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## The Relationship among Intrinsic/Extrinsic Motivation and Interest Toward L2 Writing Performance at Higher Education

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*Abstract:* The study investigated the relationship among intrinsic (x1) and extrinsic motivation (x2) and interest (x3) toward learners' writing performance (y) at higher education. A self-developed likert scale questionnaire of 45 items was used for collecting data. The participants were 55 learners majoring in English at IAIN Palangka Raya. A pilot study was given to 15 participants showing the Cronbach alpha value as 0.87 indicating that questionnaire was in a good reliability. The data were analysed using multiple linier regression. The finding revealed that the r value was 0.908 (very high correlation) and the F test was 80.073,  $p=0.000 < 0.05$ . This indicated a positive significant correlation of intrinsic/ extrinsic motivation and interest simultaneously to the learners' writing performance. It meant that learners who had high intrinsic/ extrinsic motivation and interest tent to achieve better on their writing performance. The R Square was 0.825 or 82.5%. It indicated the contribution of all indipendent variables to the writing performance was 82.5%. The rest (17.5%) was influenced by other variables out of the investigation. In addition, the t value for extrinsic motivation was 5.384  $p=0.000$ ; extrinsic motivation was 2.067,  $p=0.044$ . ;and interest was 3.594,  $p=0.001 < 0.05$ . It meant that partially each variable gave a significant correlation to writing performance. Partially, the contribution of intrinsic motivation (47.60%), extrinsic motivation (11.63%), and interest (23.37%). It was recommended that during writing class, teachers gave more stimulus to motivate the learners' interest in writing.

**Keywords:** *Intrinsic and extrinsic motivation, interest, l2 writing.*

## 1. Introduction

Learners' motivation is an important part in EFL class. According to Harmer (2007), motivation is an inner drive to push people to do something. Meanwhile, Brown (2000, p.115) states that motivation is an inner drive that can be like self-esteem, a situational, or task oriented. Motivation and interest play significant roles for successful L2 learning. It is a fundamental element of education (Brewer & Burgess, 2005). Schunk, et al, (2008) argue that motivation is the process in which the objectives are initiated. Brophy, (2010) illustrated motivation as the effort of students to invest time, power and attention towards activities. In addition, motivation is a main reason for successful in learning process (Harmer, 2007; Kimura, Nakata, & Okumura,2000, p.48).

Thus, any efforts to motivate learners to write is an important thing to be considered by language instructors (Tran, 2007). In EFL research, motivation to write is affected by social-cultural and contextual factors (Kormos, 2012). Motivation is an important factor for EFL successful learning. When learners' motivation is strong, they will learn things seriously and conversely. Helping learners motivate in L2 classes is often quite complex for L2 teachers. In education psychology, there are two kinds of motivation: intrinsic motivation (IM) and extrinsic motivation (EM), Harmer (2007) confirms that IM originates from inner the individual. Intrinsic motivation is to perform something for inner satisfactions (Ryan & Deci, 2000, p. 55). Meanwhile, extrinsic motivation is to perform something for some separable outcome (Ryan & Deci, 2011). The more learners are motivated to attend the class, the better achievement they get. Learners with high motivation have high confidence (Boscolo & Gelati, 2007). Some experts investigated intrinsic motivation on language learning such as (Brown, 2001; Dornyei, 2001). Lei (2010) believed that IM and EM are important elements in language learning. Ryan et al. (2000) confirm that refers to do an activity for inner joyful (p. 55). Burden (2004) revealed that EM improves a better learning environment.

The other factor contributing to EFL successful learning is learners' interest. Interest is a positive response to stimuli learners. Interest is vital to discover ways to stimulate curiosity (Wu, 2002). Research has evidenced that interest improve attention (Ainley, Hidi, & Berndorff, 2002; Hidi & Renninger, 2006). Many studies has shown that there ia a positive correlation between student interest and academic achievement such as (Hargrove, 2005; Moss and Hendershot, 2002; Hardr, Sullivan, and Crowson, 2009).

Some scholars investigated learners' motivation were Gupta and Woldemariam (2011) confirm that high motivated performed high level of confidence and positive behavior. Noels, Clement, and Pelletier (2001) found that less motivated learners tend to lack of effort in learning English. Gditawi, Noah, & Abdul Ghani (2011) found a high relationship among motivation and learning English. Hashemian and Heidari (2013) confirm that high positive motivated learners have better academic performance in second language writing.

Although there are some studies investigating the learners' motivation in EFL classes, there is still limited number of research investigating the learners' motivation and interest in L2 writing. The study attempts to fulfill the gap. It shows a real picture about the role of motivation and interest in L2 writing class in Kalimantan context. It reaffirmed the essence of motivation in students' learning. The findings are hoped to give L2 teachers a new insights to motivate learners. The findings are to propose them with some pedagogical ideas in L2 writing class. Therefore, the research questions are:  
(a) RQ1: Does intrinsic motivation correlate with learners' L2 writing performance?  
(b) RQ2: Does extrinsic motivation correlate with learners' L2 writing performance?

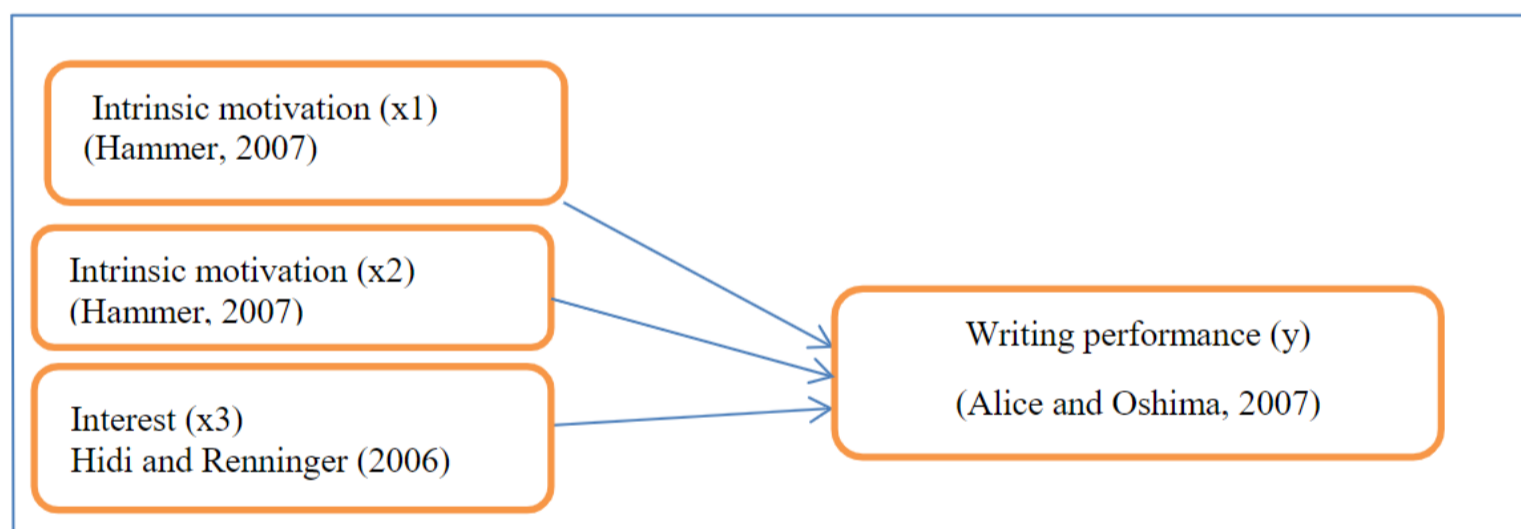
(c) RQ3: Does interest correlate with learners' L2 writing performance? (d) RQ4: Do intrinsic motivation, extrinsic motivation, and interest correlate simultaneously with learners' L2 writing performance?

### Method

This part covered the research method, design, participants, procedures, and analysis of data. The study belonged to correlation study using multiple regression analysis. It is the prediction of a criterion using two or more predictor variables in combination. Each predictor is weighed in proportion to its contribution to prediction accuracy (Ary, et.al., 2010, p.645). This study used documentation, questionnaire and test as instruments. The documentation was applied to collect information about the learners' characteristics; and questionnaire was used to examine the learners' intrinsic/ extrinsic motivation and interest, Meanwhile, test was performed to measure the learners' writing performance.

### Research Framework

This study was adopted from self-determination theory about motivation (Deci & Ryan, 2000). (Harmer, 2007) divided motivation into extrinsic and intrinsic motivation; the theory of interest was adopted from Hidi and Renninger (2006); and theory of writing (Alice and Oshima, 2007). The dependent variable is learners' writing performance, measured by the writing test. The independent variables are extrinsic motivation and intrinsic motivation, and interest. It was assumed that extrinsic motivation and intrinsic motivation, and interest gave significant correlation to the learners' writing performance. The framework of thinking as follows:



**Figure 1. Framework of thinking**

### Participants

The participants were 55 L2 learners majoring English. The 35 items of questionnaires were distributed. This number represented the population about 325 learners.

### Procedure

The research applied questionnaire and test. The questionnaire included some aspects to measure the learners' intrinsic/ extrinsic motivation and interest towards Learners' writing performance. This questionnaire covered 45 items represented the three

dimensions of intrinsic/ extrinsic motivation and interest. To measure the learners' intrinsic/ extrinsic motivation and interest, a Likert scale was applied. Meanwhile, the test was performed to measure the learners' writing performance. They were assigned to produce an expository essay.

### Data Analysis

The multiple linear regression, t test, F test and correlation were applied to analyze data. The reliability was calculated through Cronbach alpha (0.87) indicating good internal consistency for the 45-items.

### Result

Before testing the hypotheses, the assumption test for multiple linear regression analysis, namely normality, linearity, multicollinearity, autocorrelation, and heteroskedasticity, was ensured. The output of Kolmogorov Smirnov indicated that the value of Asymp. Sig. (2-tailed) was  $0.827 > 0.05$  indicating that data were in normal distribution. The output indicated that the value of Deviation from Linearity  $F = 1.035$  Sig. was  $0.448 > 0.050$ . It was stated that there was a significant linear correlation among IM, EM and interest to learners' writing performance. Then, the output of tolerance and VIF multicollinearity test indicated that the tolerance value of intrinsic motivation was  $0.336 > 0.10$  and VIF was  $2.972 < 10.0$ ; extrinsic motivation was  $0.522 > 0.10$  and VIF was  $1.917 < 10.0$ ; and interest was  $0.489 > 0.10$  and VIF was  $2.046 < 10.0$ . It was said that there were no collinearity in regression model. Dealing with autocorrelation, the output indicated that value of Durbin Watson was  $1.873 (3; 173) > 1.656$  and lower than  $(4 - dU) = (4 - 1.656 = 2.454)$ . It was said that autocorrelation was not violated and then the multiple linear regression analysis can be continued.

### Data Presentation

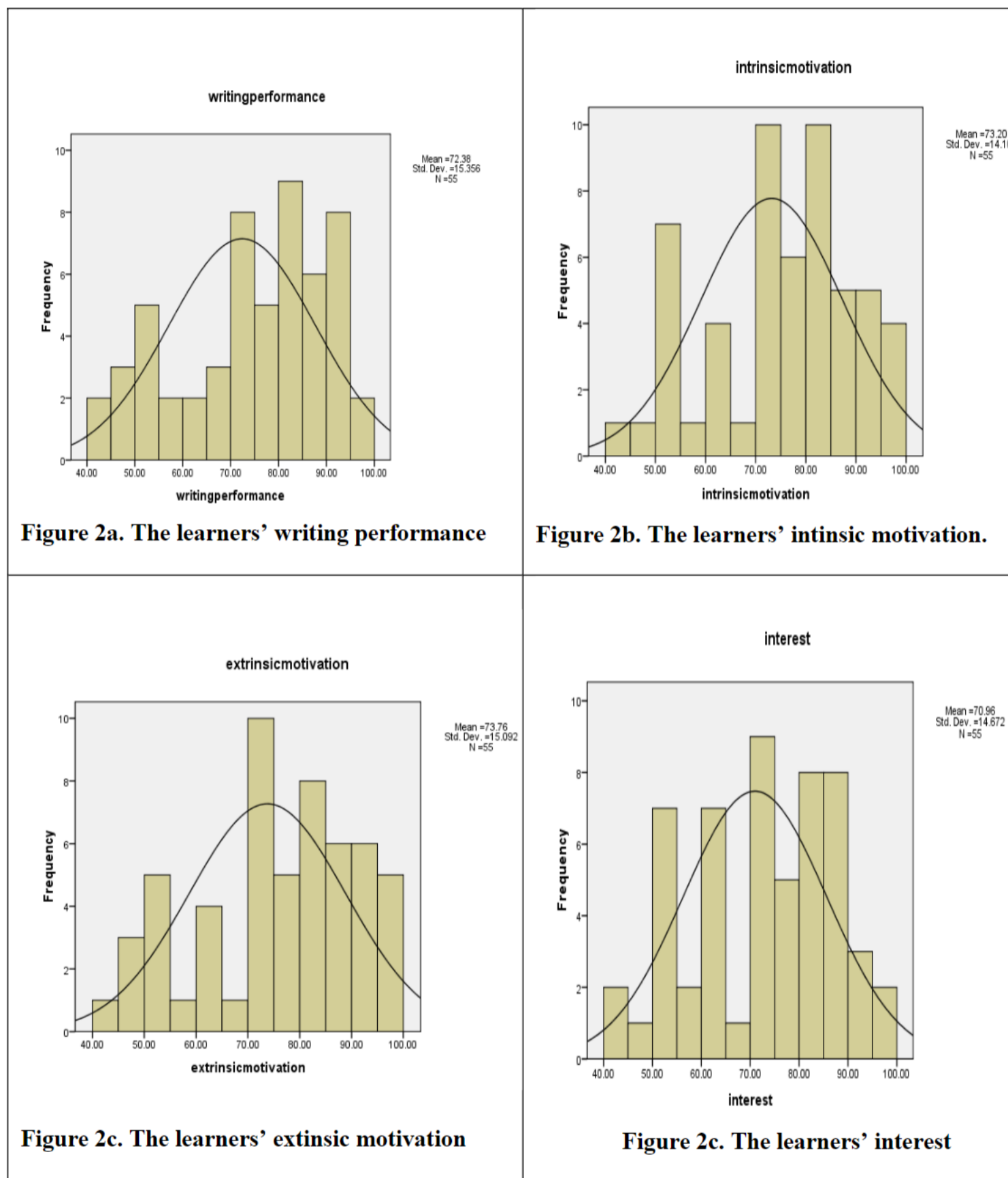
The data were gathered through questionnaire and test. The results were described in Table 1.

**Table 1. Statistics of participants**

Notes	Writing performance	Intrinsic motivation	Extrinsic motivation	interest
N	55	55	55	55
Valid	55	55	55	55
Missing	0	0	0	0
Mean	72.3818	73.2000	73.7636	70.9636
Std. Error of Mean	2.07056	1.90205	2.03504	1.97833
Median	75.0000	75.0000	75.0000	73.0000
Mode	80.00 <sup>a</sup>	70.00 <sup>a</sup>	70.00	85.00
Std. Deviation	15.35565	14.10595	15.09226	1.46717E1
Variance	235.796	198.978	227.776	215.258
Range	55.00	52.00	55.00	55.00
Minimum	40.00	43.00	40.00	40.00
Maximum	95.00	95.00	95.00	95.00
Sum	3981.00	4026.00	4057.00	3903.00

The output indicated that the 55 participants were tested during the writing class to obtain learners' writing performance (y). They were also given questionnaire to get the

data about intrinsic motivation (x1), extrinsic motivation (x2), and interest (x3). The score of learners' writing performance, learners' intrinsic motivation, learners' extrinsic motivation, and learners' interest were illustrated in Figure 2.



The output indicated that the average score for the learners' writing performance was 72.38, the minimum score was 40 and the maximum score was 95; the learners' intrinsic motivation was 73.76, the minimum score was 43 and the maximum score was 95; the learners' extrinsic motivation was 73.20, the minimum score was 40 and the maximum score was 95; and the learners' interest was 70.96, the minimum score was 40 and the maximum score was 95.

### Testing hypothesis

To respond the four research questions, the multiple linier regression analysis was applied. The study measured whether learners' intrinsic motivation (x1) extrinsic motivation (x2) and interest (x3) gave significant correlation simultaneously or not to the learners' writing performance (y). Partially, the significant correlation of each variable on the learners' writing performance was explained below:

#### a. *Intrinsic motivation did not correlate with learners' writing performance*

The output showed that the t value of intrinsic motivation was higher than t table ( $5.384 > 1.674$ ) and  $p\text{-value} < 0.05$  ( $0.000 < 0.05$ ). It meant that null hypothesis stating Intrinsic motivation did not correlate with learners' writing performance was rejected; and alternative hypothesis stating that Intrinsic motivation correlated with learners' writing performance was accepted. It meant that at the significant level of 0.5%, intrinsic motivation contributed significance correlation to the learners' writing performance (see Table 2 for more detail).

**4** Table 2. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.919	5.229		1.132	0.263
	intrinsicmotivation	0.592	0.110	0.544	5.384	0.000
	extrinsicmotivation	0.171	0.083	0.168	2.067	0.044
	interest	0.315	0.088	0.301	3.594	0.001

a. Dependent Variable: writingperformance

#### b. *Extrinsic motivation did not correlate with learners' writing performance*

The output showed the t value of extrinsic motivation was greater than t table ( $2.067 > 1.674$ ) and  $p\ 0.044 < 0.05$ . It meant that null hypothesis stating that extrinsic motivation did not correlate with learners' writing performance was rejected; and alternative hypothesis stating that extrinsic motivation correlated with learners' writing performance was accepted. It meant that at the significant level of 0.5%, extrinsic motivation gave significance correlation to the learners' writing performance.

#### c. *Interest did not correlate with learners' writing performance*

The output indicated that the t value of interest was greater than t table ( $3.594 > 1.674$ ) and  $p.0.001 < 0.05$  It meant that that null hypothesis stating that interest did not correlate with learners' writing performance was rejected; and alternative hypothesis stating that interest correlated with learners' writing performance was accepted. It meant that at the 0.5% significant level, interest gave significance correlation to the learners' writing performance (see Table 4 for more detail).



*d. There is no significance correlation among learners' intrinsic motivation (x1) extrinsic motivation (x2) and interest (x3) simultaneously to the learners' writing performance (y) at IAIN Palangka Raya.*

The analysis of multiple regression resulted the coefficient of  $Y = 5.919 + 0.592.X_1 + 0.171.X_2 + 0.315.X_3$ . This explained that learners' intrinsic motivation (x1) extrinsic motivation (x2) and interest (x3) simultaneously gave strong correlation with the learners' writing performance (y) at IAIN Palangka Raya. This indicated that learners who had high IM, EM and interest achieved better on their writing performance. The output of Anova Table indicated that the F value was greater than F table (F=80.073, the p value was  $0.000 < 0.050$ ). It indicated that null hypothesis, which stated that there was no significance correlation among learners' intrinsic motivation (x1) extrinsic motivation (x2) and interest (x3) simultaneously to the learners' writing performance (y) at IAIN Palangka Raya was rejected; and  $H_a$ , which stated that there was significance correlation among learners' intrinsic motivation (x1) extrinsic motivation (x2) and interest (x3) simultaneously to the learners' writing performance (y) at IAIN Palangka Raya was accepted (see Table 2 for more detail). This finding was also confirmed in the analysis of variance table.

**Table 3. Result of analysis of variance.**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10503.103	3	3501.034	80.073	.000 <sup>a</sup>
	Residual	2229.879	51	43.723		
	Total	12732.982	54			

The output showed the the significant correlation of IM, EM and interest simultaneously to writing performance. The result showed that the F value was 80.073 and the probability was  $0.000 < 0.05$ . There was a significant correlation among instrinsic motivation (x1), extrinsic motivation (x2), and interest (x3) simulataneously with learners' L2 writing performance (y) . Then, the output of summary table showed a linear regression analysis as described in Table 4.

**Table 4. A linier regression**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908 <sup>a</sup>	.825	.815	6.61235

A linier regression table indicated that model reported an R value. Based on the R Square was 0.825 or 82.5%. It meant that IM, EM and interest gave contribution simultaneously to the learners' writing performance about 82.5%. The rest (17.5%) was influenced by other variables out of the study's investigation. The table showed the determinant coefficient value. It showed the contribution of intrinsic and extrinsic motivation and interest simultaneously to learners' writing performance. In this case, it indicated three variables explained 82.5% to learners' writing performance. To see the contribution of each variable, it was explained in Table 5.

**Table 5. The summary of linier regression**

No.	Variable	Regression coefficient	Coefficient correlation	R square	Contribution of each variable
1	Constant			0.825	
2	Intrinsic motivation	0.544	0.875		47.60%
3	Extrinsic motivation	0.168	0.692		11.63%
4	interest	0.301	0.773		23.27%
					82.50%

A regression analyses was conducted to measure the correlation of the three independent variables toward one dependant variable. The summary table (Table 7) indicated that each variable contributed to learners' writing performance as follows: intrinsic motivation (47.60%), extrinsic motivation (11.63%), interest (23.37%). Based on the out put, it was said that intrinsic motivation (47.60%) gave highest contribution to learners' writing performance followed by interest (23.37%); and extrinsic motivation (11.63%). The total contribution was 82.50%. It was concluded that overall variables gave significance correlation to the learners' writing performance. The regression coefficient of intrinsic/ extrinsic motivation and interest on learners' writing performance was 0.908 and overall variables explained 82.50% of variance of learners' writing performance. Moreover, F-statistic value for the relationship among intrinsic/ extrinsic motivation and interest on learners' writing performance was 80.073 ( $p < 0.000$ ). The relative and effective contribution were explained in Table 6.

**Table 6. The contribution**

Independent variables	Relative contribution	Effective contribution
intrinsic motivation	57.69%	47.60%
extrinsic motivation	14.09%	11.63%
interest	28.32%	23.37%
total	100.00%	82.50%

Based on statistical calculation, it indicated that intrinsic motivation gave relative contribution as 57.69%; extrinsic motivation 14.09%; and interest 28.32%. The total contribution for relative contribution was 100.00% to the learners' writing performance. Meanwhile, the effective contribution for intrinsic motivation was 47.60%, interest 23.37%; and extrinsic motivation 11.63%. The total contribution for effective contribution was 82.50% to the learners' writing performance.

## Discussion

The findings confirmed that: (a) the variables of instrinsic motivation (x1), extrinsic motivation (x2), and interest (x3) gave significance correlation simulataneously to learners' L2 writing performance ( $F = 80.073$ ,  $p = 0.000$ ) at the 5% significant level. The analysis of multiple regression resulted the coefficient of  $Y = 5.919 + 0.592.X_1 + 0.171.X_2 + 0.315.X_3$ . This explained that learners' intrinsic motivation (x1) extrinsic motivation (x2) and interest (x3) had high positive correlation with the learners' writing performance (y) at IAIN Palangka Raya. This indicated that learners who had high IM, EM and interest achieved better on their writing performance. (b) Partially, each variable gave contribution to the learners' writing performance as follows: intrinsic motivation (47.60%), extrinsic motivation (11.63%), interest (23.37%). The most influential contributed to the learners' writing performance was intrinsic motivation

followed by interest and extrinsic motivation. It was noticed that the finding was consistent with studies conducted by (Lin, Mc Keachie and Kim, 2003, Elhawwa, 2018, Sabarun, et.al.,2020) found the simultaneous existence of extrinsic and intrinsic motivations with students' achievement. The finding was also in line with Lucas (2010), Tercanlioglu (2001), Dital (2012), Chang (2010). To support the finding, Al-Otaibi (2004) confirmed that high motivated students takes much time to obtain objectives in EFL learning. The finding was also supported by Al-Hazemi (2000) and Ushioda (2008). Some suggestions are recommended to improve learners' intrinsic motivation on l2 writing, such as (a) giving opportunity to learner with self-learning; (b) personalizing the process of language learning; and (c) improving both intrinsic and extrinsic motivation to learners. To sum up, the study contributes to the knowledge body on motivation theory in L2 learning.

### **Declaration of Conflicting Interests**

The authors declared that this research has no potential conflicts of interest.

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