

The Correlation between Motivational Regulation Strategies and Students' Writing Ability

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Abstract:

The present study found the kind of motivational regulation strategies used by students with high and low writing ability and found a relationship between students' motivational regulation strategies and writing ability. The method in this study is quantitative study with correlational study research design. The subject of the study is 31 English education students in one of state university who took argumentative writing classroom. The questionnaire from Wolters & Benzon (2013a) is used in this study as research instrument of motivational regulation strategies. The result showed different motivational regulation strategies used by students with high writing ability and low writing ability. Students with high writing ability tended to use regulation of value ($M=4.04$). Furthermore, there is no significant relationship between students' motivational regulation strategies and their writing ability. Some findings about motivational regulation strategies used by students with different writing ability and the relationship between students' motivational regulation strategies and writing ability are in line with the research conducted by Wolters & Benzon (2013a).

Keywords: *Argumentative writing, motivational regulation strategies, writing ability*

1. INTRODUCTION

Through the use of language in a variety of processes, including relating, commenting, connecting, predicting, recalling, applying, associating, analyzing, synthesizing, evaluating, and solving problems, language plays a crucial role in helping learners develop their thinking and creative skills (Ibnian, 2011). All language skills are equally important for language learners, however, writing becomes more crucial, especially in academic fields because it helps students to work on throughout their academic careers (Ibnian, 2011; Mohammad & Hazarika, 2016). Furthermore, how well students are doing in their particular fields of study can be seen by writing (Mohammad & Hazarika, 2016). During the teaching learning process, EFL learners need to develop some writing skills such as: the ability to write complete and meaningful sentences, coherent, clear and well-organized ideas, use communicative language, choose suitable words and idioms and use writing mechanics appropriately (Ibnian, 2011). Due to the fact that students use writing to illustrate, support, improve, and extend their learning and knowledge, academic writing has become a crucial component of education (Olinghouse et al., 2012).

Furthermore, students learn the guidelines, traditions, and formats of academic writing as they strive to become excellent writers (Olinghouse et al., 2012). Without the ability to participate in written communication, young people would be unable to fully participate in the modern, high-tech writing environment that has gained popularity on a global scale

since writing is a tool for the development of ideas and the stabilization of the linguistic system when used for interactive communicative goals (Mason et al., 2012; Mohammad & Hazarika, 2016). EFL students saw writing as the most difficult and laborious language skill to master because it has a wide range of determinants (Mohammad & Hazarika, 2016; Wijekumar et al., 2019). Those determinants including grammar, idea, topic, and level of literacy. Writing is now understood to include a complicated collection of interconnected, recursive process, therefore, those complexities has led some to wonder about its evolution (Abd Alhameed Alodwan, & Saleh Khalaf Ibnian, 2014; Wijekumar et al., 2019). The reason writing was valued as a crucial skill is writing sharpen students' thinking skill, it requires students to focus and organize their thoughts, and develops their capacity for linking, summarizing, analyzing, and criticizing idea in pre-writing, while writing, and post-writing (Ibnian, 201F1; Rao, 2007). Because the writing process necessitates the employment of numerous cognitive and linguistic methods that students are unsure of, they have trouble writing in English. Many students lament their inability to come up with anything intriguing or noteworthy to write about (Rao, 2007).

In addition, there are other factors than context that affect students' writing (Wijekumar et al., 2019). It was students' desire to write. Students' underlying goals affect how well they do in accomplishment activities like essay writing (Wilby, 2022). Self-efficacy beliefs, interest, perceived task value, attitudes, goal orientations, and attributions for success and failure are some of the connected elements that make up motivation, which is not a single entity (Troia et al., 2013). Students with high motivation will desire to look for as many as information to support their writing. More knowledgeable and driven than less skilled authors, skilled writers had a greater understanding of writing (Wijekumar et al., 2019). By their motivation to write and look for the information, students' writing performance can be improved. Their writing knowledge, experience can improve students' writing performance in writing, and motivation since in writing, students would choose among information in the target language, evaluate language functions and forms seen to be relevant, reflect on their learning efforts, foresee the potential language demands, and apply existing knowledge and skills to new language tasks (Rao, 2007; Wijekumar et al., 2019). Furthermore, the efficient exchange of information between an addresser and an addressee through text, and this information interchange becomes a potent tool to stimulate and encourage the development of writing skills (Mohammad & Hazarika, 2016).

Thus, motivation is crucial for the development of any ability, students who consistently strive to write an amazing paragraph become demotivated when they fall short of expectations (Mohammad & Hazarika, 2016); (Kasriyati et al., 2024). The motivating attitudes and goal orientations of students were directly impacted by writing activities (Troia et al., 2013). The link between these writing, related motivational factors and possibly significant mediators and moderators (Troia et al., 2013). Since writing assignments demand various lower- and higher-order psycholinguistic processes that are positioned inside a dynamic motivational state, writing assignments are frequently inherently tough for the writer (Troia et al., 2013). The motivational beliefs of students who reported writing more frequently for various objectives were stronger, and they supported performance approach goals more strongly than task avoidance goals (Troia et al., 2013).

In L2/FL writing environments, where many language learners encounter significant linguistic problems that were proven to have a detrimental impact on their motivations during the learning-to-write process, the proactive role of motivational regulation becomes crucial (Teng et al., 2020a). Despite the fact that the institution has previously established

the course's aim, motivation is still crucial for getting students to work toward it. To achieve the objective, students must boost or sustain their motivation (Sekar Diasti & Laos Mbato, 2020a). From the start to the finish of a goal, motivation is the power that propels a person to success (Wilby, 2022).

Empirical researchers in the field of self-regulated learning, who have been concentrating on individual non-cognitive elements that may support successful study, have recently begun to pay more attention to the strategic management of motivation (Kryshko et al., 2020a). Few studies on self-regulated learning have addressed how students manage their motivation to overcome boredom, distraction, or other impediments to motivation; instead, most studies have concentrated on cognitive and metacognitive methods (Sánchez-Rosas et al., 2019a). In order for students to self-regulate in the classroom, motivation—defined as a student's willingness or want to be involved and dedicate effort to completing a task—is a crucial component (Wolters, 1998). Some models also stated that highly motivated self-regulated learners were those who were driven by interest, mastery objectives, or other intrinsic motivations (Wolters & Benzon, 2013a). In order to continue using their cognitive and metacognitive skills, students must be able to overcome potential barriers to learning and maintain or raise their own motivation for learning, this is explained by motivational regulation (Park & Yun, 2018a). In the context of their learning process, students may try to improve their situational interest or make a task more enjoyable. To feel more motivated and engaged, learners might relate their interests to a work. Students that use emotional management techniques manage their bad moods in order to sustain or boost their learning efforts. In one instance, students might convince themselves to relax a bit before an exam. The effect of goal-directed statements related to the mastery of knowledge on learners' ability to maintain or strengthen their commitment to their goals is highlighted by mastery self-talk tactics. Students might persuade themselves, for instance, to continue learning in order to gain more subject-matter expertise (Teng et al., (2020a). Due to variable self-regulation development, a student's academic level is a significant individual aspect that impacts how often they employ motivational regulation strategies (Sánchez-Rosas et al., 2019a). Social behavior may have aided them in taking an active role in their education and engaging more fully with methods for managing their intrinsic motivation (such as interest arousal and emotional regulation) (Teng & Zhang, 2020). It is also said that students' ability to self-regulate their motivation is a key component of classroom learning. Both the learning environment and the student must contribute some level of motivation (Alshenqeeti, 2018).

The challenge of inspiring students to acquire a second language is complex and ever evolving, students who are having trouble learning English as a foreign language (EFL) due to a variety of circumstances and problems may lose interest in their studies. Students are less inclined to cooperate, assume responsibility, or fully engage in the language learning process if they lack a desire to learn (Alshenqeeti, 2018). Students' motivation influences how they employ motivational regulation techniques during the motivational regulation process (Park & Yun, 2018a). A student who is more motivated will take greater ownership of their education, and a student who is given more liberty will also be more motivated (Alshenqeeti, 2018). When completing a task, motivated learners are more likely to employ self-regulatory techniques (Wilby, 2022). It is clear that conduct to preserve students' effort and persistence in finishing a task is a part of motivation-regulation. Students must manage their motivation as self-regulatory learners (Sekar Diasti, K., & Laos Mbato, 2020a).

The majority of writing task motivation research in educational psychology and second language acquisition (SLA) has concentrated on the connection between learner goals, values, and beliefs, which are typically operationalized as achievement goals, self-efficacy, and subjective task value, respectively (Wilby, 2022). When faced with a tedious or seemingly pointless task, a student may attempt to increase the enjoyment of the learning activity by treating it like a game (enhancement of situational interest) or by connecting the task to his or her own personal interests and preferences (enhancement of personal significance). The tactics chosen for the modulation of motivation are used in the next step (Kryshko et al., 2020a).

Understanding the mechanisms influencing students' motivational regulation in the various course delivery modes as well as how their academic level influences the motivational regulation strategies is crucial for designing motivationally enhanced online and/or classroom learning environments and for providing tailored motivational supports (Sánchez-Rosas et al., 2019a). Therefore, Wolters & Benzón, (2013a) offered a regulation of motivation based on SRL framework. According to this viewpoint, the self regulation of motivation has at least three major components: knowledge of motivation, monitoring of motivation, and control of motivation. For instance, this meta-level knowledge may contain students' opinions on the subjects, fields, or assignments they find fascinating, pleasurable, or intrinsically inspiring. Additionally, it would contain the declarative, procedural, and conditional knowledge required to successfully use motivational regulation mechanisms. Monitoring one's degree or state of motivation is a second essential component in controlling motivation. In other words, how effectively students control their motivation for academic work also depends on their awareness of or capacity for observing and obtaining feedback on that drive. The actual purposeful acts used to intervene and regulate one's own motivation, effort, or persistence make up the third aspect of effective motivational regulation (Yentri et al., 2024). The involvement or use of strategies for motivation regulation by students is the subject of the final dimension. Each of these three components is essential to the efficient and continuing self-regulation of motivation.

Furthermore, Wolters offers a variety of alternative approaches that students can take to manage their motivation. Among these tactics were attempts to control a range of motivational beliefs that have been studied in the literature on accomplishment motivation, including achievement objectives, self-efficacy, task value, and task interest. Strategies were offered by Wolters are regulation of mastery goals, regulation of performance goals, regulation of value, regulation of situational interest, self-consequating and environmental structuring. Therefore, some previous studies about motivational regulation strategies already conducted by some researchers such as, Wolters & Benzón, (2013a), proposed a new instrument of motivational regulation strategies as the development of their previous motivational regulation strategies. The researchers defined motivational regulation strategies using self regulated learning framework. It also examined the instrument 215 students. Park & Yun (2018), compared undergraduate and graduate students' motivational regulation strategies and their types of learning engagement in both online and offline classroom. Sánchez-Rosas et al. (2019), evaluated the psychometric properties of questionnaire about motivational regulation strategies by Wolters & Benzón, (2013a) in Argentinian University students. Kryshko et al. (2020) held a longitudinal study about the association of using different motivational regulation strategy to predict students' academic success (performance and intention). Sekar Diasti & Laos Mbato, (2020) investigated English Language and Education students' motivational strategies in their thesis writing using the regulation of strategies. Teng et al., (2020) held a mixed-method study to

examine the relationship between students' writing proficiency levels and motivational regulation strategies. The researchers measured students' writing proficiency levels by argumentative essay with adapted topic from IELTS. In addition, based on some previous studies above, this present study looked for the relationship between motivational regulation strategies proposed by Wolters & Benzon, (2013a) and higher education students' writing ability in writing class. Students' writing ability will be seen through writing score which is given by the lecturer. Therefore, this study proposed following research question: what kind of motivational regulation strategies are used by students with high and low writing ability? Is there any relationship between students' motivational regulation strategies and writing ability?

2. METHOD

In the present study, the researchers used set of questions of motivational regulation strategies made by Wolters (2018) to answer both research questions. The question was distinguished to six aspect of motivational regulation strategies, they were regulation of mastery goals, regulation of performance goals, regulation of value, regulation of situational interest, self-consequating and environmental structuring. Therefore, mean of each aspect are also measured in this study.

First, the researcher s collected the data from questionnaire. After that, gave the code based on the name of each aspect. And then, the researcher measured the frequency by independent sample t test. Then, the researchers calculated the correlation between students' motivational regulation strategies and writing ability by looked at significant of all aspect in motivational regulation strategies.

In addition, the researcher distinguished students into 15 students with high motivation and 16 students with low motivation, the researcher also measured the correlation with their writing score to answer the second research question. Based on these explanations, null hypothesis which was presented is motivational regulation strategies do not have significant correlation with students' writing ability.

3. FINDINGS AND DISCUSSION

In order to answer the first research question about what kind of motivational regulation strategies used by students with high and low writing ability, the study measured mean and standard deviation of each aspect and classified it into two groups, they are high and low ability students based on their writing score. As shown in table 1, each aspect has mean and standard deviation from high and low ability students. Based on the table, the mean for each value between students with high or low writing ability has no significant difference, except for regulation of situational interest. For example, in the regulation of value, the meaning for both levels is the same. In the regulation of performance goals, the difference is just .29. On the other hand, for regulation of situational interest, mean for high ability students was 2.95 and for the low ability students was 3.38, it showed significant difference between students with high and low writing ability.

Table 1. *Kind of Motivational Regulation Strategies Used by Students*

Aspects		Mean	St. Deviation
Regulation of Value	High	4.04	.83
	Low	4.04	.44
Regulation of Performance Goals	High	4.29	.65
	Low	4.00	.66

Regulation of Self-Consequating	High	3.99	.88
	Low	3.78	.74
Regulation of Environmental Structuring	High	4.35	.55
	Low	3.94	.55
Regulation of Situational Interest	High	2.95	1.09
	Low	3.38	.85
Regulation of Mastery Goals	High	3.92	.81
	Low	3.76	.81
All Aspect	High	3.91	.52
	Low	3.82	.45

Based on the table above, the strategies were presented based on the highest to the lowest mean. It means that students with high writing ability used regulation of environmental structuring with mean 4.35 and less of them use regulation of situational interest with mean 2.95 in order to make the argumentative essay as the final assignment in the class. In addition, the mean for the whole aspect in students with high writing ability is 4.35.

Table 2. *Kind of Motivational Regulation Strategies Used by Students with High Writing Ability*

Aspects	Mean	St. Deviation
Regulation of Environmental Structuring	4.35	.55
Regulation of Performance Goals	4.29	.65
Regulation of Value	4.04	.83
Regulation of Self-Consequating	3.99	.88
Regulation of Mastery Goals	3.92	.81
Regulation of Situational Interest	2.95	1.09
All Aspect	4.35	.55

Different from students with high writing ability, based on table 3, students with low writing ability used regulation of value with mean 4.04 in order to make the argumentative essay as the final assignment in the class. However, both students with high and low writing ability less used regulation of situational interest in their argumentative class. In

addition, the mean of all aspects for students with low writing ability is 3.82, it is lower than the mean of whole aspect for students with high writing ability.

Table 3. *Kind of Motivational Regulation Strategies Used by Students with Low Writing Ability*

Aspects	Mean	St. Deviation
Regulation of Value	4.04	.44
Regulation of Performance Goals	4.00	.66
Regulation of Environmental Structuring	3.94	.55
Regulation of Self-Consequating	3.78	.74
Regulation of Mastery Goals	3.76	.81
Regulation of Situational Interest	3.38	.85
All Aspect	3.82	.45

In addition, to answer the second research question about the correlation between motivational regulation strategies and students' writing ability, in the table 4 shown that there is no significant different between students with high or low motivation in relationship with their writing ability. Furthermore, the kind of coefficient of each regulation also different, two of them showed positive coefficient such as regulation of value and regulation of environmental structuring, where both are the regulation used by students high and low writing ability. In addition, the rest of the regulation showed negative coefficient such as regulation of performance goals, regulation of self-consequating, regulation of situational interest, and regulation of mastery goals.

Table 4. *Pearson Correlation (r) between Motivational Regulation Strategies and Students' Writing Ability*

Aspects	Pearson Correlation (r)	Sig 2 tailed
Regulation of Value	.01	.95
Regulation of Performance Goals	-.07	.70
Regulation of Self-Consequating	-.06	.74
Regulation of	.27	.14

Environmental Structuring		
Regulation of Situational Interest	-.20	.27
Regulation of Mastery Goals	-.01	.92
All Aspect	-.05	.75

Based on the result explanation above, motivation was divided into intrinsic and extrinsic motivation. According to Wolters & Benzon, (2013a), regulations which classified as intrinsic motivation are regulation of value, regulation of situational interest, and regulation of mastery goals. Wolters & Benzon, (2013a) further added that the goal of intrinsic regulation was to document how students controlled their motivation to learn the content and their sense of competence. While extrinsic regulation was created to document how students controlled their behavior in order to increase their motivation to perform well in the course or receive high grades.

The motivational attitudes and beliefs of students were related to the regulation of motivation tactics they used (Wolters & Benzon, 2013a). For example, regulation of mastery goals is the regulation which show how students performed their task tasks in order to advance their skills, deepen their comprehension of the topic, or master it was assessed using four items from the mastery orientation. Regulation of performance goals is the regulation which students admitted finishing their assignments in an effort to obtain good grades, external prizes, or other people's praise, it also about students' perceptions of their efforts to emphasize the significance of performing well or receiving high marks on the assignments they had to complete. And then regulation of value is the students' perceptions of the subject matter they were studying were gauged by its value, control of value and represented students' claimed attempts to increase likelihood of completing their schoolwork by making the information seem more beneficial, engaging, or crucial to understand. For regulation of self-consequating is self-provided rewards for pushing themselves to finish their assignments. Regulation of environmental structuring is reflection of students' expressed attempts to influence certain parts of their physical or personal context as a motivational approach. The least attention is paid to any one type or model of motivation in the management of the surroundings to prevent distractions or to promote concentration on the academic job, this technique stands out from the others since it emphasizes avoiding or removing barriers that could lower motivation or make it more challenging to continue working. The other five tactics, on the other hand, put more of an emphasis on boosting students' motivation or willingness to finish the work than on averting issues. The last is regulation of situational interest which showed how students tried to make their schoolwork more entertaining, pleasant, or game-like.

In addition, based on the result in the present study, students with high writing ability showed that they used regulation of environmental structuring ($M=4.35$). This regulation is the strategy which students use to influence certain parts of their physical or personal context as a motivational approach. For example, avoid or set the surrounding from distraction, change the surrounding which boosts concentration, and choose the time where can be more concentrated. So that, it does match a general definition of regulation of motivation if students are filtering out distractions or altering their environment with the goal of maintaining or enhancing their willingness to put forth effort and complete a certain academic task (Wolters & Benzon, 2013b). Furthermore, it is also in line with the

research conducted by Wolters & Benzon, (2013b) that students with higher performance orientations were also more likely to use motivational techniques focused on academic success. These students also stated that they used more environmental control techniques on average. It also in line with the previous study conducted by Ibnian, (2011) and Rao, (2007) which stated that students need to focus and organize their thoughts, and develop their capacity for linking, summarizing, analyzing, and criticizing ideas in writing.

However, students with low writing ability showed that they used regulation of value ($M=4.04$), in choosing this regulation, students tended to see the material to be useful for their life, or by relating the material with thing which they are interested in and make it personally relevant. Rao, (2007) stated that students' writing performance can be improved by their writing knowledge, experience in writing, and motivation. The study conducted by Wolters & Benzon, (2013b) confirmed it which state students who expressed interest in the subject, a desire to learn, and confidence in their abilities also tended to report utilizing methods to maintain or boost their motivation, in comparison to students who reported less of a mastery orientation, students who reported more of a focus on wanting to learn and improve tended to report employing regulatory techniques based on intrinsic forms of motivation. When their overall motivation is flagging, students who appreciate and are secure in their talents may resort to emphasize the need to earn good grades, leading to a general change toward a greater performance approach orientation (Wolters & Benzon, 2013b). Wijekumar et al., (2019) also stated that skilled writers understood writing better than less skilled writers because they were more motivated and knowledgeable.

Furthermore, based on the correlation between motivational regulation and writing ability, it did not show significance different between students high or low motivation with their writing ability. Students with high or low motivation have the same chance to get a good score in their argumentative class. Students with low motivation had the good score because they saw the material are useful for them or related it with their personal life, in addition, some students with low motivation also had low score because of some reasons. It also happened to students with high motivation where they can get a good score because they avoided distraction, but they also had a bad score because they did not apply those strategies in motivational regulation. These motivational regulation strategies are less likely to be used by students who are already highly motivated in a particular situation or regarding a specific assignment. Since their motivation is not in danger, they do not need to use motivation-boosting strategies. The study conducted by Mohammad, T., & Hazarika, (2016) stated that any ability must be developed, and students who constantly strive to write outstanding paragraphs become demotivated when they don't meet expectations.

As an alternative, students who are not sufficiently motivated to complete a task are similarly unlikely to report employing motivation regulation tactics. For some students, the effort required to put these tactics into practice may be greater than any motivation or willingness they must finish the assignment (Wolters & Benzon, 2013a). Besides, the fact that students may be aware of all these strategies but believe some to be useless in general or with respect to the specific situation in which they were questioned provides a second explanation for the mean level variations in reported method utilization (Wolters & Benzon, 2013a). Therefore, writing assignments had a direct effect on students' motivating attitudes and goal orientations (Troia et al., 2013); (Episiasi et al., 2022).

Regardless of whether their ideas about a strategy's effectiveness and suitability in a specific situation are true, students' actual use of it should vary (Wolters & Benzon, 2013a). It also stated in the study conducted by Teng et al. (2020a) that the proactive function of motivational regulation becomes essential in L2/FL writing environments, where many language learners face serious linguistic issues that have been shown to negatively affect their motivations during the learning-to-write process. The study

conducted by Alshenqeeti, (2018) stated that a crucial aspect of learning in the classroom is students' capacity to control their own motivation. Students and the learning environment both need to provide a certain amount of motivation. Therefore, in this study, the null hypothesis is accepted about motivational regulation strategies do not have significant correlation with students' writing ability.

4. CONCLUSION

Based on the result of this present study, it showed that kind of motivational regulation strategies are used by students with high writing ability is regulation of environmental structuring with mean 4.35, it was because students with writing ability tended to avoid distraction and choose the time to concentrate. However, for students with low writing ability, is regulation of value with mean 4.04 because they tended to see the material in the classroom as the material which useful for their life or by related them with their personal life and interest. In addition, based on the result of the study there is no significant difference between students with high or low motivation with their writing ability, or in short motivational regulation strategies do not have significant correlation with students' writing ability. It was because both students with high or low motivation have the same chance to get a good or bad score since they did not see those strategies as useful as they wanted to do in their writing classroom. The finding of this study can be used by other researchers who want to conduct research about motivational regulation strategies as the development of self-regulated learning strategies with writing ability. The setting and the way the lecturer assessed the students might influence different result since it also affected to the level of students' motivation and writing score. Therefore, the value of how far motivational regulation strategies influence writing ability should be found in further research. In addition, the reason which influence low motivation students get a good score in writing also can be done by further research.

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