THE ROLES OF MOTIVATION (SELF-EFFICACY AND TASK-VALUE), WRITING KNOWLEDGE, SKILLS, AND STRATEGIC APPROACH TO STUDENTS' PERFORMANCE IN WRITING

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Abstrak
Menulis merupakan hal yang menantang dengan banyak variabel yang perlu dipertimbangkan, termasuk pengetahuan, motivasi, perilaku strategis, dan keterampilan siswa. Penelitian ini menyelidiki hubungan antara pengetahuan menulis, pendekatan strategis, keterampilan, dan motivasi (efikasi diri, nilai tugas) terhadap kinerja siswa dalam menulis. Sampel penelitian ini adalah 100 mahasiswa (40 laki-laki dan 60 perempuan) dari Jurusan Pendidikan Bahasa Inggris di Universitas Riau, Indonesia. Mereka berusia antara 18 dan 24 tahun. Para peneliti menggunakan pendekatan korelasi. Temuan dari penelitian ini menunjukkan bahwa motivasi (efikasi diri dan nilai tugas), pendekatan strategis, keterampilan, dan pengetahuan menulis memiliki hubungan yang erat dan signifikan satu sama lain. Hal ini juga membuktikan bahwa motivasi (self-efficacy dan task value), pendekatan strategis, keterampilan menulis, dan pengetahuan menulis sangat berpengaruh terhadap kinerja menulis siswa.

Kata kunci: kinerja menulis, motivasi, pengetahuan menulis, keterampilan, pendekatan strategis

Abstract
Writing is challenging with many variables to consider, including learners' knowledge, motivation, strategic behaviors, and skills. This study investigates the relationship between writing knowledge, strategic approach, skills, and motivation (self-efficacy, task value) on students' performance in writing. The samples were 100 students (40 males and 60 females) from the Department of English Education at the University of Riau, Indonesia. They were between 18 and 24 years old. Researchers used a correlation approach. The finding of this study indicates that motivation (self-efficacy and task value), strategic approach, skills, and writing knowledge have a close and significant relationship one another. It is also proven that motivation (self-efficacy and task value), strategic approach, writing skills, and writing knowledge strongly influence the students' performance in writing.

Keywords: writing performance, motivation, writing knowledge, skills, strategic approach

INTRODUCTION

Learning a foreign/second language is hard because it requires consideration of various circumstances and characteristics. Individual differences in personality, motivational variables, techniques, beliefs, and attitudes have been studied concerning L2 learning in the last few

decades. Writing is challenging, with many variables to consider (K. Wijekumar et al., 2019).Various factors, including context, influence writing.In order to translate and transcribe ideas into text, writers must acquire basic writing abilities as well as grasp basic procedures for planning, structuring, rewriting, and editing text. Writing is one of the first academic abilities studied by literacy and education specialists(Graham, 2018). It is also formed and limited by the goals and abilities of the people who create it. Considering the intricacies involved in the art of writing, it is unsurprising that acquiring a reasonable level of proficiency in the expected writing styles requires a substantial amount of time. Writing can expand and improve students' knowledge (Keys, 2000). Students develop techniques for preparing, evaluating, and reviewing texts for specific objectives, such as composing a story, producing a report, or presenting an argument through writing.

In a more recent model of writing, Troia et al.(2012)further explained the importance of confidence in writing, stating that when writing, writers make various decisions, such as what to do and how much effort to put in, and these decisions are driven and influenced by the various ideas the writer holds about writing. It encompasses, but is not limited to, writers' perceptions of their abilities (i.e., self-efficacy), as well as the value, utility, interests, and attitudes they have toward writing in general and specific writing assignments in particular.

However, task value is another motivational component contributing to successful learning and performance. Expectancy value is incomplete without task value (Wigfield & Cambria, 2010), which relates to how important it is for students to master a particular skill. Learners will value learning and enhance their L2 writing skills if they believe it is a desirable skill for their future employment or is essential to being a member of the academic community. Several objectives and principles are linked to the acquisition of the English language in contemporary times. These encompass an eagerness for global or cross-border communication, an aspiration to pursue academic or professional growth abroad, a wish to engage with individuals from diverse nationalities and cultures, and a range of other aims predominantly centered around the practical utility of English, such as facilitating travel, fostering intercultural friendships, and acquiring knowledge.

Language-learning strategies and motivational elements have been found to have a significant impact on language learning performance. The methods are deliberate techniques that people employ to solve challenges while learning a second language (Brown, 2000). Similarly, Nguyen & Gu (2013) reported that writing strategy instruction significantly

improved students' writing performance, and the implementation of strategies was one of the most critical aspects affecting writing performance.

Writing's intricacies have sparked concerns about its progression. Although the development of writing skills is shaped by the communities where it occurs, the progress in writing is also affected by individual-level processes (Graham, 2018). The current research is founded on the premise that individual differences significantly affect student writing.

In light of the increasing body of research on different elements of L2 learning in general and L2 writing in particular, little attention has been paid to the relationship between self-efficacy, task value, and L2 writing performance. The majority of research on the evolution of writing skills has focused on assessing the influence of pedagogical interventions or strategy instruction on writing outcomes. However, only a limited number of studies have explored the importance of individual variations in writing performance. As a result, this study delves into the correlation between writing knowledge, strategic approach, skills, and motivation (specifically, self-efficacy and task value) in relation to students' writing performance.

METHOD

Participants

The samples were 100 students, comprising 40 males and 60 females between 18 and 24 years old, from the Department of English Education at the University of Riau. The samples were divided into four classes: A, B, C, and D. This gap between the number of females and males reflects the gender ratio in university admissions, which is dominated by women.

This paper investigates the relationship between writing knowledge, strategic approach, skills, and motivation (self-efficacy, task value) on students' performance in writing. In particular, it aims at investigating the following research questions:

RQ1 :How is the relationship between writing knowledge, strategic approach, skills, and motivation (self-efficacy, task value) on students' performance in writing?

RQ2:Do motivation (self-efficacy and task value), strategic approach, skills, and writing knowledge influence writing quality? To answer the research questions, a correlation approach was employed.

Instruments

Writing Self–Efficacy Scale

A writing strategy based on skepticism and thinking of writing as a difficult chore is described by high scores on the low self-efficacy scale. Two strategies used by low-self-efficacy authors are focusing on micro-level abilities, such as syntax and punctuation, and relying on social support. An athlete, for example, might have targeted self-efficacy related to her specialized activity, which could boost her/his overall self-esteem. Similarly, students' writing self-efficacy could be targeted, enhancing their total self-esteem as students.

Writing self-efficacy items were formulated based on the Writing Self-efficacy Questionnaire by Pajares (2007) and the Motivated Strategies for Learning Questionnaire by Pintrich et al. (1993). To tap into L2 writing abilities, the questionnaire was updated, various sections underwent revision to enhance clarity and simplify comprehension for the survey participants. The scale was piloted to collect comments on item wording, testing administration, and questionnaire reliability.

Writing Task Value Scale

Items for a task value survey were adapted from Wigfield et al. (1997) and the Value of Education Questionnaire from (Battle & Wigfield, 2003) were used in this study after some revisions. Three specialists in second/foreign language acquisition reviewed the items. After obtaining the input, the scale was slightly altered. Three items were eliminated from the pilot version of the task value measure because they appeared to be a source of the scale's decreased reliability. The final version has 14 items divided into four subscales. The Cronbach's alpha reliability scores were 0.80 for intrinsic value, 0.76 for attainment value, 0.91 for utility value, and 0.78 for cost.

Writing Performance

In general, scores on objective measures of writing-related skills differ in types from actual writing performance (Faigley et al., 1981). Writing tasks were assessed and evaluated holistically based on TOEFL standards. The total score for the writing tasks was 100, with 40 points for the first task and 60 points for the second.

The writing tests were given during regular class time in their writing course, and they took 90 minutes to complete. To guarantee that the essay grading was accurate, two raters separately rated a sample of randomly selected tasks. Initially, the two raters independently

reviewed and scored around 15% of the writing activities, and then inter-rater correlation was utilized to check the scoring's reliability. The correlation data revealed that the two raters had a significant agreement in scoring (0.88).

Writing Output and Quality

All essays were entered into the grading system prior to assessment to prevent any scoring biases stemming from difficulties in deciphering handwritten text (Steve Graham, Karen R. Harris, 2011). The Microsoft Word, word count function was employed to ascertain the total number of words in each essay. A standard holistic writing scale was used to evaluate the quality of the writing. Raters were instructed to read each paper carefully but not exhaustively to understand the overall writing quality. The papers were graded on a 9-point scale, with higher scores indicating better writing. Examiners were notified that when forming an overall assessment of writing quality, they should take into account factors such as persuasiveness, ideation, organization, appropriateness of word choice, syntax, and sentence structure. It was emphasized that no individual aspect should be disproportionately weighted. The teacher read this student's papers and independently selected many possible paper anchors for the above-mentioned scoring points. The writing quality score was determined by calculating the average of the scores provided by the two raters. As per Pearson Products, the moment correlation between the scores assigned by the raters was reported to be 0.85.

Writing Knowledge

Two distinct tests were used to assess writing ability. One test measured the pupils' understanding of the prescribed writing topic. Students were asked to disclose whatever they knew about the assigned topic in response to an open-ended inquiry. The written responses of the students were sorted into thought units. The score assigned to each sample was based on the count of distinct ideas pertaining to the given topic. In earlier literacy studies conducted by Meyer et al. (2010), this particular assignment evaluated students' proficiency in recognizing and utilizing comparison text structures in the context of reading comprehension.

Students who accurately identified most of the discourse markers demonstrated the capacity to choose and encode coherent memory structures during the reading process (focusing on formulating effective key ideas). Consequently, they achieved notably higher scores on standardized reading comprehension assessments. This score was utilized as a surrogate for understanding discourse markers for writing in this study. These indicators are important in persuasive writing. In this research investigation, the researchers employed this

metric as a substitute for assessing knowledge related to discourse markers in writing. They utilized two comparable versions of the fill-in-the-blank task for their assessment.

Strategic Writing Behaviours

The components within the approach to writing assessment were originally created for students at the secondary level (Lavelle & Zuercher, 2001). Three tests were used to evaluate strategic writing behaviour. Two of the criteria were based on the plans that students created for their assigned essays. It includes a score for the sophistication of students' plans as well as the number of words they wrote when preparing (plans were typed and scored using the word count tool in Microsoft Word). The second score required students to rate their plans on a five-point scale. Two trained raters who were uninformed about the study's design and objective separately assessed all of the plans on a 5-point scale. One evaluator evaluated all of them, while the other appraised a randomly chosen 25%. The Pearson product-moment correlation between the scores assigned by the evaluators was 0.88.

Writing skills

Students' writings served as a single indicator of their writing abilities. The proportion of incorrectly written terms in students' essays was used to gauge their spelling ability. Any genuine or made-up terms spelt incorrectly in the student's paper were considered misspelt. The count of incorrectly spelled words was divided by the total word count in the paper to get a proportion of wrong spellings. Students' papers were rated by two trained raters unfamiliar with the study's methodology and objectives. One rater graded all of the papers, while the other graded a 25% random sample. The Pearson product-moment correlation for the scores assigned by raters was 0.98.

Reading

Meyer's and colleagues devised ways to test reading comprehension (Wijekumar et al., 2012). Students read a comparative text with this device. In terms of words and reading statistics, the two sections were comparable and counterbalanced across testing times. Upon reading the paragraph, the student had to formulate the main idea. The scores assigned evaluated the students' skill in selecting crucial concepts from the text and summarizing them, concentrating on the elements being compared and the criteria for the comparison, with scores ranging from 1 to 8 for reading competency (the highest score being 8).

Data collection

Data collection was conducted from the students enrolled in the English Education Department at the University of Riau in 2021. At the beginning of the semester, the researchers reached out to the coordinator of the writing course, who oversees the arrangement and coordination of writing classes, seeking his cooperation in obtaining information about the class. The language instructor is briefed on the design, purpose, administration, and data collection of this research before establishing a date for the data collection. A formal consent form was given to the students before the data collection commenced. The consent form includes an agreement to fill out a questionnaire concerning writing self-efficacy, assignment grades, and tactics and to complete two writing tasks. Researchers presented participants with a summary of the study's aims and their position in the study during the briefing.

The students are then given explicit instructions on how to fill out the questionnaire. Researchers ensured that their responses were confidential and anonymous. The questionnaire was completed during the students' usual EFL writing lesson period. Two writing tests were used to assess individuals' writing performance one week after completing the questionnaire. For each task, there are hints and directions. Due to the fact that the classes took place in identical faculties but at varying times, data collection for the writing took two weeks.

Procedure

All testers had been trained to administer each assessment without any mistakes. The individual overseeing the test explained the instructions for each examination to the students. Students completed assessments in the following sequence: topic knowledge, persuasive writing from a source task, strategic approach to writing scale, attitude toward writing scale, writing self-efficacy scale, knowledge of discourse markers, and reading comprehension measures.

The topic knowledge measure came before the persuasive writing measure since students learned about the assigned topic by reading the source material (i.e., article) for the writing task. The administration of the strategic approach to writing, attitude towards writing, and writing self-efficacy scales took place subsequent to students composing their persuasive essays. The essay writing activity furnished students with information upon which to form their assessments.
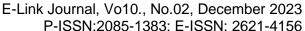
FINDING AND DISCUSSION

Findings

Descriptive Statistics

Descriptive statistics serve as an initial method of analyzing data, offering a summary of the measured variables. Descriptive statistics analysis can be in the form of central tendency (Mean, Mode, Median, etc.) and data distribution (standard deviation, variance, etc.). The average and standard deviation of all variables in the study are presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

No	Indikator	Minimum	Maximum	Mean	Std Dev
1	Intrinsic Value	0.00	4.00	2.00	1.29
2	Self Efficacy	0.51	7.00	4.04	2.10
3	Attainment Value	0.45	5.00	2.63	1.32
4	Cost	0.25	4.00	2.57	1.09
5	Utility Value	0.00	5.00	2.60	1.27
6	Writing Quality	1.00	4.00	2.62	0.92
7	Number Of Words	46.00	91.00	71.92	14.75
8	Attitude Toward Writing	1.00	4.00	2.63	0.92
9	Topic Knowledge	4.00	8.00	6.38	1.24
10	Discourse Marker Knowledge	6.00	13.00	9.56	2.13
11	Approach Writing	0.00	4.00	2.42	1.11
12	Planning Complexicity	1.00	3.00	2.03	0.63
13	Planning Words	39.00	47.00	43.20	2.89
14	Reading Competence	1.00	8.00	4.54	2.04
15	Reading Comprehension	1.00	6.00	3.52	1.43

The results of descriptive statistics analysis show that class B has the highest mean of writing quality (2.63) and class C has the lowest (0.85). Meanwhile, for the reading competency variable, class B has the highest mean (5.03), and class C has the lowest (2.06).

Pearson Correlation

Correlation analysis is a statistical technique employed to ascertain the connection between variables. The correlation test results with the Pearson correlation method are shown in Table 2.

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Table 2. Pearson Correlation Test Results between Variables of class A

Category i A (n = 100)

No	Indikator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Intrinsic Value	1														
2	Self Efficacy	0.986**	1													
3	Attainment Value	0.994**	0.993**	1												
4	Cost	0.992**	0.988**	0.996**	1											
5	Utility Value	0.997**	0.989**	0.996**	0.992**	1										
6	Writing Quality	0.979**	0.959**	0.972**	0.972**	0.982**	1									
7	Number Of Words	0.995**	0.985**	0.996**	0.992**	0.999**	0.983**	1								
8	Attitude Toward Writing	0.994**	0.989**	0.996**	0.995**	0.993**	0.971**	0.992**	1							
9	Topic Knowledge	0.997**	0.988**	0.994**	0.993**	0.995**	0.971**	0.992**	0.995**	1						
10	Discourse Marker Knowledge	0.988**	0.988**	0.992**	0.987**	0.996**	0.980**	0.996**	0.986**	0.987**	1					
11	Approach Writing	0.993**	0.982**	0.995**	0.996**	0.994**	0.975**	0.994**	0.997**	0.994**	0.987**	1				
12	Planning Complexicity	0.990**	0.993**	0.993**	0.984**	0.995**	0.965**	0.992**	0.988**	0.990**	0.994**	0.985**	1			
13	Planning Words	0.986**	0.981**	0.987**	0.983**	0.989**	0.981**	0.990**	0.982**	0.984**	0.989**	0.983**	0.984**	1		
14	Reading Competence	0.988**	0.995**	0.993**	0.987**	0.992**	0.960**	0.989**	0.990**	0.990**	0.991**	0.987**	0.997**	0.982**	1	
15	Reading Comprehension	0.987**	0.997**	0.992**	0.985**	0.990**	0.954**	0.985**	0.988**	0.990**	0.988**	0.983**	0.996**	0.979**	0.997**	1

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**. Correlation is significant at the 0.01 level (2-tailed).

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The results of the Pearson correlation test in class A (Table 2) indicate that all the variables measured in the study are significantly correlated. The intrinsic value variable strongly correlates with all variables, indicated by the correlation coefficients (r) of > 0.80. It means that the intrinsic value variable has a strong relationship with all the variables in the study, namely self-efficacy, attainment value, cost, utility value, writing quality, the number of words, attitude toward writing, topic knowledge, discourse marker knowledge, approach writing, planning complexity, planning words, reading competence, and reading comprehension.

Table 3. Pearson Correlation Test Results between Variables of class B

Category B (n = 80)

No	Indikator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Instrinsic Value	1														
2	Self Efficacy	0.990**	1													
3	Attainment Value	0.952**	0.977**	1												
4	Cost	0.980**	0.988**	0.973**	1											
5	Utility Value	0.975**	0.990**	0.987**	0.995**	1										
6	Writing Quality	0.970**	0.985**	0.976**	0.995**	0.994**	1									
7	Number Of Words	0.964**	0.985**	0.988**	0.986**	0.994**	0.991**	1								
8	Attitude Toward Writing	0.969**	0.986**	0.987**	0.981**	0.990**	0.980**	0.989**	1							
9	Topic Knowledge	0.967**	0.984**	0.986**	0.981**	0.991**	0.981**	0.985**	0.985**	1						

10	Discourse Marker Knowledge	0.968**	0.984**	0.990**	0.987**	0.995**	0.985**	0.988**	0.986**	0.991**	1				
11	Approach Writing	0.963**	0.977**	0.982**	0.973**	0.977**	0.968**	0.968**	0.975**	0.977**	0.984**	1			
12	Planning Complexicity	0.981**	0.994**	0.986**	0.992**	0.997**	0.989**	0.991**	0.990**	0.995**	0.993**	0.980**	1		
13	Planning Words	0.981**	0.992**	0.981**	0.990**	0.993**	0.987**	0.985**	0.985**	0.993**	0.991**	0.982**	0.997**	1	
14	Reading Competence	0.978**	0.990**	0.987**	0.991**	0.996**	0.987**	0.990**	0.993**	0.991**	0.992**	0.979**	0.995**	0.992**	1
15	Reading Comprehension	0.959**	0.981**	0.997**	0.981**	0.992**	0.983**	0.991**	0.988**	0.989**	0.992**	0.983**	0.991**	0.986**	0.990**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Likewise, in class B, all the variables measured in the study also significantly correlate with one another (Table 3). The correlation coefficients (r) between the intrinsic value and the remaining variables are above 0.80. It indicates that the intrinsic value variable has a strong relationship with all the variables in the study, namely self-efficacy, attainment value, cost, utility value, writing quality, number of words, attitude toward writing, topic knowledge, discourse marker knowledge, approach writing, planning complexity, planning words, reading competence, and reading comprehension.

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Table 4. Pearson correlation test results between variables of class C

Category C (n = 70)

No	Indikator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Instrinsic Value	1														
2	Self Efficacy	0.990**	1													
3	Attainment Value	0.941**	0.938**	1												
4	Cost	0.994**	0.992**	0.937**	1											
5	Utility Value	0.993**	0.994**	0.932**	0.995**	1										
6	Writing Quality	0.973**	0.967**	0.904**	0.970**	0.976**	1									
7	Number Of Words	0.336**	0.349**	0.338**	0.350**	0.332**	0.294*	1								
8	Attitude Toward Writing	0.990**	0.991**	0.929**	0.993**	0.995**	0.983**	0.339**	1							
9	Topic Knowledge	0.998**	0.990**	0.942**	0.992**	0.993**	0.975**	0.331**	0.990**	1						
10	Discourse Marker Knowledge	0.986**	0.985**	0.915**	0.987**	0.994**	0.980**	0.330**	0.991**	0.987**	1					
11	Approach Writing	0.445**	0.451**	0.430**	0.444**	0.453**	0.434**	0.123	0.466**	0.443**	0.437**	1				
12	Planning Complexicity	0.979**	0.974**	0.910**	0.976**	0.983**	0.997**	0.305*	0.986**	0.980**	0.985**	0.444**	1			
13	Planning Words	0.405**	0.398**	0.369**	0.430**	0.438**	0.416**	0.161	0.434**	0.391**	0.432**	0.201	0.427**	1		
14	Reading Competence	0.991**	0.992**	0.933**	0.991**	0.995**	0.979**	0.334**	0.991**	0.991**	0.991**	0.455**	0.985**	0.419**	1	
15	Reading Comprehension	0.989**	0.983**	0.926**	0.982**	0.990**	0.981**	0.316**	0.987**	0.991**	0.991**	0.440**	0.987**	0.404**	0.993**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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Slightly different results can be seen in class C (Table 4), with most variables significantly correlating. The correlation coefficient (r) between intrinsic and most variables is above 0.80, except for the number of words, approach writing, and planning words variables, with an r-value of<0.50. This means that the intrinsic value variable has a strong relationship with most variables in the study, namely self-efficacy, attainment value, cost, utility value, writing quality, attitude toward writing, topic knowledge, discourse marker knowledge, planning complexity, reading competence, and reading comprehension.

Table 5. Pearson Correlation Test Results between Variables class D

Kategori D (n = 85)

No	Indikator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Instrinsic Value	1														
2	Self Efficacy	0.997**	1													
3	Attainment Value	0.997**	0.997**	1												
4	Cost	0.962**	0.958**	0.961**	1											
5	Utility Value	0.996**	0.991**	0.992**	0.961**	1										
6	Writing Quality	0.990**	0.983**	0.983**	0.957**	0.989**	1									
7	Number Of Words	0.996**	0.991**	0.992**	0.964**	0.998**	0.991**	1								
8	Attitude Toward Writing	0.994**	0.996**	0.994**	0.955**	0.986**	0.979**	0.987**	1							
9	Topic Knowledge	0.998**	0.996**	0.997**	0.963**	0.998**	0.988**	0.997**	0.992**	1						

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
10	Discourse Marker Knowledge	0.995**	0.997**	0.995**	0.958**	0.987**	0.985**	0.989**	0.996**	0.992**	1					
11	Approach Writing	0.999**	0.996**	0.996**	0.962**	0.997**	0.990**	0.997**	0.993**	0.998**	0.994**	1				
12	Planning Complexicity	0.295**	0.300**	0.301**	0.278*	0.289**	0.281**	0.283**	0.284**	0.286**	0.289**	0.286**	1			
13	Planning Words	0.990**	0.992**	0.994**	0.951**	0.980**	0.970**	0.980**	0.992**	0.987**	0.994**	0.988**	0.304**	1		
14	Reading Competence	0.990**	0.995**	0.992**	0.954**	0.984**	0.976**	0.985**	0.996**	0.990**	0.995**	0.989**	0.265*	0.989**	1	
15	Reading Comprehension	0.993**	0.993**	0.991**	0.958**	0.992**	0.985**	0.992**	0.989**	0.995**	0.990**	0.993**	0.267*	0.980**	0.989**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

On the other hand, most variables measured in the study are significantly correlated in Class D (Table 5), indicated by the r-value of > 0.80 between the intrinsic value and the remaining variables, except for the Planning Complexity variable, with the r-value of <0.50. This result indicates that the intrinsic value variable has a strong relationship with most variables in the study, namely self-efficacy, attainment value, cost, utility value, writing quality, attitude toward writing, topic knowledge, discourse marker knowledge, number of words, approach writing, planning words, reading competence, and reading comprehension.
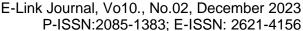
Regression Analysis

The high correlation indicates a strong relationship between variables. It can be in the form of a mutually influencing relationship. Next is determining the model from the pattern of relationships between variables and how well the regression model is. Regression analysis was conducted on all classes to produce a multiple regression model. The results of the multiple regression analysis are shown in Table 3.

Table 6. Multiple Regression Analysis

Variable	Model 1 (n=100)		Model 2 (n=80)		Model 3 (n=70)		Model 4 (n=85)	
	Estimates	Std err	Estimates	Std err	Estimates	Std err	Estimates	Std err
Intrinsic Value	0.13***	0.04	-0.01	0.04	-0.05	0.08	-0.05	0.16
Self-Efficacy	-0.10	0.04	-0.04	0.05	0.18	0.04	0.15	0.08
Attainment Value	-0.08*	0.04	-0.08	0.06	-0.01	0.02	-0.08	0.07
Cost	0.22***	0.05	0.14*	0.07	0.16*	0.08	-0.02	0.02
Utility Value	0.01**	0.01	0.01	0.01	-0.01***	0.01	0.01	0.01
Number of Words	0.34***	0.08	0.17	0.08	-0.01	0.01	0.36*	0.09
Attitude Toward Writing	0.02***	0.03	0.02*	0.03	0.01	0.04	-0.06***	0.04
Topic Knowledge	0.02	0.04	0.01	0.05	0.13	0.08	0.52***	0.12
Discourse Marker Knowledge	0.01	0.02	0.09***	0.03	0.15***	0.03	-0.14**	0.05
Approach Writing	-0.10	0.05	-0.05	0.03	0.01	0.01	0.19	0.17
Planning Complexity	0.60***	0.11	0.14	0.22	0.01	0.15	0.01	0.01
Planning Words	-0.02*	0.01	0.04	0.03	0.01**	0.01	0.02	0.03
Reading Competence	0.02	0.02	0.12***	0.03	0.02	0.04	0.04	0.04
Reading Comprehension	0.05	0.04	0.10	0.07	0.02	0.05	-0.08	0.05
Variance Components								
Class	5.57	0.00	4.42	0.00	3.55	0.00	4.49	0.00
Residual	0.03	0.00	0.08	0.00	0.09	0.00	0.13	0.00
Deviance	78.01		61.86		49.73		62.88	
A Deviance Vs M1			-16.15		-28.29		-15.14	

| R-Square | 1.00 | 1.00 | 1.00 | 1.00 |

*P<0.05 ; **P<0.01 ; ***P<0.001

Multiple regression modelling with writing quality as the dependent variable and 14 other variables (intrinsic value, self-efficacy, attainment value, cost, utility value, the number of words, attitude toward writing, topic knowledge, discourse marker knowledge, approach writing, planning complexity, planning words, reading competence, and reading comprehension) as independent variables. The results are shown in Table 6. Of the 14 dependent variables in class A, eight variables have no significant influence on writing quality (p > 0.05). The eight variables are Intrinsic Value, Attainment Value, Cost, Utility Value, Number of Words, Attitude Toward Writing, Planning Complexity, and Planning Words.

Furthermore, for Class B, 4 out of 14 dependent variables do not significantly influence writing quality (p>0.05), namely cost, attitude toward writing, discourse marker knowledge, and reading competency. Similarly, for Class C, of the 14 dependent variables, four variables whose influence is not significant on writing quality (p>0.05), i.e. cost, utility value, discourse marker knowledge, and planning words. Class D shows a similar trend. Four out of the 14 dependent variables have no significant influence on writing quality (p>0.05), including the number of words, attitude toward writing, discourse marker knowledge, and topic knowledge.

The results of multiple regression modelling show that classes B, C, and D are better than class A. In detail, the class B model is the best among others because the p-values of all the dependent variables are greater than those in other models.

All regression models obtained for classes A, B, C, and D have an R^2 of 0.999 (99.9%). This means that in all models, the 14 variables (intrinsic value, self-efficacy, attainment value, cost, utility value, number of words, attitude toward writing, topic knowledge, discourse marker knowledge, approach writing, planning complexity, planning words, reading competence, and reading comprehension) could explain 99.9% of the variability of the writing quality scores. This value can certainly be said to be high in regression modelling.

Discussion

This study investigates the relationship between writing knowledge, strategic approach, skills, and motivation (self-efficacy, task value) on students' performance in writing. Pre-validated writing techniques and procedures for managing writing strategies and processes are explicitly

taught to students with or without learning difficulties. Researchers also looked at how student performance changed during instruction to see what role different instructional components played.

RQ1 : The relationship between writing knowledge, strategic approach, skills, and motivation (self-efficacy, task value) on students' performance in writing

The results of our study show that the relationship between writing knowledge, strategic approach, skills, and motivation (self-efficacy, task value) has a significant correlation with students' performance in writing, as evidenced by the results of the Pearson correlation test in classes A, B, C, and D. All variables measured in the study have a significant correlation with one another. In classes A and B, the intrinsic value variable has an r-value of > 0.80 for all variables, ranging from self-efficacy to reading comprehension. Meanwhile, in class C, the correlation coefficients (r) between the intrinsic value variable and most variables are above 0.80, except for the Number of Words, Approach Writing, and Planning Words variables, with the r-value of<0.50.

Whereas in class D, the intrinsic value variable has an r-value of > 0.80 for almost all variables, except the planning complexity variable, with an r-value of<0.50. Generally, this study shows that the intrinsic value variable has a strong relationship with all the variables in the study, namely self-efficacy, attainment value, cost, utility value, writing quality, number of words, attitude toward writing, topic knowledge, discourse marker knowledge, approach writing, planning complexity, planning words, reading competence, and reading comprehension. The findings of this study are corroborated by the findings of Nguyen & Gu (2013), finding that writing strategy training enhances students' writing performance significantly, and strategy implementation is one of the essential components determining writing performance. Similarly, Bruning et al. (2013)discovered that writing ideas and self-regulation self-efficacy were much more associated with appreciating writing than the self-efficacy convention. Furthermore, the research found that intrinsic value and self-efficacy were significant determinants of writing performance (Raoofi & Maroofi, 2017).

RQ2 : Motivation (self-efficacy and task value), strategic approach, skills, and writing knowledge influence the value of writing quality

The findings show that motivation (self-efficacy and task value), strategic approach, skills, and writing knowledge influence writing quality scores. At a glance, the results of multiple regression modelling show that classes B, C, and D have better regression models than class A. However, If you look in more detail, the class B model is the best, because the p-values of all independent variables are greater than those in other models. The R^2 of all regression models (classes A, B, C, and D)is very high(0.999). It means that in all models, the 14 item variables (Intrinsic value, self-efficacy, Attainment Value, Cost, Utility Value, Number of Words, Attitude Toward Writing, Topic Knowledge, Discourse Marker Knowledge, Approach Writing, Planning Complexity, Planning Words, Reading competence, and Reading Comprehension) explain 99.9% of the variability of the writing quality scores.

This study demonstrated that self-efficacy was substantially associated with writing performance, which is consistent with earlier findings in the area of L2 learning(Wu et al., 2013). Achievement value, intrinsic value, and cost were also all found to be strongly related to writing performance in bivariate analyses. Students who assigned greater importance to writing and regarded their writing as significant and engaging performed better in writing tasks compared to those who did not prioritize writing highly. These findings support prior research (Greene et al., 2004), revealing that task value is highly linked to task performance. Similarly, Komarraju & Nadler (2013) showed that students who can orchestrate numerous tactics to overcome writing conundrums are more successful in their writing performances than those who use only a few strategies. These findings appear to back up L2 strategy research (Phakiti, 2003), suggesting that strategy use is linked to language performance.

CONCLUSION AND SUGGESTION

This study reveals that motivation (self-efficacy and task value), strategic approach, skills, and writing knowledge consist of several item variables, namely intrinsic value, self-efficacy, attainment value, cost, utility value, writing quality, number of words, attitude toward writing, topic knowledge, discourse marker knowledge, approach writing, planning complexity, planning words, reading competence, and reading comprehension, have a strong and significant relationship. It is also proven that motivation (self-efficacy and task value), strategic approach, writing skills, and writing knowledge strongly influence students' performance in writing. Another area of interest is the importance of intrinsic value in motivation. Regardless of self-efficacy or writing style, the intrinsic value was significantly

connected to writing performance, suggesting that the predominant factor influencing writing performance is the intrinsic value attributed to it. As a result, language teachers must foster the intrinsic value of writing assignments to improve writing performance.

The present study possesses various limitations, some of which could be addressed for enhancement in future research. First, this study only determines the effect of motivation (self-efficacy and task value), strategic approach, skills, and writing knowledge on students' performance in writing. This research can be expanded in future studies using wider components. Second, because participants were chosen from a single university, it is safe to conclude that they cannot be generalized to all Indonesian students. The ramifications of this research for language learning and instruction are numerous. The important predictors of language performance, self-efficacy, and task grades are not constant qualities. Self-efficacy and task grades, unlike cognitive ability, are elements over which the teacher has no control. In other words, classroom activities, interventions, and instructional approaches can affect these motivational beliefs. Using suitable, positive pedagogical interventions, feedback, and a learner-centred approach, teachers can help students build their self-efficacy and task value in learning multiple language domains.

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