

Chapter Two

Literature Review

This second chapter reviews literature related to the definition of motivation, the kinds of motivation, the effect of having motivation, the impact of motivation, the definition of intrinsic motivation, and the variety of intrinsic motivation. Also, this chapter elaborates the definition of writing, the definition of academic writing, the kinds of academic writing, the characteristic of academic writing, motivation in academic writing, the factors that can affect academic writing, and the strategy to improve the academic writing. In addition, the review of related study is also explained in this chapter. This chapter presents the conceptual framework.

Motivation

This part discusses three points of motivation. Firstly, the definition of motivation. Secondly, the types of motivation. Thirdly, the sources of motivation.

The Definition of Motivation. Motivation is a crucial thing that the students should have. This is because in a term of education, there are many factors that affect the students' motivation. Especially in learning, the students should involve the motivation in doing learning. Motivation is also significant in learning process. Thus, motivation has a positive impact in language learning.

Motivation is an element that can support someone in any condition. According to Damavand (2012), Guerrero (2015), and Al-Othman and Shuqair (2013), motivation is an important thing that has a significant role and has positive link in language learning. Iliya and Ifeoma stated that motivation can be a driving

force for someone to go toward the goals. It means that motivation correlates with learning process. Other researcher, Templeton (2016) has defined the motivation is affecting the current and future decision in life. Rehman, Bilal, Sheikh, Bibi, and Nawaz (2014) also add some opinion related to the definition of motivation. They said that motivation is a part of element that can influence the successful in learning.

Having motivation can achieve the goals. It is because the success of language learning is established by motivation factor. In this regard, Kraisan and Al-Dhaimat (2013) stated that motivation is driving force to stimulate the learning process also it encourages the students persist through the sequence of second language process. Then, motivation is inherent of multiple part of concept.

Based on the researchers above have been defined the meaning of motivation. Motivation is an element that can drive the students to learning. Motivation also plays in a significant role in language learning. Meanwhile, there are many factors that can help the students to achieve their goals, but motivation is the biggest factor that help the students to reach their goals. So, motivation is a crucial way in learning language.

Types of Motivation. There are many researchers who have conducted a lot of research about motivation. They also have found the types of motivation. The kinds of motivation that have been identified by the researcher are intrinsic, extrinsic, integrative, and instrumental motivation. Intrinsic and integrative motivation have similar characteristic. On the other hand, extrinsic and instrumental motivation have resembled in their characteristic.

Numerous students have different kinds of motivation that can drive their success. The varieties of motivation are intrinsic, extrinsic, integrative and instrumental motivation. As noted by Xiong, Li, Kornhaber, Suen, Pursel and Goins (2015), and Aldhafri and Alrajhi (2014), the types of motivation are intrinsic and extrinsic motivation. This is similar with Legault (2016), Becchetti, Castriota, and Tortia (2013), who mention that the kinds of motivation are intrinsic and extrinsic motivation. Another researcher found that the kinds of motivation consisted of integrative and instrumental motivation (Ghanbarpour, 2014). This is in line with Rehman et al. (2014) and Hong and Ganaphaty (2017), who found that the types of motivation are integrative and instrumental motivation.

The researchers have defined the meaning of intrinsic motivation and extrinsic motivation. Based on Xiong et al. (2015), intrinsically motivated students are the learners who feel fascinated to take the course. Whereas, extrinsically motivated students are the learner who want to take the course because they want to get rewards. Legault (2016) also has the addition meaning of intrinsic and extrinsic motivation. Intrinsic motivation is an interest, enjoyment, inherent satisfaction. For example, the students are interesting in learning, they are enjoying and feel satisfied in gaining new knowledge. On the opposite, extrinsic motivation is noninherent motivation. Based on Becchetti et al. (2013), intrinsic motivation is the student attitude toward the learning process when they feel satisfied when they learn something. According to Gedera, Williams and Wright (2015), extrinsic motivation is an external factor that can influence the students'

performance. External factors can be divided into learning condition, the technology of education, instructional strategies, and classroom.

Moreover, integrative motivation and instrumental motivation has been described by some scholars. Rehman et al. (2014) define the “integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. On the other hand, instrumental learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/ bonus or getting into college (p. 255). The definition of instrumental motivation by Ghanbarpour (2014); Hong and Ganapathy (2017) instrumental motivation is the learners’ individual purpose that attainment of external reward such as getting a job, being promoted, satisfying an academic, requirement, appraisal, personal fulfillment, status or power.

In summary, there are a lot of motivation such as intrinsic, extrinsic, integrative, and instrumental motivation. Intrinsic motivated learners want to learn because they are aware of and having interest in learning. Extrinsic motivated learners want to learn because they want reward and some external factors such as learning condition, media, and noninherent. Integrative motivation is when the learners have a target to achieve. Meanwhile, instrumental motivation is when the learners have individual purpose such as getting a job, personal fulfillment, and status.

Factors Affecting Motivation. There are some factors that can affect motivation. By those effects of motivation, the pupils can be demotivated in

learning process. The factors can be from internal and external. Some scholars found some elements that can influence the pupils' motivation.

Gender. Gender can affect students' motivation in learning. Sener and Erol (2017), found that the female students are more motivated more male students. It is in line with Aliakbari and Hemmatizad (2015) who stated that male students are less motivated than female students in learning.

Teachers teaching method. Teaching method is important to increase students' motivation in learning. It is because teachers' style in teaching can help the students aware to their learning. This is in line with Yilmaz, Şahin, & Turgut as cited in Bayraktar (2015) who mention that teaching technique or teaching method is important to the pupils to improve their motivation in learning. The students have different atmosphere in the classroom.

Environment. Milieu can be a factor that affect the learners' motivation. According to Ordem (2017), both milieu and motivation cannot be separated because milieu is one of the important part in learning such as classroom management, teacher, and society.

The Impacts of Motivation. Having motivation has an impact to the students such as the learners' goal can be attained. It is because they are willing to be success, have an effort to learn, achieve their goal, and they have initiation to learn.

Increase the students' willingness to be successful in learning.

Motivation increase the students learning achievement. It affects to the students' choice. The students have specific goals to be success. According to Al-Othman

and Shuqair (2013), motivated learners are willingly to confront the challenges. Guerrero (2015) adds the definition of motivation. Motivation is sufficiently great in learning process. It is currently heard that success or failure in learning process is due to the motivation.

Increase students' effort to learn. Motivation can gain efforts to attain the goals. The students will chase what they want. Then, the students are enthusiastic in learning. According to Suo and Hou (2017), the learners with powerful motivation more likely be able to learn in a higher level and attain their ability in language learning.

Increase students' learning performance. The students who have motivation can achieve their goals. It is because motivation can lead the students' performance. As noted by Iliya and Ifeoma (2015), motivation is the own process with regard to the aim. It supposed to influence the students' performance.

Increase students' initiation. The students who have initiation in learning will focus on their target. As noted by Ormrod (2014), it is stated that the learners who have motivation they will like to appear the task that they want.

Source of Motivation. Sources of motivation include intrinsic motivation and extrinsic motivation. Intrinsically motivated learners are curious in new thing and challenge themselves to develop their ability. Extrinsic motivation is come from external reward. For example, the students study hard because of their parents give them gift.

The source of motivation is external reward, internal reward, self-concept. External reward or outcome focus include value (attractiveness, and importance of

the end state), and expectancy (perceived ability, self-efficacy, instrumentality, effectiveness, and expected impact). Internal reward or process focus include goal such as repeated pairing, similarity, simultaneous, and unique action-goal link. Self-concept or self-signaling include internal attribution of goal related actions and expecting to remember goal-related actions (Touré-Tillery and Fishbach, 2018). It is in line with Deckers (2010), motivation begin with internal sources and external sources. Internal sources depict biological and psychological it means that an individual's personal history and evolutionary history. Then, external sources depict incentive and goal it means that individual's environment.

Another source of motivation such as intrinsic motivation covers enjoyment, challenge, mood, perceived competence, relatedness, and autonomy. Then, extrinsic motivation covers external regulation, interjection, identification, easiness, predictability, and simplicity (Grinsven, Bolko, and Bavdaž, 2011). Internally motivated students provide life-long supply of fuel that will set their mind and their vision. On the other hand, externally motivated students are motivation come from outside of themselves (Phelps, 2016). Based on Hosking (2017), extrinsic motivation or external reward can encompass the financial gains, benefits, and rewards; for example, have good financial gains to have good job. In the contrary, intrinsic motivation is an activity that will bring satisfaction; for example, feel good and physical benefits. In other word, the example of extrinsic motivation such as grades, time, income and legislative power. Intrinsic motivation or internal value such as the desire to solve the problem, and initiative to learn (Delialioglu, 2005).

It can be concluded that sources of motivation cover internal reward, external reward, and self-concept. If the students cover all sources of motivation they will more motivated to gain their knowledge. Then, it also can improve the students' ability. the students do not depress and demotivate.

Intrinsic Motivation

This part of intrinsic motivation divided into some sub-category such as interpretation of intrinsic motivation, the kinds of intrinsic motivation, the characteristic of intrinsic motivation, and the benefit of intrinsic motivation.

The Definition of Intrinsic Motivation. Based on Legault (2016), the behavior of intrinsic motivation is interesting, love the challenge, and fun. The students who have intrinsic motivation will enjoy learning. It is because they are curious on the subject. Then, they feel challenged to learn even though it is difficult. As specified by Domenico and Ryan (2017) intrinsic motivation deal with curiosity and interest to attempt the challenges, initiate the ability, knowledge, and exercise. The strength of intrinsic students' motivation is attainment toward their goals. In addition, intrinsic motivation is also the dominant to start learning (Templeton, 2016).

Intrinsic motivation is a good motivation because the students realized that learning is important. By having intrinsic motivation, the students will never be demotivated. It is because they will face the challenges. Thus, intrinsic motivation is the inner of the students. So, the students will choose and set their goals, and they will confidence and enjoy in learning process.

Types of Intrinsic Motivation. Below are some types of intrinsic motivations such as intrinsic motivation-knowledge, intrinsic motivation-accomplishment, and intrinsic motivation-stimulation.

Intrinsic motivation – knowledge. This is the intrinsic motivation when students are feeling satisfied while they are learning new thing. Intrinsic motivation-knowledge belong to feeling of amusement or satisfaction when attempt trough exploring and learning something new and elaborating knowledge (Vallerand, 1997).

Intrinsic motivation – accomplishment. Intrinsic motivation toward an accomplishment is connected with trying to achieve something that exceed the goal. According to Vallerand (1992, 2005) “intrinsic motivation to accomplish refers an engagement in an activity for the pleasure and satisfaction derived when trying to excel, to reach a new standard, or to create something new. Individuals with intrinsic motivation toward accomplishment focus on the process rather than the outcome of an activity and seek to feel competent and creative.”

Intrinsic motivation – stimulation. The learners who have intrinsic motivation toward stimulation are stimulated to learn that will challenge themselves. According to Vallerand (1992, 1997, 2003) intrinsic motivation stimulates and involves an activity that will challenge the students’ performance that is fun, excitement, aesthetic appreciation.

The Characteristic of Intrinsic Motivation. There are some specific of intrinsic motivation that have been mention by some expertise. The specific of intrinsic motivation include autonomy, competence, relatedness, knowledge-based

models, competence based on models, and morphological models. Ryan and Deci (2000) mentioned that the characteristic of intrinsic motivation is autonomy, competence, and relatedness/meaning. Autonomy is the individuals' sense of ability to self-direct and pursuing goal, interest, and desire for example the teachers' feedback and the opportunity to learn. Competence is internal events and structures such as positive feedback, reward, and communication. It allows the satisfaction and challenge that facilitate intrinsic motivation. Relatedness/meaning is the sense of belonging, the engagement between students and teachers. Then, Legault (2016) mention that intrinsic motivation characterizes behaviors that are fun, interesting, and optimally challenging.

Intrinsic motivation is characterized by excitement, interest, happiness, self-determination, competence, curiosity, and high levels of task involvement (Dave, D. S., Dotson, M. J., Cazier, J. A., & Chawla, S. K., 2011). Knowledge based models is predicted flow sensorimotor values. This refers to adaptive motivation that will increase the readability. Competence based on models is self-generated goals it can be reached by practice. Morphological models are fixed motivation that not built up with long-term knowledge and performance/competence (Oudeyer and Kaplan, 2007).

The Advantages of Intrinsic Motivation. Intrinsic motivation in a language learning is important because they have positive outcomes. According to Lucas, Pulido, Miraflores, Ignacio, Tacay and Lao (2010), intrinsic motivation and language learning have positive outcomes, covered greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. The

learners who have intrinsic motivation perceive the competence, accomplish the goal orientation, and perceive the autonomy (Hassandra, Goudas & Chroni, 2003). Further, research by Martens and Kirschner (2004) support intrinsically motivated students are active in learning process, the risk of dropping out reduce, more persistent, self-regulated, have good concentration, and high effort. Then, the students who have intrinsic motivation feel pleased to learn new thing. (Dave et. al., 2011).

Writing skill

This section of writing skill provides the definition of writing skill.

Writing is productive skill in English language.

The Definition of Writing Skill. The tool of communication is not only speaking but also writing. Writing helps the people to connect with the others. Writing is an important skill because the information has been written in a text. There are many elements that required the students to write, such an education and occupation. For example, write proposal, report, final task, and business letter. So, it is important to the students to improve their ability in writing. Writing becomes the crucial aspect in education, especially in language. Writing is challenging because the students should put their idea to a written form.

Writing is a productive skill that can bring the people connect each other. Regarding to Kassem (2017), writing means communicate their dreams, feelings, opinions and achievement with other. It means that, writing will bridge the students to connect the people with different background and across borders. Kassem adds, writing is important to EFL students. It is because writing is used in

home assignment, project, and even to communicate with their teacher. Besides, Cole and Feng (2015) stated that writing is important because the communication and information field have change to become text-oriented.

Today's, the world has changed the communication with writing, a lot of information are using written text. It is in line with Damavand (2012) who said that written text is a form of information exchanges in the overseas. Thus, the tools of communication, learning, and self-expression are considered by using written form. Besides, Robinson and Feng (2016) said that the students do not have ability in writing they will finite the opportunities in education field.

In summary, the information of the world has changed. Many people prefer to do writing to communicate with other people. Writing is an important skill that students should have. Writing is an element to communicate with others because the world become text-oriented. Having good in writing, the students will success in education even in looking for job. It means that writing is beneficial.

Academic Writing

This section of academic writing has some sub-category. The first, the meaning of academic writing. The second, the types of academic writing. The third, the characteristic of academic writing. Then, the factor that will affect the academic writing. The last is the strategy to improve academic writing.

The Definition of Academic Writing. Academic writing or academic literary or academic scholarly is a writing skill which the students should write in academic context. There are many kinds of academic writing in education system such as paper, research, essay, and final project paper. Academic writing is

challenging because the students should combine their idea with theory that have been found to strength their idea. Thus, the students should discipline to be a good writer.

To develop an academic writing, the students should have critical thinking to develop their ideas. As claimed by Damavand (2012), academic writing is written text that challenging because the students should think across the context. It requires the development of discipline-specific process and disciplinary thought. Moreover, academic writing is a writing process of learning mode. The students should be willing to choose the words that is suitable to the context. The students are able to create the meaning and to affect people with their writing. Thus, academic writing is an academic literacy that is crucial for the students, even teacher. It is because they should think across the context.

Academic writing is formal so that it follows certain standard convention. Each academic discipline has its own specialist vocabulary which will be expected to be learnt and used in writing. The substance of academic writing must be based on solid evidence and logical analysis, and presented as a concise, accurate argument. Academic writing is a writing process that follow some rules. Academic writing also has some purposes which allow a report of a piece of study, answer the research question, and discuss the subject that common interest as noted by Bailey (2011).

To conclude, academic writing is important skill that challenged the students. The students can communicate with other using written text. It is because the media of communication has changed. There is many information that

in the written form. The students can argue their idea using writing in form of academic writing. There are a lot of school and college that use academic writing for their final task, assessment, and the stuff.

Types of Academic Writing. There many types of academic writing that have been suggested by scholars. Accordingly, the varieties of academic writing are report, essay (such an argumentative essay), dissertation/thesis (Bailey, 2011); research project, summary, article critique, and reflection portfolio (Hyland, 2008); annotated bibliography, book review, and synthesis (Shi and Dong, 2015). It is in line with Al-Khairy (2013) who mentioned that academic writing includes summary, essay, and review.

Those researchers have defined the meaning of varieties of academic writing such as report, essay, dissertation/thesis, research project, summary, article critique, reflection portfolio, annotated bibliography, book review, and synthesis. Report is a final project that include reading material. Essay include thesis statement, personal people's point of you, and use 1000 until 5000 words. Dissertation/thesis is a project which written to solve a problem. Usually, dissertation/thesis is written by university students. Research project or research paper is more detail that essay. It is including literature review. Book review includes people's point of view to review the content.

The Characteristics of Academic Writing. Below is the characteristic of academic writing such as writing style, high quality journal, and language features.

Writing style. In the educational writing field, writing style is important because it is to identify the kind of academic writing. Kemp (2007) proposes that, writing styles include brief of sentence, active voice, rarely reiteration of words, simple construction, and present tense.

High quality journal. Having good quality in journal is important because it can support academic writing. Kemp (2007) classifies the five category of good quality journal which are the journal have to arbitrated, the journal has to well-thought-of editorial board that follow the respected actions and policies, authors' reputations must be well known, have good quality of the content, and the users must coincide with good readership in higher educational level.

Language features or language discipline. Regarding to Hyland (2008), the language discipline in writing covers hedges and boosters, citation and self-mention. Hedges is the way we declare our agreement to our assertion either deliver the caution or recognizing peoples' point of views. Boosters is emphasizing out agreement and prevent out the alternatives. The tool of hedges is might, possible, likely, etc. Then, boosters are devices demonstrate, certain, definitely. Furthermore, citation is a representative of citation work in different way across the field (Hyland, 2008). It is the central of academic persuasion and manifests the writer's credibility. Then, Hyland (2008) mentions that it is important to use "I", "we", or impersonal form to represent ourselves personally. It is because to stand in our argument. Moreover, it is to claim the authority.

Factors Affecting Academic Writing. There is some factor that will affect the students' academic writing such as motivation, structure, and preparation.

Motivation. Having low motivation can affect the students' performance in academic writing. According to Hadi (2013), there are many students that have low motivation, low interaction in writing, and poor writing skill. The English as Foreign Language students should have high effort to learn academic writing because academic writing is challenging. The learners should be taught and motivated write an academic text. Thus, the pupils might have high motivation to succeed in writing. It is because motivation is important (Dehghan & Razmjoo, 2015).

Structures. The structure of writing can affect the learners' academic writing. Fareed, Ashraf, and Bilal (2016) mentioned that there are many problems in writing especially in the sentence structure such as grammar, syntax, vocabulary. These can be the factor that affect writing skill. In addition, the main problems of academic writing are grammar (Surono, 2015); redundancy, clarity, and text structure (Kemp, 2007). Moreover, Al-Khairy (2013) found other problems that the students face such as spelling, punctuation, vocabulary, and grammar.

Preparation. The factor that affect academic writing include under-preparedness caused by infective teaching of writing at school level, also socio-economic condition contributes negative impact to the students, particularly in academic writing. in addition, insufficient reading can affect the writing as well

since writing and reading cannot be discussed separately. The input of writing is reading a text. Those kinds of factors can affect the quality of students' writing. In this context, the students should improve their ability in writing (Chokwe 2014).

The whole problems that have been mentioned by the researchers give the negative impacts to the students. The students feel incompetence in an academic writing process. The facilitation assists the problem of an academic writing. The students and the teachers should become one to decrease the problem.

The Strategies to Improve Academic Writing Skill. Strategy is a way to face the challenge. There are many challenges in doing writing. Many researchers found the strategies to face the challenges such as using stimulus, guide, group work, feedback, and example. The teacher should stimulate the motivation to the students. Then, the teacher should guide, give feedback and an example of academic writing. Thus, facilitate the students to have a group for discussion.

The teacher should facilitate the students' need. According to Suo and Hou (2017), the teacher should stimulate and guide the students, give group work to influence their confidence, give feedback and give example. The students also should practice in writing an academic writing. Malouff, Rooke, and Schutte (2017) add some points to increase the motivation such as keep the process and the regulation, practicing, and asking the feedback to other students, teacher, or lecture. The teacher should give the feedback that build the students' skill in writing. Al-Khairi (2013) suggested some of the ways such as analyzing the students' problem in writing, using of variety teaching technique such as group work, peer review, and coaching. Furthermore, according to Åberg, Ståhle,

Engdahl, and Knutes-Nyqvist (2016) to create an academic writing the students should follow some steps such as drafting, revision, and restructuring.

In summary, there are some steps that can help the students to increase their ability in academic writing. Some scholars have found that stimulation, guiding, group work, feedback and the example from teacher can help the students to improve their academic writing skill. Then, motivation can build the students ability. In addition, the students should know the way of making academic writing such a drafting, revising, and restructuring. Thus, the students should recognize the phase of academic writing such as audience, the point, and supporting evidence.

Intrinsic Motivation in Academic Writing

Intrinsic motivation and academic writing are two elements that are difficult to be separated. It is because creating an academic writing needs intrinsic motivation to elaborate them. The students should have intrinsic motivation to develop their ideas, critical thinking, drafting, and revising. It means that the students should discipline when they do the process of writing. Perhaps, the students feel demotivating if they do not have high intrinsic motivation.

Intrinsic motivation has positive impact to learning process. Based on Rowell and Hong (2013), there are some components of intrinsic motivation that affect the students learning, such as belief/perceptions, goals, and values. A research by Chuikova (2015) found that long-term goals can gain the students high motivation in academic writing course and academic writing norms.

In conclusion, the positive impact of intrinsic motivation can lead the students to have belief/perceptions, goals, and value. It is because the foundation of academic success is motivation. Then, the teacher should create a style of teaching to change the learners' perception. So, the teaching and learning process of academic writing are established.

Related Study

The first research that will support this study is by Aryanika (2016) entitled "The Correlation between the Students' Writing Motivation and the Writing Ability". The aims of this study were to know the level of students' writing motivation, to know the level of students' writing ability, and to know the correlation between the students' writing motivation and the writing ability. The population of this study comprise with 136 students in a senior high school. This study was used quantitative method and the design was simple random sampling. The instrument of this study was questionnaire and test. This study showed the positive correlation among students' writing motivation and students' writing ability.

The second research is by Helmasena, Sutarsyah and Supriyadi (2015). The title of this research is "The Correlation between the Students' Motivation and Their Writing Ability". The objective of this study was to find out the correlation between students' motivation and their writing ability. This study was conducted in senior high school and the sample that the researchers used was 34 students. This research was a quantitative method and using correlational research design. To gather the data, the researcher used questionnaire and test. The result

of this study showed that there is a significant correlation among students' motivation and their writing ability.

The third research is by Nourinezhad, Shokrpour and Shahsavar (2017) entitled "The Relationship between Intrinsic/Extrinsic Motivation and Medical Students' L2 Writing". The purpose of this study was to carry out the effect of extrinsic and intrinsic motivation on Iranian medical students' L2 writing. This research was conducted in English Language Department in a higher educational institution of medical sciences. This research used quantitative method and used the correlational research design. To classify the students' motivation, questionnaires were distributed to 100 EFL medical students. For the result of this study indicates that there is a significant relationship between medical students' second language writing score and intrinsic motivation.

In the conclusion, there is some similarity and the dissimilarity. This study examines the correlation between students' intrinsic motivation and their academic writing skill. The study used quantitative method with used correlational design. Then, the result of this study is there is correlation between students' intrinsic motivation and students' academic writing skill. This study conducted in one of private universities in Yogyakarta. Thus, this study used questionnaire and score. For distributed the questionnaire used google form, and there is 99 respondents.

Conceptual Framework

Intrinsic motivation can affect the success of academic writing. It is because intrinsic motivation is the dominant factors in motivation as mentioned

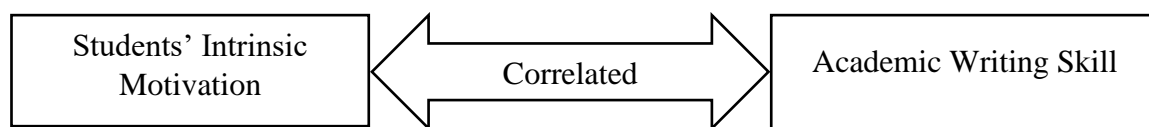
by Templeton (2016). Legault (2016) summarizes the behaviors of students' intrinsic motivation are interesting, love the challenge, fun, curiosity, challenge, and engagement. Thus, intrinsic motivation comes from individual's interest and individual's reason as specified by Kose, Eriksson, Tacke (2017).

According to Becchetti et al. (2013) intrinsic motivation is the students' attitude toward the learning process that feel satisfying when they learn something. As stated by Domenico and Ryan (2017) intrinsic motivation deal with curiosity and interest to attempt the challenges, initiate the ability, knowledge, and exercise. Intrinsic motivation predicts the performance, psychological wellness, build up the learning, creativity.

Academic writing is challenging skill that will demotivate the students. According to Damavand (2012), academic writing skill is the most important aspect in language capacity in the success of academic achievement. Academic writing uses punctuation, grammar, and spelling. In fact, many students had lack of grammatical and vocabulary competency. It is stated by Giridharan (2012) ESL students are lack of vocabulary and grammar in the field of writing.

The nature of academic writing skill seems to be the challenging skill for students to master. The learners need a special driving force to learn. Intrinsic motivation as stated in the literature review comprise a driving force for the learners to learn everything. On this regard, the researcher is curious to investigate the relation between students' intrinsic motivation and their academic writing skill. The association can be drown as seen in the following figure.

Figure 2.1 The Research Correlation Figure



Research Hypothesis. Grounded on the previous research, the researcher made two hypotheses. The first is alternative hypothesis (H_a) = There is a correlation between the English Department in a higher educational in Yogyakarta s students' intrinsic motivation and their academic writing skill.