ACADEMIC MOTIVATION, ATTITUDES AND BELIEFS OF LEARNING GRAMMAR AND EMOTIONAL ACHIEVEMENT: A CAUSAL MODEL ON WRITING SKILLS

ABSTRACT

Objectives: To determine the best fit model of the writing skills of Senior High School students.
Methodology: The respondents were 400 Senior High School students from private schools in Davao City Division, Philippines. The respondents were chosen using stratified random sampling. The data were collected using google forms.
Results and Discussions: The overall results showed that the respondents had a high level of academic motivation, students' grammar learning attitudes, and beliefs, emotional achievement and writing skills. It also showed a significant relationship between three variables: academic motivation, students' grammar learning attitudes, and beliefs, emotional achievementtowriting skills. Among the five models, model 5 best fits the study.

Recommendations: Based on the results of the study, the researcher proposed the following recommendation: first, focus on raising the level of effort because it got the lowest and the descriptive level is high. This indicates that the students do not have enough academic motivation to write. Second, since speaking grammar has reached a high descriptive level, concentrate on improving the level of grammar and reading, grammar and listening, grammatical classroom work, and speaking grammar in particular. It simply indicates that the four markers of pupils' grammar learning behavior and attitudes are weak. Lastly, because the obtained descriptive level is high, raising the students' emotional acquisition level in the indicators connected to emotions in the classroom, related emotions to learning, and related emotions to the exam. In the future, this needs to be prioritized and given greater attention in order to better develop kids' emotional intelligence and writing abilities. As a result, the study suggests that educators devise plans, exercises, and other techniques to help pupils integrate emotions into their academic work. The development of organizations that are nurtured in the stabilization of kids' emotions will be intensified among school administrators.

Keywords: academic motivation; grammar learningattitudes, and beliefs; emotional achievement; writing skills; structural equation model; Philippines.

1. INTRODUCTION

Writing is not an easy undertaking, but it is a multi-faceted process that includes related tasks like reading, planning, organizing, arranging, developing, shaping, drafting, and final writing that necessitate a willingness to write [1]. Additionally, it appeared that many students

stated their opinion about the difficulty of writing in a study conducted [2]. Additionally, study found that professors were frustrated with their students' lack of writing drive. The primary cause of this is a lack of motivation on their part and the belief that writing is just optional and unrelated to personal experiences; for them, it is hard and tedious job [3].Students' writing experiences and abilities have a favorable or bad impact on them, which influences their attitude about writing abilities. Their early writing experiences will play a significant role in determining their eventual positive and negative attitudes on their participation in the project [4].

Any school curriculum must take writing into account as a crucial component of grammar instruction. Additionally, despite the fact that writing has many facets, it is still regarded as an art to overcome its challenges and improve grammar-related talents. It is crucial to take into account evaluation techniques, instructional methodologies, motivation, language proficiency, and proper grammar [5].

The study's significant findings are beneficial in the following ways:

Department of Education officials assess the curriculum to see if the competencies can be taught to students in an efficient manner. Appoint specialists to examine the curriculum and carry out initiatives that will improve Philippine education standards. Additionally, send educators to seminars to enhance their pedagogical approaches and inspire our students to learn.

Teachers' teaching skills will be developed through exercises led by the principals. Send educators to seminars to keep them informed about the changes occurring in the educational system. This will significantly increase the teacher's willingness to accept the new teaching strategies. In addition, develop initiatives that will improve students' writing abilities.

For the teachers, this will help to hone their teaching skills. Be innovative in your teaching methods, and know that teaching is responsive to the writing skills of the students.

Especially to the pupils that put in a lot of study time and participate in school-sponsored writing skills training programs.

On the other hand, the purpose of this research is to answer the following, first, ensure the level of academic motivation of students. Second, determine the students' grammar learning level, habits, and beliefs. Third, determine the level of emotional achievement of students. Fourth, know the level of students' writing skills. Fifth, determine the significant relationship between academic motivation, students' grammar learning level, habits, and emotional achievement to students' writing skills. Sixth, factors that best predict the influence of academic motivation, students' grammar learning level, habits, and emotional achievement to students' writing skills. Lastly, determine the best fit model for studentswriting skills.

Based on the generated hypothesis, there is no significant relationship between: 1.1. students' academic motivation and students' writing skills; 1.2. students' grammar learning habits and beliefs, and students' writing skills; and 1.3. students' emotional achievement and students' writing skills. Second, academic motivation, attitudes and beliefs in learning grammar, and emotional achievement have no significant influence on students' writing skills. Finally, there is no one-size-fits-all model for students' emotional achievement and students' writing skills.

Therefore, the researcher would like to know if there are significant relationships between other variables, such as academic motivation, students' grammar learning level, habits, and emotional achievement, and students' writing skills.

Academic motivation, which is defined as emotional and cognitive awareness as well as the result of the writing process, is significantly correlated with students' writing abilities [6].motivation is crucial for helping pupils improve their writing abilities [7].

It has been suggested that there is a strong correlation between students' writing abilities and their learning strategies and attitudes for grammar. Grammar is necessary for an efficient language system because it enables speakers to "combine words and phrases" to create precise sentence structures [8]. According to a survey of students taking a writing course, grammar, vocabulary, and the speaker of the language are some of the most difficult parts of learning a second language. Grammar therefore has a significant role to play in the field of education [9].

Emotional intelligence, which can be defined as the capacity to recognize, understand, and manage emotions and anxieties, is closely related to students' writing abilities. It makes sense to presume that

students with low academic achievement have emotional intelligence issues. Anxiety. Those who experienced less anxiety were better able to control their own emotions when writing when in emotional distress [10].The association between writing and emotional distress and self-efficacy in elementary school, adolescence, and college students is supported by empirical data [11].

Writing, social constructivism, and control-value theory are highlighted. According to constructivism theory, when students build their own lessons, they learn more effectively.Language, reality, as well as student contact and collaboration, all play a role in the social process of learning. The manager and guide in a constructivist setting is the teacher. He is in charge of organizing, directing, and instructing the students. Students are in charge of their own education. Lev Vygotsky and Jean Piaget are two significant proponents of this philosophy. Understanding these two perspectives can further assist in understanding how the constructivist environment has a substantial impact on learning in the classroom, despite the fact that their opinions on the theory disagree. Piaget is a supporter of cognitive constructivism, which holds that learning activities help students develop knowledge. The learner draws inferences and unearths clever concepts during the course of the activities in thebrain. Piaget's developmental learning theory and constructivism are based on discovery [12].

The theoretical underpinnings of the notion of curriculum implementation are connected to this study. Because there are structures that are essential to curriculum implementation, Rogan and Aldous' structures of the Theory of Curriculum Implementation is more pertinent for this study [13].This theory generates a thorough list of variables influencing curriculum implementation procedures. The implementation profile, the ability to support implementation, and the external elements are some of the constructs that make up its three primary parts. Schools vary in their resource capacities, and the degree of innovation used by teachers and students to
make the most of available resources determines how the curriculum is implemented [14].

A social-cognitive theory of academic motivation known as goal orientation theory focuses on the individual's perspective on the meanings and accomplishment of objectives. The term "goal orientation" refers to a broader understanding of the reasons for pursuing certain goals as opposed to a specific performance goal (such as setting a goal to achieve 95%, which is correct on a trial), which is different from the specific goal in a theory of oriented behavior[15].Goal orientation theory places more emphasis on the motivation behind the student's efforts to reach the goal than on the actual goal itself [16].

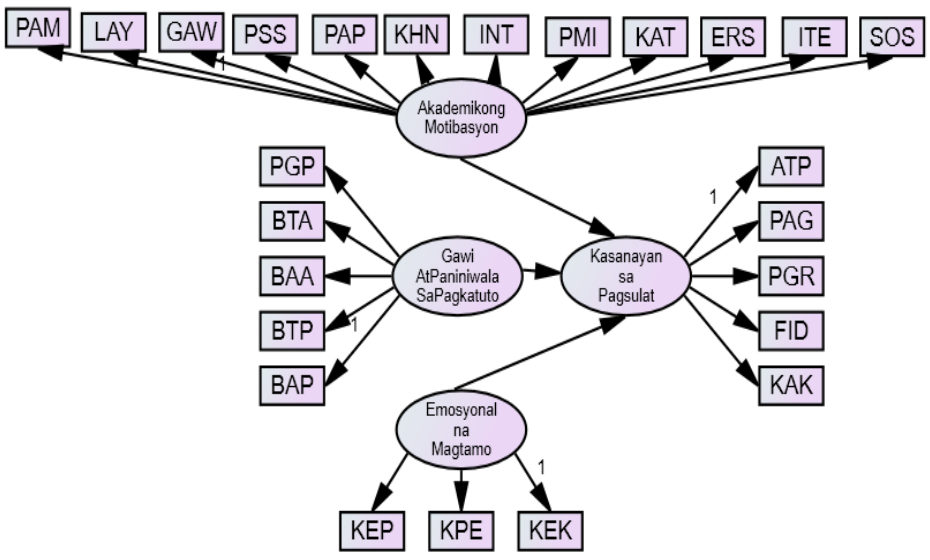

Fig. 1. Conceptual framework of the study

2. MATERIALS AND METHODS

2.1 Respondents

The respondents of this study are the 400 college students of different private colleges in the Davao Region. Coming from the regions of Davao de Oro, Davao del Norte, Davao Oriental, and Davao del Sur. They are the selected respondents because they are eligible to answer the questionnaires about academic motivation that has 50 items and can provide the necessary data for the study because they have acquired a Filipino subject related to writing. However, other public colleges in the region will not be included because it will be difficult for them to access the study instrument for those who do not have gadgets. Since this is a proportional percentage, the number of respondents from each college will vary depending on the number of students and the total population.

The number of students in each segment was decided by the researcher using random selection. Random sampling entails having an equal probability of being chosen as a research participant [17]. While, random sampling is a method that guarantees that every member of the population has an equal opportunity to be chosen as the sample unit [18].

2.2 Research Instrument

To gather information on her study, what should be stressed, and where the results came from, the researcher used a range of strategies. The researcher used a survey that she acquired from the internet.

The questionnaire instrument used in the evaluation of academic motivationhas 50 items. It contains the following indicators: standards, goals, tasks, effort, values, ability, interest, learning from others, responsibility for learning, extrinsic, intrinsic and social [19].

As for the instrument of students' grammar learning attitudes, and beliefs, it has 14 items. This instrument has the following indicators: grammar and writing,grammar and speaking,grammar and reading, grammar and listening and grammar in classroom activities [20].

While the emotional achievement instrument has 24 items. This instrument has subsequent indicators of class related emotions, learning related emotions, and test related emotions [21].

Meanwhile, for the writing skillsit includes 30 items, with the following indicators: attitudes towards writing, generating, revising, feedback, collaboration and awareness and control of writing process [22].

2.3 Research Design and Methodology

The research design that will be used for this study is descriptive-correlational. The best model of students' writing abilities will be determined using the causal model.

The link between the variables will be investigated using a descriptive correlational design. Descriptive correlation makes it clear what is happening in a particular scenario involving certain respondents and populations and in which two or more variables are related to one another. just one. It also entails obtaining information to ascertain the level of correlation that exists between two or more variables [23].

According to the structural estimation model, factor analysis is combined with other methods to assess the theory pertaining to the latent variables. The relationship between a sample of college students from private schools' writing abilities, academic motivation, grammar knowledge, and emotional development will be examined using this methodology [24].

Every variable in correlational research has a link with every other variable that is examined in this manner. The process that illustrates, quantifies, and evaluates the relationship between the variables used in the data collection in order to ascertain the level of correlation that exists between two or more variables [25].

The integrity and rigor of this research have been validated by the use of the structural equation model (SEM), as the analysis proceeded through the phases of model specification, data collection, model estimation, model analysis, and potential model modification. Consequently, an alternate model that fits the data must be developed in the event that the proposed model is rejected on the basis of goodness-of-fit statistics [26].

The instruments for analyzing and interpreting the data are shown in this section. The students' academic motivation, habits, and beliefs on grammar learning, emotional development, and writing abilities were assessed using the mean. In the meantime, the significant association between the variables was ascertained using Pearson's r-correlation. The substantial impact of academic motivation, habits, and beliefs on grammar acquisition, emotional development, and students' writing abilities is also ascertained through the use of multiple regression.

Because there is reliable evidence, the researcher assured the readers that the information they would receive is accurate and that the data being offered is real. There are ethical guidelines for research. Plagiarism is viewed as a serious offense in the field of research ethics. Consequently, the investigator made certain that the original sources of information or data were appropriately acknowledged. Furthermore, the researcher at the University of Mindanao Ethics Review Committee (UMERC) examined chapters 1 and 2 to make sure that the right and suitable ethics were taken into account when doing this study. Furthermore, none of the study's chapters revealed or revealed the names of the respondents or the chosen schools.

3. RESULTS AND DISCUSSION

3.1 Level of Academic Motivation of the Students

The students' level of academic motivation is displayed in Table 1. With a descriptive level of high and a standard deviation (SD) of 0.43, the overall mean received a score of 4.11. The greatest descriptive level is attributed to the pupils' academic motivation based on the standard. This indicates that the academic motivation of pupils is influenced by standards.

With the highest descriptive level, the first indicator criterion had a mean score of 4.33 and a standard deviation of 0.71. With a high descriptive level, the second objective indicator has a mean score of 4.19 and a standard deviation of 0.67. With a high descriptive level, the third indicator task has a mean score of 3.93 and a standard deviation of 0.66. The fourth indication effort has a high descriptive level, a mean score of 4.12, and a standard deviation of 0.65. With the highest descriptive level, the fifth indicator value has a mean score of 4.22 and a standard deviation of 0.81. With a mean score of 4.16 and a standard deviation of 0.72, ability is the sixth indicator with high descriptive level.With a high descriptive level and a mean score of 4.12 and a standard deviation of 0.70, the seventh indication of interest is noteworthy. With a high descriptive level and a mean score of 4.12 and a standard deviation of 0.70, the eighth indication is learning from others. With the highest descriptive level, the ninth indicator function has a mean score of 4.26 and a standard deviation of 0.66. With a high descriptive level, the extrinsic indicator finding has a mean score of 3.91 and a standard deviation of 0.80. With a good descriptive level, the eleventh intrinsic indicator has a mean score of 3.98 and a standard deviation of 0.77. Moreover, the last social indicator has a standard deviation of 0.79 and a mean score of 3.98 with a high descriptive level.

This table's total result has a good descriptive quality, indicating that in order to hasten learning, it is critical to pay attention to students' academic motivation. Additionally, academic drive supports pupils in developing abilities that meet competency requirements.
One may argue that motivation is the everyday engine that propels a work toward completion. categorized as belonging to the social, extrinsic, and intrinsic categories. When someone is motivated by self-interest, self-satisfaction, and self-reward, their behavior and activities are said to be intrinsically motivated. In contrast, someone who is motivated by external factors—like money, notoriety, or recognition—engages in any kind of activity [27].

Furthermore, a task is only completed in order to meet a need—for example, someone may be motivated to complete the assignment in order to receive a high score. They are only encouraged to participate in academic activities in order to feel the satisfaction of external advantages, which leads to dissatisfaction and voluntary engagement [28].

An individual's emotional state is what drives their motivation for a task, and this emotional state can be reinforced by the experiences and knowledge they have gained from a variety of forming events and learning techniques. A person's response to stimuli is reflected in their emotions [29].

3.2 Level of Students' Grammar Learning Attitudes, and Beliefs

Chart 1. List of scale used, description, and interpretation of the data collected in the four variables of the study

Scale	Description	Interpretation
4.20-5.00	Very High	Academic motivation, students' grammar learning level, habits, and beliefs, emotional achievement, and writing skills are always observed.

3.40-4.19	High	Academic motivation, students' grammar learning level, habits, and beliefs, emotional achievement, and writing skillsare often observed.
2.60-3.39	Moderate	Academic motivation, students' grammar learning level, habits, and beliefs, emotional achievement, and writing skillsare sometimes observed.
1.80-2.59	Low	Academic motivation, students' grammar learning level, habits, and beliefs, emotional achievement, and writing skillsshould be observed.
1.00-1.79	Very Low	Academic motivation, students' grammar learning level, habits, and beliefs, emotional achievement, and writing skillsare never observed.

This section presents the study's findings in connection to the behavior and belief levels of the students regarding their ability to learn grammar. Five indicators with a mean score of 4.15 and a total standard deviation (SD) of 0.63 are shown in the second table, indicating a high descriptive level.

The findings of the survey given to study participants on each indication concerning the degree of students' grammatical learning habits and beliefs are displayed in Table 2. The comparable descriptive level is the highest, according to the grammar and writing indicator, which has a mean score of 4.22 and a standard deviation (SD) of 0.74. With a high descriptive level, the indicator grammar and speech has a mean score of 4.04 and a standard deviation (SD) of 0.65.

The grammar and reading indication has a high descriptive level, a mean score of 4.13, and a standard deviation (SD) of 0.73. The descriptive level is strong even if the grammar and listening indication has a mean score of 4.19 and a standard deviation (SD) of 0.78. The last indicator, however, is verbal classroom work, which had a high descriptive level and a mean score of 4.16 with a standard deviation (SD) of 0.72.

The students' behavior and belief in their ability to master grammar reached a high descriptive level. It simply indicates that, given the pupils' poor performance, teachers should place a strong emphasis on the attitudes and behaviors of their students when it comes to studying language. Students' grammar skills should be developed because they are utilized in writing.

The hardest and most demanding aspect of learning a language is mastering grammar [30]. Nonetheless, mastering grammar is crucial for enhancing linguistic proficiency [31]. In order to further develop students' language skills, teachers must provide adequate time to teach grammar in the classroom, oversee each student's learning process, and assign sufficient homework. -student In actuality, teaching grammar calls for a significant amount of time. In the classroom, students might not have adequate opportunities for practice with grammar [32].

Table 1.Level of Academic Motivation of the Students

Indicators	**SD**	**Mean**	**Descriptive level**
Standards	0.71	4.33	Very High
Goals	0.67	4.19	High
Tasks	0.66	3.93	High
Effort	0.65	4.12	High
Values	0.81	4.22	Very High
Ability	0.72	4.16	High
Interest	0.70	4.12	High
Learning from Others	0.70	4.12	High
Responsibility for Learning	0.66	4.26	Very High
Extrinsic	0.80	3.91	High
Intrinsic	0.77	3.98	High
Social	0.79	3.98	High

General Mean	**0.43**	**4.11**	**High**

Table 2.Level of Students' Grammar Learning Level, Habits, and Beliefs

Indicators	SD	Mean	Descriptive level
Grammar and Writing	0.74	4.22	Very High
Grammar and Speaking	0.65	4.04	High
Grammar and Reading	0.73	4.13	High
Grammar and Listening	0.78	4.19	High
Grammar in Classroom Activities	0.72	4.16	High
General Mean	**0.63**	**4.15**	**High**

3.3 Level of Emotional Achievement

Table 3 presents the overall findings of the survey regarding the pupils' emotional achievement level. This variable has three indications, with a mean score of 3.73 and a total standard deviation (SD) of 0.66, indicating a good descriptive quality.

The results of each indicator are displayed in Table 3 with respect to the survey regarding the emotional achievement of the pupils. With a mean score of 3.74 and a standard deviation (SD) of 0.69, the indicator of student emotions has a high descriptive quality. The descriptive level is strong even if the emotion learning indicator has a mean score of 3.79 and a standard deviation (SD) of 0.70. In the meantime, the test's indicator of emotion yielded a mean score of 3.68 and a standard deviation (SD) of 0.75, indicating a high descriptive level.

The students demonstrated a great degree of emotional achievement. This only suggests that emotion has a significant role in students' learning outcomes. Furthermore, pupils' personalities and levels of knowledge are greatly influenced by their emotions. Students can more readily understand concepts linked to the acquisition of learning in each lesson or skill when they are emotionally engaged.

Emotions that are directly linked to "accomplished tasks" and "outcome success" are referred to as emotional achievement [33]. It can be separated into two categories of emotions: happy, hopeful, prideful, and relieving feelings are among the positive ones. Negative emotions include embarrassment, boredom, despair, anxiety, and hostility [34].

Emotions fall into three groups according to a taxonomy. First, feelings can be broadly classified aseither pleasant or bad based on the individual's subjective experience. Emotions can be categorized as social human nature or associated activities; multiple emotions can be conveyed by the same social action. Third, depending on the viewpoint on the task, the results, and the associated process (on task), the emotions connected to it may vary: prospective (pre-task, pre-result) or retrospective (post-task) [35].

It is reasonable to suppose that emotions serve as a person's response to significant occurrences. Second, learning and achievement contexts can be social or personal in nature (homeschooling as opposed to classroom learning, for example). As a result, these contexts can be assumed to have task relations and emotional feelings as well as different emotions. In recent years, empirical research results have supported the idea that achievement is positively correlated with pleasant feelings (such as pride or satisfaction) and negatively correlated with unpleasant feelings (such as anxiety or worry) [36]. Numerous research show variations in the association between achievement and the intensity of distinct emotions depending on the emotion's nature and academic domain [34].

Table 3. ***Level of Emotional Achievement of the Students***

Indicators	SD	Mean	Descriptive level

Class Related Emotions	0.69	3.74	High
Learning Related Emotions	0.70	3.79	High
Test Related Emotions	0.75	3.68	High
General Mean	**0.66**	**3.73**	**High**

Numerous elements within the classroom, including the curriculum material, the surroundings, individual variations, including genetics and upbringing culture, and external elements like social, environmental, and communication interactions, can all have an impact on these emotions [37].

3.4 Level of Writing Skills of the Students

The overall outcome of the students' writing abilities is a mean score of 3.83 with a standard deviation (SD) of 0.69, indicating a high descriptive level. It just indicates that teachers should give it their full attention.

The total outcomes of the four indicators are shown in Table 4. With a mean score of 3.78 and a standard deviation (SD) of 0.90 in the first writing-related indicator, there is a high descriptive level attained. On the other hand, the second creation-related indicator had a mean score of 3.74 and a standard deviation (SD) of 0.76, indicating a high descriptive level. With a mean score of 3.88 and a standard deviation (SD) of 0.69, the revision-related indicator received a high descriptive level. With a mean score of 3.85 and a standard deviation (SD) of 0.75, the indicator feedback demonstrated a strong descriptive quality.The last indication, which measured awareness and control during the writing process, had a mean score of 3.93 and a standard deviation (SD) of 0.74, indicating a high descriptive level.

The students' writing proficiency was quite high. It merely serves to highlight how poorly developed the students' writing abilities are. We use writing in our daily lives, thus it has a big impact on students' ability to hone their writing skills.

Composing is a creative endeavor. It is not just a straightforward translation of developed thoughts to put on pages of paper. Rather than picking the words to be used, the thoughts conveyed must have a logical structure that is amended before saying what is meant to be said. Writing is a journey of exploration and a stand-alone step toward completion. A continual set of tasks includes thinking, organizing, fostering ideas, drafting, shaping, re-reading, editing, and revising [38].Writing skill is a special capacity that enables authors to communicate ideas mentally through written messages and in the form of meaningful words [39].

3.5Significant Relationship between Academic Motivation and Writing Skills of the Students

This section shows that the overall link between students' writing abilities and academic desire had a p-value of.000, which is significant at the less than.05 level. The two variables are associated as a result.

There is a substantial correlation between students' writing abilities and their academic enthusiasm, as indicated by the R-value of 0.536. As a result, the alternative hypothesis—which holds that there is a strong correlation between students' writing abilities and academic motivation—cannot be supported by the null hypothesis.

The standard indicator and the attitude toward writing in the first indicator had a p-value of.661 and an R-value of.022, both of which are greater than 0.05 significant. An R-value of.011 and a p-value of.821, which are greater than 0.05 significance, were achieved for the criterion and the creation. The

standard and revision yielded a p-value of.770 above 0.05 significance and an R-value of -.015. The criteria, awareness, and control during the writing process received an R-value of.032 and a p-value of.518, which is higher than 0.05 significance, whereas the standard and feedback acquired an R-value of -.026 and a p-value of.611, which is higher than 0.05 significance. With a p-value of.891 and a total R-value of.007, it was found to be significant above 0.05.

The goal and attitude toward writing in the second indicator had a p-value of.409 and an R-value of.041, both of which are greater than 0.05 significant. The R-value and p-value for purpose and creativity are.001 and.987, respectively, above the significance level of 0.05. An R-value of.000 and a p-value of.994, which are greater than 0.05 significance, were achieved for the revision and the objective. The aim, awareness, and control during the writing process received an R-value of.030 and a p-value of.550, which is higher than 0.05 significance, whereas the objective and feedback obtained an R-value of -.009 and a p-value of.862, which is greater than 0.05 significance. It produced a p-value of.755 and a total R-value of.016 that are both significant above 0.05.

The task and attitude toward writing in the third indicator had an R-value of.037 and a p-value of.455, both of which are greater than 0.05 significant. The creation and the work have a p-value of.427 and an R-value of.040, both of which are greater than 0.05 significant. An R-value of.002 and a p-value of.973, which are greater than 0.05 significant, were achieved for the task and the revision. The work, awareness, and control during the writing process received an R-value of.027 and a p-value of.593, which is higher than 0.05 significance, whereas the work and support received an R-value of.009 and a p-value of.865, which is higher than 0.05 significance. It produced a p-value of.596 and a total R-value of.027, both of which are greater than 0.05 significant.

The fourth indicator's R-value of.014 and p-value of.786, which are greater than 0.05 significant, were derived by the effort indicator and the attitude toward writing. A p-value of.688 and an R-value of -.020 were observed for effort and creativity, both of which are greater than 0.05 significant. The R-value and p-value for the effort and revision were -.031 and.538 respectively, above the significance level of 0.05. In contrast, effort, awareness, and control during the writing process received an R-value of -.035 and a p-value of.483, which is higher than 0.05 significant. Effort and support received an R-value of -.021 and a p-value of.670, which is higher than 0.05 significance. With a p-value of.703 and a total R-value of -.019, it was found to be significant above 0.05.

The value indicator and the attitude toward writing in the fifth indication had a p-value of.849 and an R-value of -.010, both of which are greater than 0.05 significant. The R-value and p-value for appreciation and creativity are -.046 and.354, respectively, above the significance level of 0.05. The R-value for appreciation and revision was -.052, and the p-value was.301, both of which are greater than 0.05 significant. In contrast, appreciation, awareness, and control during the writing process received an R-value of -.010 and a p-value of.846, which is higher than 0.05 significant. Support and appreciation received an R-value of -.040 and a p-value of.426, which is higher than 0.05 significance. It produced a p-value of.502 and a total R-value of -.034 that are both significant above 0.05.

The sixth indication yielded a p-value of.570 and an R-value of.028 for the ability indicator and attitude toward writing, both of which are greater than 0.05 significant. The R-value and p-value for creativity and ability are.017 and.728 respectively, above the significance level of 0.05. The R-value for competence and revision was -.015, and the p-value was.769, indicating a significance level over 0.05. In the writing process, ability, awareness, and control acquired an R-value of.047 and a p-value of.353, which is higher than 0.05 significance, while ability and feedback obtained an R-value of -.014 and a p-value of.780, which is higher than 0.05 significance. With a p-value of.758 and a total R-value of.015, it was found to be significant above 0.05.

Interest and attitude toward writing received a p-value of.000 and an R-value of.581 in the seventh indicator, indicating less than 0.05 significance. With a p-value of.000 and an R-value of.628—both

less than 0.05 significance—interest and inventiveness were shown to be significant. The R-value and p-value for interest and revision were.684 and.000, respectively, indicating a significance level below 0.05. In contrast, interest, awareness, and control during the writing process received an R-value of.623 and a p-value of.000, which is less than 0.05 significance. Interest and interest received an R-value of.626 and a p-value of.000, which is less than 0.05 significance. With a p-value of.000 and a total R-value of.697, it was found to have less than 0.05 significance.

The eighth indicator's R-value of.500 and p-value of.000, or less than 0.05 significant, were achieved by the indicators of writing attitude and learning from others. The correlation between creativity and learning from others was found to be.000 with a p-value of.0545, indicating a significance level below 0.05. Revision and learning from others received a p-value of.000 and an R-value of.619, both of which are less than 0.05 significant. Feedback earned a p-value of.000, or less than 0.05 significant, and an R-value of.547 while learning from others. On the other hand, R-values of.555 and p-values of.000, or less than 0.05 significant, were achieved for learning from others and for awareness and control over the writing process. It produced a p-value of.000 and a total R-value of.613, which are lessthan 0.05 significance.

The extrinsic and attitude toward writing in the eighth indication had a p-value of.000 and an R-value of.483, both of which are less than 0.05 significance. With a p-value of.000 and an R-value of.552, extrinsic and creative had significance levels below 0.05. The extrinsic and revisionist R-values were.528 and.000, respectively, indicating a significance level below 0.05. Extrinsic awareness and control over the writing process received an R-value of.511 and a p-value of.000, which is less than 0.05 significance, whereas extrinsic and feedback acquired an R-value of.546 and a p-value of.000, which is less than 0.05 significance. With a p-value of.000 and a total R-value of.582, it was found to have less than 0.05 significance.

The inherent and attitude toward writing among the identified indicators had an R-value of.567 and a p-value of.000, all of which are less than 0.05 significant. With a p-value of.000 and an R-value of.614, intrinsic and creative had significance levels below 0.05. A p-value of.000 and an R-value of.612 were obtained for intrinsic and revision, both of which are less significant than 0.05. The intrinsic awareness and control of the writing process received an R-value of.605 and a p-value of.000, which is less than 0.05 significance, whereas intrinsic and feedback acquired an R-value of.582 and a p-value of.000, which is less than 0.05 significance. With a p-value of.000 and a total R-value of.662, it was found to have less than 0.05 significance.

The social and attitude toward writing in the final indicator had a p-value of.000, which is less than 0.05 significance, and an R-value of.517. With a p-value of.000 and an R-value of.497, social and creative had significance levels below 0.05. An R-value of.556 and a p-value of.000, which is less than 0.05 significant, were obtained for social and revision. On the other hand, feedback and social had a p-value of.000, which is less than 0.05 significant, and an R-value of.550. In the meantime, the writing process's social, awareness, and control obtained a p-value of.000, or less than 0.05 significance, and an R-value of.541. It produced a p-value of.000 and a total R-value of.591, which isless than 0.05 significance.

Consequently, an R-value of.464 and a p-value of.000 were achieved for each indication in the overall survey results for the respondents' attitude toward writing and academic motivation, while an R-value of.480 and a p-value of.000 were obtained for creativity. In comparison, the feedback obtained an R-value of.472 and a p-value of.000, with both correspondingly less than 0.05 significance, while the revision obtained an R-value of.496 and a p-value of.000. In the meantime, awareness and control during the writing process had p-values of.000 and R-values of.497, respectively, both of which were less significant than 0.05.

There is a strong correlation between pupils' writing abilities and academic enthusiasm. Psychologists have discovered and examined effective components in motivation for academic accomplishment in recent decades due to the impact of motivation on students' academic success. Their research led them to identify the following factors: personality, family, university, and social variables [40].Learning and academic achievement are highly influenced by a student's overall personality, sense of self-worth, and drive for academic success [41].Additional research has examined the relationship between academic accomplishment in higher education and intelligence, learning style, personality, and academic motivation [42]. The socioeconomic standing of the students is the primary motivator for them to enroll in a medical degree [43].

Nonetheless, the primary elements contributing to the decline in motivation were identified by the researchers as self-esteem, optimism for the future, family income, the effectiveness and quality of teaching materials, and married pupils. academic.Furthermore, pessimism, anxiety, and despair can be reasons of low motivation, which can lead to pupils performing poorly and failing [44].

3.6Significant Relationship betweenAttitudes and Beliefs in Grammar Learning and Writing Skills of Students

The study demonstrates a significant correlation between students' writing capabilities and their behavior and views about learning grammar in Table 6 with a total R-value of.690 and a p-value of.000, which is less than.05. Stated differently, the alternative hypothesis—which asserts that there is a substantial relationship between behavior and belief in acquiring grammar and students' writing skills—rejects the null hypothesis.

In the first indicator, writing grammar and attitude towards writing obtained an R-value of.478 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. The grammar in writing and creation obtained an R-value of.489 and a p-value of.000, which is less than 0.05, which can be said to have a significant relationship. While writing and revising grammar, we obtained an R-value of.580 and a p-value of.000, which is less than 0.05, which expresses a significant relationship. Grammar in writing and reading got an R-value of.542 and a p-value of.000 that is less than 0.05, which can be considered to have a significant relationship. Meanwhile, writing grammar and awareness and control of the writing process obtained an R-value of.516 and a p-value of.000, which is less than 0.05 to be considered to have a significant relationship. On the other hand, the overall result of the first indicator obtained an R-value of.577 and a p-value of.000, which is less than 0.05 and can be considered to have a significant correlation.

Table 4. Level of Students Writing Skills

Indicators	SD	Mean	Descriptive Level
Attitudes Towards Writing	0.90	3.78	High
Generating	0.76	3.74	High
Revising	0.69	3.88	High
Feedback	0.75	3.85	High
Collaboration and Awareness	0.74	3.93	High
Control of Writing Process			
General Mean	**0.32**	**4.74**	**High**

In the second indicator, speaking grammar and attitude towards writing obtained an R-value of.534 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. Speaking and creating grammar obtained an R-value of.577 and a p-value of.000, which is less than 0.05, which can be said to have a significant relationship. While speaking and revising grammar, I got an R-value of.632 and a p-value of.000, which is less than 0.05, which expresses a significant

relationship. Grammar in speech and feedback obtained an R-value of.616 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. Meanwhile, speaking grammar and awareness and control in the writing process obtained an R-value of.589 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. On the other hand, the overall result of the second indicator obtained an R-value of.653 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship.

In the third indicator, reading grammar and attitude towards writing obtained an R-value of.507 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. Grammar in reading and creation obtained an R-value of.516 and a p-value of.000, which is less than 0.05 and can be said to have a significant relationship. While reading and revising grammar, we obtained an R-value of.586 and a p-value of.000, which is less than 0.05, indicating a significant relationship. Grammar in reading and reading got an R-value of.531 and a p-value of.000 that is less than 0.05, which can be considered as having a significant relationship. Meanwhile, reading grammar and awareness and control in the writing process obtained an R-value of.578 and a p-value of.000, which is less than 0.05 to be considered to have a significant relationship. On the other hand, the total result of the third indicator obtained an R-value of.603 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship.

In the fourth indicator, listening grammar and attitude towards writing obtained an R-value of.494 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. The listening and creation grammar got an R-value of.494 and a p-value of.000, which is less than 0.05, which can be said to have a significant relationship. While listening and revising grammar, I got an R-value of.587 and a p-value of.000, which is less than 0.05, which expresses a significant relationship. The listening and reading grammar obtained an R-value of.512 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. Meanwhile, listening grammar and writing process awareness and control obtained an R-value of.564 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. On the other hand, the total result of the fourth indicator obtained an R-value of.588 and a p-value of.000, which is less than 0.05 and can be considered to have a significant correlation.

In the final indicator, verbal classroom work and attitude towards writing obtained an R-value of.497 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. Grammatical classroom work and creation obtained an R-value of.536 and a p-value of.000, which is less than 0.05 and can be said to have a significant relationship. While verbal classroom work and revision obtained an R-value of.586 and a p-value of.000, which is less than 0.05, indicating a significant relationship, the verbal classroom work and feedback obtained an R-value of.523 and a p-value of.000 that is less than 0.05, which can be considered to have a significant relationship. Meanwhile, grammar classroom work and awareness and control of the writing process obtained an R-value of.563 and a p-value of.000 that is less than 0.05, which can be considered to have a significant relationship. The total result of the final indicator obtained an R-value of.600 and a p-value of.000, which is less than 0.05 and can be considered to have a significant correlation.

As a result, when the data is presented in detail, it can be seen that there is a significant correlation between the following: awareness and control during the writing process (R-value of.643 and p-value of.000), feedback (R-value of.622 and p-value of.000), creation (R-value of.596), revision (R-value of.679), and attitude toward writing (R-value of.574 and p-value of.000). The total result shows a substantial correlation between students' writing skills and their behavior and belief in learning grammar, with an R-value of.690 and a p-value of.000.

It is said that there is a strong correlation between students' writing abilities and their behavior and belief in the acquisition of grammar, with grammar knowledge being crucial to the effectiveness and

meaning of written communication. When writing, students might not receive response right away. Because the readers are not present in the same setting, students must write with care. As a result, the language or code employed needs to be understandable and unambiguous. Grammar is taught in schools all over the world since it is one of the requirements for grading the quality of writing [45].This is due to the fact that proficiency in grammar facilitates the writer's usage of their native tongue while also assisting them in understanding conventional conventions [46].

The theories of social constructivism and writing and control-value theory became the basis of this study. Constructivism theory believes that students better understand the information in a lesson that they construct. According to Ozer, learning is a social development involving language, reality, and the interaction and collaboration of students. In a constructivist setting, the teacher is the manager and guide. He is the one who plans, organizes, guides, and gives instructions to the students. Students are responsible for their own learning. Jean Piaget and Lev Vygotsky are two important proponents of this theory. Although there is a difference in their views on the theory, understanding these two perspectives will further help in understanding how the constructivist environment has a significant contribution to learning within the classroom. Piaget is a proponent of cognitive constructivism, which believes that the student creates knowledge with the help of learning activities. While performing the class activities, the student develops conclusions and discovers good ideas in the brain. Piaget's developmental learning theory and constructivism are based on discovery.

3.7 Significant Relationship between Emotional Achievement and Writing Skills of the Students

The study found a substantial correlation between students' writing capabilities and emotional achievement, as demonstrated in Table 7. The correlation was statistically significant, with a total R-value of.883 and a p-value of.000, meaning that the effect size was less than.05. If this is the case, the hypothesis is disproved and supports the alternative theory, which holds that there is a strong correlation between instructors' professional skill and their capacity to teach.

The first indicator, the relationship between emotional class and attitude towards writing, obtained an R-value of.534 and a p-value of.000, which is less than 0.05 to be considered to have a significant relationship. The relationship that is emotional in the class and creation got an R-value of.569 and a p-value of.000, which is less than 0.05, which can be said to have a significant relationship. Meanwhile, the relationship between emotional class and revision obtained an R-value of.541 and a p-value of.000, which is less than 0.05, which expresses a significant relationship. The relationship that is emotional in the class and feedback obtained an R-value of.564 and a p-value of.000, which is less than 0.05, which expresses a significant relationship. While the relationship that is emotional in the class and awareness and control in the writing process obtained an R-value of.528 and a p-value of.000 that is less than 0.05 to be considered as having a significant relationship Moreover, the overall result of the first indicator obtained an R-value of.609 and a p-value of.000, which is less than 0.05 and can be considered to have a significant correlation.

In the second indicator, the relationship between learning emotion and attitude towards writing obtained an R-value of.515 and a p-value of.000 that is less than 0.05 to be considered as having a significant relationship. The relationship between learning emotion and creativity obtained an R-value of.587 and a p-value of.000, which is less than 0.05 and can be said to have a significant relationship. Meanwhile, the relationship between emotional learning and revising obtained an R-value of.583 and a p-value of.000 less than 0.05, which expresses a significant relationship. The relationship between emotional learning and feedback obtained an R-value of.604 and a p-value of.000, which is less than 0.05, which expresses a significant relationship. While the relationship between learning emotion and awareness and control in the writing process obtained an R-value of.540 and a p-value of.000 that is less than 0.05 to be considered as having a significant relationship, Moreover, the total result of the

second indicator obtained an R-value of.628 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship.

In the final indicator, the relationship between emotion in the test and attitude towards writing obtained an R-value of.598 and a p-value of.000, which is less than 0.05 and can be considered to have a significant relationship. The relationship between emotion in the test and creativity obtained an R-value of.668 and a p-value of.000, which is less than 0.05, which can be said to have a significant relationship. Meanwhile, the relationship emotion in the test and revision obtained an R-value of.655 and a p-value of.000, which is less than 0.05, which expresses a significant relationship. The relationship between emotion in the test and feedback obtained an R-value of.641 and a p-value of.000, which is less than 0.05, which expresses a significant relationship. While the relationship between emotion in the test and awareness and control in the writing process obtained an R-value of.609 and a p-value of.000, which is less than 0.05 to be considered to have a significant relationship, the total result of the final indicator obtained an R-value of.704 and a p-value of.000, which is less than 0.05 and can be considered to have a significant correlation.

When the data is broken down, it becomes clear that there is a significant correlation between the following: feedback (R-value of.651 and p-value of.000), awareness and control during the writing process (R-value of.604 and p-value of.000), creation (R-value of.657 and p-value of.000), and attitude toward writing (R-value of.593 and p-value of.000). With an overall R-value of.699 and a p-value of.000, the findings indicate a strong correlation between students' writing abilities and emotional achievement.

The association between students' efficacy in elementary school, youth, and college and their ability to write with emotional discomfort is supported by empirical research [11]. One study including 207 American university students found that those who felt less anxious when writing had better levels of self-efficacy than those who felt more anxious when writing [47].

The capacity to recognize, control, and make use of feelings and anxiety is known as emotional intelligence. It makes sense to assume that anxiety lowers pupils' emotional intelligence and results in subpar academic performance. Individuals with lower anxiety levels were better at controlling their own emotions when writing about emotional suffering [10].

The Control Value idea is the foundation for emotional gain. This theory offers a comprehensive framework for investigating the causes, conditions, and impacts of felt emotions on academic performance and results. Its foundation lies in the idea that control and value play a key role in evoking emotional responses, including pleasure, frustration, and boredom associated with classroom activities as well as joy, hope, pride, anxiety, despair, shame, and hatred associated with success or failure [33].

3.8 Significant Influence between Academic Motivation, Learning Attitudes and Beliefs and Students' Emotional Achievement in Writing Skills

The results of Table 8 demonstrate how academic motivation, behavior, and belief in learning and emotional achievement significantly impact students' writing abilities. The F-value, R-value, and adjusted R2 values are calculated to be 204.382,.779, and.608, respectively, and the p-value, which is less than 0.05, which indicates maximum, is.000. Every variable in the final result concurred to reject the null hypothesis, which favored the alternative hypothesis.

Students' writing abilities are significantly impacted by an exogenous element. R2 of.608 showed that academic motivation, learning practices and beliefs, and emotional achievement accounted for 60.8% of the variance in writing skills. This indicates that factors not covered in this

study accounted for 39.32% of the difference in writing skills. Three exogenous variables are also shown in the table: emotional attainment, which has the largest contribution to acquisition (Beta =.431, P-value =.000), learning behavior and belief, which has the result obtained (Beta =.387, P-value =.0014), and academic motivation.

The results of the data collection show that standardized and unstandardized coefficients for academic motivation are.226 and.140, t-value of 3.611 and p-value of.000 (significant); standardized and unstandardized coefficients for learning behavior and beliefs are.387 and.353, t-value of 8.052 and p-value of.000 (significant); and standardized and unstandardized coefficients for emotional achievement are.431 and.413, t-value of 10.084 and p-value of.000 (significant).

3.9 Best Fit Model for Writing Skills of the Students

It was concluded that the most appropriate model was the constructed structural model 5, which demonstrated the direct causal association of the exogenous variables: emotional achievement, learning grammar, and academic motivation. Table 9 illustrates how acceptable the best-fitting model is. With a P-value of.426 and a Chi-Square divided by degrees of freedom of 1.021. This shows which model is most suitable. The root mean square error approximation index of.007, which is less significant than the 0.05 level of significance with a corresponding P-value of 1.000, supports this. Since all measurements are generated from the criterion, other criteria like the Normed Fit Index, Tucker-Lewis Index, and Comparative Fit are also seen to be highly suggestive of the best fit model.

Every index must be included in a reasonable number in order to identify the best model. Chi-squares, also known as degrees of freedom, have values fewer than five and p-values higher than 0.05. Both the appropriate p-close and the root mean square approximation value must be greater than 0.05. The values of other indices, which include the goodness of fit index, comparative fit index, Tucker Lewis index, and normed fit index, must be more than 0.95.

Table 5.Significant Relationship between Academic Motivation and Students Writing Skills

Academic Motivation	**Writing Skilla**					
	Attitudes Towards Writing	Generating	Revising	Feedback	Collaboration and Awareness and Control of Writing Process	**Over-all**
Standards	.022	.011	-.015	-.026	.032	**.007**
	.661	.821	.770	.611	.518	**.891**
Goals	.041	.001	.000	-.009	.030	**.016**
	.409	.987	.994	.862	.550	**.755**
Tasks	.037	.040	.002	.009	.027	**.027**
	.455	.427	.973	.865	.593	**.596**
Effort	.014	-.020	-.031	-.021	-.035	**-.019**
	.786	.688	.538	.670	.483	**.703**
Values	-.010	-.046	-.052	-.040	-.010	**-.034**

	.849	.354	.301	.426	.846	**.502**
Ability	.028	.017	-.015	-.014	.047	**.015**
	.570	.728	.769	.780	.353	**.758**
Interest	.581**	.628**	.684**	.626**	.623**	**.697****
	.000	.000	.000	.000	.000	**.000**
Learning from Others	.500**	.545**	.619**	.547**	.555**	**.613****
	.000	.000	.000	.000	.000	**.000**
Responsibility for Learning	.480**	.535**	.603**	.563**	.571**	**.609****
	.000	.000	.000	.000	.000	**.000**
Extrinsic	.483**	.552**	.528**	.546**	.511**	**.582****
	.000	.000	.000	.000	.000	**.000**
Intrinsic	.567**	.614**	.612**	.582**	.605**	**.662****
	.000	.000	.000	.000	.000	**.000**
Social	.517**	.497**	.556**	.550**	.541**	**.591****
	.000	.000	.000	.000	.000	**.000**
Over-all	**.464****	**.480****	**.496****	**.472****	**.497****	**.536****
	.000	**.000**	**.000**	**.000**	**.000**	**.000**

Table 6.Significant Relationship between Students' Grammar Learning Attitudes, and Beliefs and Students' Writing Skills

Grammar Learning Attitudes, and Beliefs	**Writing Skills**					
	Attitudes Towards Writing	Generating	Revising	Feedback	Collaboration and Awareness and Control of Writing Process	**Over-all**
Grammar and Writing	.478**	.489**	.580**	.542**	.516**	**.577****
	.000	.000	.000	.000	.000	**.000**
Grammar and Speaking	.534**	.577**	.632**	.616**	.589**	**.653****
	.000	.000	.000	.000	.000	**.000**
Grammar and Reading	.507**	.516**	.586**	.531**	.578**	**.603****
	.000	.000	.000	.000	.000	**.000**
Grammar and Listening	.494**	.494**	.587**	.512**	.564**	**.588****
	.000	.000	.000	.000	.000	**.000**

Grammar in Classroom Activities	.497**	.536**	.586**	.523**	.563**	**.600****
	.000	.000	.000	.000	.000	**.000**
Over-all	**.574****	**.596****	**.679****	**.622****	**.643****	**.690****
	.000	**.000**	**.000**	**.000**	**.000**	**.000**

Table 7
Significant Relationship between Emotional Achievementand Students' Writing Skills

Emotional Achievement	**Writing Skills**					
	Attitudes Towards Writing	Generating	Revising	Feedback	Collaboration and Awareness and Control of Writing Process	**Over-all**
Class Related Emotions	.534**	.569**	.541**	.564**	.528**	**.609****
	.000	.000	.000	.000	.000	**.000**
Learning Related Emotions	.515**	.587**	.583**	.604**	.540**	**.628****
	.000	.000	.000	.000	.000	**.000**
Test Related Emotions	.598**	.668**	.655**	.641**	.609**	**.704****
	.000	.000	.000	.000	.000	**.000**
Over-all	**.593****	**.657****	**.641****	**.651****	**.604****	**.699****
	.000	**.000**	**.000**	**.000**	**.000**	**.000**

Table 8
Significant influence between Academic Motivation, Students' Grammar Learning Attitudes and Beliefs, Emotional Achievement and Students' Writing Skills

Exogenous Variables	**Writing Skills**			
	B	β	*t*	*Sig.*
Constant	-.308		-1.453	.147
Academic Motivation	.226	.140	3.611	.000
Students' Grammar Learning Attitudes and Beliefs	.387	.353	8.052	.000
Emotional Achievement	.431	.413	10.084	.000
R	.779			

R^2	.608
ΔR	.605
F	204.382
ρ	.000

Table 9
Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value <2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	10.430	.499	.698	.677	.667	.154	.000
2	.000	9.723	.541	.721	.700	.692	.148	.000
3	.000	5.618	.901	.938	.926	.923	.108	.000
4	.000	12.131	.515	.682	.664	.645	.167	.000
5	.426	1.021	.974	1.00	.982	.999	.007	1.000

Legend: CMIN/DF – *Chi Square/Degrees of Freedom* NFI –*Normed Fit Index*
GFI – Goodness *of Fit Index* TLI *-Tucker-Lewis Index*
RMSEA – *Root Mean Square of Error Approximation* CFI – Comparative *Fit Index*

4. CONCLUSION

This section will present the study's findings, where the investigator offered a conclusion and a suggestion in light of the data's analysis and interpretation. This study was strengthened by the application of the structural assessment model since the analysis followed the particular model's step-by-step procedure. The findings demonstrated that the kids' writing abilities, emotional development, grammar knowledge, and academic enthusiasm were all at a high level.

Students' writing abilities are significantly correlated with the following factors: emotional achievement, grammatical acquisition, and academic motivation. Therefore, the null hypothesis was rejected. Out of the five models that were examined, model 5 showed the best fit to the data and had consistent indices. It was determined to be the best suitable model as a result. Since all of the indices match the predetermined standards when compared to the best-fitting model's computed value, the goodness of fit result for model 5 is highly satisfactory.

Goal orientation theory, a socio-cognitive theory of academic motivation that emphasizes the individual's viewpoint on the significance and accomplishment of objectives, lends support to this. This is in contrast to the specific goal in a theory of oriented behavior [15]; the term "goal orientation" refers to a broader understanding of the reasons for striving toward certain goals rather than a specific performance goal (e.g., setting a goal to achieve 95%, which is correct on a trial). Goal orientation theory, then, places more emphasis on the reasons behind a student's attempts and endeavors toward achieving a goal than it does on the actual goal [16].

Based on the results of the study, the researcher proposed the following recommendation:

First, focus on raising the level of effort because it got the lowest and the descriptive level is high. This indicates that the students do not have enough academic motivation to write. While it is suggested to the indicator that purpose, work, ability, interest, learning from others, extrinsic, intrinsic, and social also focus attention because it got a high descriptive level. Meanwhile, keep an appreciation of the indicators of standards, values, and duties because these three get the highest descriptive level. By developing programs to cultivate students' motivation to write, such as the campus press and so on. Additionally, give students the opportunity to attend writing exercises to hone their writing skills. And having the initiative of teachers to conduct learning camps can help cultivate students' writing skills.

Second, since speaking grammar has reached a high descriptive level, concentrate on improving the level of grammar and reading, grammar and listening, grammatical classroom work, and speaking grammar in particular. It simply indicates that the four markers of pupils' grammar learning behavior and attitudes are weak. As you wait, keep improving your wording and grammar since it reaches the pinnacle of description. Therefore, in order to improve pupils' grammatical skills, the researcher suggests placing a strong emphasis on vocabulary development. Grammar-related activities are a better way to help kids focus on using grammar correctly and to enhance their thinking. Additionally, assign grammar-related in-class projects to students, such as sentence analysis for proper construction, to help them improve their grammar knowledge and skills as well as to reinforce their learning principles.

Third, because the obtained descriptive level is high, raising the students' emotional acquisition level in the indicators connected to emotions in the classroom, related emotions to learning, and related emotions to the exam. In the future, this needs to be prioritized and given greater attention in order to better develop kids' emotional intelligence and writing abilities. As a result, the study suggests that educators devise plans, exercises, and other techniques to help pupils integrate emotions into their academic work. The development of organizations that are nurtured in the stabilization of kids' emotions will be intensified among school administrators.

ETHICAL APPROVAL AND CONSENT

The researcher followed and complied with all the study criteria, following the assessment protocol and standardized measures. Voluntary Participation, Privacy and confidentiality, Informed consent process, Conflict of Interest (COI), Permission from Organization/Location, and Technology Issues were thoroughly followed as stipulated by the University of Mindanao Ethics Review Committee. Certification was issued to the UMERC researcher with the number UMERC-2022-046 for the implementation of the study.

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