

**THE EFFECT OF THEME AND RHEME TECHNIQUE AND ACHIEVEMENT
MOTIVATION ON STUDENTS' WRITING COMPETENCY AT ENGLISH
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ABSTRACT

The aim of this study was to prove the effect of Theme and Rheme Technique and Achievement Motivation on Students' Writing Competency. This study was conducted in the Fifth Semester of English Department of the Faculty of Teacher Training and Education of Mahasaraswati University in Denpasar with the subjects was the Fifth Semester Students of the Academic Year 2011/2012. The population of this study was 11 classes consisted of 300 students who took writing IV course. From all populations, 60 students were used as sample which were divided into two groups, i.e. experimental group and control group and recruited by using *Cluster Random Sampling Technique*. The experimental group was semester VC (30 students) and were treated by using Theme and Rheme technique and the control group was semester VD (30 students) and were treated by using Conventional technique. The research design was *Posttest Only Control Group Design* by using 2x2 factorial design. There were three variables in this study, namely: independent, moderator, and dependent variables. The independent variable was Theme and Rheme technique and moderator variable was students' achievement motivation level (high and low), and the dependent variable was students' writing competency in writing paragraph (short story, personal letter, and business letter). The research used two data-collection instruments, i.e. the writing competency test and the scale of achievement motivation in studying English as foreign language. The data were analyzed by using descriptive statistic and inferential statistic i.e. two-way ANOVA and then continued by using Tukey test. The results of the finding were: **(1)** there was a significant difference in writing competency between the students who are taught by using Theme and Rheme technique and those who are taught by using Conventional technique. The mean score of the students who are taught by using Theme and Rheme technique was higher than the mean score of the students who are taught by using Conventional technique,

(2) there was a significant interactional effect of the techniques of teaching writing (Theme and Rheme technique and Conventional technique) and the students' achievement motivation in learning English on the students' writing competency, (3) there was a significant difference in writing competency between the students with high achievement motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique, (4) there was a significant difference in writing achievement between the students with low achievement motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique, (5) there was a significant difference in writing competency between the students with high achievement motivation and those with low achievement motivation taught by using the Theme and Rheme technique, (6) there was a significant difference in writing achievement between the students with high achievement motivation and those with low achievement motivation taught by using the Conventional technique.

Keywords: theme and rheme technique, achievement motivation, students' writing competency

1. Introduction

Writing in Indonesian pedagogical contexts is one of the four language skills that should be taught and mastered in order to acquire English well. Teaching writing at a university aims to lead the students to gain some competencies which require them to be able to express their ideas in written form. In everyday teaching and learning experience, spoken and written languages used are not separated and isolated from each other, but they come together in communication experience. It is likely listening may precede speaking and reading may precede writing. For example, in teaching listening, a teacher may associate with speaking as a secondary objective, or with other skills such as writing.

But in a university – in a teaching process – writing stands alone with other skills. Writing is taught separately from other skills because writing is more complicated than the other skills to achieve and to master. The complexity of writing is indicated by the quality of word choices (diction), the correct implementation of grammar and structure of rule in sentence, the usage of appropriate utterances, and the correct usage of mechanics. Moreover, the other

complexity of writing can be shown also in using grammar, punctuation spelling, drafting, revising, editing, and publishing. The writers should be involved in the process of finding a topic, classifying information that supports the topic, and then structuring the information into a logical sequence of thought. Seen from these facts, writing is a very complex activity.

In relation to the complexity of writing, it seems that the existence of writing techniques can help the students to see that organization of ideas in their writing is a very prominent demand. There are actually several techniques in writing that can be used to help the students in organizing ideas. Among those numerous techniques, Theme and Rheme is one of the techniques that can help the students to master the competency in writing consecutively.

The discussion of the Theme and Rheme technique as a technique in helping the students to improve their writing ability and how to relate their motivation achievement in gaining English as second language serves as the background of the present study. The study investigated whether or not the Achievement motivation in learning English and the application of the Theme and Rheme technique contribute significantly toward the students' writing competency; especially as far as university students are concerned. In this research, the writer wanted to investigate the use of the Theme and Rheme technique in helping students improve their writing competency at university and compare with their motivation and achievement in mastering the foreign language learning. The research was conducted in writing IV class of fifth semester students of Mahasaraswati University in the academic year 2011/2012.

2. Review of Related Literature

2.1 Rationale of Writing: toward Purposeful Writing

McCrimmon (1984: 5-6) states that writing is hard work. Most people experience at least a mild case of nervousness – and sometimes absolute alarm – when they start writing an assignment. The blankness of the legal pad, typewriter paper, or word processor screen can be daunting. The right ideas and words can be elusive.

This situation can be experienced by all people who for the first time start their scientific or non-scientific writing. All people – students writing papers or thesis for their college courses, business people communicating ideas in reports and memos, journalists composing news stories, even novelists writing yearly novels – know about these basic frustrations.

But writing, on the other hand, is also an opportunity. We can convey something about ourselves, communicate ideas to people beyond our immediate vicinity, and learn something that we did not know. In scientific field, we can explore our ideas coherently in the form of good writing. To create a good opportunities, we just need to develop our confidence that will enable and empower us to overcome whatever frustrations a writing assignment may come and present in front of us. Fortunately, self-confidence is not a big barrier for us (writers) to be conquered. Self-confidence is not a mysterious acquisition; we can gain it by being willing to work at something and to learn from experience – from our own experience or from the others.

Massi (2001) states that writing plays an important role in our personal and professional lives, thus, it has become one of the essential components in university English for General Purposes (EGP) and English for Academic Purposes (EAP) curricula. Its multifarious pedagogical purposes range from reinforcement, training and imitation (generally in the early stages of instruction) to communication, fluency and learning (at intermediate and more advanced levels) (Raimes 1983, 1987). Writing is as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communicative objectives in an interactive way. From this perspective, writing implies the successful transmission of ideas from an addresser to an addressee via a text, and this exchange of information becomes a powerful means to motivate and encourage the development of language skills (Boughey, 1997).

2.2 The Concept of Writing

Writing is the process of inscribing characters on a medium, with the intention of forming words and other larger language constructs. Writing is defined as a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. Writing is a transmission process of ideas from an addresser to an addressee via a text (Clancy and Ballard, 1987:1).

Writing is also often used to describe the craft of creating a larger work of literature. This is an extension of the original meaning, which would include the act of writing longer texts. (Interestingly, if this is done on a typewriter, the physical act of making the marks on the paper in the typewriter would be called typing, whereas the intellectual activity involved in generating the letters, words and sentences would be called "writing," and there are similar situations, such as painting letters or words on a canvas or the like, in which the act of painting forms the letters, but the letters themselves are

"writing"). Writing in this sense can refer to the production of fiction, non-fiction, poetry and letters. Writing is also the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs.

Clanchy and Ballard (1987: 1) define writing as a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. To support the concept of writing, Massi (2001: 1) defines writing as a transmission process of ideas from an addresser to an addressee via a text. In line with the concept above, Phelps (2001: 2), explains writing as an activity that engages writers more actively in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-respond arrangement. In addition to this concept, Farris (1993: 182) defines writing as a process that takes place over time and requires substantial blocks of uninterrupted time to write.

2.3 The Stages of Writing Process

According to Marhaeni, et al., (2010) (*Pedoman Penilaian Kinerja Menulis dalam Bahasa Inggris, 2010: 5*) writing in English is a cognitive and creative process. Cognitive speaking, the writing process is a transactional process between the writer's schemata (either linguistic information or nonlinguistic information), and writing (with symbol that represents meaning) which carry along the potential meaning. In writing process, linguistic information which is used in writing is language ability (sentence structure, vocabulary, mechanism), and nonlinguistic information is writer's knowledge and experience which is organized and set in the writing.

"Process writing is learning how to write by writing," notes Stone (1995: 232). This current emphasis in writing instruction focuses on the *process* of creating writing rather than the end product (Tompkins, 1990). The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing.

When writing, the students work through the stages of the writing process. The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing. *Prewriting* is the planning and idea-gathering stage. *Drafting* refers to time spent composing a rough draft. *Revising* is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers. *Editing* is the process of correcting mechanical errors. *Publishing*, or sharing, is accomplished

in a wide variety of ways when the work is in final form. Student of all ages move back and forth among these stages while writing; the stages are not lockstep or sequential (Gardner & Johnson, 1997; Tompkins, 1990).

2.4 Coherence in Writing

The coherence of ideas, and the clarity and logicity of relationships between them, is especially vital in academic writing. The flow of thinking and expression is usually established by writers using cohesive devices, related lexis, and suitable multi-word expressions and by developing the ideas (Themes) with restatements or logical extensions (Rhemes).

Coherence is product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Coherence itself is the product of two factors — paragraph unity and sentence cohesion.

Lee (2002), states that coherence is defined as „the relationships that link the ideas in a text to create meaning“. Usually it relates to a group of sentences, propositions, beliefs or opinions that taken as a whole are consistent with each other, and the flow of which makes a text semantically meaningful.

According to McCarthy (1991: 26), coherence in writing refers to a feeling of the reader that a text hangs together, that it makes sense, and is not a jumble of sentences. In line with this concept, Horning (1991: 5) defines coherence in writing as a sense in which each part of piece of writing is linked together to form a whole. Alonso and McCabe (2001: 2) explain coherence in writing as something that is more than a series of grammatical sentences lined up one another; rather, they interlace, each sentence building on the preceding ones while at the same time advancing the discourse. In other words, the developing sentence in writing is determined by the preceding sentence. In agreement, Emig, et al. (1981: 80) define coherence in writing as a matter of putting the selected material in the right order with the right connectives, which makes each unit in the writing, interlink with the one before it just like a chain.

2.5 Good Writing

Luhulima (1995:210) states in her module, that in writing, we try to demonstrate the material that we have so far mastered. But the question is what is good writing? Good writing is presenting and explaining ideas for specific audience/reader and specific purpose. A good writing must achieve its purpose for its intended audiences or readers. A good writing is also an effective writing (Timisela Luhulima: Module for Writing III, p. 210). There are some characteristics of good writing as mentioned as follows:

1. It must be significant i.e. it should tell the audience or reader something they want to or need to know. Writing is significant when the readers enjoy it, learn something from it, or feel some need from reading it. In this study, the writer believes that it is very useful and significant because the result of this research will help the university student in composing their good writing.
2. It must be clear i.e. easy to find or understand the meaning. The readers will easily understand. The writing with a lot of grammar mistakes, inaccurate use of vocabulary, and wrong use of mechanics steps of writing will cause the reader to stop reading it.
3. It must be unified and well organized. In unified writing, each sentence is a paragraph that develops or supports the main idea of the paragraph and connects in some way with any sentences that comes before or after it. All sentences fit with each other in a logical order.
4. It must be economical; not long-winding and wasting time when we read it.
5. It must be equality developed. Key point should be supported and coherent.

It must be grammatically correct and accepted i.e. no mistakes in usage or mechanics.

2.6 Paragraph

Paragraph is a group of closely related sentences that develop a central idea. Fred Newton Scott and Joseph Villiers Denny (1909) state that paragraph is a unit of discourse developing a single idea. It consists of a group or series of sentences closely related to one another and to the thought expressed by the whole group or series. Devoted, like the sentence, to the development of one topic, a good paragraph is also, like a good essay, a complete treatment in itself.

Grow (1991: 1) defines paragraph as a basic unit of organization in writing where a group of related sentences develop one main idea. Biggins and Judd (1974: 57) as cited in Juniarta (2011: 34)

state that paragraph is a collection of sentences, which all relate to one main idea or topic. In addition to their point of view about paragraph, they state that a paragraph is considered to be a good and effective paragraph if it needs to have four main characteristics, that is, unity, coherence, topic sentence, and adequate development of thought.

2.7 Writing Competency in Current Research

Based on the competency standard of writing IV course, the students are hoped to comprehend and communicate the language in writing form using appropriate language varieties fluently and accurately in their daily life. From this point of view, it can be concluded that the students or candidate teachers are expected to be a competent person in writing. The competent student does not merely have knowledge but also being able to perform their skill and values in their daily lives. The students would be considered having competence in writing if they can master the material given, perform the material, and finish their assignment given by the lecturer with excellent standard.

In the present study, writing competency refers to students' ability to produce their writing effectively by using good grammar, vocabulary, syntax, and text organization. The students' writing competency is measured by criteria which covers several dimension of writing. The criteria of writing are presented in the form of analytical scoring rubric which consists of five dimensions, namely: content and development, organization, grammar and structure, vocabulary and style, and mechanics.

2.8 The Theme and Rheme Technique in Writing

Theme and Rheme technique was chosen as the focus of the study because of "its relevance to the moment-by moment focus of a discourse. In this study, this technique is highly recommended in using it because it is the main concern to do with students' writing competency in university. Theme and Rheme is very useful for students because it can be used in guiding them to write and to produce a coherent writing. Alonso and McCabe (2003) propose this Theme and Rheme technique to help the students in composing and revising their writing to produce writing that is more coherent. This technique was firstly proposed by Danes (1974). Danes made three types of Theme and Rheme technique that constitute a functional explanation of the ordering of information in a text. The organization of information in the text is determined by the progression of Theme and Rheme. Danes

theorized that there were three patterns of Theme and Rheme technique. The three patterns are called simple linear pattern, constant pattern, and the last derived or hypertheme pattern.

According to Halliday (1967a and b; 1968; 1976; 1984, 1985, 1994) as quoted by Alonso and McCabe (2003), Theme is a structural category realized by the first constituent of the clause in English; the remainder of the message, the part that the Theme is developed, is called Rheme. Halliday (1984: 62) states that following the terminology of the Prague School of linguistics, we shall use the term Theme with an initial capital. The Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned. The remainder of the message, the part in which the Theme is developed is called in Prague School terminology, the Rheme. As a message structure, a clause consists of a Theme and followed by a Rheme.

2.9 Conventional Technique in Writing

In relation to this research, the Conventional Writing Technique is the technique that is used by the writer in order to assess the students' writing competency besides using Theme and Rheme technique. The target in this research is the University Students of Fifth Semester of English Department of the Faculty of the Teacher Training and Education in the Academic Year 2011/2012. The reason why the writer chooses the university students because they have already got writing I – III and through practicing the Theme and Rheme technique, the students can organize and compose their thesis writing easily and coherently.

Through some informal discussions with the writing lecturer of Mahasaraswati University, it can be concluded that the technique used by the lecturer in teaching writing is conventional technique. The way how the lecturer asks the students write their paragraph is the lecturer gives the students a certain topic and asks them to develop the topic. The teacher then monitors and helps the students during the process until they finish producing a piece of writing. Then the teacher asks the students to collect their writing result to be appraised and graded by the teacher.

2.10 Achievement motivation in learning English as Foreign Language (EFL)

Rost (2006) states that motivation has been called the “neglected heart” of language teaching. As teachers, we often forget that all of our learning activities are filtered through our students' motivation. In this sense, students control the flow of the class room. Without students' motivation, there is no pulse; there is no life in the class. When we learn to incorporate direct

approaches to generating students' motivation in our teaching, we will become happier and more successful teachers.

According to Marshal (1998), achievement motivation is defined as the need to perform well, strive for success, and proved by persistence and effort in the face of difficulties. People having high achievement are hard workers that always do their best performance to achieve their goals and success. For foreign learners, their goal might be the mastery of the foreign language. For others, their goals might be communicative competence, basic communication skill, getting job, etc. Relating to achievement motivation, people have different motives to achieve something in their lives. Those motives, then, are classified by several researchers into achievement motivation and hierarchal model of achievement motivation.

Lile (2002), in his work titled "Motivation in the ESL Classroom", states that motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by the teachers, lecturers, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. There are two main types of motivation: intrinsic motivation and extrinsic motivation.

Afzal, et al., (2010) in their research on students' motivation and its relationship with their academic performance found that students' motivation impact on students' academic performance. Their findings show that students' performance will increase between 23 percent and 34 percent due to extrinsic and intrinsic motivation. Academic performance will increase 34 percent due to extrinsic motivation whereas academics performance will increase 23 percent due to intrinsic motivation. Through this finding, it can be concluded that the students' academic performance with extrinsic motivation (they learn something because of external motivation) got higher percentage than those who learn something because of their own (internal/intrinsic) motivation to gain the academic performance.

The students with extrinsic motivation might do a good job or perform well to achieve a certain reward or good mark or passing a test, does not keep them motivated for long-term and overall performance does not change or is consistent. The students with extrinsic motivation might perform very well in one semester then next semester might show poor performance because the reward did not exist anymore.

2.11 Achievement motivation in EFL and its Relation to this Research

Renchler (1992) in his work “Students’ Motivation, School Culture, and Academic Achievement”, states that in relation to the students’ achievement motivation, the motivation itself must be assessed, rewarded, increased, and sustained at all levels. Marhaeni (2005) states that achievement motivation refers to the instigation to do the assignment well based on excellent standard. Based on the viewpoints above, the students having high achievement motivation usually do their test in best effort and have responsibility toward their assignments to reach excellent standard in achieving their goals.

Since achievement motivation concerns on achieving goals, it has relationship with the students’ expectation in learning English especially English as a Foreign Language (EFL). For example, the students of Teacher Training and Education of Mahasaraswati University who take English Department as their choice in graduating their study, they will be motivated to gain their goals as an English teacher. One skill that they have to master is writing skill. They finally have to write their thesis. In helping them composing and writing their thesis writing, the Theme and Rheme technique is the technique that can help them to achieve their goals.

For those who learn English as a foreign language, it is a process that occurs continuously. Normally speaking, it is impossible to have a high competency in a very short time. Along the learning process, the students will learn something new besides their own language; they will face problems, challenges, and difficulties. Those things will enable and empower the students to do and learn more and more about English. In facing those problems, challenges, and difficulties, the students need persistence and hard effort to solve their problems, challenges, and difficulties in effective way. The students at university will maximize their effort, the condition and feedback to improve their knowledge and performance, especially in academic thesis writing.

2.12 Empirical Review

The Theme and Rheme technique has been widely studied and used in English over the last few years proving to be a very important cohesive element at discourse level (Fries, 1981, and Martin, 1995). However, researchers have paid much less attention to this technique and its possible usefulness in second language or foreign language teaching. There are some researchers and linguists who have already used this technique to prove that the notion of the Theme and Rheme technique can be very useful and helpful as a tool of instruction for the teacher to evaluate EFL/ESL writing at

the level of the discourse (Alonso and McCabbe, 2003: based on the panel paper titled: *Theme/Rheme in L2 Writing*).

Nwogu (1995:10) found in his research about the use of at Theme and Rheme technique in writing that teachers need to apply this technique in the writing class to improve the students' competency in composing a coherent writing. This technique, when the researchers give their recommendation about Theme and Rheme technique is very effective technique in teaching writing. The students can revise their writing by checking the arrangement of ideas or information in their writing based on the pattern given. Because of that pattern and technique, the students could control their flow of thought effectively and could produce good writing.

2.13 Research Hypothesis

Based on the above empirical review and conceptual framework about the Theme and Rheme technique and its relation on achievement motivation in influencing the students' writing competency, then the research hypothesis of this study can be proposed as follows:

1. There is a significant difference in writing competency between the students who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique. The writing competency of the students who are taught by using the Theme and Rheme technique is higher than those taught by using the Conventional technique.
2. There is a significant interactional effect of the techniques of teaching writing (Theme and Rheme technique and Conventional technique) and the students' achievement motivation in learning English upon the students' writing competency.
3. There is a significant difference in writing competency between the students with high achievement motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique.
4. There is a significant difference in writing competency between the students with low achievement motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique.
5. There is a significant difference in writing competency between the students with high achievement motivation and those with low achievement motivation taught by using the Theme and Rheme technique.

6. There is a significant difference in writing competency between the students with high achievement motivation and those with low achievement motivation taught by using the Conventional technique.

3. Research Methods

3.1 Population and Sample of the Study

The population taken in this research was carried out on the Fifth Semester Students of English Department of the Faculty of Teacher Training and Education at Mahasaraswati University in the Academic Year 2011 – 2012. The research itself was conducted in two months, especially in the even semester of the academic year 2011/2012, which was started from September until October 2011.

For this study, the population which was selected in this research consisted of ten classes (semester V-A until semester V-J) and the total number of the tenth class was 300 students. The population itself was divided into Regular Class which took the lecture in the morning time and Executive Class which took the lecture in the evening time. The number of Regular Class consisted of six classes (V-A – V-F) and Executive Class consisted of five classes (V-G – V-J).

In this research, *Cluster Random Sampling Technique* was applied to gain the sample of the study. Cluster random sampling was chosen because the entire population is divided into groups or clusters and a random sample of these clusters are selected. All observations in the selected clusters are included in the sample. Samples are chosen from pre-existing groups. Groups are selected and then the individuals in those groups are used for the study (Valerie J. Easton & McCall, 2009). There are some procedures taken for this study:

Procedure 1: Selecting the sample from the population. Through lottery, the two classes from all the fifth semester students who took English IV course were selected. The use of lottery technique just to make sure that the two classes had an equal chance or opportunity to be selected as a part of sample. The result of the lottery technique showed that one class was chosen as the Experimental Group (EG) and one class was taken as the Control Group (CG). Through another lottery technique, semester V-C (30 students) and semester V-D (30 students) were selected as samples. The total number of this study was 60 students. Then, the two classes were randomly assigned to determine which class would be the experimental group and control group. Then, through lottery, semester V-C was chosen as the experimental group and semester V-D was chosen as the control group. Then,

based on the plan, the experimental group was taught by using the Theme and Rheme technique and the control group was taught by using the Conventional technique.

Procedure 2: Administrating the questionnaire of achievement motivation to both experimental group and control groups. All students (60 students) in the sample were asked to respond to Achievement motivation in studying English. The result of the students' score from each group were calculated and organized in a series from the lowest to the highest score. There were 36 items in achievement motivation scale.

Procedure 3: Selecting 30 students with high achievement motivation from experimental group and control group. For this study, 15 students with high achievement were selected from experimental group and 15 students with high achievement motivation were selected from control group. The total number of the students with high achievement motivation taken from both group was 30 students.

Procedure 4: Selecting 30 students with low achievement motivation from experimental group and control group. For this study, 15 students with low achievement motivation were selected from experimental group and 15 students with low achievement motivation were selected from control group. The total number of the students with low achievement motivation taken from both group was 30 students.

For this study, all the students from both groups: experimental (30 students) and control group (30 students) were used as the sample of the research.

3.2 Research Design

The research design applied in this study was a Posttest Only Control-Group Design using 2x2 factorial arrangements. The use of Posttest Only Control-Group Design since the purposes of this research were to find out: first, the significant difference in writing competency between students who are taught by using the Theme and Rheme technique and those who are taught by using conventional technique, and second, to find out the interaction between the

implementation of the techniques in teaching writing and achievement motivation in learning English.

The use of *Posttest Only Control-Group Design* used in this research because this design is an efficient design to administer, since it does not require pretesting (Wiersma, 1991). Furthermore, Fraenkel and Wallen (1993) states that this design involves two groups (experimental and control group), both of which are formed by random assignment. One group receives the experimental treatment while the other does not, or receives a different treatment.

For this study, 2x2 factorial design was used. The constellation for above variables can be seen in the following 2x2 factorial arrangement.

3.3 Research Variables

There were three variables in this research, namely: independent, moderator, and dependent variables. There were 2 independent variables and 1 dependent variable. The first independent variable was writing technique (**A**) as treatment variables. In this study, the treatment variables were classified into the Theme and Rheme technique and the Conventional technique. The second independent variable was Achievement motivation in studying English (**B**) as moderator variable. The moderator variable was also classified into two, high achievement motivation and low achievement motivation. In this study, the dependent variable was the students' competency in writing short story, personal letter and business letter. The dependent variable – students' writing competency – was measured by using posttest which was conducted at the end of the experimental period or after twelve times treatment that were given for each group. The posttest was in the form of writing competency test in which both groups, experimental and control groups, was assigned to write a short story based on the topic given.

3.4 Data Collection Instrument

To collect the data, it was important to prepare some instruments. For this study, there were two collecting data instruments needed in this research. They were English writing competency test (posttest only) and analytical scoring rubric as dependent variable instrument, and a scale of Achievement motivation questionnaires in studying English as a moderator variable instrument.

3.5 Data Collection Procedure

The data of this research was collected through test and non-test. Data who were collected by using test is writing competency data. To collect this data the students were assigned to write a paragraph upon a particular topic. Their writings then were analyzed and scored by using two raters who were based on the analytical assessment rubric provided. The rating done by the researcher (as the first examiner/rater) was compared with the rating done by the second examiner/rater (the lecturer of writing IV). There were three writing tests i.e. writing short story paragraph, personal letter, and business letter. The students' writings were assessed by two raters. Then, to ensure the reliability of the raters' score, the inter-rater reliability analysis was conducted for each test.

The second data was the data that were collected by using non test instrument. This data were collected in the form of questionnaire to know the students' achievement motivation in studying English as foreign language. The students marked a cross on each item in the scale which fits to their characteristics. The score for each item was then added up to obtain Achievement motivation of the students in studying English.

Generally, the steps of data collection procedure would be conducted as follows:

- a. The researcher prepared all the instruments that needed during the experiment period
- b. Those instruments were consulted with several experts (the researcher's supervisors, the lecturer of writing in Maharaswati University).
- c. Two groups as samples were selected randomly by using cluster random sampling
- d. From the two groups, lottery technique was used by the researcher to determine the experimental group and control group.
- e. Both control and experimental group were given the questionnaire and they should answer the questionnaire in order to classify the students into having low or high achievement motivation in learning English as foreign language.
- f. Two groups were taught differently in using the technique of writing. The experimental group was taught by using the Theme and Rheme technique and the control group was taught by using conventional technique.
- g. The posttests were administered for each group after conducting twelve times treatment.
- h. Before the instruments were used, they were tried out to prove its validity and reliability
- i. The writing competency test and achievement motivation scale were validated to prove its validity and reliability.

The score obtained from the posttest was subjected for further analysis. The analyses were conducted descriptively and inferentially by using two – way of ANOVA and Tukey test.

3.6 Data Analysis

Data analysis was done to answer the hypothesis and the research questions of this study. Data analysis was administered after obtaining the scores from posttest given to both experimental and control group. Then, the data gained from both groups were analyzed by using two forms of statistical analysis, namely: descriptive statistical analysis and inferential statistical analysis.

4. Finding and Discussions

Based on the data analysis, some findings are resulted:

First, from the first hypothesis it was found that the value of $F_A(10.181)$ was higher than the value of $F_{cv}(4.000)$. Since the value of F_A was higher than F_{cv} , then the null hypothesis, $H_0(1)$ was rejected and the alternative hypothesis, $H_a(1)$ was accepted. This means, regardless the achievement motivation factors, there was a significant effect in students' writing competency between the students who were taught by using Theme and Rheme technique and those taught by using conventional technique. It can be seen from the result of the students' mean score. The mean score of the students' writing competency taught by using Theme and Rheme technique was 79.520 while the mean score of the students' writing taught by using conventional technique was 73.843.

Based on the result of the hypothesis testing and the analysis above, it could be concluded generally that the students' writing competency taught by using Theme and Rheme technique was better than those who were taught by using conventional technique. The effectiveness of Theme and Rheme technique has been done and proven by some researchers in their previous study.

Second, from the second hypothesis it was found that the value of F_{ob} was 4.699 while the value of $F_{cv(1; 56; 0.05)}$ was 4.000. Since $F_{ob}(4.699)$ was higher than $F_{cv}(4.000)$ or $F_{ob} > F_{cv}$, then H_0 was rejected at $\alpha = 0.05$. Moreover, the average score of B1 ($\bar{X} = 74.753$) was lower than B2 ($\bar{X} = 78.610$). Therefore, there was a significant difference in writing competency between the students with high achievement motivation (B1) and students with low achievement motivation (B2). From the calculation, the result value of F_{AB} was 41.467 while the value of $F_{cv(1; 56; 0.05)}$ was 4.000. This means that F_{AB} was higher than F_{cv} ($F_{AB} > F_{cv}$), it means that the null (H_0) which stated “there is no

significant interactional effect between teaching writing technique (Theme and Rheme technique and conventional technique) and students' Achievement motivation towards students' writing competency", then **was rejected** (at $\alpha = 0.01$). It means also that the alternative hypothesis (H_a) which stated "there is a significant interactional effect between teaching technique (Theme and Rheme technique and conventional technique) and students' Achievement motivation towards students' writing competency", then **was accepted** (at $\alpha = 0.01$). Because of that reason, it can be concluded that there was an interaction between the application of writing technique (Theme and Rheme technique) and students' achievement motivation in improving their writing competency.

Third, from the third hypothesis it was found that the Q_{obs} was 9.630. The Q critical value (Q_{cv}) should be based on three things, they are the level of significant (α), the number of means (t), and the degree of freedom (df) within that can be seen in ANOVA table (q). For this study the Q critical value should be Q with $t=4$ and $df=56$. However since the Q table doesn't provide 56 degree of freedom (df), then 60 degree of freedom was used. From the Q table, the $Q_{cv(4;60;0.05)}$ was 3.00. This means the Q_{ob} was higher than the Q_{cv} in both 0.05 (5%) levels of significance. From the final result, it can be concluded that the null hypothesis (H_0) **was rejected**.

Therefore, it can be concluded that there was a significant difference between the students with high achievement motivation taught by using Theme and Rheme technique and conventional technique. The students with high achievement motivation who were taught by using Theme and Rheme technique ($\bar{X}_1=83.32$) showed a better achievement than those who were taught with conventional technique ($\bar{X}_2=66.18667$).

Fourth, from the fourth hypothesis it was found that the Q_{ob} was 3.248 while the $Q_{cv(4;60;0.05)}$ was 3.00. This means the Q_{ob} was higher than the Q_{cv} , so the null hypothesis (H_0) was rejected at 0.05 (5%) level of significance.

Therefore, it can be concluded that there was significant difference between the students' writing competency of those with low achievement motivation when their writings were taught by using Theme and Rheme technique and conventional technique. The students with low achievement motivation whose writings were taught by using conventional technique ($\bar{X}_2=81.5$)

got better achievement than those whose writing were taught by using Theme and Rheme technique ($\bar{X}_1=75.72$).

Fifth, from the fifth hypothesis it was found that that the Q_{ob} was 4.272. From the Q table (or Studentized range table) the $Q_{cv(4;60;0.05)}$ was 3.00. This means the Q_{ob} was higher than the Q_{cv} in both 0.05 (5%) levels of significance, so the null hypothesis (H_0) was rejected.

Therefore, it can concluded that there was a significant difference in the students' writing competency between the students with high achievement motivation and the students with low achievement motivation when their writings were taught by using Theme and Rheme technique. The students with high achievement motivation ($\bar{X}_2 = 83.32$) had a better achievement than the students with low achievement motivation ($\bar{X}_1 = 75.72$).

Sixth, from the sixth hypothesis it was found that the Q_{ob} was 8.607 while the $Q_{cv(4;60;0.05)}$ was 3.00. This means the Q_{ob} was higher than the Q_{cv} , sothe null hypothesis (H_0) was rejected at 0.05 (5%) level of significance.

Therefore, it can be concluded that there was significant difference in the students' writing competency between the students with high achievement motivation and the students with low achievement motivation when their writings were taught by using conventional technique. The students with low achievement motivation ($\bar{X}_2=81.5$) had a slightly better achievement than the students with high achievement motivation ($\bar{X}_1=66.1867$).

5. Conclusion, Suggestion, and Implication

5.1 Conclusion

Based on the result of the data analysis, some conclusions can be stated as follows. (1) There is a significant difference in writing competency between the students taught by using Theme and Rheme technique and those taught by using conventional technique. The result of students' writing competency of the students taught by Theme and Rheme technique was higher than those taught by using conventional technique. (2) There is a significant interactional effect of writing technique (Theme and Rheme technique and conventional technique) and achievement motivation in the students' writing competency. (3) There is a

significant difference in students' writing competency between the students with high achievement motivation taught by using the Theme and Rheme technique and those taught by using conventional technique. (4) There is a significant difference in writing competency between the students with low achievement motivation taught by using the Theme and Rheme technique and conventional technique. (5) There is a significant difference in writing competency between the students with high achievement motivation and the students with low achievement motivation taught by using the Theme and Rheme technique. (6) There is a significant difference in writing competency between the students with high achievement motivation and the students with low achievement motivation taught by using conventional technique.

5.2 Implication

Based on the findings, this study has some implications that stated as follows. (1) The result of this research shows that students who are taught by using the Theme and Rheme technique have a significantly better achievement than the students who are taught by using conventional technique. Seen from the results, the Theme and Rheme technique can be applied and implemented in writing class. By implementing the Theme and Rheme technique, the teacher or lecturer can stimulate and enable the students to produce a good and coherent writing. Both of the group (experimental and control) consisted of 15 students with low achievement motivation and 15 students with high achievement motivation. With the same number of different level of achievement in one class, Theme and Rheme technique is still proved to work more effectively than conventional technique in improving students' writing competency. Theme and Rheme technique needs to be considered as teaching writing technique in writing courses instead of conventional technique. (2) In further analysis, this research shows that when the students are taught by using Theme and Rheme technique, students with low achievement motivation cannot do their writing process as effectively as students with high achievement motivation. However, students with low achievement motivation can do their writing as effectively as students with high achievement motivation when they are taught by using conventional technique. This means teacher or lecturer needs to consider students' achievement motivation level to apply the Theme and Rheme technique. There are some simple ways to find out students' achievement motivation level, students may be asked to write story or to discuss some challenging topic and are observed

later how well the students face the challenge. If the number of students with high achievement motivation is equal or more than the number of students with low achievement motivation, Theme and Rheme technique can still be applied to attain effective result of learning. But, on the other hand, if the number of students with low achievement motivation is much more than students with high achievement motivation, (e.g. % of the class) then conventional technique would work more effectively. (3) The next result of this research is that the average score of the students with low achievement motivation is far below the average score of students with high achievement motivation when they are taught by using the Theme and Rheme technique. The implication for this finding is some efforts need to be done to generate students' achievement motivation, since students with high achievement motivation can improve their achievement more greatly than students with low achievement motivation. (4) From the above review, the Theme and Rheme technique, in fact can generate students' Achievement motivation. Write with the guidance of the Theme and Rheme technique challenges the students to improve their writing competency. The students learn independently about mistakes or error in writing without teacher's assistance. They are responsible for their own writing by editing, revising it so that they can compose and produce a good writing. Therefore, for students with high achievement motivation, they can improve their writing competency; while for students with low achievement motivation, the Theme and Rheme technique can generate their Achievement motivation which later will improve their writing competency. Even though the process will take long time to show its effective result for students with low achievement motivation to increase their Achievement motivation, but it is still worth doing to apply the Theme and Rheme technique in writing class, especially in university.

5.3 Suggestion and Recommendation

The lecturers of writing at universities are recommended to apply the Theme and Rheme technique in their writing course in the class to improve the students' writing competency because this technique has been proven effective by the researcher and other researchers. The lecturers or teachers are suggested to apply the Theme and Rheme technique to generate students' achievement motivation, because the Theme and Rheme technique with its clear guidance and flow of thinking may generate students' achievement motivation, which later will improve their writing competency. For other researchers are expected to do the research about the effect of the Theme and Rheme technique and Achievement motivation, they can do their research toward other language skills i.e.

speaking, listening, and reading. Analyzing reading text through Theme and Rheme technique is highly recommended by some researchers. Further research need to be done specifically on low motivated students who got better achievement in writing competency than those with high motivation who got lower achievement in writing competency.

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