

Exploring Students' Motivational Regulation Strategies in Writing Argumentative Essays

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Abstract

This research aimed to find out the motivational regulation strategies employed by English education students when writing argumentative essays and to describe how English education students employ motivational regulation strategies when writing argumentative essays. This mixed-methods research used a sequential explanatory strategy. The research subjects were 95 English education students of a state university in Surabaya. They were asked to complete a self-report questionnaire. Nine of them were interviewed using a stimulated recall protocol. Questionnaire data were analyzed using descriptive statistics while the interview data were analyzed using spiral analysis. It was found that environmental structuring and emotional control are the most commonly used motivational regulation strategies when writing argumentative essays. They usually connect their essays to their interests in education and social issues even though most lecturers did not allow students to choose their topics. Performance self-talk is the rarest motivational regulation strategy used the participants as they do their essay only to meet the requirements of the course. It is suggested that students realize the benefit of argumentative writing skills for them and the lecturers give their students the independence to choose their topic, as it can motivate them to write.

Keywords

motivational regulation strategies, undergraduate students, writing argumentative essay

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INTRODUCTION

Most academic writing assignments require students to create an argumentative essay (Sydney, 2022). Argumentative writing is a critical skill for students since it can be a medium for someone to deliver their thoughts, ideas, opinions, or messages (Setyowati, Sukmawa, & Latief, 2017). It even becomes one consideration of students' intellect, such as determining their language proficiency levels through TOEFL and IELTS argumentative writing test (Teng & Zhang, 2017). However, writing an argumentative essay is challenging because students need critical thinking and academic writing skill (Miller & Pessoa, 2016).

In higher education, the ability to write argumentative essays helps students explain their thoughts better (Miller & Pessoa, 2016). However, regarding the challenge of writing an argumentative text that students must face, many students lose their motivation in the middle of their way of practicing writing. As a study program focusing on language and education, English education at the State University of Surabaya considers argumentative writing a mandatory subject (Unesa, 2021).

The most crucial factor affecting university students' quality writing skills is their motivation (Dhanya & Alamelu, 2019). Therefore, students should have a strategy to regulate their motivation. The reason for producing something and the amount of time and effort a person is willing to put in to reach the objective are both regulated by motivation (Dörnyei & Ushioda, 2013). Students use a range of actions or techniques as motivational regulation strategies to keep or enhance their attempt on a particular academic assignment (Wolters, 1999). This term refers to a more extensive set of tactics that belong to the self-regulation dimension of motivational strategies used to influence students' desire to exert effort or extend their time working on an academic activity (Wolters, 1999). Therefore, motivation regulation strategies are crucial for students (Chae, 2016; Sajid & Siddiqui, 2015), for example, when writing argumentative texts.

However, empirical research has yet to be conducted to examine the motivation regulation in learning argumentative writing in an L2 setting. The study on motivational regulation strategies in a foreign language of higher education students conducted by Li (2017) did not explore English education students. Meanwhile, research conducted by Teng and Zhang (2017) on the influence of motivational regulation strategies on the L2 writing setting only focused on general writing without any specification for argumentative writing. The research conducted by Teng (2022) on motivational regulation strategies and writing proficiency in EFL contexts still needs exploration of a specific writing type as the focus of the research.

Therefore, the present study which is conducted to explore motivational regulation strategies on writing argumentative essays can fill in the gaps on the previous studies in to push forward a scientific development of the strategies to write argumentative essays. This study aims to find the motivational regulation strategies employed by English education students in writing argumentative essays, and explain how they employ those motivational regulation strategies. It is hoped that students can use this study as a reference to improve their motivational regulation strategies to help them write

argumentative essays. Moreover, for lecturers, this study is expected to give insight in determining the strategy for teaching argumentative writing.

LITERATURE REVIEW

Motivational regulation is a strategy humans use to control their motivation (Wolters & Benzon, 2013). Based on Teng and Zhang (2017) help students actively commit to initiating, sustaining, and increasing their effort to complete academic tasks. Students who used motivation regulation tactics reported more effort and tenacity in school tasks (Li, 2017). The dimension of motivational regulation strategies was classified into five (Wolters, 1998; Wolters & Benzon, 2013). Based on Li (2017), the five dimensions of motivational regulation strategies are divided into intrinsic (performance self-talk and environment structuring) and extrinsic (interest enhancement, mastery of self-talk, and emotional control).

Students utilize motivational regulation strategies in various ways. The first dimension is interest enhancement. According to Li (2017), students' efforts to boost their engagement and interest while doing an assignment on a specific subject may be evidence of interest enhancement. Furthermore, students attempted to make a task more relevant or meaningful by tying it to their life or interests. They connect the new information to their interests, experiences, and daily lives.

The second dimension, performance self-talk, might imply that students consider or remind themselves of their desire to do well in the course to overcome the motivational issues provided (Li, 2017). This dimension is closely related to mastery self-talk that influence by students goal-oriented (Teng, Yuan, & Sun, 2020). The implementation of performance self-talk occurred when students considered extrinsic reasons related to performance for wanting to complete an activity. Furthermore, students considered several reasons for their willingness to finish a task.

The third dimension, mastery self-talk, concerns techniques to boost motivation by thinking about mastery goals, such as fulfilling curiosity or getting more educated about a topic (Li, 2017). To encourage themselves to complete an assignment, students employed a variety of mastery goals. They may subvocalize or consider learning more about a subject, boosting their competency, and doing better than previously. Students may improve their perseverance to urge them to continue working to comprehend what they are learning thoroughly. Based on Teng et al. (2020) students with low level or motivational regulation strategies rarely utilize mastery self-talk because they do not believe they can master and utilize the knowledge taught in the writing course.

The fourth dimension, emotional control, relates to modifying one's mental state to avoid or limit distractions and allow continuous work involvement. Previous research findings by Teng (2022) show that students concerned about writing assessments sought more support from their friends and formed objectives to help them learn. Furthermore, students who did not adept at using their language skills or managing their negative emotions were more likely to be worried when taking a test. This worry may inspire them to employ various tactics to assist them in coping with such unpleasant feelings

because emotional control assesses learners' attempts to decrease distraction and emotion in learning environments.

Students use the fifth dimension, environment structuring when adjusting their working environment. Students, for example, study at the library to help them focus on their learning activities (Teng & Zhang, 2020). Furthermore, students with solid environmental structures encouraged cooperation, such as working and sharing with peers to deal with issues comparable to those in this study (Suhartoyo, Ni'mah, & Ismiatun, 2020).

Zimmerman and Risemberg (1997) define writing as a process in which writers must be willing to devote the personal time and effort necessary to improve text drafts until they appropriately communicate. Individuals' degree of motivational control over adopting various strategies to govern their writing behavior is significantly connected to their writing success (Teng & Zhang, 2017). In learning to write, motivational regulation becomes crucial (Csize, 2018; Li, 2017; Teng & Zhang, 2016).

Previous studies by Li (2017) and Teng and Zhang (2016) have shown preliminary evidence that high levels of motivational regulation result in good academic performance for EFL students in writing settings. Successful writers employ motivation-regulatory strategies that maintain moods, interests, and spontaneous thoughts that drive them to attain various academic targets, including improving their writing skills and text grade (Teng, 2022). In a recent study, Teng and Zhang (2016) found that motivational regulation strategies directly impacted course outcomes in EFL students, although the effect was small. Furthermore, more emphasis should be placed on researching motivational regulatory strategies in the setting of EFL writing.

An argumentative essay attempts to persuade the reader of the veracity of a statement. An argumentative essay highlights an issue and gives grounds for the writers' agreement or disagreement (Rachmawati, 2016). There are various advantages to writing an argumentative essay for students. Students can improve their critical thinking abilities and capacity to construct objective arguments by writing argumentative essays (Lu & Xie, 2019). Students must present evidence to support their viewpoints while writing an argumentative essay. As a result, writing an argumentative essay teaches students research skills and comprehensive knowledge (Tasya, 2022).

Argumentation and language use are two critical problems for ESL students in argumentative writing (Jin, Su, & Lei, 2020). Most Indonesian students believe argumentative essays are difficult and time-consuming (Sundari & Febriyanti, 2021). Due to insufficient instruction, many students need assistance developing well-developed arguments (Jin et al., 2020). According to Cho (2018), the process of L2 writers' competence affects and substantially influences L2 learners' sense of task difficulty and effort in completing one of the most common task evaluations. Therefore, the difficulty of foreign language writing represents individual difficulties induced by combining task aspects and personal endowments (Pallotti, 2019). Furthermore, novice writers, mainly in English as a second language (ESL), struggle to organize their ideas by fronting their main arguments and sub-claims (Miller & Pessoa, 2016).

Surveys, interviews, thinking aloud, direct observation, and journaling are all ways to assess motivational regulatory strategies, just as there are for evaluating SRL strategies (Teng & Zhang, 2017). Some researchers employ self-report questionnaires as survey instruments (Teng & Zhang, 2017; Wolters, 1999; Wolters & Bazon, 2013). Nevertheless, questions concerning the reliability and validity of self-report surveys have been raised (Teng & Zhang, 2017). In some learning contexts, students may be unable to wholly or precisely recognize previous techniques or utilize some strategies unconsciously. However, they must remember to provide the information throughout the data-gathering process (Teng & Zhang, 2017). Assume that self-reports provide critical information for investigation and interpretation, even if inaccurate or biased (McCardle & Hadwin, 2015).

RESEARCH METHOD

This research subjects were 95 fourth-semester English education students from a state university in Surabaya, East Java, Indonesia. They were selected to participate in this research because the 2021 cohort is the latest cohort who took Argumentative Writing class by the time this research was conducted. This study used a mixed-method approach to collect data from each research question. To find out the motivational regulation strategies English education students employ in writing argumentative essays, a self-report questionnaire adapted from Teng and Zhang (2016) was chosen as the instrument. This questionnaire is considered valid based on the validity test, with $\text{sig. (2-tailed)} < 0.05$ (Ghozali, 2016). The reliability test is 0.833, with an alpha value between 0.8 and 0.9, making it very reliable (DeVellis, 2016). The questionnaire has seventeen statements using a 7-Likert scale measurement, with five dimensions of motivational regulation strategies. Changes were made to the questionnaire to match the research context.

To describe how students in English education employ motivational regulation strategies in writing argumentative essays, stimulated recall protocol was conducted. The objective of the stimulus was to revive or refresh thought processes so that students could correctly recall and verbalize. As the stimuli data in this study, the students submitted a draft, document, or revision to determine how they use motivational regulation strategies in writing an argumentative essay. Nine of the subjects were interviewed to clarify their answers and investigate their motivations and strategies when writing argumentative essays.

The interview session was conducted in Indonesian to give researchers and participants better understanding. Nine students were invited to an interview session based on their level --low, medium, and high-- of motivation-regulation strategies when writing argumentative essays, as evidenced by the descriptive analysis result of the questionnaire. The researcher explored the process when students write argumentative essays, as evident from the mapping produced by the descriptive analysis result.

The results from the questionnaire were examined using descriptive statistics techniques, especially by evaluating its central tendency. The Statistical Package for

Social Sciences (SPSS) 25 was used for statistical testing. This analysis is the primary data analysis since the mean score of the descriptive statistics (Pallant, 2016) is the benchmark for analyzing the qualitative data. The higher the mean, the greater their agreement with the statement, and vice versa (Cresswell, 2012). The mean score of each item will reveal the motivational regulation strategies used by English education students in Argumentative Writing class. Before moving to qualitative data analysis, the level of motivational regulation strategies in writing argumentative essays were analyzed based on the questionnaire results. Even though no previous research classifies the level of MRS in writing (Gonen, 2007) coined low, medium, and high levels of motivational regulation strategies.

Spiral data analysis introduced by Ary, Jacobs, Sorensen, and Walker (2014) was used to analyze the quantitative data. The first stage is to familiarize and organize the data by rereading transcripts and repeatedly listening to audio tapes. Then, it was continued to code interesting parts discovered in the previous step into little chunks of data. The second stage was to code and reduce the data by looking for a theme, a major, interesting aspect of the data. The codes were relevant to the second research question and sorted motivational regulations strategies into five categories based on their dimensions. The transcripts were grouped by matching codes after transcribing the interviews and creating a coding table. The third stage interprets and represents data based on associations and similarities between categories and patterns. Correlations between the participants' questionnaire responses and their stimulated recall interviews allow researchers to spot patterns in the use of motivational regulation strategies by English Education students in writing argumentative essays.

FINDINGS AND DISCUSSION

1. The Motivational Regulation Strategies Used in Writing Argumentative Essays

This section provides the data from the Writing Strategies for Motivational Regulation Questionnaire (WSMRQ) that ninety-five participants in this research have answered. The questionnaire consists of seventeen questions representing the five dimensions of motivational regulation strategies as shown in table 1.

Table 1. Descriptive statistic of motivational regulation strategies

Dimensions	N	Mean	Std. Deviation
Environmental Structuring	5	4.8	1.779
Emotional Control	5	4.6	1.696
Mastery Self-talk	5	4.4	1.746
Interest Enhancement	5	3.6	1.775
Performance Self-talk	5	3.5	1.763

Based on the calculation result on the whole questions, the most frequently used motivational regulation strategy is environmental structuring (M=4.8). The 2nd place is emotional control (M=4.6). The 3rd is mastery of self-talk (M=4.4). The last two dimensions are interest enhancement (M=3.6), followed by performance self-talk

(M=3.5). The detailed means of each motivational regulation strategies dimension will be explained in following tables.

Table 2. Descriptive statistic of environmental structuring

Questions	N	Mean	Std. Deviation
1. I change my surroundings, so it is easy to concentrate on argumentative writing.	95	4.92	1.933
2. I study at a time when I can focus more on argumentative writing.	95	4.83	1.520
3. I keep myself away from distractions when doing argumentative writing.	95	4.71	1.884
Total Means		4.8	

The highest mean score (M=4.92) of environmental structuring comes from the statement, *“I change my surroundings, so it is easy to concentrate on argumentative writing.”* The statement that got second place (M=4.83) is, *“I change my surroundings, so it is easy to concentrate on argumentative writing.”* The last place is *“I keep myself away from distractions when doing argumentative writing,”* (M=4.71).

Table 3. Descriptive statistic of emotional control

Questions	N	Mean	Std. Deviation
1. I find ways to regulate my mood when I want to give up on doing argumentative writing.	95	4.63	1.537
2. I tell myself to keep on argumentative writing when I want to give it up.	95	4.56	1.749
3. I tell myself not to worry when taking an argumentative writing course.	95	4.54	1.803
Total Means		4.6	

The highest mean (M=4.63) of emotional control is on the statement, *“I find ways to regulate my mood when I want to give up on doing argumentative writing.”* After that, the statement, *“I tell myself to keep on argumentative writing when I want to give it up,”* gets the second place (M=4.56). The last place is statement *“I tell myself not to worry when taking an argumentative writing course.”* (M=4.54).

Table 4. Descriptive statistic of mastery self-talk

Questions	N	Mean	Std. Deviation
1. I persuade myself to work hard in an argumentative writing course to improve my writing skills.	95	4.65	1.878
2. I persuade myself to keep learning in argumentative writing courses to find out how much I can learn.	95	4.29	1.694
3. I tell myself that I should keep learning in the argumentative writing course to find out how much I can learn.	95	4.27	1.666
Total Means		4.4	

The most used mastery self-talk (M=4.65) is pursuing work hard to improve argumentative writing skills, as shown in the statement. The second one is “*I persuade myself to keep learning in argumentative writing courses to find out how much I can learn.*” (M=4.29). The third-place statement is “*I tell myself that I should keep learning in the argumentative writing course to find out how much I can learn.*” (M=4.27).

Table 5. Descriptive statistic of interest enhancement

Questions	N	Mean	Std. Deviation
1. I connect the argumentative writing task with my interest.	95	4.94	1.850
2. I connect the argumentative writing task with my real life to intrigue me.	95	4.72	1.742
3. I choose interesting topics to practice argumentative writing.	95	4.51	1.862
4. I look for ways to bring more fun to learning argumentative writing.	95	4.26	1.645
Total Means		3.6	

Even though the statement “*I connect the argumentative writing task with my interest*” becomes the statement that gets the highest agreement from the students (M=4.94). Interest enhancement is a rarely used motivational regulation by English education, as three of the four statements are lower than the other dimension statements. The statement “*I look for ways to bring more fun to learning argumentative writing*” only gets M=4.26 and becomes the state that gets the students’ lowest agreement score.

Table 6. Descriptive statistic of performance self-talk

Questions	N	Mean	Std. Deviation
1. I tell myself that I need to keep studying to improve my argumentative writing competence.	95	4.64	1.725
2. I pay much attention to argumentative writing courses to learn more.	95	4.56	1.680
3. I tell myself that it is important to practice argumentative writing.	95	4.55	1.849
4. I tell myself to practice argumentative writing to get good grades.	95	4.34	1.796
Total Means		3.5	

The motivational regulation strategy most uncommonly used by English education students is performance self-talk. This dimension only gets M=3.5 in total. The highest score in performance self-talk (M=4.64), and the lowest score is M=4.34. The researcher has grouped the participants into three levels based on their level of motivational regulation strategies used. The low level got a lower total score than 51 (total score < 51), the medium level got a total score between 51 and 85 ($51 \leq \text{total score} \leq 85$), and the high level got a total score higher than 85 (total score ≥ 85). Three students in the interview session represented each level.

Based on the results of the questionnaire analyses previously, the most frequently used motivational regulation strategy in writing argumentative essays by English education students is environmental structuring. The situation around the students strongly affects students' concentration during working on argumentative essays. Based on the questionnaire, students change their surroundings to help them concentrate on their argumentative essay. This result is similar to the studies cited that found environmental structuring as the most frequently used motivational regulation strategy in higher education (Li, 2017; Wolters & Benzon, 2013).

The second most frequently used motivational regulation strategy is emotional control. Students tend to find solutions to regulate their mood before continuing to work on their argumentative writing essays. It is similar to the research result from Teng (2022), that environmental structuring and emotional control are categorized into the conception of volitional control. It refers to altering one's mental condition and physical environment to avoid or reduce distractions and facilitate continued task engagement.

Even though interest enhancement did not include in the most frequently used motivational regulation strategies used by my English education students in writing argumentative essays, from the whole questions on the questionnaire, students gave their highest agreement on connecting the topic of argumentative writing task with their interest. On the contrary, another question representing interest enhancement got the lowest agreement from English education students. They still did not have any specific strategies to help them bring more fun during learning argumentative writing.

Besides, performance self-talk is the dimension of motivational regulation strategies students infrequently use to write argumentative essays. It is a consistent result that is similar to several previous studies from Li (2017), Teng and Zhang (2017), and Teng et al. (2020). Students give the lowest agreement on the statement, "I tell myself to practice argumentative writing to get good grades." This indicates that students must be more motivated to practice writing argumentative essays or revise their writing outcomes.

2. How Students Employ Motivational Regulation Strategies in Writing Argumentative Essays

To enhance their interest in writing an argumentative essay, students with a high level tend to choose a topic that correlates with their interests and experiences: *"... for example, about technology in education. I chose that topic because it matched my experience and my interests"* Meanwhile, students from the medium level tried to connect their experiences and interests with their essays. However, it was not optimum: *"... The problem is that I have written based on my experience that the results are bad."* A different result came from low-level students who did not connect their essays with their interests or experience. In choosing the topic of their argumentative essay, students were not allowed to write any topic they wanted. Their lecturers gave several options.

Students with a high level of MRS can use performance self-talk to achieve their goal of writing an argumentative essay. They have a concrete strategy for motivating

themselves to complete the task: *"I want to learn argumentative essay. I usually spend an hour a day working on my argumentative essay for one week. I think keeping in mind my goal of learning argumentative essays is important."* The medium level had no specific goals for learning argumentative essays, leading them not employing strategies in performance self-talk: *"My motivation is just to finish the course. Emphasizing the importance of always learning argumentative essays is not important because I still do not have motivation."* Moreover, students at the low-level lack independence and depend on their lecturer's direct instruction: *"If I am honest, I do not have any motivation because after the process, the lecturer, so it is not what I expected."*

All the participants said their written outcomes improved after the revision process. High-level students usually revise their argumentative essays at least three times, while medium-level students usually revise two to three times with significant revisions on the title and introduction. Low-level students usually revise one to three times with major revisions on vocabulary, title, and supporting detail. To improve their mastery in writing argumentative essay, they have various ways to persuade themselves, such as keeping in mind and thinking about their goal of learning argumentative essays.

High levels of motivational regulation have better strategies to overcome worries and regulate their mood than medium levels: *"So, sometimes there are worries, but that cannot stop me from trying to do at least. Sometimes, I do physical activities such as walking outside."* On the other hand, 2 of 3 students with low motivational regulation strategies said they are never anxious.

The environment significantly impacts a student's ability to write argumentative essays, as evidenced by the findings: *"... environment influenced me. I like to write argumentative essays in a quiet and calm environment, particularly in my room."* Students also confirm that they choose to study alone rather than doing discussions or working in groups: *"... I prefer to write alone because everyone has a different writing style, making it challenging to connect paragraphs...."*

Students with a high level of motivational regulation strategies try to connect their experiences with the topic of their essays. It is similar to the result of a study by Teng (2022). Meanwhile, students with a medium level of motivational regulation strategies try to connect their essays with their real life. However, they cannot give strong evidence based on their experience to support their arguments. On the contrary, students with a low level of motivational regulation strategists connected their experience with the topic given by the lecturer.

Even though not all students connected their experience with the topic of their argumentative essay, they wrote an argumentative essay on a topic they liked, mainly in education and social issues. However, they still wanted to write about a topic they were interested in. When they get a topic they are not interested in, students prefer to find supporting information related to topics they are not interested in, such as journal articles or social media, to spark their curiosity and interest. This result was supported by the previous research, which said that students use social media tools to help them engage with an argumentative essay topic (Teng, 2022). The result above was

influenced by the condition of the learning process in which the lecturer did not give the students the independence to choose the issues they wanted to write on the argumentative essay. Meanwhile, the students who got independence from their lecture to choose the topic did not get any comments or feedback about the topic they chose.

Students with high motivational regulation strategies are strongly motivated to write an argumentative essay, mainly to make a better one. It differs from the previous study, which found that students with high motivation tend to use extrinsic motivation in performance self-talk (Teng, 2022). It is different from students with a medium level of motivational regulation strategies, which only make an argumentative essay to complete their task. Students with low motivational regulation strategies make argumentative essays to complete the course and get scores. One student with a low level of motivation said she did not have any motivation to write an argumentative essay but instead completed the task due to a lack of guidance and feedback from her lecturer.

Students with motivational regulation strategies hope to receive feedback and revision from their lecturer to improve their argumentative essays. Students with a medium level of motivational regulation have no expectations or goals when writing argumentative essays, allowing them to “just go with the flow.” On the other hand, students with low motivational regulation strategies have a specific goal of studying the generic structure of writing an argumentative essay. This indicates that the rules of the generic structure trap low-level students.

With high motivational regulation strategies, students tend to allocate more time to achieve their goals of writing an argumentative essay. They keep consistency and persistence in allocating their time to do their argumentative essay rather than the other level. Then, students with a low level of motivational regulation tend to find additional information from various media to achieve their goals. Meanwhile, students with a medium level of MRS did not have goals in learning argumentative writing then. They did not have any strategies to achieve their goals. Other than that, they thought that always keeping in their mind the importance of writing an argumentative essay is optional.

All the participants said their written outcomes improved after the revision process. However, high, medium, and low levels of motivational regulation strategies have different parts and frequencies of revision. With the high level of motivational regulation strategies, students become the level that most frequently revises. They usually revise at least three times. Based on the documents they showed the researcher, the part of their argumentative essay being revised is the rebuttal.

Meanwhile, in the medium level of motivational regulation strategies, students usually revised twice to three times, with a significant revision of the title and introduction. Students with low motivational regulation strategies only revise once to three times, with significant revisions on vocabulary, title, and supporting detail. Students with medium and low levels of motivational regulation strategies depend on their lecturer’s feedback when revising their essays.

Students with high and medium levels of motivational regulation strategies are afraid whenever they get an argumentative essay task. However, only two students had a strategy to reduce their worries: to do positive affirmations to themselves during argumentative class or when they got an argumentative essay task. On the other hand, students who have low level of motivational regulation strategies said that they are never anxious. Surprisingly, this result is different from the previous study that stated students with low levels of motivational regulation would be more anxious about writing (Teng, 2022). The snowball effect suggests that students with low motivational regulation strategies are not motivated to learn argumentative essays. They depend on their lecturer and do not feel anxious due to their lecturer not monitoring their progress. There is no need to worry about going to an argumentative class. Meanwhile, students with high motivational regulation strategies are strongly motivated to improve their skills and score. Therefore, they usually worry if they cannot pass the task.

After making an argumentative essay, students usually reward themselves, such as sleep, buying food, hanging out, or just lying about their bed and doing nothing. To regulate their mood, all students have their strategies, such as taking a break and doing another activity. Like the strategies students use to achieve their goals in learning argumentative writing, students have various ways to persuade themselves to write an argumentative essay, such as watching videos, emphasizing a good mindset about argumentative writing, reading another book, and changing their surroundings.

Students said that their surroundings affect their study. They prefer to study alone in a peaceful environment. Only one student said she could study argumentative essays anywhere. Students who said their environment would affect their study choose to study in their room. One student left said that she prefers to study with her friend outside the house or on campus. It means that students will make a better essay outside of their classroom rather than an essay that they made on-site.

Of nine participants, eight students choose to study alone rather than doing discussions or working in groups. Meanwhile, one student in the group's high-level motivational regulation strategies said she prefers to discuss with friends during the writing process. This condition could happen because students did not find the correct strategies or regulations for doing work groups in collaborative writing.

CONCLUSION

In conclusion, most English education students under study are still under the standard level of motivational regulation strategies used in writing argumentative essays. This research showed that environmental structuring and emotional control are the most frequently used motivational regulation strategies. It means that students' surroundings and emotional condition affect the student's argumentative outcome. Moreover, students usually connect their essays with their interest in education or social issues. However, most of the lecturers did not give independence for the students to choose the topic to write. It hinders students' freedom to spotlight and gives their argumentation about the topic they want.

Meanwhile, performance self-talk became the rarest motivational regulation strategy used by English education students. Students cannot find the importance of learning argumentative essays. Most of them do their essay to complete the course and get a score. Students lost their motivation to practice writing argumentative essays consistently and persistently or even to find supporting information. Moreover, students were not motivated to re-read and revise their argumentative essays after completing them. They are dependent on their lecturer's feedback. If their lecturer did not comment on their work, they would not revise it. It shows that mastery of self-talk also becomes the second lowest motivational regulation strategy used by English education students.

Concerning the conclusion, the researchers provided some of the following suggestions that hopefully would be useful and valuable for English education students. First, reflecting from the students with high levels of motivational regulation strategies in writing argumentative essays, students need to be more active to adjust their time in learning argumentative essays. Second, students need to realize that the ability to write argumentative essays will benefit them in the future. Third, students should not depend on their lecturers and should take the initiative to check their writing outcomes by using an English checking application and asking their peers to give feedback.

For English education lecturers, it will trigger students' willingness to write argumentative essays if they get their independence to choose topics. Every student has a concern about the issues around them. Based on this research, students prefer to be given broad topics as the guide then they are free to develop their essays. In addition, lecturers must be creative to make students active in learning argumentative essays. It will help students to not depend only on their lecturer's guidance. It can develop their ability to collaborate with their peers while learning to write argumentative essays.

For future researchers, collecting students' scores in argumentative writing courses will be beneficial to know the correlation of motivational regulation strategies with students' writing skill. Other than that, observation in the classroom will be very suggested to get complete assuredness about using motivational regulation strategies to learn to write argumentative essays.

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