

EFL Students' Motivation and Self-Regulated in Learning English Writing through Online Tutorial System

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ABSTRACT

This paper examines EFL students' motivation and the self-regulated learning (SRL) in online Basic Writing tutorials context. Specifically, the purpose is to explore student motivation and SRL as well as their relationship with students' writing performance. A quantitative correlational design was used with 100 students who registered in the Basic Writing subject using e-learning as sample. Data were gathered by a combination of validated motivation and SRL questionnaires, and scores of writing performance from tutor assessments. The result of the descriptive statistical and Pearson correlation that employed for data analysis indicated that students' motivation and SRL were to an overall extent moderate to high. Furthermore, Motivation and SRL was significantly positively related to writing performance implying that the higher motivation and self-regulated learning that learners have the better writing performances in online EFL context. Findings showed the importance of fostering motivation and SRL strategies in online basic writing tutorial in cultivating learner autonomy and engagement.

Keywords: *EFL writing, motivation, self-regulated learning, online tutorial, distance education*

1) INTRODUCTION

Online learning and distance education are now common place in many English Language Teaching (ELT) classrooms as technological developments have facilitated the increasing demands for professional development and resources to be at the fingertips of teachers. The post COVID-19 transition has increased the need for the integration of digital tools into ELT practice bringing with it concerns on pedagogy and technology fit, digital infrastructure and teacher preparedness. These advances have also led to the surge of self-directed and informal digital English learning practices outside the classrooms, as attested by recent research studies, for example, (Muharom et al.,2021; Nazeer et al.,2023; Rapanta et al.,2021; Sildon, 2025). Recent research has highlighted the value of fostering learner autonomy and of using digital devices and online sites (e.g., Learning Management Systems) to promote out-of-class learning, language development, and intercultural competence. These trends illustrate to the growing impact of blended and online learning on contemporary ELT practice discussed by (Albiladi & Alshareef, 2019; Azzahra Ramadania, 2021; Jarvis, 2006).

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Teachers' professional development also continues to be an essential part of supporting successful online ELT within a context full of varied technological resources, teaching policies, and language demands. Research conducted in Nepal, Saudi Arabia and China reveals that the experiences and preparedness of teachers serve to influence how effective online learning initiatives are (Alruqi & Alharbi, 2022; Gautam, 2021). Meanwhile, the development of platform-based collaborative approaches such as LMS, MOOCs and online peer communities has changed how people can access opportunities to learn English and opened up new pedagogical possibilities. Nevertheless, these current approaches encounter the same old problems; insufficient interactions among (institution & student) and technology, unstable bandwidth connectivity gap and mismatch between technology and an evaluation practice as stated by (Ren & Zhou, 2024; Ridwan, A., 2023). The sum of these developments suggests that the ecology of online learning in ELT is shaped by the intersection of self-regulated learning, TBLT and lifelong professional development operating at cultural and institutional levels (Lee, 2020; Nugroho & Atmojo, 2020; M. Wang, 2006).

The affordances and challenges of teaching writing asynchronously online have been well documented in the literature. Hybrid and/or synchronous scaffolding can facilitate writing development where asynchronous activity provides space for extended drafting, peer feedback opportunities and iterative revision and synchronous learning scaffold through formative checks or real-time feedback (Moorhouse & Wong, 2022; Oztok et al., 2013). Studies on the effectiveness of asynchronous writing contexts show that text-based forums promote meaningful engagement with writing tasks, but may also add to cognitive load and overpower students who need clear evaluative criteria (Hadjistassou, 2008; Lumabi & Tabajen, 2021). Other complementary approaches (e.g., providing audio feedback, collaborative revision) have also proven to be beneficial in improving writing ability (Olesova, 2018; Razak & Saeed, 2014). Simultaneously, pandemic-related challenges like unstable internet connection, limited access to reliable digital application platforms (Harris & Greer, 2020; Tusino et al., 2021) and diminished immediacy of feedback (Bailey et al., 2021) have been known to impact students' motivation and their continued involvement in writing activities. These are the problems that call for carefully designed writing workflows that combine asynchronous drafting with focused synchronous support and collaborative feedback formats.

Motivation plays an important role in supporting students' engagement with online writing tasks. Research has found that students with high intrinsic motivation are more likely active to participate in online learning environments resulting in higher academic performance (Akram & Li, 2024). This result is related to Self Determination Theory that intensive motivation is promoted when students perceive autonomy, competence and relatedness (Rahayu et al., 2022; Ryan & Deci, 2000). At the same time, self-regulated learning strategies are essential to students' performance on on-line writing tasks. Studies indicate that some of the main components required in SRL are goal setting, time management, progress monitoring and reviewing performance. There is a positive relationship between effective application of SRL strategies and writing achievement in online learning environments, as demonstrated by research, I.e., (Luo & Zhou, 2024; Xu & Li, 2024). These results underscore the role of both motivation and SRL in fostering successful writing in digital learning settings.

While studies on SRL and motivation in online settings have grown worldwide, especially on Indonesian open and distance learning institutions, there are still a great deal of shortcomings. Few empirical research are available to offer insights in the context of Indonesian students who enrol in writing courses using online tutorial systems. This discrepancy is especially evident in the case of Universitas Terbuka, which follows a form of open and distance learning and serves geographically scattered learners with different digital competencies, learning practices, as well as motivational orientations. Insight into how motivation and SRL work in this context can be used to enhance online writing instruction and the development of learning support systems for EFL learners. This study intends to fill this gap by exploring the motivation and self-regulated learning of students in an online Basic Writing tutorial. The research also explores the association between motivation, SRL and students' writing performance in an asynchronous online learning context.

2) METHODS

This study used a quantitative correlational design to investigate the student's motivation and self-regulated learning level, as well as whether students' motivation and self-regulated learning significantly predict writing performance in an asynchronous online setting. The subjects were 100 EFL students enrolled in basic writing subject who attending online tutorial by means of e-learning UT. A stratified random sampling method was used to recruit students at various regional centres in order to have a balanced sampling with respect to geographical and demographic characteristics.

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Participation was voluntary. At the time of data collection, participants had consistent use of e-learning UT and were also involved in asynchronous writing during this time.

Two research instruments were adopted for data collection; a motivation questionnaire derived from Dörnyei (2001) and self-regulated learning scale on the basis of (Zimmerman, 2002) model. Tests for writing were received from tutors' assessment of compositions on standard writing rubrics. Descriptive statistics were used to identify motivation and SRL levels, and Pearson correlation analysis was used to check the relation between motivation, SRL and writing achievement. Data was processed using SPSS ver. 26.

3) RESULTS AND DISCUSSION

a. Descriptive Statistics of Students' Motivation and Self-Regulated Learning (SRL)

Descriptive statistics provided a sense of how the students' overall motivation and self-regulated learning general trends were in the online Basic Writing tutorial. The finding indicated that the students were highly motivated ($M = 3.84$, $SD = 0.62$) and also had a high level of SRL ($M = 3.76$, $SD = 0.58$). These findings suggested that most of students are well participated. They were relatively independent in self-learning and interested in the online writing course. It is consistent with other evidence, that student autonomy is facilitated in online learning settings to a greater extent (Nazeer et al., 2023; Xu & Li, 2024).

Writing performance scores were satisfactory ($M = 78.42$, $SD = 8.13$), indicating that most students had reached the demands required competencies at this level in Basic Writing course. Findings may have been affected by the characteristics of asynchronous writing, which were found to provide students with extended drafting time as well as self-paced review and revision (Moorhouse & Wong, 2022). The flexibility offered by the ElearningUT may have also enabled students to complete the writing task in spite of connectivity or instructional disruptions. Summary statistics are presented in Table 1.

Table 1: *Descriptive Statistics of Key Variable*

Variable	Mean	SD
Motivation	3.84	0.62
Self-regulated Learning	3.76	0.58
Writing Performance	78.42	8.13

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b. Correlation Between Motivation, SRL, and Writing Performance

The correlations among motivation, SRL, and students' writing performance using asynchronous online tutorial learning system were examined by Pearson correlation. The relationships of Motivation, SRL and writing performance are illustrated in the figure below.

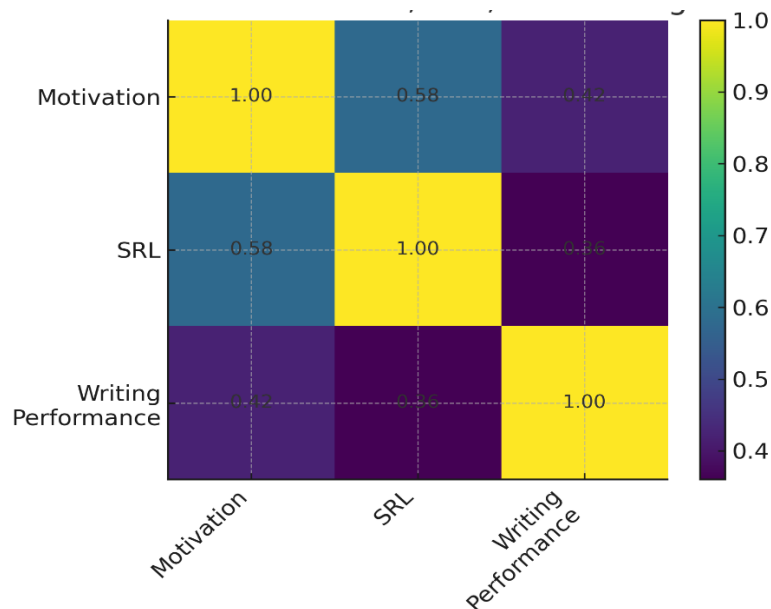


Figure 1: *Correlation Matrix of Motivation, SRL, and Writing Performance*

The correlation results provide further details about the relationship among motivation, SRL and writing performance. The correlation between performance and motivation was slightly higher (though still moderate) $r = .42$, $p < .01$) suggesting the better motivated students performed to a higher standard in writing. This supports the Self-determination Theory that asserts self-regulated learners will engage more, persist longer and exert more effort on challenging tasks such as writing (H. Wang & Troia, 2023). In an asynchronous learning, students with high levels of intrinsic motivation may have been more likely to regularly log in, complete the task and revisions before deadlines, and revise well.

Self-regulated learning also had a positive relationship with writing performance ($r = .36$, $p < .01$). This finding supports evidence from previous studies suggesting that SRL strategies, such as goal setting, planning, managing time, monitoring progress and evaluating outcomes are key to students' outcomes in online academic writing tasks (Anggraeni et al., 2024). As asynchronous writing tasks

involve significant periods of learner autonomy without continual teacher presence, the application of SRL is vital in supporting students to remain on task and cope with the cognitive load entailed in producing written texts.

The strongest correlation in the correlation matrix was between motivation and SRL ($r = 0.58$, $p < 0.01$). This indicates that higher motivated students may be more likely to implement SRL strategies. The relationship is an iterative process that has been observed in online learning literature motivated learners self-regulate their learning behaviors, and self-regulation facilitates motivation by generating feelings of competence and achievement (Luo & Zhou, 2024). In open and distance learning which pacing and interaction are very much individualized, the connection between motivation and SRL becomes all the more indispensable critical.

Combined, these results indicate that both motivation and SRL contribute significantly to writing performance in asynchronous online tutorial. The findings are consistent with the notion that academic writing development in open and distance education settings depends on instructional design and platform accessibility as well as students' internal regulatory capacities and motivations. These findings highlight the importance for online writing courses to include design elements that enable autonomy in terms of clear task sequencing and regular formative feedback as levers that augment motivation, as well as learners' self-regulation. In addition, given the close association between motivation and SRL, it is likely that interventions boosting motivation may simultaneously improve students' learning regulation and writing outcomes.

In summary, the study contributes to the emerging evidence of the critical role played by psychological and behavioural variables in online English writing instruction. It also contributes context specific evidence for the field of Indonesian distance education which is still an underexplored area in international literature. The outcomes have practical implications for curriculum developers, online writing teachers and learning-support centres in terms of improving student success in digital EFL contexts.

4) CONCLUSIONS

The results from this study emphasize the significance of motivation and self-regulated learning in explaining students' writing performance in asynchronous online tutorials. In general, the EFL students' motivation and SRL were in medium to high levels. They indicated great force to learn. However, it is required that students pay much more effort to continued learning in online contexts.

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Correlation analysis also shows that motivation and SRL are positively related to writing performance, which means students with higher levels of motivated quality and their ability to independently regulate learning tend to get better writing performances. The robust relation between motivation and SRL likewise is consistent with the principle that they are reciprocally related constructs. Students with high motivation are generally more strategic, reflective and self-reliant, which is beneficial because this type of regulation can assist them to sustain their learning involvement.

The interpretations of these two findings combined indicate the complex interaction between both affective and cognitive variables in predicting writing performance for web-based learners. As university systems incorporate online or blended learning models to a greater extent, the need to explore how motivation and SRL facilitate writing development is important for designing high-quality online writing supports. The work reported here adds to the increasing literature on online EFL writing pedagogy and provides empirical evidence in terms of how learner characteristics influence asynchronous writing production.

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