

The Effect of the Learners' Perception on Motivation, Teaching Method, Discipline, Learning Style, and Learning Atmosphere toward Writing Achievement at Islamic University Students

Tazkiyatunnafs Elhawwa

Universitas Muhammadiyah Palangka Raya

tazkiyatunnafs.elhawwa@umpr.ac.id

Abstract

The research attempted to measure the variables predicted to be the factors contributing to the success: Motivation (x1), Teaching Method (x2), Discipline (x3), Learning Style (x4), and Learning Atmosphere (x5). The study applied *ex post facto* design. It recruited 30 participants. The multiple regression analysis was used. The finding highlighted that that $F(5, 24) = 77.736, p=0.000$. It was stated that all five variables simultaneously gave effect to learners' writing achievement. The higher all variables perceived by the learners, the higher writing achievement would be. Then, the R value was 0.970, indicating a high correlation amongst the variables. The result of R^2 was 0.942, meaning that the overall regression of variables gave contribution to learners' writing achievement about 94.2%. Meanwhile, each variable: Motivation (49, 63%), Teaching Method (26.02%), Discipline (5.77%), Learning Style (-3.13%), and Learning Atmosphere (18.74%) gave contribution to writing achievement.

Keywords: *Motivation, teaching method, discipline, learning style, learning atmosphere, and writing achievement.*

INTRODUCTION

Writing is the activity of constructing sentences and transmitting them through the media (Widdowson, 2012). Meanwhile, Hornby (2011) defines writing as making letters or other symbols with a pen. Improving the quality of EFL teaching, especially in writing, is a must for language instructors in order to establish a successful EFL writing class. In fact, some learners study languages very fast. The others are very slow. Therefore, it is needed to identify the factors contributing to a successful EFL writing learners. An important thing is the learners' perception on factors contributing to successful learning. Pickens (2005) describes perception as an interpretation of someone about something based on experiences.

The present study elaborates the learners' perception on some potential factors predicting to influence a successful EFL writing class, such as motivation, teaching method, discipline, learning style, and learning atmosphere.

Motivation is the most important thing for EFL writing skills. It aids students to enhance their interest on writing. It also encourages learners to engage writing. The learners having strong motivation contributes to the writing activities in class and shows high interest in improving writing skills. Meanwhile, learners having less motivation will less active in learning and find difficulties in writing (Otoshi & Heffernan, 2011). Here, language instructors should help learners having lack motivation and assign continuously writing assignment to improve their academic skills.

In this context, it is a vital factor of successful learners (Dornyei, 2001). Noels (2001) states that there are three psychological needs to enhance motivation: a sense of competency, autonomy, and relatedness (p. 54). One solution to improve learners motivation is done by giving chances to engage a meaningful learning. In addition, motivation the most important for successful learners. It is evidenced to be a potential factor in EFL class (Gass & Selinker, 2001, p.349). Therefore,

in EFL writing class, any efforts to motivate learners to write become an essential part of learning process (Tran, 2007).

In the present research study, motivation is focused on ideas influencing the learners' performance and success in EFL writing class. Specifically, motivation refers to get learners to pursue goals in writing class, keeps them in writing, and makes them regard that they can be successful in writing class. In contrast, when the motivation is weak, learners spend much time to learn Gupta and Woldemariam (2011) found that learners having high motivation performed high level of self-confidence. High motivated learners tend to apply many writing strategies than low motivated learners.

In addition, high motivated learners more frequently practiced writing than those who have low motivation. The investigation also confirmed that most learners were instrumentally motivated when studying writing. Then, Gditawi, Noah, & Abdul Ghani (2011) found a high correlation between motivation and writing. The other investigations confirmed that motivation has significance role in EFL class (Morris, 2001; Dórnyci, 2007; Dórnyci & Csizér, 2002; Elhawwa, 2019; Sabarun, 2020; Dórnyci & Murphey, 2003; Kim, 2009; Njoroge & Nyabuto, 2014; Pintrich & Schunk, 2002).

The other factor for successful language learning is teaching method used by the teacher. Teachers play important roles in EFL writing class. The teaching method should provide active participation of learners in writing class activities. Therefore, a teacher should use variety of teaching method to motivate learners. Some investigations suggest that teaching method is appropriate to promote writing skills (e.g.; García & Arias-Gundin, 2004; Lei, 2008).

The other factor predicted to contribute for successful language learning is school/college discipline. College discipline is needed in educational institution. The disciplined learners are those whose attitude, performance, activities conform to the rules of the college (Ali, Dada, Isiaka & Salmon, 2014).

In addition, college discipline actually refers to more than adhering to college regulations (Gitome, Katola, & Nyabwari, 2013). Discipline is a principle requirement for successful learning (Eshetu, 2014). Gitome et.al., (2013) state that if good discipline occurs, there will be a progress of quality academic performance. Therefore, college discipline is the main factor for learners' academic performance (Njoroge & Nyabuto, 2014).

Another key factor for successful learning is learning style. Oxford (1990) states that learning style is the students' choice mode related with information, the learner's actions to enhance their own learning. Learning style is the learners' way in processing and understanding knowledge in learning process. In the other words, learning style is the learners' preference in learning process. Some learners perform visual way. The others may prefers to auditory and kinesthetic. Kinsella (2003) states that learning style is learners' preference in processing, absorbing and retaining information. This opinion is congruent with Coffield (2004).

Another key factor for successful learning is learning atmosphere. Learning environment is defined as an environment in which the learning process happened. Research suggests school climate gives influences on academic achievement. Zandvliet and Fraser (2005, p. 3) divide classroom atmosphere into three kinds: physical, social, and psychological context. Meanwhile, Miller and Cunningham (2011, p.3) state that psychological environment is formed as a result of the interaction between learners and language instructors.

In the EFL classroom setting, language instructors should give more attention to learners, since each learner's differ from others and they have different own learning style. In fact, learners having good behaviors in learning process will influence their academic achievement. Social environment is the interaction among learners between teacher and classmate in learning. A conducive learning atmosphere is a condition where learners can feel more personally efficacious and motivated.

Consequently, learners will study harder to achieve the learning goal. Ryan and Patrick (2001, p. 440) propose the classroom social environment. It is a personal relationship between learners and teachers. When learners felt being supported by the teacher, learners will interest and enjoy the task given. It is obvious that a positive learning environment can help learners in learning process in writing class. Ulicsak (2004) state that language instructors should create positive learning environment supporting learners to collaborate each other in writing class. A conducive atmosphere teacher-student relationship is vital in L2 writing and language instructors contribute in establishing the relationships. The more learners and language instructors communicate well, the more ideas can be generated and it makes a better improvement on learning process. Hamre et al. (2008) confirm that positive interactions between language instructors and students have evidenced to be an asset, since they aid learners promote learning process. The conducive relationship will help to break down the barrier of language learning and writing. Here, the gap becomes decrease and effective learning writing takes place. This aids learners to compose writing better.

Kabilan, Ahmad and Abidin (2010) confirmed that students like Facebook to practice writing and increase motivation to post in English. Studies on learning atmosphere conducted by Hannah (2013). She revealed that classroom environment plays an important role in keeping learners engaged. Then, Margianti et al. (2001)

stated that school and classroom environment attempted to encourage and enhance learner's self-control through a process of promoting achievement and behaviors. Further, Rahmi (2014) showed a high correlation between learning atmosphere and academic achievement. Then, Afriani (2017) found a slight correlation between classroom environment and academic achievement. Next, Baek and Choi (2002) revealed that learning atmosphere correlated with learners' academic achievement.

Different with the above investigations, this study attempts measure whether motivation, teaching method, discipline, learning style, and learning atmosphere correlate simultaneously or not with writing achievement at higher education. In the present study, the researchers assume those variables are predicted to be the potential factors to successful learners' writing achievement.

The research question is: "Do motivation, teaching method, discipline, learning style, and learning atmosphere correlate simultaneously with writing achievement?"

METHODOLOGY

Research Design

The study applied expostfacto design using questionnaire and test to collect data. It recruited 30 participants of ongoing EFL learners at Islamic University in Kalimantan. The data were analyzed using multiple regression analysis. Therefore, the theoretical thinking of the research was described in Figure 1.

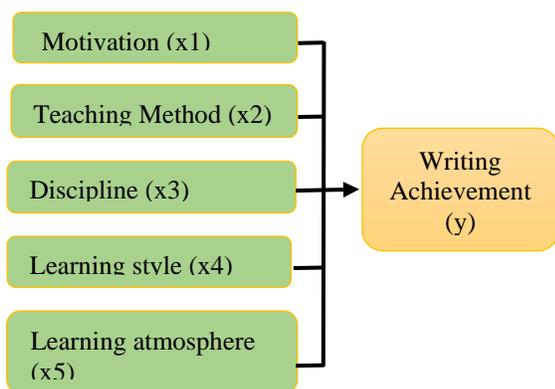


Figure 1. Theoretical framework**Data Collection**

This study used questionnaire on motivation , teaching method, discipline, learning style, and learning atmosphere and writing test to get the data. The self-designed questionnaire consisted of some aspects to measures the learners' perception the five variables above at the college. This questionnaire covered 40 items represented the five dimensions, namely motivation (9 items) , teaching method (8 items), discipline (6 items), learning style (9 items), and learning atmosphere (8 items). To measure the learners' perception, a score of Likert scale, ranging from scored 5,4. 3. 2, 1. was applied and all questions were phrased positively. Meanwhile, to collect data on the learners' writing score, the writing test was used. The participants were assigned to write an expository text about 500- 600 words. The learners' writing product was scored using the scoring method as proposed by Weigle (2002, p. 116). The reliability and validity of the questionnaire were tested using Cronbach alpha (0.87) indicating it was appropriate for such study and having good internal consistency for the 42-items.

Data Analysis

The data were gathered and tabulated using SPSS to be analyzed using multiple linier

regression analysis, t test, F test and Pearson product moment correlation. A multiple regression analysis was used to predict whether Motivation (x1), Teaching Method (x2), Discipline (x3), Learning Style (x4), and Learning Atmosphere (x5) simultaneously correlated or not with learners' writing achievement. It was applied to predict the relationship between an outcome variable and two or more independent variables.

In the study, the five independent variables: motivation, teaching method, discipline, learning style, and learning atmosphere were predicted to explain the variance in learners' writing achievement. Before testing the hypothesis, the assumption tests for linier regression were performed such as normality, linierity, multicollinierity, heterocedasticity, and auto correlation tests. Finally, the interpretation and discussion were performed to clarify the findings.

RESULT AND DISCUSSION

Before testing the hypothesis, the assumption tests for multiple linier regression were performed, such as normality, linierity, heteroscedasticity, multicollineirity, and auto correlation.

NPar Test was performed to test the normality, as shown in Table 1.

Table 1. One-sample kolmogorov-smirnov test

		Unstandardized Residual
N		30
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.54186631
Most Extreme Differences	Absolute	.111
	Positive	.084
	Negative	-.111
Kolmogorov-Smirnov Z		.609
Asymp. Sig. (2-tailed)		.853

The result of Asymp. Sig. (2-tailed) was 0.853 > 0.050. It was said that the data was normally distributed.

The other evidence was from the plot of regression standardized residual. The result of Deviation from Linearity as shown in Table 2.

Table 2. Linierity

			Sum of Squares	df	Mean Square	F	Sig.
Writing achievement motivation	Between Groups	Combined	2.781E3	16	173.825	5.128	.002
		Linearity	2.480E3	1	2.480E3	73.158	.000
		Deviation from Linearity	301.336	15	20.089	.593	.835
	Within Groups	440.667	13	33.897			
Total			3.222E3	29			

The output confirmed that the value of Deviation from Linearity was F=0.593, p=0.835. It was said that there was a linierity amongst Motivation (x1), Teaching Method (x2), Discipline (x3), Learning Style (x4), and

Learning Atmosphere (x5) with writing achievement (y).

To identify the multi collinierity, the score of tolerance and Varian Inflation Facor (VIF) was used. Collinearity Statistics showed the value of tolerance and VIF, as shown in Table 3.

Table 3. Multicollenearity

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	Const	-1.629E1	6.462		-2.520	.019		
	x1	.624	.079	.566	7.893	.000	.471	2.125
	x2	.329	.061	.327	5.409	.000	.661	1.513
	x3	.135	.050	.144	2.699	.013	.848	1.179
	x4	-.139	.054	-.143	-2.592	.016	.792	1.263
	x5	.238	.050	.276	4.800	.000	.733	1.364

Based on Collinearity Statistics it was found that the tolerance score of Motivation (x1 = 0.471, Teaching Method (x2) = 0.661, Discipline (x3) = 0.848, Learning Style (x4) = 0.792, and Learning Atmosphere (x5) = 0.733. They were higher than 0.10. Meanwhile, the VIF score of Motivation (x1 =

2.125, Teaching Method (x2) = 1.513, Discipline (x3) = 1.179, Learning Style (x4) = 1.263, and Learning Atmosphere (x5) = 1.364. they were lower than 10.000. it was said there no multi Collinearity in regression model.

The table below showed Heterocedasticity.

Table 4. Heterocedasticity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.446	3.692		.663	.514
X1	.136	.045	.742	3.011	.006
X2	-.068	.035	-.405	-1.947	.063
X3	-.014	.029	-.092	-.504	.619
X4	-.009	.031	-.059	-.308	.761
X5	-.051	.028	-.357	-1.808	.083

The output confirmed that the Abs_RES as dependent variable. Based on the output, it was found that the sig. value of Motivation (x1) = 0.006, Teaching Method (x2) = 0.063, Discipline (x3) = 0.619, Learning Style (x4) = 0.761, and Learning Atmosphere (x5) = 0.083. since they were higher than 0.050 except motivation, it was said

the glejser test indicated that there was no Heterocedasticity except motivation variable (0.006).

The the score of Durbin-Watson was used to see the autocorrelation in regression model, as shown in Table 5.

Table 5. Autocorrelation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.970 ^a	.942	.930	2.79413	1.647

The output indicated that the score of Durbin-Watson was 1.647. The table of Durbin Watson at 5% (k; N) = 5; 30 = dL 1.0706 dU 1.8326. 1.674 > 1.0706 and lower than (4-dU) = 4- 1.8326

= 2.1674. It was said that there was no autocorrelation in regression model.

The study recruited 30 participants. The mean score of each variable was shown in Table 6.

Table 6. The mean score of each variable

variables	Mean	Std. Deviation	N
Writing Achievement (y)	82.0667	10.54034	30
Motivation (x1)	82.7000	9.56701	30
Teaching Method (x2)	82.4000	10.48348	30
Discipline (x3)	82.7000	11.28059	30
Learning Style (x4)	83.3000	10.83147	30
Learning Atmosphere (x5)	84.3000	12.20557	30

The output confirmed mean and SD for each variable: Motivation (x1) = 82.07, SD 10.54; Teaching Method (x2) = 82.70, SD 9.57; Discipline (x3) = 82.40, SD 10.48; Learning Style (x4) = 83.30, SD 11.28; and Learning Atmosphere (x5) = 84.30, SD 12.21.

The analysis was performed to measure whether motivation, teaching method, discipline, learning style, and learning atmosphere correlate simultaneously or not with writing achievement at higher education. Therefore, the model of Regression equality as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

- Y : Writing achievement
- A : Constanta
- X1 : Motivation
- X2 : teaching method

- X3 : Discipline
- X4 : learning style
- X5 : learning atmosphere
- B : Regression coefficient
- E : Error

This analysis used a 5% level of significance or $\alpha = 0.05$ to test the hypothesis, and the F test was used for statistical significance. If the p value > 0.050 , the null hypothesis was rejected, alternative hypothesis was accepted and conversely.

The result presented the multiple linier regression on motivation, teaching method, discipline, learning style, and learning atmosphere separately with writing achievement, as shown in Table 7.

Table 7. The linier regression equation

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	-16.286	6.462	
x1	.624	.079	.566
x2	.329	.061	.327
x3	.135	.050	.144
x4	-.139	.054	-.143
x5	.238	.050	.276

The table showed the B coefficient. It implied the linier regression equation. The coefficient provided the effect of each variable to the outcome variable. The model was written as follows:

$$Y = -16.286 + 0.624x_1 + 0.329x_2 + 0.135x_3 - 0.139x_4 + 0.238x_5 + e.$$

Meanwhile, the correlation of each variable to the outcome, as shown in Table 8.

Table 8. Correlation of each variable

		Y	X1	X2	X3	X4	X5
Pearson Correlation	Y	1.000	.877	.706	.401	.219	.679
	X1	.877	1.000	.556	.322	.395	.503
	X2	.706	.556	1.000	.077	.324	.357
	X3	.401	.322	.077	1.000	-.053	.150
	X4	.219	.395	.324	-.053	1.000	.146
	X5	.679	.503	.357	.150	.146	1.000
Sig. (1-tailed)	Y	.	.000	.000	.014	.123	.000
	X1	.000	.	.001	.041	.015	.002
	X2	.000	.001	.	.343	.040	.026
	X3	.014	.041	.343	.	.390	.215
	X4	.123	.015	.040	.390	.	.221
	X5	.000	.002	.026	.215	.221	.

The output indicated a correlation matrix amongst independent variables with outcome variable. It was shown that motivation ($r=0.877$ $p=0.000$); Teaching Method (x2) ($r=0.796$ $p=0.000$); Discipline (x3) ($r=0.401$ $p=0.014$); Learning Style (x4) ($r=0.219$ $p=0.123$); Learning Atmosphere (x5) ($r=0.679$ $p=0.000$). It was said that Motivation (x1),

Learning Atmosphere (x5), Teaching Method (x2), Discipline (x3), and Learning Atmosphere (x5) separately correlated with writing achievement (y), except Learning Style (x4) did not correlate.

The model summary showed the value of Determinant Coefficient (R^2) as shown in Table 9.

Table 9. Determinant coefficient (R^2)

Model	R	Adjusted R Square	R Square	Std. Error of the Estimate	Durbin-Watson
1	.970 ^a	.942	.930	2.79413	1.647

The output confirmed that the $R=0.970$, it indicated a high correlation amongst the variables. The result of the determinant coefficient R^2 was 0.942. It was said that learning atmosphere, learning style, discipline, teaching method, and

motivation gave contribution to writing achievement about 94.2%. The rest was out of the investigation. The contribution of each variable was as follows:

Table 10. Effective contribution

Variables	Regression coefficient	Correlation coefficient	Effective contribution
X1	0.566	0.877	49.63%

X2	0.327	0.796	26.02%
X3	0.144	0.401	5.77%
X4	-0.143	0.219	-3.13%
X5	0.276	0.679	18.74%

The output revealed that the highest factor contributing to the success was motivation, followed by teaching method and learning

atmosphere, discipline and learning style. To measure the difference of each variable, the t test was performed, as shown in Table 11.

Table 11. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-16.286	6.462		-2.520	.019
	X1	.624	.079	.566	7.893	.000
	X2	.329	.061	.327	5.409	.000
	X3	.135	.050	.144	2.699	.013
	X4	-.139	.054	-.143	-2.592	.016
	X5	.238	.050	.276	4.800	.000

The output indicated that motivation (x1) (t=7.89, p=0.000); Teaching Method (x2) (t= 5.41 p=0.000); Discipline (x3) (t= 2.70 p=0.013); Learning Style (x4) (t= -2.59, p=0.016); Learning Atmosphere (x5) (t= 4.80 p=0.000). Since all p value was lower than 0.050, it was said that Motivation (x1), Learning Atmosphere (x5), Teaching Method

(x2), Discipline (x3), Learning Style (x4), and Learning Atmosphere (x5) separately gave effect significantly to writing achievement (y).

The Anova Table showed the simultaneously effect of all variables to the outcome, as shown in Table 12.

Table 12. The f test

Model		Sum of Squares	df	Mean Square F	Sig.
1	Regression	3034.495	5	606.899	77.736 .000 ^a
	Residual	187.371	24	7.807	
	Total	3221.867	29		

The table explained that the regression model was significantly well (sig. 0.000). The table indicated the value of F (5, 24)= 77.736, SS 3034, 495, MS 606.899, p=0.000. It meant that the overall the regression model of Motivation (x1), Teaching

Method (x2), Discipline (x3), Learning Style (x4), and Learning Atmosphere (x5) simultaneously gave effect significantly to writing achievement (y).

DISCUSSION

The finding revealed that the overall the regression model of Motivation (x1), Teaching Method (x2), Discipline (x3), Learning Style (x4), and Learning Atmosphere (x5) contributed to the learners' writing achievement at the value of $F(5,24) = 77.736$, $MS = 606.899$, $p = 0.000$. All five variables gave significant effect to the outcome ($p < 0.050$). They gave contribution simultaneously to writing achievement about 94.2%. Meanwhile, each variable contributed separately such as Motivation (49, 63%), Teaching Method (26.02%), Discipline (5.77%), Learning Style (-3.13%), and Learning Atmosphere (18.74%).

The finding about the relationship between motivation and writing achievement supported those of studies by Morris, 2001; Dórnyci, 2007; Pasternak, 2013; Zhao & Kuo, 2015;Gakure et al., 2013; Elhawwa, 2019; Sabarun, 2020; Gupta and Woldemariam, 2011. All studies found the high correlation between academic achievement and motivation. Motivation in EFL writing class can be a great source of knowledge and promoted more motivating learning atmosphere. Larners having adequate motivation will become efficient language learners.

Then, the finding about the relationship between teaching method and writing achievement supported those of studies by e.g. Graham, Harris, & Mason, 2005; Graham, Harris, & Troia, 2000; ; Harris, Graham, & Mason, 2006; Lei, 2008. They found that teaching method has positive correlation with learners' achievement and academic performance. Then, the finding about the relationship between discipline and writing achievement supported those of studies by e.g. Njoroge & Nyabuto, 2014; Dawo & Simatwa, 2010. They found that school discipline has positive correlation with learners' achievement and academic performance.

Those investigations found that school discipline plays an important role in learners' academic achievement. Next, the finding about the relationship between learning environment and writing achievement was in line with those of studies by Hannah (2013). Margianti et al. (2001) Rahmi (2014), Afriani (2017), Suleman, & Hussain, (2014). Baek and Choi (2002). They revealed that learning atmosphere correlated with learners' academic achievement.

CONCLUSION

To sum up, the findings revealed that motivation, learning atmosphere, learning style, discipline, and teaching method gave significantly contribution to the learners' writing achievement. The finding evidenced that motivation (49.63%) gave the highest contribution in the successful language learners. Therefore, teachers can motivate learners to obtain high achievement. If learners are more motivated, they will access more efforts to achieve better. Motivating learners is an important task.

The meaning of successful language learners is a mystery. Therefore, a lot of investigations are still needed to come to an understanding of successful language learners. It was also suggested that the further researchers perform similar studies with larger scales and bigger sample size in more depth analysis to validate the findings.

A multiple regression analysis was used to predict learners' writing achievement from Motivation (x1), Teaching Method (x2), Discipline (x3), Learning Style (x4), and Learning Atmosphere (x5). These variables statistically significantly predicted learners' writing achievement $F(5, 24) = 77.736$, $MS = 606.899$, $p = 0.000$. All five variables added statistically significantly to the prediction ($p < 0.050$). The summary of regression table as shown in Table 13.

Table 13. Summary on multiple linier regression analysis

Independent variables	Regression coefficient	T value	Probability	Effective contribution	Notes
(Constant)	-1.629	-2.52	0.019		
X1	0.624	7.89	0.000	49.63%	significant

X2	0.329	5.41	0.000	26.02%	significant
X3	0.135	2.70	0.013	5.77%	significant
X4	-1.395	2.59	0.016	-3.13%	significant
X5	0.238	4.80	0.000	18.74%	significant
F value	77.736				
R	0.970				
R ²	0.942				
Multiple R	0.930				
Sig. F	0.000				

The study used regression model equation as follow:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e.$$

The result confirmed that the factor equation contributing to learners' writing achievement as follows:

$$Y = -16.286 + 0.624x_1 + 0.329x_2 + 0.135x_3 - 0.139x_4 + 0.238x_5 + e.$$

The table above confirmed that $F(5, 24) = 77.736$, $MS = 606.899$, $p = 0.000$. It was stated that Motivation (x_1), Teaching Method (x_2), Discipline (x_3), Learning Style (x_4), and Learning Atmosphere (x_5) simultaneously gave effect to learners' writing achievement. Then, the R value was 0.970, it indicated a high correlation amongst the variables.

The result of R^2 was 0.942. It was said that learning atmosphere, learning style, discipline, teaching method, and motivation gave contribution to writing achievement about 94.2%. The rest (5.8%) was affected by other variables out of the investigation. Meanwhile, each variable contributed separately such as Motivation (49, 63%), Teaching Method (26.02%), Discipline (5.77%), Learning Style (-3.13%), and Learning Atmosphere (18.74%).

Declarations

The datasets used and/or analyzed during the current study are available from the corresponding author on reasonable request.

Funding

This study has no external funding.

Acknowledgments

The highest appreciation is addressed to academicians for supporting conducive academic life. The appreciation is also addressed to English students as the participants of this study; the book authors and researchers who are responsible for websites visited; their family for the valuable time support; and above all, the Almighty of God for finishing this article.

About the Authors:

Tazkiyatunnafs Elhawwa (Dr. S.Pd.I., M.Pd)

She is a lecturer of the English Education at Universitas Muhammadiyah Palangka Raya, Kalimantan Tengah, Indonesia. She interests on the education and teaching method. Her research interests are in the teaching method, multilingualism, and English education. ORCID: <http://orcid.org/0000-0003-3631-5605>. Scopus ID: [57215671606](http://scopus.org/57215671606)

REFERENCES

- Afriani, M. (2017). The Correlation between Classroom Environment and Academic Achievement of English Education Study Program Student of UIN Raden Fatah Palembang. Thesis Diploma. UIN Raden Fatah Palembang. <http://eprints.radenfatah.ac.id/872/>
- Bonney, C.R., Cortina, K.S., Smith-Darden, J.P., & Fiori, K.L. (2008). Understanding strategies in foreign language learning: are integrative and intrinsic motive distinct predictors? *Learning and Individual Differences*, 18(1), 1-10.

- <http://dx.doi.org/10.1016/j.lindif.2007.11.005>
- Baek, S.G., & Choi, H.J. (2002). The relationship between students' perceptions of classroom environment and their academic achievement in Korea. *Asia Pacific Education Review*, 3(1), 125-135. (2002). <https://doi.org/10.1007/BF03024926>
- Coffield & Ytreberg L.H. (2004). *Teaching English to children*. New York.
- Cairney, T.H. (2003). Literacy within family life. In N. Hall, J. Larson, & J. Marsh (Eds.), *Handbook of early childhood literacy*. 85-98. Sage. <https://www.worldcat.org/title/sage-handbook-of-early-childhood-literacy/oclc/871196884>
- Dörnyei, Z. (2001). *Motivating strategies in the foreign language classroom*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
- Dörnyei, Z. (Ed.). (2003). *Attitudes, orientations and motivations in language learning*. Blackwell. https://www.academia.edu/37020201/Attitudes_of_Orientations_and_Motivations_in_Language_Learning_Advances_in_Theory_Research_and_Applications
- Dörnyei, Z. (2006). *Creating a motivating classroom environment*. In J. Cummins & C. Davison (Eds.), *Handbook of English language teaching*. 639-651. Springer. <https://books.google.tn/books?id=ZxbUFm3aRkUC&printsec=frontcover#v=onepage&q&f=false>
- Dörnyei, Z. (2007). Creating a motivating classroom environment. In Cummins, J. & Davison, C. (Eds.), *International handbook of English language teaching 2*, 719-731. Springer.
- Dörnyei, Z., & Csizer, K. (2002). Motivational Dynamics in Second Language Acquisition: Results of a Longitudinal Nationwide Survey. *Applied Linguistics*, 23, 421-462. <https://doi.org/10.1093/applin/23.4.421>
- Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667138>
- García, J. N., & de Caso, A. M. (2004). Effects of a motivational intervention for improving the writing of children with learning disabilities. *Learning Disability Quarterly* 27(3), 141-159. <http://dx.doi.org/10.2307/30035506>
- Gditawi, F., Noah, M., Ghani, A. (2011). The relationship between motivation and learning reading and writing in sixth graders in the Hashemite Kingdom of Jordan. *Journal of Islamic and Arabic Education* 3(1), 13-28.
- Gregory, A., Skiba, R., & Noguera, P. (2010). The achievement gap and the discipline gap: Two sides of the same coin?. *Educational Researcher* 39(1), 59-68.
- García, J. N., & Arias-Gundin, O. (2004). Intervention in writing composition strategies. *Psicothema* 16(2), 194-202. <http://dx.doi.org/10.2307/1593665>
- Graham, S, and Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools, a report to carnegie corporation of New York*.
- Gupta, D., & Woldemariam, G. S. (2011). The influence of motivation and attitude on writing strategy use of undergraduate EFL students: quantitative and qualitative perspectives. *The Asian EFL Journal Quarterly* 13(2).
- Gass, S.M & Selinker, L. (2001). *Second language acquisition: An introductory course (2nd ed)*. New Jersey: Lawrence Erlbaum Associates.
- García-Sanchez, J. N., & Fidalgo-Redondo, R. (2006). Effects of two types of self-regulatory instruction programs on students with learning disabilities in writing products, processes, and self-efficacy. *Learning Disability Quarterly* 29(3), 181-211.
- Graham, S., Harris, K. R., & Mason, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. *Contemporary Educational Psychology* 30(2), 207-241. <http://dx.doi.org/10.1016/j.cedpsych.2004.08.001>

- Graham, S., Harris, K. R., & Troia, G. A. (2000). Self-regulated strategy development revisited: Teaching writing strategies to struggling writers. *Topics in Language Disorders* 20(4), 1–14.
- Graham, S. & Perin, D. (2007). Writing text: Effective strategies to improve writing of adolescents in middle and high schools, a report to Carnegie Corporation of New York.
- Habibian, M., Roslan, S., Idris, K., & Othman, J. (2015). The Role of Psychological Factors in the Process of Reading. *Journal of Education and Practice*, 114-123.
- Harmer, J. (2007). *The practice of English language teaching*. Essex: Pearson Education Limited.
- Hoffman, L., Hutchinson, C., & Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling* 5(1), 13-24.
- Henry, W. (2012). *Definition of Writing Ability*. <http://teachingenglishonline.net>
- Hornby (2011). *Definition of Writing According to Expert*. <http://www.globalshiksha.com>
- Hannah, R. (2013). *The Effect of Classroom Environment on Student Learning*. Honors Theses, 2375.
- Kimura, Y., Nakata, Y., & Okumura, T. (2000). Language learning motivation of EFL learners in Japan-A cross sectional analysis of various learning milieus. *JALT Journal*, 47-65.
- Kim, S. (2009). Questioning the stability of foreign language classroom anxiety and motivation across different classroom contexts. *Foreign Language Annals* 42(1), 138-157.
- Kinsella., Newton, J. (2003). *Teaching ESL/EFL listening and speaking*. Routledge.
- Latif, M.A. (2007). The factors accounting for the Egyptian EFL university students' negative writing affect. *Essex Graduate Student Papers in Language & Linguistics* 9, 57-82.
- Lei, X. (2008). Exploring a sociocultural approach to writing strategy research: Mediated actions in writing activities. *Journal of Second Language Writing*, 17, 217–236. <http://dx.doi.org/10.1016/j.jslw.2008.04.001>
- Morris, F. A. (2001). Language learning motivation for the class of (2002): Why first-year Puerto Rican high school students learn English. *Language and Education* 15(4), 269-278.
- Margianti, E.S., Fraser, B.J., & Aldridge, J.M. (2001, April). Investigating the learning environment and students' outcomes at the university level in Indonesia. In annual meeting of the Australian association for research in education, Fremantle, Western Australia.
- Miller, A., & Cunningham, K. 2011. Classroom environment.
- Noels, K.A. (2001). *New orientations in language learning motivation: Towards a model of intrinsic, extrinsic and integrative orientations*, In Z. Dornyei, & R. Schmidt (Eds.), *Motivation and Second Language Acquisition*. University of Hawai'i.
- Njoroge, P.M., & Nyabuto, A. N. (2014). Discipline as a factor in academic performance in Kenya. *Journal of Educational and Social Research* 4(1), 289-307. <http://dx.doi:10.5901/jesr.2014.v4n1p289>
- Oxford, R. (1990). *Styles, strategies, and aptitude*. In Thomas S. Parry. & Charles W. Stansfield (Eds.), *Language Aptitude Reconsidered*, pp. 67- 119. Prentice Hall Regents.
- Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education: Theory, research, and applications* (2nd Ed.). Pearson Education.
- Pasternak, R. (2013). Discipline, learning skills and academic achievement. *Journal of Arts and Education* 1 (1), 1-11. www.accessinterjournals.org/jae/pdf/2013/June/Pasternak.pdf
- Peterson, R., & Skiba, R. (2001). Creating school climates that prevent school violence. *Social Studies* 92(4), 167.
- Reid, G. (2007). *Motivating learners in the classroom: Ideas and strategies*. Paul Champman Publishing.
- Rahmi, R.A. (2014). Junior High School Students' Perception of Classroom Environment and

- Their English Achievement. *International Journal of Applied Linguistics & English Literature*, 41-47.
- Schunk, D.H., Pintrich, P.R., & Meece, J.L. (2008). *Motivation in education: Theory, research, and applications*. Pearson Education, Inc.
- Schmidt, R., & Watanabe, Y. (2001). *Motivation, Strategy Use, and Pedagogical Preferences in Foreign Language Learning*. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 313-360). Hawaii: University of Hawaii Press.
- Suleman, Q., & Hussain, I. (2014). Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Students in Kohat Division, Pakistan. *International Journal of Learning & Development*, 7182.
- Tran, L.T. (2007). Learners' motivation and identity in the Vietnamese EFL writing classroom. *English Teaching: Practice and Critique* 6(1), 151-163.
- Troike, M.S. (2006). *Introducing second language acquisition*. Cambridge University Press.
- Wakely, M. B., Hooper, S. R., de Kruif, R. E. L., & Swartz, C. (2006). Subtypes of written expression in elementary school children: A linguistic-based model. *Developmental Neuropsychology* 29(1), 125-129.
- Wang, M., Selman, R., Dishion, T., & Stormshak, E. (2010). A tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems. *Journal of Research on Adolescence* 20(2), 274-286.
- Rowe, D.W. (2008). Social contracts for writing: Negotiating shared understandings about text in the preschool years. *Reading Research Quarterly* 43(1), 66-95.
- Xu, X. (2011). The Relationship between Language Learning Motivation and the Choice of Language Learning Strategies among Chinese Graduates. *International Journal of English Linguistics* 1(2), 203-212. <http://dx.doi.org/10.5539/ijel.v1n2p203>.
- Yuan-bing, D. (2011). How to motivate students in second language writing. *Sino-US English Teaching* 8(4), 235-240. www.davidpublishing.com
- Zhao, R., & Kuo, Y. -L. (2015). The role of self-discipline in predicting achievement for 10th graders. *International Journal of Intelligent Technologies and Applied Statistics* 8(1), 61-70. DOI: 10.6148/IJITAS.2015.0801.05
- Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology* 39(2), 145 -155. <http://www.sciencedirect.com>
- Zandvliet, D. B., & Fraser, B. J. (2005). Physical and psychosocial environments associated with networked classrooms. *Learning Environments Research* 8(1), 1-17.