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Writing Motivation and The Ability in Writing a Research Proposal of Generation Z Students Based on Cognitive Style

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Abstract

This article presents a comprehensive analysis of writing motivation and the ability in writing a research proposals of Generation Z students based on differences in their cognitive styles. The research involved 70 Generation Z students in Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji, Indonesia. After going through the Group Embedded Figures Test (GEFT) stages, these students were divided into 2 groups based on their cognitive style, field independent (FI) and field dependent (FD). Writing motivation data was collected through a questionnaire and the writing ability of writing research proposals was collected through an assessment rubric. Analysis of research data using t-test and linear regression with SPSS 23. The results of this study stated that the writing motivation of Generation Z students between the FI group and the FD group did not differ significantly. Meanwhile, the ability in writing research proposals for Generation Z students in the FI group was higher than for Generation Z students in the FD group. Writing motivation has a significant effect on the ability in writing research proposals in both groups. The results of this study recommend for analysis other perspectives and the exploration of thinking characteristics of Generation Z students in written language.
Keywords:
motivation, writing, cognitive, Generation Z

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Introduction

To improve students' writing skills, it is necessary to identify the influencing factors. Various theories from experts explain that motivation is a sufficient factor in writing (Zumbrunn, Marrs, & Mewborn, 2016). In fact, in developing contemporary writing models, motivation is also said to play an important role (Hayes, 1996; Zimmerman & Risemberg, 1997). Internal and external strengths contained in motivation will influence a person to get involved and persevere with the given task (Wright, Hodges, & McTigue, 2019). Therefore, the underlying motivation will determine one's success in writing (McLeod, 1987; Pintrich & Schunk, 2002). Someone can be said to have poor writing skills if they do not have the writng motivation (Zumbrunn et al., 2016).

A number of research results have been conducted to prove the relevance of motivation and writing. Motivation has a positive effect on the quality of narration (Troia, Harbaugh, Shankland, Wolbers, & Lawrence, 2013). The positive relationship between motivation and independence in learning (Bagon & Vodopivec, 2016), Moreover, integrative motivation is also related with writing skills (Hashemian & Heidari, 2013; Nasihah & Cahyono, 2017). Other research reveals that the experiences possessed by students also become a very strong motivation to improve their writing ability (Bacha, 2002). Students' motivation in English writing related to their first language (L1) academic writing (Qian, 2019). Some of the results of previous studies provide strong evidence that the writing motivation with the writing ability are interconnected. However, the results of these studies have not revealed in detail the involvement of other internal factors that also influence. These other factors, for example, differences in the cognitive style of each individual that is predicted to take part in moderating motivation and writing skills. In addition, tracing the writing motivation, the ability in writing research proposals, as well as differences in cognitive styles that are specific to Generation Z students have also not been done.

Writing research proposals is an ability that must be possessed by researchers (Osman, 2016), including students in tertiary institutions because the world of research cannot be separated from the lives of academics. To complete undergraduate education, students in the last academic year are required to write undergraduate thesis that is a paper in the form of a research report. In addition, writing a proposal becomes part of an experimental activity (Webster, 2014). In order to make the research more clear and directed, it is first necessary to write a research proposal. Research proposals can provide a description of the research activities to be carried out (Osman, 2016). Thus, other people will be able to see the scope, urgency, and research methodology that will be applied.

Writing a research proposal clearly and carefully will show awareness of the mission achieved from the results of the research later. Common mistakes in planning need to be avoided (Webster, 2014). Therefore, a good understanding of

the steps in preparing, making, and evaluating research proposals will support the level of success. The success of a research proposal lies in the clear and directed writing of each unit starting from the topic, research questions, activity plans, members, and the amount of funds needed. When writing a research proposal, the first step that must be taken is to determine the type of proposal by creating a relevant writing style (Attard, 2018). Furthermore, it is explained that the research proposal should contain all the elements contained in the study. Organizing the writing of a research proposal carefully and in detail will help the writer to write a report on the research results later.

In higher education, the ability in writing a research proposal Generation Z students needs to be examined. Students' critical thinking skill will be seen when the writing process (Marni, Suyono, Roekhan, & Harsiati, 2019), including writing a research proposal. By using this writing of scientific method, students' critical thinking skills can be improved (Walid, Sajidan, Ramli, & Kusumah, 2019) and innovation will be open (Schreglmann & öztürk, 2018). In addition, this urgency is related to the phenomenon of Generation Z exposure to digital technology and its various uniqueness. The interrelationship between the technological effects, characteristics, and ability of this generation in writing, especially writing research proposals, is a momentum in future theory development.

Experts state that this generation was present from 1995-2010 and is the successor to Generation Y born in 1980-1995. For now, Generation Z is still high school and college education (Persada, Miraja, & Nadlifatin, 2019). Generation Z emerged when the internet and technological developments were at the peak of growth. Therefore, this generation has the characteristics of a person who is less social, not focused, but multitasking (Geck, 2006). This generation has strong potential to utilize technology (Miraja, Persada, Prasetyo, Belgiawan, & Redi, 2019). Therefore, this generation cannot be separated from various electronic devices, such as laptops, notebooks, tablets, smartphones, and other communication equipment. By using this advanced technology that is equipped with internet facilities, Generation Z can establish communication with family, friends, and many others. They have access to communication and high interaction with the digital world so that face-to-face interaction is reduced (Kapil & Roy, 2014). The characteristics of the Z generation are very interactive, experts in using technology, tend to be less patient, and act faster. With the various characteristics put forward by these experts, it can be said that Generation Z is a generation exposed to advances in digital technology (Fernandez & Fernandez, 2016). This condition will indirectly affect the psychological aspects (writing motivation) and skill (writing ability).

In addition to writing motivation, students' success in writing research proposals is greatly influenced by various psychological factors behind them, such as differences in cognitive styles. Cognitive style is an internal factor that can influence a person in thinking, speaking, and acting, including writing. From a psychological

point of view, cognitive style is divided into field independent (FI) field dependent (FD) (Witkin & Goodenough, 1981; Witkin, Goodenough, & Oltman, 1979; Witkin et al., 1977). People who have the FI cognitive style tend to stick to the conditions from within themselves in responding to a task. They are more likely to be able to choose a stimulus based on the situation so that their perception is only a small part affected when a situation changes. Meanwhile, people who have FD cognitive style see environmental conditions as instructions in responding to a stimulus. They also tend to have difficulty in differentiating stimuli through situations they have so that their perceptions are easily influenced by the manipulation of their surroundings. Cognitive style has a positive and significant correlation with linguistic, communicative, and integrative competencies in the second learning (Hansen & Stansfield, 1981). Therefore, the search for cognitive styles in Generation Z becomes its own narrative in explaining the interrelationship between elements of this theory.

Problem of Research

Based on the presentation of ideas described above, this study aimed to analyze the writing motivation and the ability in writing research proposals for Generation Z students based on cognitive style. The novelty in this research is findings about writing motivation, writing skill, and cognitive style of Generation Z. This study is an important work to examine the position and the relationship between the elements of the theory used. Therefore, in order to achieve these objectives, the following research questions need to be formulated.

- Is there any difference in writing motivation between Generation Z students who have FI cognitive style and Generation Z students who have FD cognitive style?
- Is there any difference in the ability of writing research proposals between Generation Z students who have FI cognitive style and Generation Z students who have FD cognitive style?
- Is there any influences of writing motivation on the ability in writing research proposals on Generation Z students who have FI cognitive style?
- Is there any influences of writing motivation on the ability in writing research proposals on Generation Z students who have FD cognitive style?

Method

Research Design

This research is an ex post facto study with an investigation beginning after the fact has occurred without the intervention of the researcher (Salkind, 2010). The majority of social research, in contexts where it is not possible or acceptable to manipulate the characteristics of human participants, is based on an ex post facto research design. Although learning the facts that have happened, ex post facto research is almost the same as experimental research design on some basic logic of inquiry.

Broadly speaking, there are 5 stages carried out in this study, namely (1) determining and establishing 2 sample groups, namely groups of students with FI cognitive style and groups of students with FD cognitive style, (2) providing a questionnaire to measure writing motivation on the two sample groups, (3) documenting research proposals that have been written by students. (4) determining the score of writing motivation and score of the ability in writing a research proposal in each sample group, and (5) carrying out processing, analyzing, and interpreting the data.

Participants

All third year students of the Indonesian Language and Literature Education study program, the Teaching and Education Faculty, Universitas Maritim Raja Ali Haji took part in this research. The participants was 70 people. Demographic of students are explained in the following table.

Tabel 1.

Demographic Structures of Students

No.	Demographic		Student Participants	
			N	(%)
1.	Gender	Male	44	62.86
		Female	26	37.14
2.	Age	19	10	14.29
		20	51	72.86
		21	5	7.14
		22	4	5.71
3.	Ethnicity	Riau Island Malay	45	64.29
		Minangkabau	9	12.86
		Javanese	6	5.86
		Buginese	2	2.86
		Batak	8	11.43
4.	Social media	Facebook	70	100
		Twitter	64	91.43
		Instagram	68	97.14
		WhatApp	70	100
		Path	12	17.14
		Youtube	18	25.71
5.	Frequency of using social media (1 day)	1-3 (hours)	-	-
		4-6 (hours)	5	7.14
		7-9 (hours)	39	55.71
		10-12 (hours)	19	27.14
		13-15 (hours)	5	7.14
		> 16 (hours)	3	4.29

Based on the preliminary survey, all third-year students fulfill the requirements as Generation Z. They were heterogeneous individuals with various family, economic, and cultural backgrounds. However, they were homogeneous individuals with all the

unique characteristics of Generation Z. They had smartphones, gadgets, tablets and other communication devices connected to the internet. They were also actively using media with a high enough frequency. Identifying the cognitive style of the participants using the Group Embedded Figures Test (GEFT) (Witkin, Oltman, Raskin, & Karp, 1971). After getting the GEFT tes results, they were grouped into two groups, namely students with FI cognitive style and FD cognitive style.

Data Collection Tools

Data collection in this study used two techniques, writing motivation questionnaire and documentation. First, writing motivation questionnaire served to collect motivational writing data. The writing motivation questionnaire was adapted from the "Research Article Writing Motivation Inventory" (Lin, Cheng, & Lin, 2014) combined with theory (Uno, 2011). The writing motivation questionnaire was contained 30 statements and arranged based on indicators that had been adjusted using a Likert scale. Reliability of this questionnaire using Cronbach' Alpha.

Table 2.

Reliability Statistics

Cronbach's Alpha	N of Items
.818	30

Table 2 shows the results of reliability (Cronbach's Alpha coefficient = 0.818 > 0.6). It is means the totally of questionnaire items is reliable. The following indicators were presented in the questionnaire.

Table 3.

The Blueprint of Writing Motivation Questionnaire

No.	Indicators	Statement Items
1.	The desire to succeed in writing	1, 2, 3, 4, 5
2.	There is encouragement and need in writing	6, 7, 8, 9, 10
3.	The hopes and aspirations of the future of writing	11, 12, 13, 14, 15
4.	There is an appreciation in writing	16, 17, 18, 19, 20
5.	There are interesting activities in writing	21, 22, 23, 24, 25
6.	The existence of a conducive learning environment so that students can be able to write well	26, 27, 28, 29, 30

* The Blueprint of questionnaire was developed according to need

Second, the documentation was done by collecting research proposals that had been written by students. To measure the ability in writing the research proposal, the instrument used was in the form of an assessment rubric equipped with a scale. This rubric functions to collect data in the form of scores. The rating scale is often used to measure various discourse and linguistic features in writing (Weigle, 2001). Indicators of the ability in writing research proposals are presented in the rubric below.

Table 4.

The Assessment Rubric of Ability in Writing a Research Proposal

No.	Indicators	Scores	Information
1.	Systematic accuracy of writing research proposals	5	Very Systematic
		4	Systematic
		3	Quite Systematic
		2	Less Systematic
		1	Not Systematic
2.	Clarity of background of the problem, problem formulation, and research objectives	5	Very clear
		4	Clear
		3	Quite clear
		2	Less clear
		1	Unclear
3.	Development of theoretical studies	5	Very complete
		4	Complete
		3	Quite complete
		2	Less complete
		1	Incomplete
4.	The accuracy of the research methodology used	5	Very accurate
		4	Accurate
		3	Quite accurate
		2	Less accurate
		1	Inaccurate
5.	The use of good and right Indonesian Language	5	Better
		4	Good
		3	Enough
		2	Bad
		1	So bad

*Development of assessment rubrics tailored to the needs

Data Analysis

Analyzing data was done according to quantitative research procedures. There were three data analysis procedures performed: (1) data management, (2) statistical analysis, and (3) interpretation of results. Data management is the activity of grouping, coding, evaluating, and labeling answer sheets. Data were analyzed using IBM SPSS Statistics 23. Results of normality and homogeneity test data were carried out on these two sample groups. The findings show that the distribution of data between the FI group and the FD group is normal. Homogeneity variance test showed a significant value which indicated that the data had the same (homogeneous) variance. Analysis of the different tests (t-test) was used to (1) compare writing motivation between Generation Z students with the FI group and the FD group, and (2) compare the ability in writing research proposals between Generation Z students in the FI group and in the FD group. Linear regression

analysis was performed to (1) determine the effect of writing motivation on the ability in writing research proposals for Generation Z students in the FI group, and (2) determine the effect of writing motivation on the ability in writing research proposals for Generation Z students in the FD group. The level of significance specified was α = 0.05. Interpretation of results was based on theory and findings of previous research. In addition, the researcher's perspective was also included in this matter.

Results

This section presents findings on writing motivation and the ability in writing research proposals based on cognitive styles in Generation Z students. The data presented were adjusted to the order of research questions that had been previously determined. Data processing procedures were mostly carried out through t-test analysis and linear regression analysis.

First, differences in writing motivation between the FI group and the FD group. Table 5 and table 6 were the results of the analysis of both groups differences in writing motivation.

Table 5.

Descriptive Statistics of Differences in Writing Motivation

	Cognitive Style	N	Mean	Std. Deviation	Std. Error Mean
Writing	Field Independent (FI)	36	108.6389	16.27997	2.71333
Motivation	Field Dependent (FD)	34	106.5294	13.49800	2.31489

Table 5 shows the difference in Mean (M) and Std. Deviation (SD) between the writing motivation in the FI group and in the FD group. FI Group (M = 108.6389, SD = 16.277997) and FD Group (M = 106.5294, SD = 13.49800) have a difference of M = 2.1095. This condition proves that M writing motivation in the FI group is higher than M writing motivation in the FD group. However, the two groups only have slight difference. Therefore, the results of the independent-samples T-test in table 6 below provide a statistically more detailed explanation of writing motivation in the two groups.

Table 6.

Significance of Differences on Writing Motivation (Independent-Samples T Test)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.006	.940	.588	68	.558	2.10948	3.58583

Table 6 shows (F = 0.006, sig 0.940 > 0.05) which means that both population variances look identical and homogeneous because they have small variances. The motivation of writing in the IF group and the FD group was expressed as not significantly different (t = 0.588, Sig. (2-tailed) 0.558 > 0.05).

Second, differences in the ability in writing research proposals between the FI group and the FD group. Table 7 and table 8 were the results of an analysis of both groups differences in the ability in writing research proposals.

Table 7.

Descriptive Statistics of Differences in the Ability in Writing Research Proposals

	Cognitive Style	N	Mean	Std. Deviation	Std. Error Mean
The Ability in Writing a Research Proposal	Field Independent (FI)	36	75.2222	10.93647	1.82274
	Field Independent (FD)	34	64.8235	10.91141	1.87129

Table 7 shows the difference in Mean (M) and Std. Deviation (SD) between the ability in writing research proposals in the FI group and in FD group. FI Group (M = 75.2222, SD = 10.93647) and FD Group (M = 64.8235, SD = 10.91141) have a difference of M = 10.3987. This condition proves that M ability of writing research proposals in FI group was higher than in the FD group. The difference of M between the two groups looks quite significant. The results of the independent-samples T-test in the following table 8 provide a more detailed explanation statistically about the difference ability of the two groups in writing research proposals.

Table 8.

Significance of Differences on the Ability in Writing a Research Proposal (Independent-Samples T Test)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.000	1.000	3.980	68	.000	10.39869	2.61248

Table 8 shows (F = 0.0, sig 1.0 > 0.05) which means that both population variances look identical and homogeneous because they have small variances. The ability in writing research proposals in FI group and in the FD group was stated to be significantly different (t = 3.98, Sig. (2-tailed) 0.0 < 0.05).

Third, linear regression result of writing motivation and the ability in writing research proposals for the FI group. Table 9, table 10, and table 11 explain the linear regression analysis of that group.

Table 9.

Contribution of Writing Motivation to the Ability in Writing Research Proposal in the FI Group

| | | | | Change Statistics | | | | |
R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
.514a	.265	.243	9.51511	.265	12.238	1	34	.001

a. Predictors: (Constant), Writing Motivation

Table 9 shows (R = 0.514, R Square = 0.265) which means that the contribution of writing motivation to the ability in writing research proposals in the FI group. Based on the results of these calculations, the contribution of writing motivation on the ability in writing research proposals in the FI group was stated at 26.5%. Table 10 supports the linearity explanation of writing motivation towards the ability in writing research proposals in the FI group.

Table 10.

Linearity Test of Regression Model for FI Group

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1107.954	1	1107.954	12.238	.001b
Residual	3078.268	34	90.537		
Total	4186.222	35			

a. Dependent Variable: The Ability in Writing Research Proposals FI
b. Predictors: (Constant), Writing Motivation FI

Table 10 shows (F = 12.238, Sig. 0.001 < 0.05) which means that the regression model is linear and feasible to use. The linearity is indicated by the normality of the data as shown in the following normal probability plot.
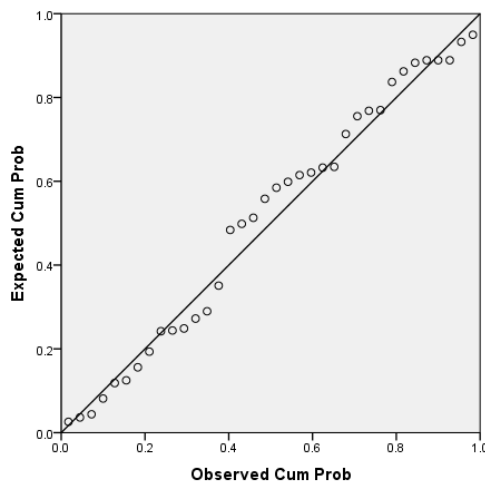

Figure 1.
Normal Probability Plot Regression Standardized Residual of FI Group

Figure 1 shows the distribution of data that is not too far from the line. Therefore, the effect of writing motivation on the ability in writing research proposals in FI group can be tested. Table 11 below provides further analysis.

Table 11.

Regression Coefficient of Writing Motivation on the Ability in Writing Research Proposal in the FI Group

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
(Constant)	37.677	10.849		3.473	.001	15.628	59.725
Writing Motivation	.346	.099	.514	3.498	.001	.145	.546

Table 11 shows (t = 3.498, Sig. 0.001 < 0.05) which means that writing motivation has a significant effect on the ability in writing research proposals in the FI group. The regression equation from the results of this test can be stated as follows (Y = 37.667 + 0.346X). Every 1% increase in writing motivation in FI group, the ability of FI group in writing research proposal will increase by 34.6%.

Fourth, linear regression result of writing motivation and the ability in writing research proposals for the FD group. Table 12, table 13, and table 14 explain the linear regression analysis of that group.

Table 12.

Contribution of Writing Motivation to the Ability in Writing Research Proposals in FD Group

				Change Statistics				
R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
.546a	.298	.276	9.28398	.298	13.583	1	32	.001

a. Predictors: (Constant), Writing Motivation

Table 12 shows (R = 0.546, R Square = 0.298) which means that the contribution of writing motivation to the ability in writing research proposals in the FD group. Based on the results of these calculations, the contribution of writing motivation on the ability in writing research proposals in the FD group was stated at 29.8%. Table 13 supports the linearity explanation of writing motivation towards the ability in writing research proposals in the FD group.

Table 13.

Linearity Test of Regression Model for FD Group

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1170.791	1	1170.791	13.583	.001b
Residual	2758.150	32	86.192		
Total	3928.941	33			

a. Dependent Variable: The Ability in Writing Research Proposals FD
b. Predictors: (Constant), Writing Motivation FD

Table 13 shows (F = 13.583, Sig. 0.001 < 0.05) which means that the regression model is linear and feasible to use. The linearity is indicated by the normality of the data as shown in the following normal probability plot.
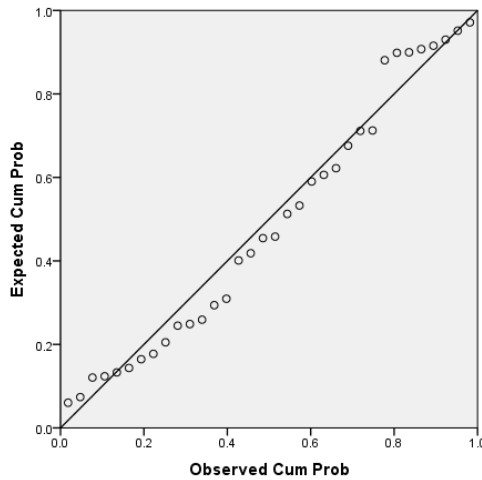

Figure 2.
Normal Probability Plot Regression Standardized Residual of FD Group

Figure 2 shows the distribution of data that is not too far from the line. Therefore, the effect of writing motivation on the ability in writing research proposals in the FD group can be tested. Table 14 below provides further analysis.

Table 14.
Regression Coefficient of Writing Motivation on the Ability in Writing Research Proposal in the FD Group

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
(Constant)	17.814	12.854		1.386	.175	-8.368	43.997
Writing Motivation	.441	.120	.546	3.686	.001	.197	.685

Table 14 shows (t = 3.686, Sig. 0.001 < 0.05) which means that writing motivation also a significant effect on the ability in writing research proposals for the FD group. The regression equation from the results of this test can be stated as follows (Y = a + bX or 17,814 + 0,441X). Every 1% increase in writing motivation in the FD group, the ability in writing research proposals in FD group will increase by 44.1%.

Discussion and Conclusion

The findings generated from this study indicate that there was no significant difference between writing motivation of Generation Z students with FI cognitive style and Generation Z students with FD cognitive style. This is because motivation is a psychological fluctuating factor. Motivation is very dependent on the context, form, and type of tasks faced (Eccles & Wigfield, 2002; Graham, 2018). The supporting aspects of students' motivation that originate from outside of themselves are crucial. In the writing process, for example, the accuracy of the methods applied, the choice of media used, as well as the suitability of the results evaluation technique in writing affect their motivation or high. A study found that students' motivation are increased in writing due to the application of the new ESL writing program by considering their socio-cultural aspects (Lo & Hyland, 2007). In addition, other research shows the positive impact of providing feedback accompanied by objective praise of students' writing motivation. This can spur the development of students' mindset which will lead to an increase in writing motivation (Truax, 2018). In addition to these learning methods and assessment techniques, peer assistance in writing can also increase students' writing motivation autonomously (de Smedt, Graham, & Van Keer, 2019). Therefore, it can be said that the high and low writing motivation Generation Z students is not determined by differences in cognitive style, but it has a greater dependence on external factors that influence it.

In contrast to writing motivation, the ability in writing research proposals among the two groups of students had significant differences. Generation Z students with FI cognitive style are more successful in writing research proposals compared to Generation Z students with FD cognitive style. This finding is relevant with a research who have proven that discourse written independent subject is more significant than discourse written by dependent subject (Williams, 1985). The same finding from the experiments on the writing ability of EFL students proved that the writing ability of FI students showed extraordinary results compared to FD students (Nosratinia & Adibifar, 2014). From studies in other fields of science, it was also found that there were significant differences in the two groups of students in understanding the problem. Independent students show a better understanding of problems than non-independent students. In addition, while in the field, independent students exhibit better perceptions than students who are not independent (Ngilawajan, 2013; Sujito, Budiharso, Solikhah, & Muttaqin, 2019). This proves that cognitive style is indeed one variable to see the difference between good writers and bad writers (Williams, 1985).

In this research, it can be explained descriptively that Generation Z students with IF cognitive style tended to be more consistent with themselves. They further maximized the potential, interests, and preferences that are the basis in themselves. In selecting research topics, they showed readiness in terms of ideas. This became a strong belief from them to exploit the idea in written form. These students were

very easy to be directed if the direction given follows their cognitive path and patterns. This finding is relevant with a study that students who have the FI cognitive style are able to abstract and model symbols that are out of context or attached to the context (Sukmawati, Sutawidjaja, & Siswono, 2018).

Generation Z students with FD cognitive style were not very successful in writing research proposals. These students tended to be less consistent with themselves. This could be seen from the selection of research topics that are always changing. They did not have a strong belief in something that has been thought about and were very easy to change direction according to the circumstances. In addition, their inconsistencies were also seen in the writing of research proposal. The research proposal that they wrote did not have a cohesiveness between the parts. They had difficulty in exploiting ideas in written form. The findings of this study are relevant with other study that dependent students fail to identify various topics in every condition in the field. They also have difficulty realizing ideas in written form if there is no accompanying feedback. However, students with dependent characteristics are highly developed (Williams, 1985).

The next findings of this study reveal that writing motivation has a significant effect on the Generation Z students' ability in writing research proposal. This occured in students with the cognitive style of FI or FD. Highly motivated students have the ability in writing good research proposals. This finding in the same as some studies that students with high motivation scores will show high scores in writing (Akyol & Aktaş, 2018; Süğümlü, Mutlu, & Cinpolat, 2019). Thus, it can be said that the influence of motivation also applies to Generation Z students. Although Generation Z is exposed psychologically to technological developments, motivation remains an important foundation in supporting the success of writing research proposals.

This research has similarities with previous studies. These similarities can be seen from the results of writing test. Generation Z students with FI cognitive style was higher than FD cognitive style. The difference is in the motivation of writing. In previous studies, the motivation of Generation Z students with FI cognitive style was higher than FD cognitive style. However, the findings of this study show that the writing motivation of Generation Z students with FI cognitive style and FD cognitive style was not significant difference.

Can be explained again that every student with a certain cognitive style has a different level of writing motivation that differs from one another. High and low writing motivation Generation Z students is not determined by differences in their cognitive styles. Instead, the differences in cognitive style determine the level of their ability in writing research proposals. Students with independent cognitive styles are more dominant than dependent cognitive styles. Independent students are able to utilize the individual strengths that are the basis of writing, such as self-confidence, the desire to succeed, and others. On the other hand, the high and low wriitng

motivation Generation Z students is in line with the high and low ability in writing their research proposals. This is because motivation includes internal and external forces that encourage students to do something. They will succeed in writing if the level of motivation possessed is high enough. Therefore, the findings of this study form the basis for subsequent broader research. The characteristics of the processes, patterns, and thinking styles of Generation Z students in their writings need to be explored further.

Recommendations

The findings of this study form the basis for subsequent broader research, such as analysis of the Generation Z students' ability in writing research proposal from other perspectives. The characteristics of the processes, patterns, and thinking styles of Generation Z students in their writings need to be explored further. Teachers and other educators can use the results of this study as consideration in learning of Generation Z. Other than that, other researchers can continue this research topic of method for future research needs.

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