

Path Model Analysis on Academic Writing Motivation

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Abstract: The study's main objective is to determine the best fit model in academic writing motivation. Additionally, the research aims to assure the significance of the relationship between the exogenous variables: metacognitive awareness of reading strategies, language exposure, language skills development, and the endogenous variable on academic writing motivation. The study used descriptive -correlational design and Path Model Analysis to determine the most appropriate model on academic writing motivation. Random sampling was used to determine the number of students on each campus. The data was gathered from four hundred (400) students under the education program from five (5) branches of the University of Mindanao: UM Tagum, UM Panabo, UM Peñaplata, UM Bansalan, and UM Digos. Survey questionnaires were used to gather data. The results revealed that the level of metacognitive awareness of reading strategies, language exposure, development of language skills, and academic writing motivation was at a high level. Based on the results, it was clearly explained that the exogenous variable on metacognitive awareness of reading strategies, language exposure, language skills development, and the endogenous variable on academic writing motivation that can be seen in the fourth model was the most appropriate model for the research.

Keywords: education, metacognitive awareness of reading strategies, language exposure, language skills development, academic writing motivation, Philippines

I. INTRODUCTION

Rationale

Writing is not an easy task. It requires a lot of factors to know and consider, such as lexical and grammatical knowledge, which has complex relationships, unity, and even mechanics. The writer must also think about the idea and its logical sequence. Writing is the result of using the methods to manage the process of writing a composition. (Listyani, 269).

In their book "Examining Academic Writing Motivation of Prospective Indonesian Language Teachers Using Exploratory Factor Analysis," Dedi and Surastina (p.15) stated that writing is a difficult but necessary language skill for a student to have because it is one of the elements to identify and include vital information, opinion, beliefs, feelings, arguments, explanations, theory, and emotion. Furthermore, if a student has difficulties writing, it is tough to overcome and get good academic results. They also said that a pupil who cannot write correctly may have problems thinking, which might hinder academic performance at the tertiary level and even in the future.

Writing for communication and correspondence is regarded as one of the most essential skills in language for the students. This skill is believed to be the most helpful to a person, especially in preparation for his or her chosen career. Many proposals and plans were amended from many higher education institutions in the entire country to prepare the students or graduate with the skills needed. Thus, to achieve this competency, the institution of education crafts programs that help students learn (Sulisworo et al. 176).

In addition, most students struggle to convey their views and ideas, interests, experiences, and feelings through writing in the teaching and learning process. Writing projects are supposed to assist students develop their abilities in expressing feelings, which includes good structure, which is part of writing mechanics. Writing takes longer to learn than speaking since it demands greater precision and variety. Many students struggled with academic writing since it necessitates a strong grammatical vocabulary as well as the proper use of each word and phrase to generate an exceptional paragraph that clarifies the words used in the expression.

Other learners also have difficulty not only that their vocabulary words are not enough but also their lack of motivation which could add confidence in writing. Additionally, they neglected writing because they could not hide the fact writing is difficult for them and the negative behavior towards writing.

Furthermore, Gebhard (2000:232) enumerated a few challenges in writing; (1) some learners used ineffective strategies, (2) some learners may have a negative attitude towards writing, (3) learners ignored the teacher and misunderstood the task. There are many strategies in writing. However, learners did not choose to use even one of these effective strategies in writing.

Motivation is a critical aspect of writing. The learners may find writing very challenging if they do not have strong motivation. From a theoretical perspective, motivation is the most powerful tool for success. The learner must be motivated to write because if they have this, they will become active in every writing task even though there may be problems such as structures, phrases, vocabulary, and punctuations. In writing, the learners are expected to compose an effective composition. This proves that motivation plays a critical role in writing (Aryanika 216-217).

Moreover, it is the one that pushes the learner to start from internal and external beliefs that change towards effective writing. In addition, writing is a productive task that conveys messages by organizing words using text. Whenever possible, to compose a well-written text, the learners need motivation. In this study, the researchers created an alternative hypothesis. The research was conducted on fifty-two (52) students who were the respondents and gathered data about motivation in writing abilities. The results revealed that students' level of motivation from Grade 11 of Senior High School in Utama Wacana Metro school year 2009-2010 was twenty-five (25) or sixty (60%). It was verified that there was a positive and vital relationship between motivation to write and the ability to write of the learners. This means that motivation significantly impacts academic writing (Aryanika 230-231).

Currently, many youths find writing challenging regardless of the type of composition. It becomes more complicated with assignments with unfamiliar words. This problem becomes the topic most teachers face in teaching. Every time students are asked to write; it seems to be a huge problem to start writing. For this reason, the researcher decided to research to know the reason for the on-going problem and provide a solution to this worsening problem.

There was an accurate model for motivation for academic writing for the local setting. The researcher could not find research about metacognitive awareness in reading strategies, language exposure, development of language skills, and standard structure of motivation in academic writing in Region XI, Philippines. The content includes metacognitive awareness about reading strategies, language exposure, development of language skills which can be the model in standard structure of motivation in academic writing which gives knowledge to those who could read and focus on learning and possible practice for intervention to improve the process in learning academic writing for the society, school, and learners.

Thus, the researcher felt the urgency to research to determine the reason for the existing problems and immediately address the worsening problem.

II. METHOD

This chapter explained the steps or procedures used in the research. Additionally, this chapter described the research design, research locale, methods used, research instruments, respondents, and process of modeling path analysis.

Research Design

The research was conducted using descriptive-correlational and causal-comparative design. The descriptive was used to describe the condition of a situation during research to explore the reason for the real problem. Gill (2013) stated that descriptive research includes a description of an accurate aspect in a group of individuals. The answers

are continuous data where simple methods of average level are described. Correlation research includes gathering data to determine the level of significance of two or more existing variables. This research also uses path model analysis to measure the relationships of each variable.

The descriptive study examined the quantitative data about the existing problem. The quantitative aspect was appropriate for gathering data designed for target respondents who answered the questions. The process of gathering data was based on the use of questionnaires.

The research focused on developing and using the language model, theory, and hypothesis about the problem. This nature shows through the use of empirical data from the level of the gap on measurement from the response of respondents about metacognitive awareness in reading strategies, language exposure, development of language skills, and motivation to academic writing.

This research also focused on adapting the data to hit the models for metacognitive awareness in reading strategies, language exposure, development of language skills, and motivation in academic writing to describe the relationship of external and internal variables of the research (Hasman, 2015).

Research Locale

The research was conducted in one of the universities in Davao that has five (5) branches: School A, School B, School C, School D, and School E. These five (5) branches can be found in Davao, Region XI and can be seen in the Southeast part of Mindanao. This school is the largest private non-sectarian university in the said city on the island of Southern Philippines and has nine (7) campuses and branches in South Mindanao.





Location of the Study

The map shows the city of Davao, where the universities are to be found where the research was conducted. Davao City is the largest city in the Philippines based on land area and the city with the largest population in the country outside Metro Manila. Geographically, it is found in the province of Davao del Sur. This university is to be found in the middle of the city of Davao.

Population and Sample

This research aims to examine the academic writing motivation of students in one university in Davao. A scientific process was used in choosing the respondents; the researcher used random sampling to determine the number of learners for each campus. Fraenkel at Hyun (2012) defined that random sampling allowed equal opportunities to be chosen as respondents in the research where force was not used. Additionally, David (2015) said that random sampling is a process that indeed allows every individual of the population to be given equal opportunity to be chosen as a sample unit.

To determine 400 appropriate respondents on the Path Model, Slovin's formula was used where the greatest number of samples is 400 with a 0.05 level of importance.

The study respondents were the college students studying in the Department of Education in the branches of one university in Davao who are enrolled in the school year 2020-21. The research excluded students who are not part of the Department of Education and those who are not enrolled in the said school year. Any data provided by the respondents were treated with high confidentiality for their privacy and safety. Because of proportional percentage, the number of respondents from each school differed depending on the number of sections and the total number of students from each department.

Research Instrument

This study used downloaded questionnaires from web sources. Questionnaires were revised to include enough numbers connected or related to the research context. The first draft was presented to the research adviser for comments and suggestions. To become valid, this was verified by six other expert validators. After being validated, the reliability of the questionnaires was tested through pilot testing using Cronbach

Alpha to determine the accuracy using each variable: metacognitive awareness in reading strategies (.913), language exposure (.914), development of language skills (.937), and motivation in academic writing (.973). Gliem (2003) clearly expressed Cronbach's alpha reliability coefficient commonly between 0 and 1.

However, there was no lower limit in coefficient. The nearest Cronbach alpha coefficient is 1.0, the higher internal consistency in the item scale. On the other hand, George at Mallery (2003) stated the rules of thumb: Cronbach's Alpha > .9 – Excellent; Cronbach's Alpha > .8 – Outstanding; Cronbach's Alpha > .7 – Acceptable; Cronbach's Alpha > .6 – Unsure; Cronbach's Alpha > .5 – Poor; and Cronbach's Alpha < .5 – Unacceptable. Even the increase on all alpha is momentarily dependent on the number of items; this should be emphasized that this has diminishing returns. Using a Likert-type scale is essential to calculate and reveal the Cronbach's alpha coefficient for internal consistency reliability in any scale or subscale used. The data analysis must use summated scales or subscales and not individual items. Cronbach's alpha does not give the reliability in calculating an item.

The questionnaire consists of the following variables: metacognitive awareness in reading strategies, language exposure, and motivation in academic writing. This study used four instruments: scale for metacognitive awareness in reading strategies; scale in language exposure; scale in the development of language skills; and scale in motivation in academic writing.

The instrument used for the study in metacognitive awareness of reading strategies is adopted from the Metacognitive Awareness of Reading Strategies Inventory which Kouider Mokhtari and Carla Reichard adopted (2002) and with the following indicators: Global reading strategies; strategies in problem-solving; and supported reading strategies.

Each scale was used to measure the exact level of metacognitive awareness in reading strategies achieved by the college students in each indicator.

Range of Mean	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very high	The metacognitive awareness of reading strategies is always observed.
3.40 – 4.19	High	The metacognitive awareness of reading strategies is sometimes observed.
2.60 – 3.39	Average	The metacognitive awareness of reading strategies is always observed.
1.80 – 2.59	Low	The metacognitive awareness of reading strategies is rarely observed
1.00 – 1.79	Very low	The metacognitive awareness of reading strategies is never observed.

And for the instrument in language exposure was adopted from the English Language Exposure Scale adopted

by Carlo Magno (2009) of De La Salle University, Manila, Philippines. This instrument had the following indicators: home, friends, school, and media.

Meanwhile, the following scales were used to measure the exact level of language exposure achieved by college students in each indicator.

Range of Mean	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very high	The language exposure was very clear.
3.40 – 4.19	High	The language exposure was clear.
2.60 – 3.39	Average	The language exposure was uncertain.
1.80 – 2.59	Low	The language exposure was unclear.
1.00 – 1.79	Very low	The language exposure was very unclear.

While the instrument in the language skills development was adopted from the Language Skills Development Strategy Questionnaire by Carol Griffiths (2004) with the following indicators: skills in reading; skills in writing; skills in listening; and skills in speaking.

The following scales were used to measure the exact level for the development of language skills achieved by college students in each indicator.

Range of Mean	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very high	The language skills development is always observed and manifested.
3.40 – 4.19	High	The language skills development is sometimes observed and manifested.
2.60 – 3.39	Average	The language skills development is observed and manifested.
1.80 – 2.59	Low	The language skills development is rarely observed and manifested.
1.00 – 1.79	Very low	The language skills development is never observed and manifested.

And for academic writing motivation, the instrument used was adopted from the Development of the Academic Writing Motivation Questionnaire adopted by Ashley Renee Payne (2007) with the following indicators: satisfaction; self-efficacy; instruments; recognition; and effort.

The following scales were used to measure the exact level of motivation in academic writing achieved by college students in each indicator.

Range of Mean	Descriptive	Interpretation
4.20 – 5.00	Very high	The academic writing motivation is always observed and manifested.
3.40 – 4.19	High	The academic writing motivation is sometimes observed and manifested.

2.60 – 3.39	Average	The academic writing motivation is observed and manifested.
1.80 – 2.59	Low	The academic writing motivation is rarely observed and manifested.
1.00 – 1.79	Very low	The academic writing motivation is never observed and manifested.

The goodness of Fit Statistics for Alternative Model in the mediation of Analysis of Moment Structure (AMOS). All were presented as essential indicative following the premise to determine the appropriate model.

Chi Square/Degree of Freedom (CMIN/DF) $0 < \text{value} < 2$

P Value $>.05$

Normative Fit Index (NFI) $>.95$

Comparative Fit Index (CFI) $>.95$

Goodness of Fit Index (GFI) $>.95$

Tucker-Lewis Index $>.95$

Root Mean Square Error of Approximation (RMSEA) $<.05$

P-close $>.50$

Data Collection

Data gathering was conducted based on the following processes. The letter was sent to the school administrator, where it was duly approved by the Dean of Professional School, asking permission to survey education college students in the Davao Region. The first draft of questionnaires was submitted to the research adviser for suggestions and comments; then, the said questionnaires were submitted to the panel experts for reliability and validation.

With the approval, the researcher sent the questionnaires to the schools involved in the research and personally gave them to the respondents according to the suggested time for the surveyor online. The certificate of appearance was signed and given by the School Administrator to prove that the researcher personally gathered the data from the respondents. Data gathered from the respondents were tallied, organized, checked, and interpreted following the research objective.

Statistical Tools

Statistical tools used to analyze and interpret the data were the following:

Mean. It is used to determine the level of metacognitive awareness of reading strategies, language exposure, language skills development, and academic writing motivation.

Pearson Product Moment Correlation. Used to determine the significant relationship between metacognitive awareness in reading strategies, language exposure, development of language skills, and motivation in academic writing.

Multiple Regression. It is used to determine the significant predictor for motivation in academic writing.

Path Model Analysis. The research needs PATH to discover the best and the most appropriate model to use in the study. To evaluate the reason, factor analysis for hidden variables suggests to cut-off the value of 0.50 used by Ullman and Bentler (2003) the 0.45 in modeling the culture of safety in construction. According to Savalei and Bentler (2010), the essence of the test is to ensure the exclusion or removal of the characteristics that have a low relationship and other hidden causes. The value of cut-off is affected by the quantity of the sample. However, the range of 0.45 to 0.50 was considered to be appropriate. Additionally, the tool is used to determine the most appropriate model that has the ability in the organization.

Ethical Consideration

Many ethical issues and concerns certainly had implications for the structural estimated model of the study. Issues and concerns always start with the methods included in the research. The ethical challenges and concerns in the research to conduct the study were treated with high confidentiality.

The research adhered to and followed all standards in conducting the research in protocol analysis and standard, most notably in management of population and data but not limited.

Voluntary Participation. The college students from different schools were given the freedom to join the research without consequences, penalties, or lost benefits. They all voluntarily participated. Their refusal to be part of the research had no fines or penalties. Participants can withdraw their participation anytime and choose not to continue without consequences or penalties. They were not removed from the legal rights, privileges, and benefits due to their participation in the research. Thus, after the objectives and benefits were presented to the respondents, the rights of the respondents who contribute knowledge to research were carefully considered and followed.

Privacy and Confidentiality. The researcher treated the personal information and data gathered from the study respondents with high confidentiality. It was thoroughly explained to the respondents that the data gathered from them were used for the benefits of the research. Any specific information gathered related to the study remained confidential. The researcher had the right to refuse to disseminate information to people not connected to the research. If the result of this study will be published or discussed at the conference, disclosure of the information should be observed. Permission should be made from the respondents who were the primary source of the research data.

Informed Consent Process. The survey questionnaires of the researcher were free from any technical issues for the respondents for better understanding. This gave the

respondents a clearer perspective about the benefits they got after the research was done.

Recruitment. The researcher chose the respondents when deemed qualified on the standard set by the study. No force or coercion was made during data gathering among respondents. In addition, the process of data gathering was included in the management of the survey and was carefully investigated and ratified.

Risks. The research excluded the situations that could put the respondents in a risky situation in physical, psychological, or socio-economic concerns—no threats or harm on the decisions on whatever information the respondents want to include. The respondents were given the freedom to divulge or retain the information they wanted to include. The researcher made sure that each respondent did not feel any threats or apprehensions during the research.

Benefits. The result of this research benefits society. Many behaviors and attitudes may change. At school, each teacher will be guided in classroom management and development activities that would activate participation among students. And for the students, this becomes the standard and guide to follow in learning. They will give the overall perspective and accurate knowledge of estimated structural language motivation models.

Plagiarism. The research has no traces or evidence of misinterpretation by the study's author. No plagiarism on the output of this research. Appropriate interpretation of other sentences and the proper citation were always considered. The use of ideas, propositions, and information of other people essential in the study was cited correctly and mentioned.

Fabrication. This study has no trace or evidence of intentional misunderstanding as to what study was done. There is no creation or invention of data or results or intentional drawing of inappropriate or inaccurate conclusions in the study.

Falsification. The study showed no intentional misrepresentation of work appropriate to the model or theoretical expectations. And there is no evidence of biases. There was no alteration or omission in the result of the study data to prove the hypothesis. No image manipulation or representation changed the data. And there are also no alterations, deductions, and additions of false data, facts, ideas, and processes to suit the researcher's preferences and the opportunity to conduct the research.

Conflict of Interest (COI). This study has no trace of conflict of interest such as for such as disclosure of COI, which would be the basis for covering which professional judgment about a predominant activity such as the welfare of the respondent or the veracity of the study that serves as influence with the help of money or recognition.

Deceit. This study had no trace of deception or fraud among the respondents of any potential harm. Respondents were fully informed of the purpose of the study. There was no provision

of untrue or incomplete information to the respondents that would cause their confusion.

Permission from Organization/Location. The researcher sent a letter to the administrator of the said school, which the Dean properly approved of Professional Schools, requesting permission to conduct research on education college students in the Davao Region with the approval of the administrator/dean/ administrator of the school.

Technology Issues. The researcher also used an online method of data collection based on the current situation caused by the pandemic with the corresponding consent from the research participants.

Authorship. The researcher of this study is currently a Professor at UM Panabo College. One of the reviewers for the Licensure Examination for Teachers (LET) administered by the said school. She earned her degree in major Education in Filipino at UM Tagum College.

This study would reflect the change range if the research adviser and expert panels made recommendations and suggestions. The study also followed the University of Mindanao Ethics Review Committee for guidance and ethical consideration.

III. RESULT

This chapter presents the data and deconstruction of the results from the respondents' responses on students' Academic Writing Motivation. The order of the discussion follows the order of the subheadings: level of metacognitive awareness of reading strategies, level of language exposure, level of language skills development, and level of academic writing motivation. Significant correlation and significant influence between metacognitive awareness of reading strategies and academic writing motivation; language exposure and academic writing motivation; and language skills development and academic writing motivation; lastly, the most appropriate model of academic writing motivation.

Level of Metacognitive Awareness of Reading Strategies

The level of metacognitive awareness of reading strategies was tested by three indicators: global reading strategies, problem-solving strategies, and support reading strategies.

Table 1 shows the level of metacognitive awareness of reading strategies. The total mean obtained was 4.46, with a standard deviation of 0.402 and the highest descriptive level. This means that metacognitive awareness in reading strategies is always observed.

Metacognitive awareness of reading strategies based on problem-solving strategy was the highest, got a mean score of 4.55, and had an SD of .0421, which had the highest descriptive level. This means that metacognitive awareness of reading strategies was always observed highest. This was followed by the global reading strategies with a mean score of

4.46 and SD of 0.425, which was given the highest descriptive level and meant that metacognitive awareness in the reading strategies, was always observed. On the other hand, the support reading strategies obtained a mean score of 4.35 and an SD of 0.478, which has the highest descriptive level and means that metacognitive awareness of reading strategies is always observed.

Table 1. Level of Metacognitive Awareness of Reading Strategy

Indicator	SD	Mean	DE.
Global Reading Strategy	0.425	4.46	Very High
Problem Solving Strategies	0.421	4.55	Very High
Support Reading Strategies	0.478	4.35	Very High
Overall	0.402	4.46	Very High

Level of Language Exposure

The level of language exposure was tested on four indicators: home, friends, school, and media.

Table 2 shows the total level of each indicator of language exposure. It got a mean score of 3.83 and an SD of 0.726, given a descriptive high. This means that students' language exposure is clear.

Table 2. Level of Language Exposure

Indicators	SD	Mean	DE.
Home	1.035	3.60	High
Friends	0.965	3.66	High
School	0.686	3.96	High
Media	0.607	4.09	High
Overall	0.726	3.83	High

Among four indicators included in language exposure, the media obtained the highest mean score of 4.09 and the standard deviation of 0.607 with a high descriptive level meaning that students' language exposure was clear. The school indicator got a mean score of 4.09 and SD of 0.607, the friend indicator got a mean score of 3.96 and SD of 0.686, and the home indicator got a mean score of 3.60 and SD of 1.035. School, friends, and home all achieved a high descriptive level which meant that students' language exposure was clear.

Level of Language Skills Development

The language skills development of students was tested on four indicators: reading skills, writing skills, listening skills, and self-speaking skills. The language skills development of the students had a total mean score of 4.25 and a standard deviation of 0.449, given the highest descriptive level. This means that the development of language skills is always observed or manifested.

Table 3. Level of Development of Language Skills

Indicators	SD	Mean	DE.
Reading skills	0.479	4.26	Very High
Writing skills	0.475	4.30	Very High
Listening skills	0.493	4.21	Very High
Speaking skills	0.477	4.25	Very High
Overall	0.449	4.25	Very High

Each mean score of the indicators of the level of development of language skills is as follows; Writing skills got the highest mean score of 4.30 and SD of 0.475, reading skills got the mean score of 4.26 and SD of 0.479, listening skills got the mean score of 4.21 and SD of 0.493. Indicators of the level of development of language skills were both given the highest descriptive level. This means that the development of language skills is always observed or manifested.

Level of Academic Writing Motivation

Academic Writing Motivation was tested on five indicators: enjoyment; self -efficacy, instrumentality, recognition; and effort.

The level of motivation in academic writing has a total mean score of 4.14, a standard deviation of 0.524, and a high descriptive level. This means that motivation in academic writing is often observed or manifested.

Table 4. Level of Motivation in Academic Writing

Indicators	SD	Mean	DE.
Enjoyment	0.697	3.95	High
Self-efficacy	0.598	4.01	High
Instrumentality	0.609	4.25	Very High
Recognition	0.541	4.28	Very High
Effort	0.603	4.23	Very High
Overall	0.524	4.14	High

The mean scores of the indicators of the level of academic writing motivation were as follows; enjoyment was the highest obtained mean score of 4.28 and SD of 0.541 given the highest descriptive level, meaning that academic writing motivation was always observed or manifested; instrumentality obtained a mean score of 4.25 and an SD of

0.609 which was also given the highest descriptive level meaning that academic writing motivation was always observed or manifested; effort obtained a mean score of 4.23 and SD of 0.603 with the highest descriptive level which means that academic writing motivation is always observed or manifested. The self-efficacy indicator obtained a mean score of 4.01 and SD of 0.598. It was given a high descriptive level, meaning that academic writing motivation was often observed or felt. Enjoyment meanwhile got the lowest mean score of 3.95 and had an SD of 0.697 given the descriptive level to rise where it means that academic writing motivation is often observed or manifested.

Significant Relationship Between Metacognitive Awareness of Reading Strategies and Academic Writing Motivation

The correlation between metacognitive awareness of reading strategies and academic writing motivation obtained a p-value of .000, which is less than a .05 level of significance; therefore, the two variables are correlated.

An r-value of 0.587 indicates a strong correlation between metacognitive awareness of reading strategies and academic writing motivation.

Therefore, the null hypothesis was rejected to agree with the alternative hypothesis that states there is a significant relationship between metacognitive awareness of reading strategies and academic writing motivation. Overall, the result showed that with each lift of metacognitive awareness of reading strategies, there was an increase in academic writing motivation.

Shown in table 5, the result of the independent variable in metacognitive awareness of reading strategies are as follows; the global reading strategies were related to academic writing motivation, for which it obtained a total r-value of .566 with a p-value of .000, which was less than its 0.05 significance; the problem-solving strategies was related to academic writing motivation which obtained a total r-value of .477 with a p-value of .000 or less than 0.05 significance, and the support reading strategies were related on academic writing motivation obtained a total r-value of .577 with a p-value of .000 less than 0.05 significance. Based on the results, there was a significant relationship between metacognitive awareness of reading and academic writing motivation.

Table 5. Significant Relationship Between Levels of Metacognitive Awareness in Reading Strategies and Motivation in Academic Writing

Metacognitive Awareness in Reading Strategies	Motivation in Academic Writing					Overall
	Satisfaction	Self Efficacy	Instruments	Cognition	Effort	
Global Reading Strategies	.448* (0.000)	.491* (0.000)	.502* (0.000)	.512* (0.000)	.484* (0.000)	.566* (0.000)
Problem Solving Strategies	.335* (0.000)	.371* (0.000)	.429* (0.000)	.485* (0.000)	.445* (0.000)	.477* (0.000)
Support Reading Strategies	.492* (0.000)	.456* (0.000)	.414* (0.000)	.547* (0.000)	0.487* (0.000)	.557* (0.000)
Overall	.470* (0.000)	.484* (0.000)	.491* (0.000)	.567* (0.000)	.519* (0.000)	.587* (0.000)

*Significant at 0.05 significance level.

Significant Relationship Between Language Exposure and Academic Writing Motivation

These are the result of the relationship between language exposure and academic writing motivation.

The result obtained a p-value of .000, which was less than the .05 level of significance; therefore, the two variables are correlated. The obtained r-value of .418 indicates a strong correlation between language exposure and academic writing motivation.

Therefore, the null hypothesis was rejected, which agrees with the alternative hypothesis, which states a significant relationship between language exposure and academic writing motivation.

Overall, it appeared from the result that with each increase of language exposure, there was also an increase in the academic writing motivation of the students.

Concerning this shown in Table 6, the independent variable language exposure indicators were as follows; the home was related to academic writing motivation. It obtained a total r-value of .308 with a p-value of .000 less than its 0.05 significance. The friend related to academic writing motivation obtained a total r-value of .340 with a p-value of .000 less than 0.05 significance; the school was related to academic writing motivation which obtained a total r-value of .384 with a p-value of .000, which was less than 0.05 significance. The media was related to academic writing motivation, who obtained a total r-value of .499 with a p-value of .000 less than 0.05 significance. Based on the results, there was a significant relationship between language exposure and academic writing motivation.

Table 6. Significant Relationship Between Levels of Language Exposure and Motivation in Academic Writing

Language Exposure	Motivation in Academic Writing					Overall
	Satisfaction	Self-Efficacy	Instruments	Cognition	Effort	
Home	.396* (0.000)	.342* (0.000)	.149* (0.000)	.160* (0.010)	.248* (0.000)	.308* (0.000)
Friends	.400* (0.000)	.327* (0.000)	.194* (0.002)	.222* (0.000)	.297* (0.000)	.340* (0.000)
School	.429* (0.000)	.413* (0.000)	.246* (0.000)	.233* (0.000)	.307* (0.000)	.384* (0.000)
Media	.494* (0.000)	.447* (0.000)	.406* (0.000)	.363* (0.000)	.417* (0.000)	.499* (0.000)
Overall	.479* (0.000)	.422* (0.000)	.261* (0.000)	.262* (0.000)	.347* (0.0000)	.418* (0.000)

*Significant at 0.05 significance level.

Significant Relationship between the Development of Language Skills and Motivation in Academic Writing

The correlation between the language skills development and motivation in academic writing motivation obtained a p-value of .000, which was less than the .05 level of significance; therefore, the two variables were correlated.

An r-value of .784 indicates a strong correlation between the language skills development and motivation academic writing motivation.

Therefore, the null hypothesis was rejected to agree with the alternative hypothesis that states there is a significant correlation between the language skills development and academic writing motivation.

Overall, the result showed that with each language skills development, there is also an increase in academic writing motivation of students.

Further Table 7 also shows the result of the indicators on the independent variable language skills development were as follows; reading skills was related to academic writing motivation for which it obtained a total r-value of .739 with a p-value of .000, which was less than its 0.05 significance; writing skills was related to academic writing motivation which obtained a total r-value of .709 with a p-value of .000 less than 0.05 significance; listening skill was related to academic writing motivation which obtained a total r-value of .725 with a p-value of .000 which was less than 0.05 significance and speaking skill was related to academic writing motivation obtained a total r-value of .754 with a p-value of .000 less than 0.05 significance. Based on the results, there was a significant correlation between the language skills development and academic writing motivation.

Table 7. Significant Relationship Between Level of Language Skills Development and Academic Writing Motivation

Development of Language Skills	Motivation in Academic Writing					Overall
	Satisfaction	Self-Efficacy	Instruments	Cognition	Effort	
Reading Skills	.668* (0.000)	.676* (0.000)	.560* (0.000)	.634* (0.000)	.641* (0.000)	.739* (0.000)
Writing Skills	.570* (0.000)	.575* (0.000)	.580* (0.000)	.677* (0.000)	.659* (0.000)	.709* (0.000)
Listening Skills	.640* (0.000)	.631* (0.000)	.553* (0.000)	.654* (0.000)	.637* (0.000)	.725* (0.000)
Speaking Skills	.625* (0.0000)	.660* (0.000)	.575* (0.000)	.691* (0.000)	.698* (0.000)	.754* (0.000)
Overall	.671* (0.000)	.681* (0.000)	.608* (0.000)	.712* (0.000)	.704* (0.000)	.784* (0.000)

*Significant at 0.05 significance level.

Most Appropriate Model Academic Writing Motivation

This section emphasized the analysis of the relationship of metacognitive awareness of reading strategies, language exposure, language skills development, and academic writing motivation. Four alternative models are best suited for academic writing motivation. Each model developed a framework that can be developed into two models: structural and quantified. Each Goodness of Fit Measures will show the results of the four generated.

In identifying the most appropriate model, all signs involved were required to agree and cover the acceptable standard. The Chi-square/degrees of freedom (CMIN/DF) must be between 0 and 2, with an equivalent p-value greater than or equal to 0.05. The Root Mean Square of Error Approximately (RMSEA) is less than 0.05 with an equivalent comparable value greater than or equal to 0.05. Other indicators such as the Normed Fit Index, Tucker-Lewis Index, and Goodness of Fit Index should be higher than 0.90.

Generated Path Model 1

The Generated Path Model 1 shown in Figure 6 was considered to directly impact metacognitive awareness of reading strategies, language exposure, and language skills development in academic writing motivation.

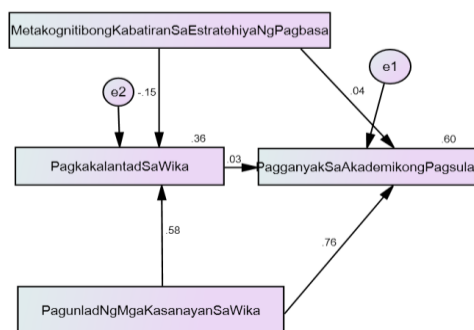


Figure 6. Path Analysis Model 1 in Standardized Solution

Legend:

- Metacognitive Awareness of Reading Strategies- Metacognitive
- Awareness in Reading Strategies
- Language Exposure- Language Exposure
- Language Skills Development – Language Skills Development Academic Writing Motivation - Academic Writing Motivation

Table 8 shows the examination in Figure 6 path model 1 using goodness fit indices. This model is not acceptable based on the following results; CMIN/DF earned 194,555; NFI scored .629; TLI gained -1.239; CFI scored .629; GFI scored .791; RMSEA scored .864; the result did not provide support to the model. Moreover, the obtained P-value is 0.000, which is not greater than or equal to 0.05, and the P-close, in turn, obtains .000, which is less than 0.05. Overall, it is suggested that the model's fit to the data is weak because all index values fit the required premise or basis.

Table 8. The goodness of Fit Measures of Path Analysis Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	194.559
P-value	> 0.05	.000
GFI	> 0.95	.791
CFI	> 0.95	.627
NFI	> 0.95	.629
TLI	> 0.95	-1.239
RMS	< 0.05	.864

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom	GFI	-	Goodness of Fit Index
NFI	-	Normed Fit Index	RMSEA	-	Root Means Square of Error Approximation
TLI	-	Tucker-Lewis Index	Pclose	-	P of Close Fit
CFI	-	Comparative Fit Index	P-value	-	Probability Level

Table 9. Estimates of Variable Regression Weights in Path Analysis Model 1

			B	SE.	CR.	BET A	P
Language Exposure	<- --	Metacognitive Awareness in Reading Strategies	-.282	.096	-2.947	-.146	.003
Language Exposure	<- --	Development of Language Skills	1.009	.086	11.755	.583	***
Motivation in Academic Writing	<- --	Development of Language Skills	.865	.056	15.548	.756	***
Motivation in Academic Writing	<- --	Metacognitive Awareness in Reading Strategies	.052	.051	1.020	.041	.308
motivation in Academic Writing	<- --	Language Exposure	.021	.033	.630	.031	.528

Chi-square = 194.559
 Degrees of freedom = 1
 Probability level = .000

Generated Path Model 2

The Generated Path Model 2 shown in Figure 7 was considered to directly impact or correlate on metacognitive awareness of reading strategies, language exposure, and language skills development in academic writing motivation.

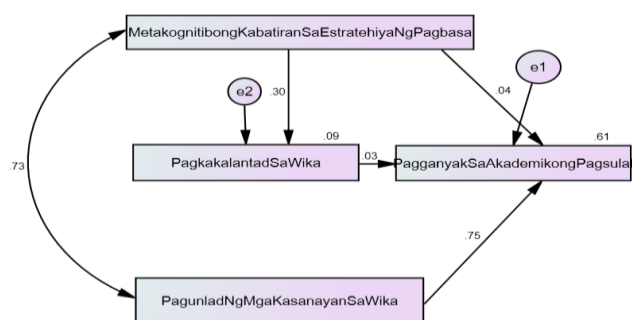


Figure 7. Path Analysis Model 2 in Standardized Solution

Legend:

- Metacognitive Awareness of Reading Strategies- Metacognitive
- Awareness in Reading Strategies
- Language Exposure- Language Exposure
- Language Skills Development – Language Skills Development
- Academic Writing Motivation - Academic Writing Motivation

Table 10 shows the examination in Figure 7, Path Model 2 using goodness fit indices. This model is not suitable based on the following results; CMIN/DF earned 58,145; NFI scored .629; TLI gained -1.239; CFI scored .890; GFI scored .909;

RMSEA scored .470; The P-value obtained .000, which was not greater than or equal to 0.05, and the P-close, in turn, obtained .000, which was less than 0.05. All index values are far away and do not get the standard value on each required or criterion basis, so they are also included in the weak or inaccurate model.

Table 10. The goodness of Fit Measures of Path Analysis Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	58.145
P-value	> 0.05	.000
GFI	> 0.95	.909
CFI	> 0.95	.890
NFI	> 0.95	.629
TLI	> 0.95	.339
RMSEA	< 0.05	.470

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index

GFI - Goodness of Fit Index
RMSEA - Root Means Square of Error Approximation
Pclose - P of Close Fit
P-value - Probability Level

Table 11. Estimates of Variable Regression Weights in Path Analysis Model 2

			B	SE.	CR.	BETA	P
Language Exposure	<---	Metacognitive Awareness in Reading Strategies	.536	.107	5.001	.297	***
Motivation in Academic Writing	<---	Development of Language Skills	.865	.065	13.225	.746	***
Motivation in Academic Writing	<---	Metacognitive Awareness in Reading Strategies	.052	.075	.697	.040	.486
Motivation in Academic Writing	<---	Language Exposure	.021	.029	.705	.029	.481

Chi-square = 58.145
 Degrees of freedom =1
 Probability level = .000

Generated Path Model 3

The Generated Path Model 3 shown in Figure 8 was considered to directly impact metacognitive awareness of reading strategies, language exposure, and language skills development in academic writing motivation.

.999; RMSEA earned.000; The P-value got .480 which is not higher than 0.05, and the P-close, in turn, got .605 which is higher than 0.05. All index values are close, and the standard value is obtained on each required or criterion basis, so this model is acceptable.

Table 12. The goodness of Fit Measures of Path Analysis Model 3

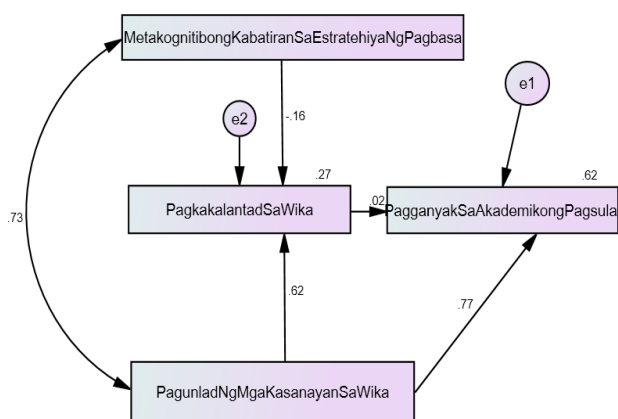


Figure 8. Path Analysis Model 3 in Standardized Solution

Legend:

- Metacognitive Awareness of Reading Strategies- Metacognitive Awareness in Reading Strategies
- Language Exposure- Language Exposure
- Language Skills Development – Language Skills Development Academic Writing Motivation - Academic Writing Motivation

Table 12 shows the examination in Figure 8, Path Model 3 using goodness fit indices. This model is acceptable based on the following results; CMIN/DF scored .499; NFI scored .999; TLI earned 1.006; CFI earned 1.000; GFI scored

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.605
CMIN/DF	0 < value < 2	.499
P-value	> 0.05	.480
GFI	> 0.95	.999
CFI	> 0.95	1.000
NFI	> 0.95	.999
TLI	> 0.95	1.006
RMS	< 0.05	.000

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit

P-value - Probability Level

Table 13. Estimates of Variable Regression Weights in Path Analysis Model 3

			B	SE.	CR.	BETA	P
Language Exposure	<---	Metacognitive Awareness in Reading Strategies	-.282	.139	-2.025	-.156	.043
Language Exposure	<---	Development of Language Skills	1.009	.125	8.074	.623	***
Motivation in Academic Writing	<---	Language Exposure	.018	.032	.546	.024	.585
Motivation in Academic Writing	<---	Development of Language Skills	.901	.052	17.241	.772	***

Chi-square =.499
 Degrees of freedom =1
 Probability level = .480

Generated Path Model 4

The Generated Path Model 4 shown in Figure 9 was considered to directly impact metacognitive awareness of reading strategies, language exposure, and language skills development in academic writing motivation.

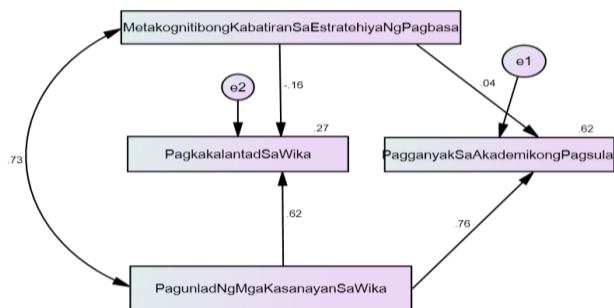


Figure 9. Path Analysis Model 4 in Standardized Solution

Legend:

- Metacognitive Awareness of Reading Strategies- Metacognitive Awareness in Reading Strategies
- Language Exposure- Language Exposure
- Language Skills Development – Language Skills Development Academic Writing Motivation - Academic Writing Motivation

Table 14 shows the examination in Figure 9 Path Model 4 using goodness fit indices. It was evaluated as the most appropriate model based on the following results; CMIN/DF scored .397; NFI scored .999; TLI earned 1.007; CFI earned 1.000; GFI scored .999; RMSEA earned.000; The P-value got .529 which is not higher than 0.05, and the P-close, in turn, got .645 which is higher than 0.05. Based on the results, the fourth model is the most appropriate because its index values are more appropriate, and the standard value is higher on each required basis. Therefore, the null hypothesis is rejected.

This model proved to be the most appropriate model of academic writing motivation. The importance of metacognitive awareness of reading strategies, language exposure, and the language skills development in motivation in academic writing motivation is demonstrated here. It has also shown the most appropriate variable influencing academic writing motivation.

A direct correlation with each of the independent variables, metacognitive awareness, was also shown in reading strategies, language exposure, and the language skills development. Based on the proposed result, the independent variable metacognitive awareness of reading strategies and language skills development has a significant contribution to academic writing motivation.

Table 14. Goodness of Fit Measures of Structural Model 4

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.645
CMIN/DF	0 < value < 2	.397
P-value	> 0.05	.529
GFI	> 0.95	.999
CFI	> 0.95	1.000
NFI	> 0.95	.999
TLI	> 0.95	1.007
RMS	< 0.05	.000

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index

Table 15. Estimates of Variable Regression Weights in Path Analysis Model 4

			B	SE.	CR.	BET A	P
Language Exposure	<---	Metacognitive Awareness in Reading Strategies	-.282	.139	-2.025	-.156	.043
Language Exposure	<---	Development of Language Skills	1.009	.125	8.074	.623	***
Motivation in Academic Writing	<---	Development of Language Skills	.886	.065	13.531	.759	***
Motivation in Academic Writing	<---	Metacognitive Awareness in Reading Strategies	.046	.073	.633	.035	.527

Chi-square = 1.399

Degrees of freedom = 1

Probability level = .237

Table 16 describes the Summary of Goodness of Fit Measures of the Four Path Analysis Models. It showed an increase in P-close from .000 to .645; CMIN/DF decreased from 194.555 to just .397; increase of P-value from .000 to .529; RMSEA decreased from .864 to .000. Also shown here are the increase of GIF with .999, CFI with 1.000, NFI with .999, and TLI with 1.007.

Table 16. Summary of Goodness of Fit Measures of the Four Path Analysis Models

Model	CMIN/DF 0<value<2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	194.559	.000	.629	-1.239	.627	.791	.864	.000
2	58.145	.000	.889	.339	.890	.909	.470	.000
3	.499	.480	.999	1.006	1.000	.999	.000	.605
4	.397	.529	.999	1.007	1.000	.999	.000	.645

IV. DISCUSSION

This chapter contained a discussion of conclusions based on statistical results, most appropriate models, conclusions, and recommendations based on metacognitive awareness of reading strategies, level of language exposure, level of language skills development, and academic writing motivation.

Metacognitive Awareness of Reading Strategies

The level of metacognitive awareness of reading strategies obtained the overall highest level. The highest level of metacognitive awareness of reading strategies was derived from the following indicators: global reading strategies, problem-solving strategies, and support reading strategies.

The survey results revealed that the problem-solving strategies indicator obtained the highest mean score followed by the global reading strategies and support reading strategies.

In addition, the problem-solving strategies help readers discuss the problem while making it increasingly difficult to comprehend a text. One of the examples is re-reading the text to make it more understandable, stopping thinking of an idea about the text, started re-reading the unintelligible part, and so on. This strategy will help the

reader read the text and give the reader a chance to better understand the text. Meanwhile, the global reading strategies are directly focused on the overall analysis of the read text. For example, paying attention to the structure of the text, guessing what the text is about, and so on. Using this type of strategy helps readers be prepared to understand the entirety of the text. While the supported reading strategies focus on using a variety of references that help readers better understand the text being read.

The result of the study indicates that metacognitive awareness of reading cognition plays an essential role in reading comprehension and learning process where cognition in achieving metacognitive strategy is positively and directly related to extensive reading, so the students who use it develop better performance according to Yuksel and Yuksel, 2012; Pressley et al., 1998; Ahmadi, Ismail, and Abdullah, 2013; Al-Sobhani, 2013; Tavakoli, 2014; Magogwe, 2013; Hong-Nam, 2014; Zhang and Seepho, 2013; Memes and Bozkurt, 2013; Phakiti, 2006; Kumin and Rahman, 2010.

Language Exposure

The overall result on the level of language exposure obtained a high descriptive level. Language exposure is

derived from the following indicators: home, friends, school, and media.

Of all the indicators of language exposure, media had the highest mean, followed by school, friends, and finally home. The result shows that language exposure is a critical part of learning. There are many dimensions of exposure, but the current study focused only on the intensity of exposure per unit time in context. These dimensions include a variety of external cues such as printed paper, media, and audiovisual materials. This exposure enhances English language skills even among non-native English speakers (De Carvalho, Magno, Lajom, Bunagan, and Regodon, 2006).

Language Skills Development

The overall result at the level of language skills development obtained the highest descriptive level. Skills development is derived from the following indicators: reading skills, writing skills, listening skills, and speaking skills.

Of all the indicators, writing skills took the lead, followed by reading, speaking, and listening skills. The result shows that the development of language skills is an essential task in acquiring proficiency in writing, reading, speaking, and listening skills. These skills need to be taught to be effective in mixed abilities (Bandy, p.6).

Academic Writing Motivation

The overall result on the level of academic writing motivation obtained a high descriptive level. Academic Writing Motivation is derived from the following indicators: enjoyment, self-efficacy, instrumentality, recognition, and effort.

Based on all the indicators, recognition is first, followed by instrumentality, effort, self-efficacy, and enjoyment.

In this regard, word recognition contributes to writing fluency and writing quality. Recognizing words also helps a student with spelling difficulty to write correctly. It was suggested in the study result that word processing is not adequate for students. Therefore, it is better to recognize words to hone their writing ability (Schneider, 2010).

This result means that a writer needs to have the motivation and self-confidence to be a good writer. Students who believe they are good writers and show more preference for writing show more effort to write well, according to Bottomley et al. (1997). The result of the study was supported by Pajares (1996), according to him, motivation is a vital factor in developing writing ability. Students who lack the motivation to write often do not engage in academic writing. These students often show anxiety about writing, low self-confidence, lack of regulation, and are self-determined to write. Therefore, the result of the study is a great help to realize the importance of motivation in writing.

Significant Relationship Between Metacognitive Awareness of Reading Strategies and Academic Writing Motivation

There is a significant correlation between metacognitive awareness of reading strategies and academic writing motivation seen in the p-value of .000, an R-value of 0.587. These findings can be linked to the statement that metacognitive youthfulness mediates insight into a task and self-regulation where and why students need to be helped to figure out how to adapt the chosen strategy to a specific need in a task. Thus, self-regulation paves the way for providing feedback on increasing awareness of conditional and personal strategies. Furthermore, monitoring and evaluating performance can also be compared to how students view a routine and the effectiveness of their metacognitive awareness in academic writing (Negretti, 2012). Metacognitive strategy in reading awareness plays an essential role in reading comprehension and learning process where cognition in achieving metacognitive strategy is positively and directly related to extensive reading, so students who use it develop better performance according to Yuksel and Yuksel, 2012; Pressley et al., 1998; Ahmadi, Ismail, and Abdullah, 2013; Al-Sobhani, 2013; Tavakoli, 2014; Magogwe, 2013; Hong-Nam, 2014; Zhang and Seepho, 2013; Memes and Bozkurt, 2013; Phakiti, 2006; Kumin and Rahman, 2010.

Significant Relationship between Language Exposure and Academic Writing Motivation

There is a significant correlation between language exposure and academic writing motivation seen in the p-value of .000 and r-value of .418. The findings of this study can be related to Bandura's (1986) similar view in his statement that "exposure to mastery experiences can affect students' self-efficacy." Thus, exposure to the target language improves writing ability because it reduces self-anxiety and self-bias, which are believed to influence a student's writing performance (Parina and de Leon, p240).

Further, there are many dimensions of exposure, but the current study focuses only on the intensity of exposure per unit time in context. These dimensions include a variety of external cues such as printed paper, media, and audiovisual materials.

Significant Relationship between the Language Skills Development of and Academic Writing

There is a significant correlation between the language skills development and academic writing motivation seen in the p-value of .000 and r-value of .784. These findings can be attributed to learning to write extensive language proficiency. In this study, they investigated the development of writing language.

The development of language skills is an essential task in gaining proficiency in writing, reading, translating, and listening skills.

In Hewitt's study published by Jusko (2012), macro writing skills and learning skills maintain a student's ability in his or her learning. Teachers should continue to provide guidance on the purpose that students are expected to learn. Here we can see the importance of skills towards having a clear and orderly ability of a student.

Most Appropriate Model of Academic Writing Motivation

The analysis of the relationship of metacognitive awareness of reading strategies, language exposure, and language skills development on academic writing motivation was developed by four models. The model was tested to achieve the most appropriate motivational model in academic writing. Each model has a framework divided into two sub-models- the dimensions and the structural model. The dimension of the model is represented by the measure loads of each factor of the latent construct, whereas the structural model refers to the correlation of the variables.

Moreover, suitability assessment was used to accept and reject the model. Based on the results, the model clearly explained metacognitive awareness of reading strategies and the language skills development as a predictor of academic writing motivation progress. These two predictors are essential components in academic writing motivation.

Generated Path Model 4 meets the criteria for the most appropriate model. The model clearly shows the direct relationship of each variable to each other. Metacognitive awareness of reading strategies and the language skills development directly show a relationship between academic writing motivation. Meanwhile, language exposure directly shows a correlation of metacognitive awareness of reading strategies and language skills development but is not directly related to academic writing motivation.

It further showed that the most appropriate model showed the three tested variables had acquired or delayed one variable. However, there was still a certainty that the two remaining variables had influenced academic writing motivation when the model was developed.

As a result, the study's findings can be attributed to the study, which found that clear metacognitive teaching transferring information improved fluency and flexibility but not creativity. The study highlights the visual arts, teaching, and the ability to develop metacognitive awareness to improve students' academic writing skills (Van de Kamp & et al., 2015).

The language skills development is critical for imparting mastery, particularly in motivation in academic writing, which contributes significantly to an individual's learning progress. We can use writing to inform people, complete transactions, motivate, irritate, and express ourselves. However, we all know that writing is more than just "writing stuff, especially in a second language." It is one of four fundamental abilities that are incredibly tough to master. One of the most critical abilities in teaching English is

writing. Almost every English language has this problem. Meyers (2005: 2) mentioned that writing is a form of product language that you use naturally when you communicate.

V. CONCLUSION

A Path Model was used to obtain the best and most appropriate learning model. Analyzed and passed the steps of specification model, discrimination model, and evaluation model.

The result of the study showed the highest level of metacognitive awareness of reading strategies, language exposure, language skills development, and academic writing motivation. It was also revealed that the indicators are correlated with each other. This means that students should acquire metacognitive awareness of reading strategies, recognize language exposure, assess the development of language skills, and address academic writing motivation.

There is a significant relationship between metacognitive awareness of reading strategies, language exposure, language skills development, and academic writing motivation consistent with the other literature presented by the relationship between each variable. Also, based on the study, only two indicators significantly influence academic writing motivation: metacognitive awareness of reading strategies and the language skills development.

Of the four structural models discovered, only the fourth model had signs indicating exceptional fit with the data; thus, it has been identified as the most appropriate structural model.

One study proved that to effectively read what is in books and successfully understand the information they have, it is vital to use these different strategies to guide your reading. By using a combination of three different types of strategies, we can improve our understanding and retention and become more active readers (Alyssa Ryan 2016).

The development of language skills is critical for imparting mastery, particularly in motivation in academic writing, which contributes significantly to an individual's learning progress. One of the most crucial linguistic skills in our life is the ability to write. We can use writing to inform people, complete transactions, motivate, irritate, and express ourselves. However, we all know that writing is more than just "writing stuff, especially in a second language." It is one of four fundamental abilities that are incredibly tough to master. One of the most critical abilities in teaching English is writing. Almost every English language has this problem. Meyers (2005: 2) mentioned that writing is a form of product language that you use naturally when you communicate. Writing is also a process of uncovering and organizing your thoughts and putting them down on paper, altering and changing them. Harmer (2004: 31) stated that writing is frequently time-bound in the form of conversation. Students have more -time to consider when writing than they do when participating in speaking activities. They can use what they

already know or look up information in dictionaries, grammar books, or other sources.

Overall, this study can be successful because the variables have been proven to be related to academic writing motivation. This only indicates that the researcher entirely agrees with said result.

VI. RECOMMENDATION

Based on the result of this study, to increase the level of academic writing motivation, the researcher proposed the following recommendations:

First, students must be familiar with metacognitive awareness of reading strategies that inspire academic writing to improve their writing abilities more quickly and thus be better able to assist others. Other abilities that will aid in developing their understanding of reading habits should evaluate and pay attention to the information presented in the text so that the information contained in the text can be quickly memorized.

Encourage parents to attend meetings held by the administration to learn about their children's policies, standards, and needs. Additionally, encourage parents to attend schools to evaluate their children's performance to track it in their activities. Teaching can also be improved to build students' academic writing motivation for teachers who share their knowledge.

They will be able to construct tactics, activities, and procedures to ensure that skills that will help inspire academic writing are developed, allowing students' writing and learning abilities to be further expanded.

Second, focus on increasing language exposure, particularly in dealings with family, friends, school, and the media. Language exposure has been shown to influence academic writing motivation. Thus it should be prioritized. This will be accomplished by concentrating on the pupils' language. Students' current language learning needs include training to be fully exposed to the language's use.

Its goal is to familiarize students with the use of language. Teachers should give pupils tasks and exercises that motivate them to improve their language skills. Strengthen classroom activities and maintain open contact lines with kids, parents, and prospective parents to better understand children's overall needs. It is vital for school administrators to increase teacher and administrator professional development by holding seminars and training for all teachers (whether beginners or older). They are having a meeting or being distressed with the school staff.

The third is the level of language skills development, particularly in reading, writing, listening, and speaking abilities. In the future, this will be given greater weight and attention to further develop the abilities that will serve as the foundation for learning growth. This needs to be sustained to assist students in further developing their language abilities,

which will allow them to improve their competency in their chosen sector. Teaching may be improved even further by having teachers share their knowledge to help students grow their skills. They can devise tactics, activities, and procedures to guarantee that these abilities are fostered to benefit students' learning. To school administrators, focus on developing policies, guidelines, and plans to better educate and train kids to be better educated of their language competence growth.

They can create strategies, activities, and methods to ensure that these skills are developed for improving learners' abilities and learning. To school administrators, intensify the formulation of policies, guidelines, and planning to better educate and train students to be better informed on language proficiency development.

The most appropriate model confirms that metacognitive awareness of reading strategies and language skills development are the most effective predictors of academic writing motivation. This implies that learners are cultivated in the writing task if they have extensive knowledge of it and good writing, reading, listening, and speaking skills.

Furthermore, improving academic writing motivation, particularly in the development of linguistic abilities, is needed. In the future, this will be given greater weight and attention to further develop the abilities that will serve as the foundation for learning growth. This should be continued to provide learners in further developing their motivation in academic writing, which can help an individual increase their skill in the chosen profession. The teaching process may be improved even further by having teachers share their knowledge about a particular context to help students improve their skills. Teachers can devise strategies, activities, and procedures for ensuring abilities are cultivated to improve students' attitudes and learning in academic writing. They intensify the formulation of policies and guidelines and plan for school administrators to better improve and train learners to focus on academic writing motivation.

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