpected plan in thesis completion will decrease my motivation drastically.

Based on the statement, the process of consultation is being another challenge that faced by students while completing the thesis. It cannot be separated with the existence of good communication between students and thesis supervisor. It is related on the scheduled time of consultation so that the students find it difficult to meet supervisor. Also, the lacking in depth communication with the supervisor being a common problem while completing thesis. The fact that, supervisors handle not only one and more students, but also do other academic and social matters, so they have little time to spent to discuss the students' research project.

1.3.c Process of writing

The majority of the participants agreed that the main difficulty in thesis completion is the process of writing itself. MY, JW, and RJ mentioned that the lack of ideas and choosing the appropriate theory being the main problem. According to RJ, she stated:

My big difficulties in completing my thesis are lacks of idea about my thesis. Then sometimes I feel bored in writing, so it makes me lazy. Those difficulties really affect my motivation in writing the thesis.

JW also mentioned: Sometimes my idea was stuck and did not know what to do, I stop my writing. My motivation will decrease because of it.

Students' ability in writing process is the main issues which affected students' motivation in thesis completion. The difficulties related to the lack of idea, the lack of English structure and linguistics, and the lack of English references.

2. How self-regulation influences students' motivation in thesis completion

2.1 Finding of self-regulation questionnaire

The total population of this study was approximately 236 students. There were 35 final-year students in the last stage of thesis completion participated in this study. The 25 items of Self-Regulation Questionnaire (SRQ) were administrated to indicate students' self-regulation scale. In this study, the self-regulation score criteria will be divided into three categories which are low, medium and high. In this study, hypothetical statistic is used to calculate the score of students' self-regulation categories. The result can be shown as following table :

Figure 4.1

Table of self-regulation criteria scale

Low	$X < M - 1SD$ $X < 75 - 16.6$ $X < 58.4$
Medium	$M - 1SD \leq X < M + 1SD$ $75 - 16.6 \leq X < 75 + 16.6$ $58.4 \leq X < 91.6$

High	$M + 1SD \leq X$ $75 + 16.6 \leq X$ $91.6 \leq X$
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Where,

X = Self-regulation variable

M = Mean

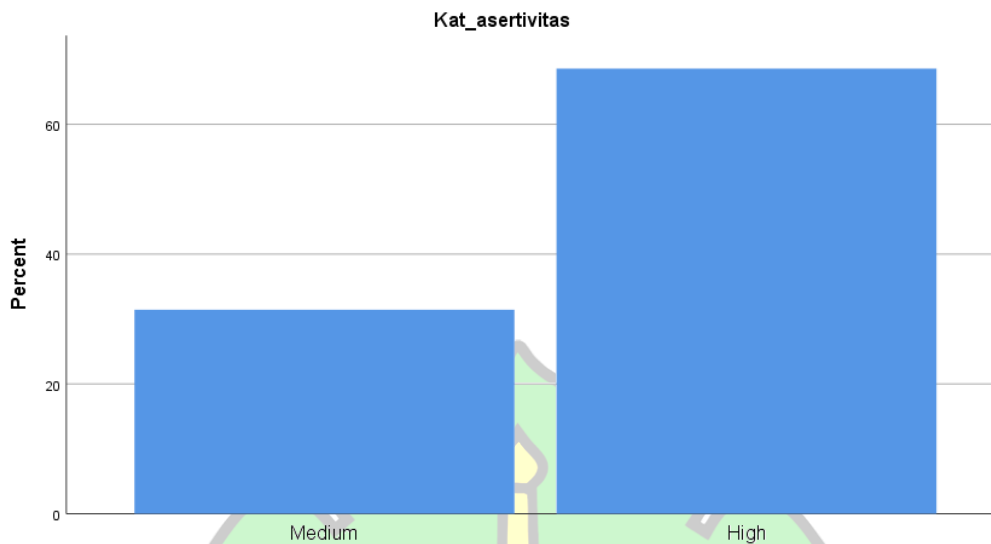
SD = Standard Deviation

Based on the table, there was three categories level ranging from the lowest to the highest. The self-regulation total score is ranging from 0-125 before converted to the scale of 1.00-5.00, where the low scale (1.00) in ranging score <57.9 , medium (3.00) with ranging $58.4 \leq X < 91$ and high (5.00) with >91.6 . The finding of students' self-regulation level can be shown in table below, as follow:

Figure 4.2

Table of self-regulation scale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	11	31.4	31.4	31.4
	High	24	68.6	68.6	100.0
	Total	35	100.0	100.0	

Figure 4.3*Bar chart of self-regulation percentage scale*

Related to the table above, it was found that the self-regulation scale of students is ranging from the medium to the high level. From the result, there were only 11 students who got the medium level of self-regulation and 24 students were in the high level of self-regulation. The percentage in the higher level was 68.4% and the lower level was only 31.4%. It can be concluded that the most students have good or high self-regulation level in thesis completion.

2.2 Finding of students' motivation scale

The researcher used MSLQ questionnaire to obtain the score of students' motivation. It consisted of 20 closed-ended items. The motivation questionnaire scores, were divided into 3 level categories namely low, medium and high in order to indicate the level of students' motivation in

thesis completion. It is calculated by using hypothetical statistics. The result is shown as following table:

Figure 4.4

Table of students' motivation scale criteria

Low	$Y < M - 1SD$ $Y < 60 - 13.3$ $Y < 46.7$
Medium	$M - 1SD \leq Y < M + 1SD$ $60 - 13.3 \leq Y < 60 + 13.3$ $46.7 \leq Y < 73.3$
High	$M + 1SD \leq Y$ $60 + 13.3 \leq Y$ $73.3 \leq Y$

According to the table, the categories level of students' motivation score was ranging from the lowest to the highest. It was converted to the scale of 1.00-5.00, where the low scale (1.00) in ranging score <46 , medium (3.00) with ranging $46.7 \leq Y < 72.8$ and high (5.00) with >73.3 . The result of students' motivation level can be shown in table below, as follow:

Figure 4.5

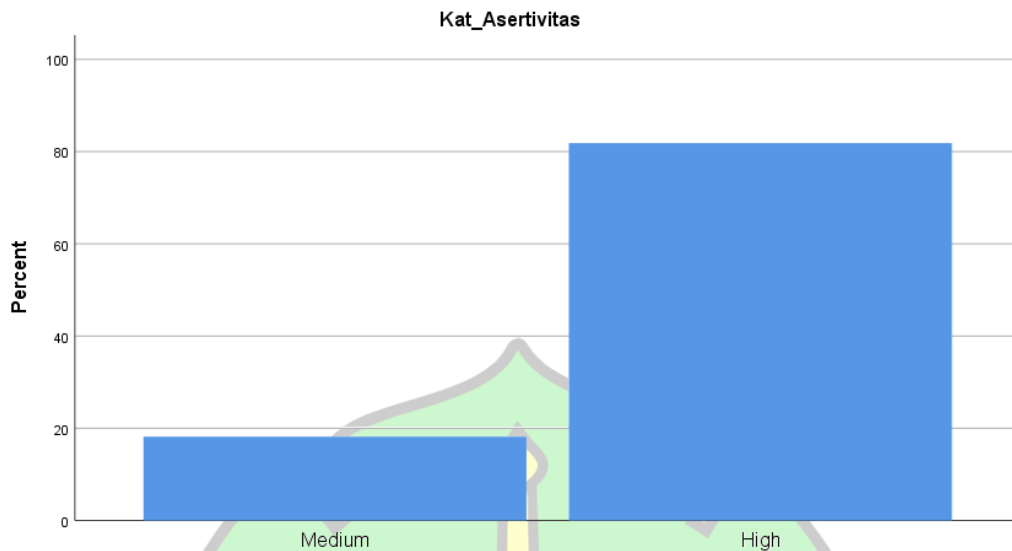
Table of students' motivation scale

Kat_Asertivitas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	6	17.1	18.2	18.2
	High	27	77.1	81.8	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Figure 4.6

Bar chart of students' motivation percentage scale



The finding showed that the students' motivation score was high. Most of the students have high motivation level which consisted of 27 students and the medium level of motivation was 6 students. Yet, 2 of the students were unidentified. Furthermore, the percentage in the high level of motivation was 81.8% while the medium one was 18.2%. Overall, the major level of students' motivation in completing the thesis was high.

2.3 Correlation between self-regulation and students' motivation

This part is aimed to answer the second research problem by analyzing the result of descriptive statistic for the self-regulation questionnaire (SRQ) and motivation questionnaire (MSLQ).

Correlation is an effect size and so we can verbally describe the strength of the correlation using the guide that Evans (1996) suggests for the absolute value of r .

Figure 4.7*Table of the degree of correlation*

R	Interpretation
0	“No correlation”
.01 - .20	“Very low”
.21 - .40	“Low”
.41 - .60	“Moderate”
.61 - .80	“High”
.81 - .99	“Very high”
1	“Perfect correlation”

Based on Pearson product moment correlation coefficient, the result indicated that the pattern of self-regulation and motivation was positive. The result (r) is 0.688 which showed that r has strong correlation. It means that the relationship between self-regulation and students' motivation score is very high correlation. Then, the level probability (ρ) significance (sig.2-tailed) was 0.000 means that $\rho(.000)$ was lower than 0.5. In conclusion, there was a significant correlation between self-regulation and students' motivation.

Figure 4.8*Table of the correlation between self-regulation and students' motivation*

Correlations			
		Selfregulation_X	Motivation
Selfregulation_X	Pearson Correlation	1	.688**
	Sig. (2-tailed)		.000

	N	35	35
Motivation	Pearson Correlation	.688**	1
	Sig. (2-tailed)	.000	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

2.4 Calculating the coefficient determinant

Coefficient determinant was computed to know how much percentage of self-regulation (variable X) influences students' motivation (variable Y). It was calculated through determination coefficient (R) formula. It can describe the effect of variable X toward the increasing and decreasing value of variable Y. The formula stated as following:

$$R = r^2 \times 100\%$$

Which : R is determination coefficient
 r is correlation coefficient

$$R = r^2 \times 100\%$$

$$R = (0.688)^2 \times 100\%$$

$$R = 0.473344 \times 100\%$$

$$R = r^2 \times 100\%$$

$$R = 47.33\%$$

The result of R value is 47.33%. it indicated that the effect of variable X (self-regulation) toward the variable Y (students' motivation) is 47.33%. Meanwhile, another 52.67% may be influenced by other factors.

2.5 Examining the hypotheses

To find out if the hypotheses are accepted or rejected, the researcher analyzed the hypothesis presented as the following:

The researcher formulated the research hypotheses in chapter two as follows:

- H_0 = there is no relationship between self-regulation and students' motivation in thesis completion
- H_a = there is a significant relationship between self-regulation and students' motivation in thesis completion

The researcher drew some conclusions, because H_0 is rejected or H_a is accepted. In the other word, there is a significant relationship between self-regulation and students' motivation in thesis completion.

In the final analysis, the researcher concluded some points in examining the hypotheses. First, there is a strong correlation between self-regulation and students' motivation in thesis completion. Second, the correlation is 0.688 (high). It indicates that the students who are self-regulated will commonly maintain their motivation in completing the thesis.

B. Discussion

Regarding the fact that motivation is an important factor that determines student successfulness in helping them to stay on right track in achieving goals (Mali, 2015), this study has explored the factors influencing students' motivation and the influencing of self-regulation toward students' motivation in thesis completion.

Through semi-structured interview, the result of students' thoughts and opinion toward the factors influencing students' motivation were obtained. Most of students agreed that motivation gives an important effect and can

encourage them in completing the thesis on time. They stated that the main motivation in thesis completion is getting the degree on time as soon as possible. Meanwhile, the other students claimed that future planning plays crucial role in completing the thesis in order to graduate on time. This is consistent with Hegarty et al. (2012)'s statement that there is a relationship between career related goals and the pursuit of a graduate studies degree. In addition, the desire to enhance the career and future planning appeared to motivate them graduated.

Furthermore, based on the types, motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. From both of types of motivation, some students have their own opinions which influence them the most. According to their response, extrinsic motivation especially family can increase their motivation in thesis completion. Family support will increase students' motivation because they learn from surrounding life, especially parents as the closest people for them. In conclusion, parents who pay attention and support their children in completing thesis have a big impact for their advancement to graduate on time. This is line with Laila (2016) that claimed there is an imitation nature in a child that can be a positive thing to be an extrinsic motivation for the child.

On the other side, the motivation also can be influenced by environment. Students will distract easily with extrinsic factor around them. It is line with Irfan and Diah (2020) that the good and bad conditions of the physical environment will affect the learning achievement of students. However, in completing the thesis, students will be encouraged by people around them who

can increase their motivation in thesis completion. Hence, the campus environment plays a role in helping families in the education of students.

In contrast, some participants admitted that intrinsic motivation influence them a lot. Self-concept is believed as one of the intrinsic factors which lead students to believe in their ability in learning process, particularly in thesis completion, and it will encourage themselves to do more efforts and tend to be successful in learning performing. As stated , Schenchez and Roda (as cited in Sirait et al. 2018, p. 42), “positive self-concept is a predictor of achievement motivation, whereas negative self-concept leads students to have low achievement motivation”. A good or positive view will give a high effect of self-confidence, so that achievement motivation will tend to be high. Positive self-concept also shapes a confidence in students’ abilities. To be concluded, it is important for students to organize and always be consistent in encouraging their perceptions in order to obtain good learning outcomes, especially in the progress of thesis completion.

In addition, this study also found certain challenges and issues faced by final year students during thesis completion which affected their motivation significantly. Psychological problems have significantly affected their motivation; self-esteem is the main causes of the students’ difficulties in thesis completion. In line with that, a research conducted by Dwihandini et al. (2013) found that the most indicators in psychological factor affecting students’ difficulties in thesis completion was self-esteem of the students.

On the other side, based on the finding, the common challenge encountered by students while completing the thesis is the process of consultation. The limited time in thesis consultation with the supervisor being an issue that decrease students' motivation and affected thesis completion advancement. Berndsson et al. (2008) supported this finding that if the students hand in material that is carefully proof-read, well-structured and clearly written, supervisor can spend less time on commenting presentation details.

Lastly, the most issue factor of students' challenge in thesis completion is the process of writing. The lack of basic knowledge of thesis component and the lack in literature references influence students' motivation and affected them to delay the thesis completion. Commonly, the difficulty encountered by students during writing the thesis is when they tried to compile each sentences in the correct structures, the ideas of thesis material that existed in mind tend to be disappeared. The study conducted by Kangai (2012) found that financial problems, lacks of literature reference, and limitation in constructing the sentence structure are being obstacles for students in completing the thesis.

Based on the finding, the participants have difficulty in writing thesis because of the unclear thesis statement they made. Furthermore, the lacking in constructing a correct sentence structure being an obstacle in delivering the ideas in their thesis. Hence, the process of writing will not be developed. To conclude, the ability of students in writing is a dominant factor which determine whether thesis completion will be done or not.

Overall, based on the findings, all of students agreed that it is important to have a motivation in doing anything, especially in thesis completion which encouraged them to stay on track in achieving the goals. It is line with the previous study by Winardi (2016) stated that motivation is a potential force that exists within a human being, which he can develop by a number of outsidess forces which essential revolve around monetary rewards and non-monetary rewards that affect his performance results positively or negatively. The various factors of motivation influencing students' motivation exist and appear around students, thus it is a matter of how they respond and get affected by those factors. Both factors between intrinsic and extrinsic factors have their own benefits and positive influences toward students' advancement in thesis completion.

In addition, the answer for second research question is come from questionnaire in order to find the correlation between self-regulation and students' motivation in thesis completion. Based on the computation and analysis of the data there is a significant relationship between self-regulation and students' motivation score. As seen in the table, the coefficient relation is 0.688 which is high correlation at 0.61-0.80. Based on computing the coefficient determinant, the motivation contributes 47.33% to the student's achievement and remaining 52.67% is determining by other factors. However, it was a high correlation, thus, it can be concluded that there is a significant relation between self-regulation and students' motivation in thesis completion among final year students. The finding is line with the previous study by

Wolters (2003) stated that self-regulation is crucial in initiating or maintaining students' willingness to accomplish a task. Students who can preserve their motivation, they can learn better and accomplish the task successfully.



CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusions of the study along with the suggestions for the further research. The conclusions are drawn based on the research findings to answer the proposed research questions. Meanwhile, the suggestion is proposed to provide an insight for future study related with this topic.

A. Conclusion

The researcher found that the majority of final year students of English Language Education department showed their different responses and thoughts toward the factors influencing the motivation in thesis completion. Generally, the main motivation which encourage them in completing the thesis were graduate or getting the degree on time and future planning. Meanwhile, the most factor influencing their motivation in thesis completion were both extrinsic; family, and environment and intrinsic factor; self-concept. In addition, there were also some challenges faced by students while thesis completion, such as psychological problem, process of consultation, and process of writing.

From the questionnaire result, the researcher found that there is a strong or high relationship between self-regulation and students' motivation in thesis completion. After analyzing both variable by Pearson Product Moment Formula, it is found that $r = 0.688$. It indicates the gravity of correlation in this study is in the very high correlation level. The result also shows that H_0 is

rejected and H_a is accepted indicating that there is a high correlation between self-regulation and students' motivation in thesis completion. The effect of self-regulation toward students' motivation is 47.33%.

B. Suggestion

Based on the findings, the researcher would like to offer several suggestion :

1. For the students

Researcher suggests that students are expected to increase their motivation in completing the thesis. They are also expected to be more aware that self-regulation in thesis completion has an important effect in maintaining and increasing their motivation in thesis completion.

2. For the lecturers

Lecturers are expected to spread their motivation among the students to stay in track in completing their thesis because the extrinsic factors can affect them a lot. Besides, the lecturer should always encourage the students to master their English writing skill in order to help them graduate and complete the thesis on time.

3. For the further research

The researcher suggests that this kind of research may conduct in different level of students such as junior or senior high school students who do the simple English writing rather than thesis writing. That may give different result compared with this research which is to capture the motivation of final year students in thesis completion.

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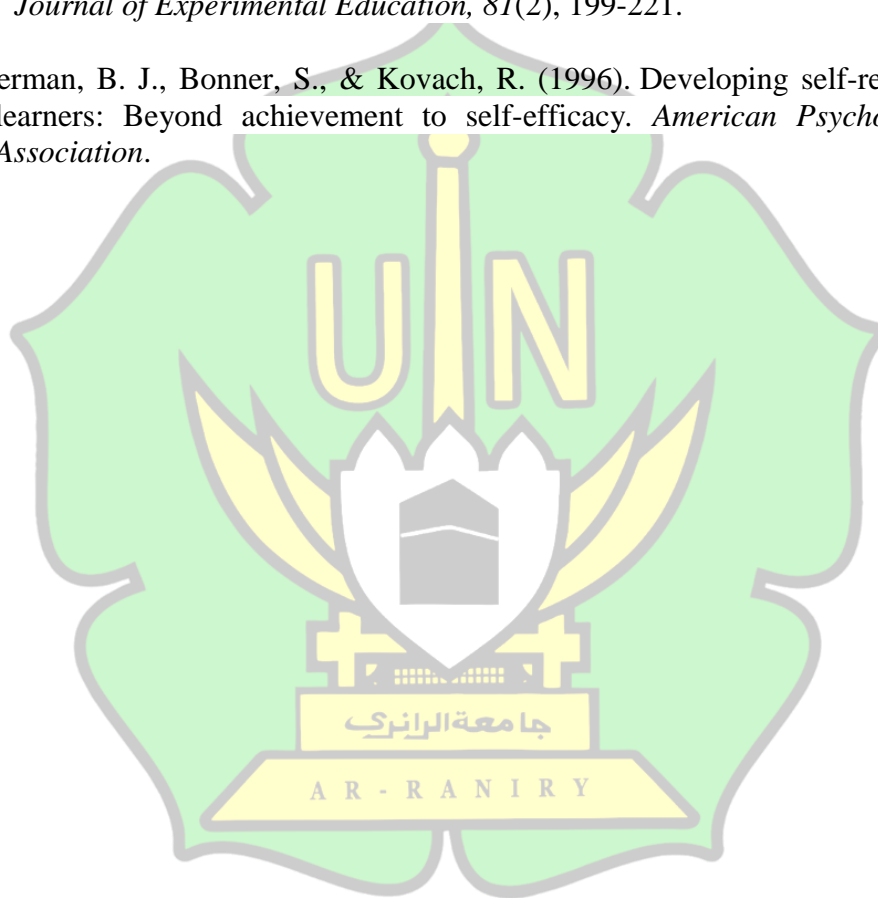
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APPENDIX A

Recommendation of conducting research from Fakultas Tarbiyah dan Keguruan of UIN Ar-Raniry

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17067/Un.08/FTK/KP.07.6/11/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5979/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-8583/Un.08/FTK/KP.07.6/5/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat

1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12, Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pemasaran di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan

Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 4/5/21

MEMUTUSKAN

Menetapkan

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-8583/Un.08/FTK/KP.07.6/5/2021** tanggal **24 Mei 2021**

KEDUA : Menunjuk Saudara:

1. Syarifah Dahliaena, M.Ag., M.Ed., Ph.D	Sebagai Pembimbing Pertama
2. Azizah, M.Pd	Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

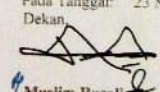
Nama : **Mira Asmara**
NIM : **170203058**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Motivation of Final-Year Students in Thesis Completion: The Role of Self-Regulation**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 23 November 2021
Dekan


Muslim Ruzali

Tembusan

1. Rektori UIN Ar-Raniry (sebagai laporan);

APPENDIX B

Semi-Structured Interview Questions

SEMI-STRUCTURED INTERVIEW

Biographical details of participant

Name :

Day /Interview date :

Sex/ Students ID :

1. What is your main motivation in completing the thesis? Does motivation has an important effect on thesis completion?
2. Based on the types, motivation can be categorized into intrinsic and extrinsic motivation, which comes from within and the outside. Can you mention the most influential motivation for you?
3. What are the most factors that influence your motivation in completing the thesis?
4. What are the difficulties faced in the process of completing the thesis? Do these difficulties affect your motivation?
5. If your interest and motivation in finishing thesis are sagging, what would you do to overcome it?

AR - RANIRY

APPENDIX C
Self-Regulation Questionnaire

SELF-REGULATION QUESTIONNAIRE

Name :

Student ID :

Date :

Please “**checklist**” one response that best describes you. Be honest, since the information will be used to help in thesis completion and also help you became more prepared for my thesis writing. There are no right or wrong answers!

NO	Statement	Options				
		Not very like me	→			Very like me
			1	2	3	
1.	Before I start writing on my thesis, I set my thesis writing goals					
2.	Before writing the thesis, I make a plan about what will be written and organized					
3.	I seek some information, in books, internet, and other sources to get ready for my thesis writing					
4.	I learn new things during the process of my thesis writing					

5.	I want to get better result in writing on my thesis than other students					
6.	I can usually estimate how much time my thesis will be done.					
7.	Before I do something fun, I consider all the things that I need to get done.					
8.	I want to do well in writing my thesis to show my ability to my supervisor, family, and friends					
9.	When I face a problem during my thesis writing, I try to find solution					
10	During the process of thesis writing, I make some notes to help organize my thoughts					
11	I make sure I keep up with the daily reading and work on my thesis					
12	I do not spend much time on thesis writing because of other activities					
13	I share my problems during the process of thesis writing to my friends and try to find its solution					
14	If I have difficulties during my thesis writing. I try to handle it by myself					

15	Daily, I identify things I need to get done and track what gets done.					
16	When I get behind on my thesis, I often give up.					
17	I feel a sense of accomplishment when I get my thesis done on time					
18	I make some question answer form in order to test my understanding about my thesis content					
19	During the process of thesis writing, I often miss important points because I am thinking of other things					
20	I think about how well I have done my thesis when I set new goals					
21	I think there are things to do after I finish my thesis writing					
22	I feel fulfilled when my supervisors, family, friends, and others praise my result					
23	My mistakes help me to improve my work on my thesis writing					
24	When I fail at something, I try to learn from my mistakes					
25	I keep making the same mistakes over and over again.					

APPENDIX D

Motivation Questionnaire

MOTIVATION QUESTIONNAIRE

The following questions ask about your motivation and attitudes in thesis completion. **Remember there are no right or wrong answers, just answer as accurately as possible.** Use the scale below to answer the questions. If you think the statement is very true of you, checklist 7; is a statement is not at all true of you, checklist 1. If the statement is more or less true of you, find the number between 1 to 7 that best describe you.

NO	Statement	Options						
		Not at all of true me	→					Very true of me
		1	2	3	4	5	6	7
1.	In conducting a thesis, I prefer the material or title that really challenges me so I can learn new things							
2.	The most satisfying thing for me in writing thesis is trying to understand the content as thoroughly as possible.							
3.	Getting a good feedback in writing thesis is the most satisfying thing for me right now							

4.	The most important thing for me right now is improving my effort in writing thesis, so my main concern is graduate on time								
5.	If I can, I want to complete my thesis and graduate earlier than other students								
6.	I want to do well in completing the thesis to show my ability to my family, friends, and others								
7.	It is important to me to complete this thesis in this semester to get my bachelor's degree.								
8.	I think the ability in completing the thesis will be useful for me in the next time								
9.	Understanding the topic area is very important to me in completing the thesis								
10.	If I give more effort in completing this thesis, then I will be able to finish it on time								
11.	It is my own fault if I fail completing thesis on time								

12.	If do not reach my goal in writing thesis, it is because I did not try hard enough								
13.	I believe I will receive a good feedback on my thesis								
14.	I am certain I can face the most difficult part of the thesis								
15.	I am confident I can complete the thesis and graduate on time								
16.	I am confident I can understand the whole materials in my thesis								
17.	Considering the difficulties in completing the thesis, I think I can face them do well on my own way								
18.	I always compared myself with other students in the process of completing the thesis								
19.	I am not confident to meet the supervisor, I think of the consequences of failing or doing mistakes in my thesis writing								
20.	I have an uneasy, upset feeling, and heart beating when I am doing a								

	consultation with my supervisor							
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APPENDIX E

Transcribe interviews

- **MY- first participant**

Section 1

My main motivation in completing the thesis is that I want to get my university degree as soon as possible since by getting the degree, I can get various qualified job...and yes, motivation has an important effect on my thesis completion

Section 2

Clearly I can see that extrinsic motivation has influence me a lot since I am the type of person who easily get motivated or distracted by my environment. For that what happened and who are around me has a big impact on my thesis completion. For example, when my friends are busy working on their thesis, of course my motivation will high. And also time pressure. If the submission is at the end of time, I will press and push myself to complete my thesis, is that extrinsic motivation right?

Section 3

The most factors that influence my motivation in completing the thesis is my environment. If I see my friend around me has finished their thesis, the motivation in me will boost high and I will as soon as possible complete my thesis too.

Section 4

I think there are 2 difficulties in the process of completing the thesis, first the process of doing the thesis itself, for example, when we have difficult time to find appropriate theory of our thesis and then doing research, bla bla..Second, psychological difficulties which I think they have a big impact on our motivation to do the thesis. For example, when they always ask like “hey, when will you finish your thesis?...of course that will impact our motivation. Sometimes we had a difficult time and stress and we will not like ‘OMG, I am not doing the thesis anymore’. And sometimes when we surrounded by motivating friends we can push ourselves to hard and we can do the thesis all night long. At the end of the day it will affect our health too. I think psychological difficulties have a big impact on our motivation

Section 5

The last one, if my interest and motivation in finishing the thesis are sagging, I always stop and distance myself from the thesis for a few days until I can get my motivation back, for example when my supervisor has a lot of comments for my thesis, and then I have other things to do which really stress me out. I will point my point my motivation like I can go with my friend so I really motivating, so I will get my motivation back.

- **RJ- Second participant**

Section 1

My motivation in completing my thesis is my parents support and friends. Besides that, I wish I can finish my study and graduate this year. Motivation is important because it can encourage me in writing my thesis

Section 2

I think intrinsic motivation is the most influential which comes from ourselves, why? Because I think the one who can take an action on myself is only me. Therefore, I should motivate myself in writing my thesis in order to complete my study on this year.

Section 3

The most factors that influence my motivation in completing the thesis is my big family such as my aunt, my cousins, and also my friends. They always ask me about when did you graduate from your college?, when did you finish your thesis?, I cannot listen it anymore. It is really bothers me.

Section 4

My big difficulties in completing my thesis are lacks of idea about my thesis. Then sometimes I feel bored in writing I so it makes me lazy. Those difficulties really affect my motivation in writing the thesis

Section 5

I think if I feel stuck in writing my thesis, I should to ask my friends to motivate me and discuss with them about my difficulties in writing it.

- **JW- Third participant**

Section 1

My main motivation is to complete the bachelor degree because it is the important way for graduation requirements.

Section 2

I think, my motivation is extrinsic. However, sometimes it is balance between both. For example, I wanna graduate faster and extrinsic my family, because to avoid more education payment.

Section 3

The factor is the requirement for graduation

Section 4

I have so many difficulties such as my supervisor did not have time for consultation and sometimes my idea was stuck and did not know what to do. I stop my writing and my motivation will decrease because of them.

Section 5

I did not do anything because I need time to relax, but I must graduate for my family, so to increase it, remember the goals plan.

- **YF- Forth participant**

Section 1

The responsibility to my parents who have pay my tuition fees so that I must complete my thesis on time. The main motivation is to immediately make parents happy and plan future plans such as taking education to a higher level and getting a decent job

Section 2

Both of factors are influence me the most. It occurs when my friend have finished it on time. However, the intrinsic factor affect me the most, because the person who control the motivation is myself, thus, the plans are created by myself too. The motivation that exist within myself influence me a lot.

Section 3

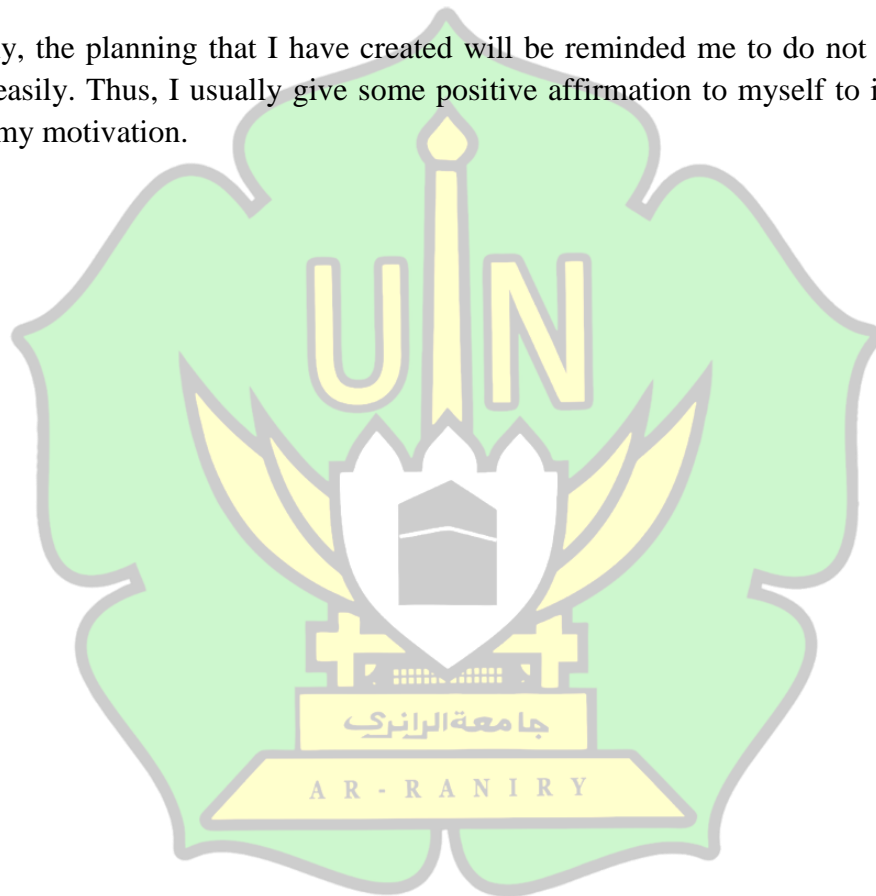
The main factors is future plan. The desire to make my parents proud as soon as possible. Having a good career and continue to apply the higher education.

Section 4

Difficulties I faced, the process of consultation that took long time make my motivation decrease so it hinders the process of thesis completion. The planning which is not in accordance with the expectation so my motivation tend to decrease.

Section 5

Usually, the planning that I have created will be reminded me to do not give up easily. Thus, I usually give some positive affirmation to myself to increase my motivation.



APPENDIX G
AUTOBIOGRAPHY

1. Name : Mira Asmara
2. Place / DateofBirth : Lamklat, 28 August 1998
3. Religion : Islam
4. Sex : Female
5. Nationality/Ethnic : Indonesia / Acehnese
6. Status : Single
7. Occupation : Student
8. Address : Lamklat, Darussalam, Aceh Besar
9. Handphone : 082273701484
10. Parent
 - a. Father : Mustafa Kamal
Occupation : Welder
Address : Lamklat, Darussalam
 - b. Mother : Nuraini
Occupation : Housewife
Address : Lamklat, Darussalam
11. Education Background
Formal Education:
 - a. Elementary School : SDN Lamklat (2004-2010)
 - b. Junior High School : MTsN 2 Aceh Besar (2011-2014)
 - c. Senior High School : MAN 4 Aceh Besar (2014-2017)
 - d. University :FTK/ PBI UIN Ar-Raniry (2017-2021)

Aceh Besar, 21 December 2021

Mira Asmara