

EFL STUDENTS' MOTIVATION IN WRITING, WRITING PROFICIENCY, AND GENDER

Bambang Yudi Cahyono
(bambang.yudi.fs@um.ac.id)
Universitas Negeri Malang

Jalan Semarang 5 Malang 65145, East Java, Indonesia

Titik Rahayu

(teerahayu@gmail.com)
Politeknik Negeri Madiun

Jalan Serayu 84 Madiun 63133, East Java, Indonesia

Abstract: There have been a lot of research studies on the role of motivation in education and language learning. However, research on the role of motivation in the area of EFL (English as a foreign language) writing is a rare undertaking. This study aimed to examine the correlation between EFL students' motivation in writing and their writing proficiency. It also compared female and male students in terms of their motivation in writing and their writing proficiency. This study involved 55 university students of English department (17 female and 38 male students) who were required to write essays and respond to a motivation in writing questionnaire. The results showed that there was a high correlation between the EFL students' motivation in writing and their writing proficiency. It was also revealed that there were significant differences in the motivation in writing as well as writing proficiency of the female and male students. The findings of this study suggested that the EFL students who had a higher level of motivation in writing had better writing proficiency. The study also showed that female students outperformed male students in terms of both motivation in writing and writing proficiency.

Keywords: EFL students, gender, motivation in writing, writing proficiency

DOI: <http://dx.doi.org/10.15639/teflinjournal.v3i12/162-180>

Various factors influence learning achievement. One factor which has been considered very important in determining success of learning is motivation (Deci & Ryan, 1985). Dornyei (2011) defines motivation as "what moves a

person to make certain choices, to engage in action, to expend effort and persist in action” (p. 3). Based on the “thing” that “moves” a person, motivation can be divided into twofolds: intrinsic motivation and extrinsic motivation (Budiharto & Amalia, 2019; Ryan & Deci, 2000). Intrinsic motivation refers to the internal feelings of a person which urge him or her to do some activities, while extrinsic motivation refers to factors coming from outside of the person’s personal concern. It has been argued that intrinsic motivation is more powerful than extrinsic motivation in encouraging a person to do the activities (Ryan & Deci, 2000). Therefore, in this study, the term *motivation* is used to refer to intrinsic motivation due to its prominent nature.

In the area of second language acquisition, motivation has been considered a variable affecting success in second language learning. Formerly motivation was treated as a factor that influences language learning in general (see, for example, Brown, 2001; Gardner, 1985; Lighbown & Spada, 1993). Some research studies have also shown that motivation affects writing (Lam & Law, 2007; LaSalle, 2015; Lo & Hyland, 2007; Mo, 2012). Lam and Law (2007) conducted a study on the effect of instructional practices in writing on students’ motivation and students’ writing proficiency. The result shows that students’ motivation contributes to the improvement of students’ writing proficiency. Similarly, Mo (2012) found that students’ problems in English writing can be overcome by boosting students’ motivation in attending writing classes focusing on writing practices. In the same way, LaSalle (2015) found that intrinsic motivation cultivated in the academic writing class supported the development of students’ ability in writing a five-paragraph essay. Lo and Hyland (2007) investigated the effect of motivation and writing on the improvement of students’ writing achievement. They found that motivation shown by the students’ interest in the topics being written improves the writing achievement of the students, especially the low-achieving ones.

Other research studies focused on the effect of motivation on the use of writing strategies (see, e.g., Gupta & Woldemariam, 2011; Nasihah & Cahyono, 2017). Gupta and Woldemariam (2011) examined the influence of motivation on the writing strategy use of undergraduate students in the Ethiopian context. They found that high-motivated students outperformed the less-motivated ones in the frequency in using strategies when writing in EFL. They argued that “the use of writing strategies ... leads to development of improved writing competence” (p. 69). However, research as such has not focused on motivation

in writing in particular. Accordingly, this study aimed to examine the correlation between EFL students' motivation in writing and their writing proficiency and to see whether or not there is a difference between female and male students in terms of these two research variables.

Research studies are likely to suggest that gender affects writing performance. For example, Williams and Takaku (2011) found that gender significantly affects students' writing performance, that is, female students outperform the male students. Williams and Takaku's (2011) study supported an earlier study conducted by Pajares and Valiante (2001) who compared female and male students in their writing motivation and writing achievement. The results showed that female students outperformed male students in both aspects.

There has been a lot of research dealing with motivation and gender in English language teaching (Yashima et al., 2009). Yashima et al. (2009) conducted a study examining the relations among anxiety, motivation, and gender in the Japanese EFL context at a large private university in Japan. The students were from different faculties: law, economics, commerce, and letters. All participants had studied EFL for six years in secondary schools. With regard to motivation in particular, the results show that female students significantly achieved higher average score for motivation than the male students.

Another study by Pajares et al. (2007) examined writing self-efficacy and its relation to gender, writing motivation, and writing competence. The participants of the study were 1,266 students consisting of 637 girls and 629 boys from elementary and secondary schools in the south of United States. Gender was known by asking the students how they identified with characteristics of American females and males. Their writing competence was assessed by their teachers using a 5-point-scale suggesting the grading skills used in the school system. Writing self-efficacy was predicted by gender and motivation. The results show that female students had a greater self-efficacy than the male students.

Studies examining the relation between motivation and writing proficiency across gender were rarely conducted, especially in Indonesia. A research study conducted by Agustrianti et al. (2016) examined how motivation in English learning correlated to literacy skills across gender. Their study showed that the higher the Indonesian EFL students' motivation in English learning, the better

their literacy skills, covering reading and writing skills. Motivation in learning English was examined in Agustrianti et al.'s by using a questionnaire adapted from Attitude/Motivation Test Battery (AMTB) proposed by Gardner (1985). Unlike Agustrianti et al.'s study which focused on motivation in English learning, our study specifically investigated motivation in writing. Because we could not find any instrument focusing on motivation in writing, we then developed a Motivation in Writing Questionnaire (MWQ) based on the characteristics of process writing.

Process writing is one of the three models in the teaching of writing: Writing as Product, Writing as Process (or Process Writing), and Writing as Social Activity (Miller, 1999). The writing as product model focuses on the end-product of writing activity that has to be submitted to the teacher. Writing as social activity focuses on the interaction between the writer and the reader who have shared knowledge of the situation of the discourse. Writing as process focuses on the process in the text production. However, there are different opinions in the stages of the process. White and Arndt (1991) argue that process writing is a recursive process that consists of five stages: drafting, focusing, evaluating, generating ideas, and restructuring. The five stages are controlled by reviewing, meaning that a writer may stop at any particular stage to review what has been written before continuing to the next stage. This study adopted a model of process writing consisting of five stages: planning, drafting, revising, editing, and publishing (Abas & Aziz, 2018; Grenville, 2001).

In reference to the background of the study and the literature review, the research questions were formulated as follows:

- (1) Is there any relationship between EFL students' motivation in writing and their writing proficiency?
- (2) Is there any difference in the motivation in writing and writing proficiency between female and male EFL students?

METHOD

This study investigated the relationship between EFL students' motivation in writing and their writing proficiency. It involved 55 students who were taking an Essay Writing course at an English Department of a university in Indonesia. The students who are enrolled in the department consist of both females and males. However, very often, female students outnumbered the

male students, which might imply the influence of gender or social role, that women are generally thought to have a greater role in the area of education than men. Therefore, apart from the examination of motivation in writing, this study also investigated the writing proficiency of the students across gender.

The Essay Writing course is a four-credit course with the class meeting twice a week in 16 weeks. It aims to help students write essays of different types of development, namely exemplification, comparison and contrast, classification, process analysis, and cause-and-effect analysis. The students should produce one essay from each type of development. The instruction of the course applied process writing with five to six sessions for each type of development. The students were from two classes: 28 from Class A and 27 from Class B. To answer the first research question, the two classes of students were considered as one group of students who were measured by correlating their motivation in writing and their writing proficiency. Then, the female and male students were compared in terms of their motivation in writing and English proficiency.

The materials of the course were based on a textbook written by Smalley et al. (2001) which contains materials for teaching essays of five types of development. In each type of development, the students were asked to write an essay containing an introductory paragraph, two or three developmental paragraphs, and a concluding paragraph. In the teaching of each type of essays, the students were engaged in the stages of writing process which include planning, drafting, revising, editing, and submitting the essays. In the planning stage, the students were given time to think of a topic for their writing. Then, in the drafting stage, they started to write and develop their ideas as a draft. Following the completion of the draft in the forms of introductory paragraph, developmental paragraphs, and concluding paragraph, they received teacher feedback focusing on the development of the thesis statement and the developmental paragraphs. In addition, they got peer feedback focusing on the language use. Based on the two types of feedback, the students edited their essays and then submitted the essays to the teacher.

The students' writing proficiency was measured by using two tests which required the students to write two types of essays. In the first test, they had to write a process-analysis essay, while in the second test they should write a cause-and-effect analysis essay. Thus, the data regarding the students' writing proficiency were based on their average scores on the two types of essays. The

scoring rubric used was the one developed by Hartfiel et al. (1985), which is called the “ESL Composition Profile.” The components include content (30%), organization (20%), vocabulary (20%), language use (25%), and mechanics (5%). The content component focused on the students’ knowledge about the topic and clear development of thesis statement and supporting details. The organization deals with how well the students arranged the ideas according to the types of essays: sequential development for process analysis essay and causal development for cause and effect analysis essay. The language use concerns the degree of grammatical accuracy in the essays. The vocabulary component relates to the effectiveness of the vocabulary and word choice. The mechanics refers to the students’ accuracy in using punctuation, spelling and capitalization. The list of the students’ average scores of the two types of essays, which indicates their writing proficiency, is shown in Appendix 1.

In order to know the students’ motivation in writing, we developed a Likert-scale questionnaire with six options: *strongly agree*, *agree*, *slightly agree*, *slightly disagree*, *disagree*, and *strongly disagree*. The values of the options vary from 6 for the most favourable to 1 for the least favourable. The middle-point option which shows that the students “neither agree nor disagree” was not included to avoid unclear motivational tendency. According to Boscolo and Hidi (2007), motivation in writing has three major categories: motives in writing, the writer’s perception of his or her ability to write, and productive strategies. Motives in writing include the purpose in writing that encourages the students to write. Perception of ability to write is about the belief in working with their own skill in writing. Productive strategies deal with efforts made by the writer from starting to write up to finishing the writing tasks. For this study, Boscolo and Hidi’s (2007) “productive strategies” were considered in developing some of the questionnaire items, especially those related to students’ motivation in developing “part of essay” and in the “writing format”. Thus, the questionnaire has been constructed by considering two kinds of validity: construct validity (developed on the basis of motivation and writing theories) and content validity (containing items intended to measure aspects of motivation and writing). The components of the questionnaire items are shown in Table 1.

Table 1. Components of Items in the Motivation in Writing Questionnaire

No	Components of Items	Item No
1	Enjoyment in writing and writing class	Items 1, 2, 3, 4 & 5
2	Enjoyment in writing parts of essay	Items 6, 7, 8, 9, 10, & 11
3	Writing format	Items 12 & 13
4	The use of discourse markers	Items 14 & 15
5	Teacher feedback	Items 16, 17 & 18
6	Peer feedback	Items 19 & 20
7	The use of sources, presentation, and submission	Items 21, 22 & 23

The score of a student's motivation in writing was measured by determining the average score of all the items in the questionnaire. The maximum possible score of a student was derived from the total number of items (23) multiplied by the maximum value (6), which is 138. This total score was then converted into a maximum score of 100. The list of all the students' scores for motivation in writing is shown in Appendix 1, while the Motivation in Writing Questionnaire is shown in Appendix 2. To analyze the correlation between the EFL students' motivation in writing and their writing proficiency, Pearson product moment analysis was used. Furthermore, the differences between the male and female students' motivation in writing as well as their writing proficiency were analyzed by using Independent sample t-test. The analysis was conducted by using Statistical Package for Social Science (SPSS) 23.00.

FINDINGS AND DISCUSSION

Findings

The first research question concerns the correlation between EFL students' motivation in writing and their writing proficiency. The correlational analysis was aimed to know whether the students who had high motivation in writing had better writing proficiency. The result of the correlational analysis is depicted in Table 2.

To interpret the results of the correlational analysis, Salkind's (2000) ranges of correlation coefficient were used. According to Salkind, the correlation coefficient (r) which ranges from 0 to 0.20 means that the

correlation is of no or very weak correlation; r ranging from 0.21 to 0.40 shows weak correlation; r ranging from 0.41 to 0.60 is moderate; r ranging from 0.61 to 0.80 is strong; and r ranging from 0.81 to 1.00 is very strong or perfect. Table 1 shows that the correlation coefficient is 0.707 which means that there was a positive correlation between EFL students' motivation in writing and their writing proficiency. In other words, if the students' motivation in writing is high, the students' writing proficiency is also high.

Table 2. Correlation between Motivation in Writing and Writing Proficiency

		Motivation	Writing Proficiency
Motivation	Pearson Correlation	1	.052
	Sig. (2-tailed)		.707
	N	55	55
Writing Proficiency	Pearson Correlation	.052	1
	Sig. (2-tailed)	.707	
	N	55	55

Because the first analysis showed that there was a positive correlation between motivation in writing and writing proficiency, further analysis was conducted to answer the second research question. The second research question deals with whether or not there are differences between female and male students' motivation in writing as well as their writing proficiency. The descriptive statistics of the EFL students' motivation in writing based on gender (female and male students) is shown in Table 3, while the result of comparison of the means is presented in Table 4.

Table 3. Descriptive Statistics of the EFL Students in terms of Motivation in Writing

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Motivation in Writing	Male	17	74.2647	16.48590	3.99842
	Female	38	87.0789	5.37704	.87227

Table 3 shows that the mean of the female students' scores of motivation in writing was 87.08. It is higher than the mean of the male students which was 74.26.

Table 4. Comparison of the Means of Motivation in Writing across Gender

		Motivation in Writing		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	22.991		
	Sig.	.000		
t-test for Equality of Means	t	-4.343	-3.131	
	df	53	17.542	
	Sig. (2-tailed)	.000	.006	
	Mean Difference	-1.281.424	-1.281.424	
	Std. Error Difference	295.026	409.246	
	95% Confidence Interval of the Difference	Lower	-1.873.170	-2.142.829
		Upper	-689.678	-420.019

The comparison of the two means as shown in Table 4 indicates that there is a significant difference between the means of the female and male scores of motivation in writing. The difference of the means of the two gender groups was found to be significant at 0.000 with $p < .05$. The null hypothesis that there was no difference between female and male students' motivation in writing was rejected. This suggests that the female students had higher motivation in writing compared to the male students.

The male and female EFL students' writing proficiency is described statistically in Table 5 and the result of comparison of the means of their writing proficiency is shown in Table 6.

Table 5. Descriptive Statistics of the EFL Students in terms of Writing Proficiency

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Writing Proficiency	Male	17	83.4112	8.19613	1.98785
	Female	38	89.5276	5.83259	.94617

Table 5 shows that the mean of the female students' mean of scores was 89.53, Meanwhile, the mean of the male students' scores of writing proficiency was 83.41.

Table 6. Comparison of the Means of Writing Proficiency across Gender

		Motivation in Writing		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	4.510		
	Sig.	.038		
t-test for Equality of Means	t	-3.159	-2.778	
	df	53	23.548	
	Sig. (2-tailed)	.003	.011	
	Mean Difference	-6.11646	-6.11646	
	Std. Error Difference	1.93613	2.20154	
	95% Confidence Interval of the Difference	Lower	-9.99983	-10.66484
		Upper	-2.23308	-1.56807

The comparison of the two means as shown in Table 6 indicates that there is a significant difference between the means of the female and male students' scores of writing proficiency. The difference was found to be significant at 0.003 with $p < .05$. The null hypothesis that there was no difference between the female and male students' writing proficiency was rejected. This indicates that the female students had higher writing proficiency than the male students.

Discussion

This study has investigated a major question of whether or not the EFL students who had higher motivation in writing also had better writing proficiency. The result of the data analysis showed that there was a positive correlation between the EFL students' motivation in writing and their writing proficiency. This means that EFL students, especially those who are learning English in an Indonesian university context, are likely to be more successful to reach a higher level of writing proficiency if they have good motivation in writing. This implies that the students who want to be good at writing have to continuously grow their motivation in attending writing courses and in working on the assignments given in the courses. The finding of the present study conforms to the account that motivation is one of the dominant factors which

determine success in language learning (Brown, 2001; Ryan & Deci, 2000). Ryan and Deci (2000) stated that intrinsic motivation which is the antithesis of extrinsic motivation is a powerful drive in determining success in language learning. Similarly, Brown (2001) emphasized that intrinsic motivation is one of the fundamental factors which enable language learners to be more successful in language learning.

From the comparison of the means of motivation in writing of Indonesian EFL students across gender, it was found that female EFL students had significantly higher motivation in writing than the male EFL students. This finding supports other research results comparing aspects of motivation across gender. Yashima et al. (2009) found that there was a strong relation between motivation and gender among first year students of EFL classes in a large private university in Japan. Similarly, in this study we found that gender played an important role in the students' proficiency in writing essays. While Yashimas et al.'s study involved first-year students, the current study involved second-year university students. Unlike Yashimas et al.'s study which involved students from different majors, the present study only involved students of English Department. It is important to know that both Yashimas et al.'s study and the current study were conducted in two countries which use English as a foreign language. Thus, it might be argued that gender has important contribution regardless of the differences in year cohort and field of discipline.

With regard to the result of comparison of the means of writing proficiency of Indonesian EFL students across gender, it is shown that the female EFL students' writing proficiency is higher than the male EFL students' writing proficiency. This is similar to the findings of previous studies, such as those conducted by Pajares et al. (2007) and William and Takaku (2011). Both studies found that female students wrote essays better than male students.

Therefore, in this study, the female EFL students' scores of both motivation in writing and writing proficiency are higher than the male EFL students' scores in the two variables. This result supports the findings of Ryan and Deci (2000) and Yashima et al. (2009) who found that motivation affects students' writing proficiency. Other studies reviewed earlier also showed the same results (Agustrianti, et al., 2016; Lam & Law, 2007; LaSalle, 2015; Lo & Hyland, 2007; Mo, 2012). This means that the degree of the achievement of writing proficiency is related to the level of motivation. If the students have a high level of motivation, they tend to have higher proficiency in writing. In

addition, if the students are female, they are likely to attain both higher motivation in writing and proficiency in writing essays.

The results of the study imply that motivational aspects need to be considered and included in the teaching and learning process of writing, especially in the teaching and learning activities, use of instructional media, and rapport between the writing teachers and the students. The activities should not only centered on topic selection and writing assignment, but also discussion on interesting issues the students are familiar with before they work on writing tasks. The use of videos from the Internet (e.g. YouTube) at the pre-writing stage could also make writing more interesting. Rapport can be built through teacher-student conference as well as occasional ice-breaking activities at the writing period. These activities should be engaging for both female and male students so that they could enjoy the teaching and learning of writing which, in turn, stimulate their eagerness to write and improve their writing proficiency.

CONCLUSIONS

This study revealed that there was a significant correlation between EFL students' motivation in writing and their writing proficiency. In addition, there were significant differences in the female and male EFL students in their motivation in writing as well as writing proficiency. More specifically, female EFL students were found to have higher motivation in writing and writing proficiency than male EFL students. It is then suggested that in writing courses, EFL teachers should pay attention to the stages in process writing to make sure that the instructional activities are motivating and supportive for both male and female students.

In investigating the EFL students' motivation in writing in this study, we have developed a questionnaire based on the students' feeling and aspects related to activities in the process in writing essays such as determining the writing format, using discourse markers, revising the writing products based on teacher and peer feedback, using sources, presenting the content and submitting the writing products. The development of the questionnaire is expected to contribute to the study of motivation based on a particular skill in EFL, which is different from the common studies of motivation which are based on a general construct of language learning. It is suggested that future researchers examine motivation based on specific constructs or learning of language skills

other than writing. Other researchers might also want to use the questionnaire for further studies. If so, it is necessary to modify some of the items as they were specifically based on writing as process model in the teaching of writing.

REFERENCES

- Abas, I. H., & Aziz, N. H. A. (2018). Model of the writing process and strategies of EFL proficient student writers: A case study of Indonesian learners. *Pertanika Journal of Social Sciences & Humanities*, 26(3), 1-28.
- Agustrianti, S., Cahyono, B. Y., & Laksmi, E. D. (2016). Indonesian EFL students' motivation in English Learning and their literacy skills across gender. *International Journal of Applied Linguistics & English Literature*, 5(4), 219-227.
- Boscolo, P., & Hidi, S. (2007). The multiple meanings of motivation to write. In S. Hidi & P. Boscolo (Eds.), *Writing and motivation* (pp. 1-14). Elsevier.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed). Pearson Education.
- Budiharto, R. A., & Amalia, L. (2019). Motivation behind Indonesian undergraduates learning English as a target language. *Ideas: Journal of Language Teaching and Learning, Linguistics and Literature*, 7(1), 1-15.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- Dornyei, Z. (2011). *Teaching and researching motivation*. Pearson Education.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold Publishers.
- Grenville, K. (2001). *Writing from start to finish: A six-step guide*. Allen & Unwin.
- Gupta, D., & Woldemariam, G. S. (2011). The influence of motivation and attitude on writing strategy use of undergraduate EFL students: Quantitative and qualitative perspectives. *Asian EFL Journal Quarterly*, 13(2), 34-89.
- Hartfiel, V. F., Hughey, J. B., Wormuth, D. R., & Jacobs, H. L. (1985). *Learning ESL composition*. Newbury House Publishers.

- Lam, S-F., & Law, Y-K. (2007). The roles of instructional practices and motivation in writing performance. *Journal of Experimental Education*, 75(2), 145-164.
- LaSalle, D. (2015). Intrinsic motivation and the five-paragraph essay: Lessons learned on practitioner research, the role of academic research in the classroom, and assessing changes in student motivation. *The University of Pennsylvania Graduate School of Education's Online Urban Education Journal*, 12(1), Spring. Retrieved from <http://www.urbanedjournal.org>
- Lightbrown, P. M., & Spada, N. (1993). *How languages are learned*. Cambridge University Press.
- Lo, J., & Hyland, F. (2007). Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong. *Journal of Second Language Writing*, 16(4), 219-237.
- Miller, K. S. (1999). Process writing. In K. Johnson & H. Johnson (Eds), *Encyclopedic dictionary of applied linguistics* (pp. 257-260). Blackwell.
- Mo, H. (2012). A study of the teaching of ESL writing in colleges in China. *International Journal of English Linguistics*, 2(1), 118-127.
- Nasihah, M., & Cahyono, B. Y. (2017), Language learning strategies, motivation, and writing achievement of Indonesian EFL students. *Arab World English Journal*, 8(1), 250-263.
- Pajares, F., Valiante, G., & Cheong, Y. F. (2007). Writing self-efficacy and its relation to gender, writing motivation, and writing competence: A developmental perspective. In S. Hidi & P. Boscolo (Eds.), *Writing and motivation* (pp. 141-159). Elsevier.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definition and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.
- Salkind, N. J. (2000). *Statistics for people who think they hate statistics*. Thousand Oaks, CA: Sage.
- Smalley, R. L., Ruetten, M. K., & Kozyrev, J. R. (2001). *Refining composition skills*. Macmillan Publishing Company.
- White, R., & Arndt, V. (1991). *Process writing*. Longman.
- Williams, J. D., & Takaku, S. (2011). Gender, writing self-efficacy, and help seeking. *International Journal of Business, Humanities and Technology*, 1(3), 46-54.

Yashima, T., Noels, K. A., Shizuka, T., Takeuchi, O., Yamane, S., & Yoshizawa, K. (2009). The interplay of classroom anxiety, intrinsic motivation and gender in the Japanese EFL context. *Kansai University Journal of Foreign Language Education and Research*, 17, 41-64.

APPENDICES

Appendix 1. List of Scores of Students' Motivation in Writing (MW) and Writing Proficiency (WP)

Student No.	Gender	MW	WP	Student No.	Gender	MW	WP
1	M	84.83	81	29	M	73.17	38
2	M	66	62.5	30	M	79	72
3	M	70.33	83.5	31	M	88.33	78
4	M	88.33	84	32	M	89.83	86
5	M	79.67	60	33	M	91.33	90
6	M	90.50	92	34	M	92	38
7	M	86.17	71	35	M	79	82
8	M	77.5	70	36	M	89.17	85.5
9	F	77.5	90.5	37	M	92.83	89
10	F	82.67	79	38	F	92.83	84.5
11	F	87	94	39	F	79	79
12	F	98.5	85.5	40	F	89.17	93
13	F	98.5	88.5	41	F	90.87	87.5
14	F	84.83	86	42	F	87	89.5
15	F	87	74	43	F	88.33	79
16	F	100	86	44	F	96.33	87
17	F	98.5	90	45	F	95	83
18	F	87	88	46	F	98.5	92.5
19	F	91.33	89.5	47	F	84.83	88.5
20	F	91.33	85.5	48	F	84	95.5
21	F	90.87	94.5	49	F	82.67	84.5
22	F	86.17	90.5	50	F	92.83	82.5
23	F	88.33	89	51	F	84	83
24	F	93.50	73	52	F	87	85.5
25	F	81.83	91.5	53	F	94.17	94

Student No.	Gender	MW	WP	Student No.	Gender	MW	WP
26	F	86.83	84.5	54	F	85.5	88
27	F	92.83	88.5	55	F	98.5	94
28	F	87	90.5				

Appendix 2. Motivation in Writing Questionnaire

Gender: Male/Female

Instruction: Complete the questionnaire according to how you feel about each of the items, Responses vary from “strongly agree” (#6), “agree” (#5), “slightly agree” (4), “slightly disagree” (3), “disagree” (2), to “strongly disagree” (1). Please give a tick (√) to the option that you choose. The numbering is used to refer to the following level of agreement.

No	Questionnaire Items	6	5	4	3	2	1
1	I enjoy writing in English very much.						
2	I like my essay writing class.						
3	I am grateful to learn how to write an essay.						
4	I feel excited to propose a title for my essay.						
5	I enjoy developing my introductory paragraph with a general statement.						
6	I am always eager to write the thesis statement of my essay.						
7	I am happy that my thesis statement guides me in writing the developmental paragraphs.						
8	I like it very much when I start my developmental paragraphs with topic sentences.						
9	For my developmental paragraphs, I am eager to write topic sentences which are relevant to the thesis statement of my essay.						
10	I am happy that in my concluding paragraph, I restate my thesis statement or summarize the topic sentences of the developmental paragraphs.						
11	I am glad to give a personal comment in my concluding paragraph.						
12	I like it very much when I type my handwritten draft in a softfile document so that I can print my essay.						
13	I enjoy the time when I add relevant pictures to my essays.						

No	Questionnaire Items	6	5	4	3	2	1
14	I am happy that the teacher explains how to use discourse markers in an essay.						
15	I like it very much when I use discourse markers relevant to the type of essays.						
16	I am grateful that my teacher sometimes goes around the class to check students' drafts.						
17	I am grateful that there is a teacher-student conference for checking students' progress in writing an essay.						
18	I am grateful that there is a teacher-student conference for discussing students' errors in writing.						
19	I am happy that in my class there are group discussion activities to find out grammatical errors in students' drafts.						
20	I am happy that in my class there are peer feedback provision activities.						
21	I like it very much when I am assigned to get supports for my essay from people or sources beyond the classroom.						
22	I am glad to present my essay in front of the class by using power point presentation.						
23	I am happy to submit my essay(s) to the teacher.						