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Active Reading Style, Student Vocabulary Learning Strategies and Self-regulated Learning: A Structural Model Equation on Academic Writing Motivation and Self-regulation

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

Aims: To determine the best fit model for students' academic writing motivation and self-regulation.
Study Design: Descriptive-causal design.
Place and Duration of Study: The study was conducted among senior high school of Region XIII during 2021-2022.
Methodology: The respondents were chosen using stratified random sampling. The data were collected using the online platform.
Results: Results showed that the respondents had a high level active reading style; their vocabulary learning strategy was always visible; and their self-regulated learning was high. It also revealed that there was a linked between academic writing motivation and self-regulation. There was a significant relationship between active reading in academic writing motivation and self-

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regulation; between vocabulary learning strategy, academic writing motivation, and self-regulation; between self-learning, academic motivation and self-regulation. Likewise, there was a significant influence of active learning on academic writing motivation and self-regulation, vocabulary learning strategies and self-learning on academic writing motivation and self-regulation. Finally, model 5 was the most suitable for students' academic writing motivation and self-regulation.

Conclusion: There is a substantial association between students' academic writing motivation and self-regulation and active reading, vocabulary learning strategies, and self-learning. The best model for encouraging and regulating students' academic writing is Model 5. It implies that students needed to have motivated so that they are about to control their learning. This outcome serves as a reminder to teachers that in order for students to develop learning independence and trust, teachers must pique their interest in the lessons or classroom activities.

Keywords: Active reading; vocabulary learning strategies; self-regulated learning; structural model; academic writing motivation; Philippines.

1. INTRODUCTION

Self-regulation of motivation assumes students' voluntary behavior and capacity to self-motivate has been identified as a fundamental principle in deregulated learning. It primarily refers to the actions taken by students to maintain their enthusiasm and perseverance in academic pursuits. In addition, it is more precisely defined as the behaviors people use to consciously enhance, maintain or initiate their level of motivation to start, and engage [1]. Students exercise self-regulation learning in order to successfully navigate their educational experiences. It is essential because students can benefit from it in both their academic and future professional careers. Students' active metacognitive, motivating, and behavioral learning processes determine how well-regulated they are [2].

The importance of academic writing is to learn the self-regulation of motivation that can improve behavior by understanding students' learning. Inspiration for academic writing improves the academic achievement and self-confidence of students [3]. Realizing development and working with other students are also necessary for gaining value in academic writing. Even teachers should put more effort into giving guidan ce and writing that is accurate and acceptable to make a connection between each student's creative interests and the task that has been assi gned to them. In addition, self-regulation of motivation activates and maintains their thoughts, feelings, and actions to accomplish their objectives. In other words, self-regulation of motivation students continuously defines learning objectives and use techniques to meet those objectives [4].

2. MATERIALS AND METHODS

2.1 Respondents

In this quantitative study, structural equation modeling (SEM) was utilized to determine the best fit model for students' motivation and self-regulation in academic writing. SEM is a multivariate statistic that is used to look at how the latent and manifest variables relate to one another. In order to determine the linear connection between the variables using numerical data, this study also used a Pearson-r.

2.2 Research Respondents

The study was conducted among senior high school of Region XIII during 2021-2022. These students were enrolled during the school year 2021-2022. The respondents were chosen using stratified random sampling.

3. RESULTS AND DISCUSSION

3.1 Active Reading Style

To emphasize each variable, the first exogenous variable is the active reading style of students in SHS in public schools. It significantly improves students' reading comprehension and gives them the tools to manage their reading efficiently. In addition, readers actively engage with the text and are conscious of their strategies to comprehend what they are reading. Reading strategies are deliberate methods for understanding the author's point of view [5].

Active reading style has three indicators. Students' lives today are significantly impacted by technology. Although bringing technology into the classroom has been advantageous, there are also some downsides. Also, technology has improved student involvement and willingness while enabling learning improvement [6]. The purpose is to allow students to learn and explore innovative learning methods supported by constructive theories rather than having students memorize facts and figures and memorization [7]. Lastly, physical strategies demonstrate to students how to express their ideas or questions in writing by highlighting sections or word passages in context [8].

Table 1 describes the active reading style of students in SHS public schools in Region XIII with a total mean score of 4.03 and a standard deviation of 0.51, which is described as high and means the active reading style of students. Descriptive levels are similar, but their means are different. The highest mean was the objective score of 4.15, with a corresponding standard deviation of 0.55. Technology followed it with a mean of 4.07 and a corresponding standard deviation of 0.58. Meanwhile, among the three indicators, the physical strategy has the lowest mean score of 3.86 with a corresponding standard deviation of 0.65, which is described as highly effective in active reading.

Table 1. Level of active reading style of students in SHS public schools

Indicator	SD	Mean	Descriptive level
Technology	0.58	4.07	High
Purpose	0.55	4.15	High
Physical strategies	0.65	3.86	High
Overall	0.51	4.03	High

The result shows a high style of active reading improves the effort and process of receiving information among students, which has a significant impact on their academic performance because it is helpful in their studies, daily life, and career that can be chosen after their studies. However, Elcin et al. [9] mentioned that the correlation of active reading develops the students' learning ability and heals/enriches academic writing motivation and personal regulation.

Active reading allows students and teachers to raise awareness of globalized development better. The active task is difficult, but it involves good and healthy learning in students to gain high academic writing motivation and students' self-regulation. Additionally, by having active reading, students are encouraged and more alert in the discussion; they prefer to learn what the teacher teaches using modern teaching tools with a specific purpose, interactive activities, and principles with good intentions in their knowledge of active reading. In this way, they gradually learn or are shaped to achieve meaningful academic performance [10].

3.2 Students' Vocabulary Learning Strategies

The second exogenous variable is students' vocabulary learning strategies (VLS). Vocabulary learning strategies are methods or procedures that can aid in acquiring and retaining vocabulary knowledge by language learners and are essential for language learning. Additionally, when students have access to various teaching techniques, they can modify their approach to fit the situation [11].

The variable has four indicators. The first indicator is the cognitive strategy is focuses on teaching students how to utilize their brains 'potential to the fullest and make it easier to relate new knowledge to preexisting concepts, which helps to strengthen memory and retention [12]. The metacognitive strategy evaluates the efficacy of systematic direct instruction of various metacognitive tactics to help students improve their reading comprehension, vocabulary development, and text comprehension [13].

To continue the following indicator, "memory strategy" is a method for processing new information in a learning context, storing or memorizing a range of information, and includes elaboration, mental imagery, mnemonics, and organization [14]. The determination strategy describes how children learn the meaning of new words and individual learning [15].

The student's vocabulary learning strategy is shown in Table 2. It was understood, analyzed, and explained in a straightforward presentation. Table 2 exposes the students' vocabulary learning strategy with an overall mean of 3.83 and a corresponding standard deviation of 0.73, which indicates that the student's vocabulary learning strategy is always visible. It can be observed from the data that the indicator with a high mean is 3.86, with a standard deviation of

0.73 and a high descriptive level, which is the metacognitive strategy. On the other hand, the indicator with the lowest mean of 3.79 and a standard deviation of 0.91 described as high is the decision-making strategy.

Table 2. Level of students' vocabulary learning strategies

Indicator	SD	Mean	Descriptive level
Cognitive strategy	0.72	3.81	High
Metacognitive strategy	0.73	3.86	High
Memory strategy	0.70	3.84	High
Determination strategy	0.91	3.79	High
Overall	0.63	3.83	High

The high level of students' vocabulary learning strategies has a significant role in shaping the correct behavior of students in the classroom. Because it has a role to play in the achievement and performance of the students, The students' vocabulary-learning strategy is one of the main goals that need to be met with meaningful fulfillment. It goes a long way in motivating students to persevere in learning the vocabulary learning strategy that has become part of their lives. In a direct and specific definition, the students' vocabulary learning strategy refers to their perspective, approach, situation, and connection with them [16].

Table 3. Self-regulated learning

Indicator	SD	Mean	Descriptive Level
Motive	0.93	3.91	High
Method	0.90	3.80	High
Time	0.91	3.89	High
Performance	1.02	3.64	High
Physical Environment	0.94	3.84	High
Social Environment	0.99	3.60	High
Overall	0.71	3.76	High

The vocabulary-learning strategy is crucial to motivate them to continue learning despite the threat, more than what they experienced during the Pandemic. It can only be confirmed that the vocabulary learning strategy positively and significantly impacts the student's ability to face the challenge at hand. In addition, having a thorough knowledge of vocabulary learning strategies is one of the essential topics that students need to study. It only proves that the student's knowledge and abilities deserve to be focused on because their future depends on them [17].

3.3 Self-Regulated Learning

The third exogenous variable is self-regulated learning. A student organizes a task, executes it, assesses how they did it, and comments on the results. The cycle then resumes as the student makes adjustments and is ready for the subsequent challenge using the reflection. In addition, describe the cyclical processes learners use to guide their thoughts and actions before, during, and after engaging in learning tasks [18]. This variable has six indicators. The first indicator is motive has been linked to the amount of mental effort typically expended in learning tasks, which has led to the idea that motivation might be viewed as a consistent personal trait comparable to personality [19]. The first indicator is that motive plays a crucial role in practically all facets of human conduct and continues to significantly impact how students behave and their desire to learn or acquire good academic skills in school [20]. Time is a valuable resource that keeps slipping away without ending and effectively managing this resource, which everyone has access to equally, and placing enough attention on planning are keys to success in life [21]. Performance has been regarded as the critical variable in examining the efficacy of learning and assessed using various methods [22]. The physical environment consists of buildings, furniture, teaching materials, labs, libraries, playgrounds, machinery, decorative items, a swimming pool, audiovisual equipment, and playfields [23]. Lastly, the social environment involves interactions among learners, peers, teachers, and tutors. In addition, it allows students to learn collaboratively and interactively [24].

3.4 Academic Writing Motivation and Self-regulation

The latent endogenous variable of the study is Academic Writing Motivation, and Self-regulation is postulated that students may control their desire to learn. This process benefits academic performance and conducts impacted motivation beliefs [25]. Students employ academic writing motivation and self-regulation to achieve their

educational goals, and they establish their own writing style as part of this process [26].

Academic writing motivation and self-regulation affect a writer's decision to write, their level of effo rt, the activities and tools they use while writing, and how they interact with other students [27]. The first is achievement goals play a significant role in shaping students' innate drive to complete a task and involve being persistent and expressing both positive and negative emotio ns in the wake of achievements and failure [28]. Achievement goals play a significant role in shaping students' innate drive to complete a task and involve being persistent and expressing both positive and negative emotions in the wake of achievements and failures. In addition, Self-efficacy relates to a learner's readiness to attempt, persist in, and complete a task and the extent to which students believe they can suc ceed academically [29]. Self-regulated learning refers to the procedures that students use to take charge of their knowledge and the techniques they develop to support this learning and difficulties [30]. Value is broadly described as a function of the task's perceived attributes, the in dividual's need, aim, and interest, and the most significant predictor of the student's grade perfor mance [31].

The level of student knowledge of academic motivation in writing and students' self-regulation consists of five indicators that can be seen in Table 4, with a high descriptive rating, with a total mean of 4.00 and a standard deviation of 0.62. High means that students' academic writing motivation and self-regulation are frequently observed. The result shows that the indicator is high, with a mean of 4.13 and a corresponding standard deviation of 0.65. In contrast, the goal achieved has a mean of 3.92 with a corresponding standard deviation of 0.65. The high level of academic writing motivation and self-regulation of students is correlated with each indicator of achievement goals, self-efficacy, personal learning, and value. These factors are connected to students who have scored low in academic writing motivation and self-regulation due to the wrong information they learned. In addition, students must focus on what he has become the basis of learning because it measures whether the students have learned anything from what the teacher teaches them and be the support of the teacher in their teaching to achieve meaningful academic writing motivation and self-regulation in students [32].

Table 4. Academic writing motivation and self-regulation

Indicator	SD	Mean	Descriptive level
Achievement goal	0.65	3.92	High
Self-efficacy	0.71	3.96	High
Self-regulated learning	0.67	4.00	High
Value	0.65	4.13	High
Overall	0.62	4.00	High

The academic motivation in writing and self-regulation of students is increased by having pre-writing, goal-setting, self-consequence, and being given parental support such as financial and emotional, and many others that help raise the knowledge and skills of students. Additionally, the visible indicators of achievement goals, self-efficacy, personal learning, and value significantly influence students' academic writing motivation and self-regulation. Thus, students' academic writing motivation and self-regulation refer to the fluency, knowledge, and skills they have learned in school, which often translates into grades that give positive direction to learning. Students study. However, the techniques used are evaluated, not just the marks obtained by the students [33].

3.5 Active Reading Style of Students

Table 5A shows a significant relationship between active reading and academic writing motivation and students' self-regulation, with a total R-value of .625 and a probability of p.000 less at the 0.05 level of significance set in this study. The null hypothesis is therefore rejected, which states that there is no significant relationship between active reading in academic writing motivation and students' self-regulation.

It suggests that a high level of student knowledge in active reading can lead to a high level of academic motivation in writing and self-regulation in students [34]. Furthermore, the data revealed that the student's view of active reading, technology, purpose, and physical strategy as an indicator of the student's active reading knowledge has an R-value. 549 with a p-value of 0.05, making it significant compared to the goal achieved. When the indicators of student knowledge in using active reading were correlated with self-efficacy, the overall R-value was .585, with a p-value of 0.05, indicating that the correlation was significant. The total R-value

is when student knowledge indicators—learning to use active reading—are linked to personal learning. 586 with a p-value of 0.05, making it significant. When the hands of the student's knowledge of active reading are linked to the value, the total R-value is.576 with a p-value of 0.05, which is still significant.

Table 5B shows a significant relationship between vocabulary learning strategy and students' academic writing motivation and self-regulation, with a total r-value of.661 and a probability of .000, which is less than 0.05 lower than the level of significance set in this study. The null hypothesis is therefore rejected, which states that there is no significant relationship between vocabulary learning strategy, academic writing motivation, and students' self-regulation. High vocabulary learning strategies can result in high levels of students' academic writing motivation and self-regulation.

There is a significant relationship between students' vocabulary strategies and academic writing motivation and self-regulation. The result is related to Orhan and Ozen [35] that linked to the goal to achieve, the cognitive strategy, metacognitive strategy, memory strategy, and decision strategy serve as indicators of vocabulary learning strategy, with a total value of.619 and a p-value of 0.05 indicating that it is significant. When the indicators of vocabulary learning strategies are linked to self-efficacy, the mean r-value is.620 with a p-value of 0.05, telling that the relationship is significant. Furthermore, when the indicators of vocabulary learning strategies are compared to self-learning, the mean r-value is .609 with a p-value of 0.05, indicating that the difference is significant. Finally, when the vocabulary learning strategy indicator is correlated with the value, the total r-value is.582 with a p-value of 0.05, indicating that the relationship remains significant.

Table 5A. Significance of the relationship between the active reading style of students and academic writing motivation and self-regulation

Active reading style of students	Academic writing motivation and self-regulation				
	Achievement goal	Self-efficacy	Self-regulated learning	Value	Overall
Technology	.383**	.405**	.404**	.421**	.439**
	.000	.000	.000	.000	.000
Purpose	.502**	.536**	.546**	.527**	.574**
	.000	.000	.000	.000	.000
Physical strategies	.521**	.556**	.552**	.528**	.587**
	.000	.000	.000	.000	.000
Overall	.549**	.585**	.586**	.576**	.625**
	.000	.000	.000	.000	.000

*significant at .05 significant level

Table 5B. Significance of the relationship between students' vocabulary learning strategies and academic writing motivation and self-regulation

Students' vocabulary learning strategies	Academic writing motivation and self-regulation				
	Achievement goal	Self-efficacy	Self-regulated learning	Value	Overall
Cognitive strategy	.475**	.479**	.474**	.449**	.511**
	.000	.000	.000	.000	.000
Metacognitive strategy	.555**	.559**	.542**	.503**	.587**
	.000	.000	.000	.000	.000
Memory strategy	.566**	.572**	.537**	.499**	.591**
	.000	.000	.000	.000	.000
Determination strategy	.455**	.447**	.461**	.466**	.497**
	.000	.000	.000	.000	.000
Overall	.619**	.620**	.609**	.582**	.661**
	.000	.000	.000	.000	.000

*significant at .05 significant level

The significant relationship between self-learning academic writing motivation and self-regulation of students is presented in Table 5C with a total R-value of .852 and the corresponding probability of .000, which is less than 0.05 level of significance set in this study. The null hypothesis is therefore rejected, which states that there is a significant relationship between self-learning and academic writing motivation and students' self-regulation. It indicates that a high level of self-learning skills can increase students' academic writing motivation and self-regulation.

The data show that motivation, method, time, performance, the physical environment, and social environment as indicator strategies in learning vocabulary correlated with achieving the total value is .810 with a p-value <0.005, significant; also when the self-learning indicators are associated with self-efficacy, the null r-value is .803 with p-value<0.05 therefore, significant. Further, when the self-learning indicators correlate with self-learning, the mean r-value is .774 with a p-value<0.05; therefore, significant. And finally, when the subjective learning indicator is correlated with the value, the total r-value is .745 with a p-value<0.005, thus, still significant.

Table 6 shows the significant influence of active reading on academic writing motivation and self-regulation of students, vocabulary learning strategies, and self-learning on academic writing motivation and self-regulation of students. With a calculated f-value of 390.058, an R-value of.857, an adjusted R2 value of.734, and a p-value of .000, less than .05 levels of significance. The overall results agree with the rejection of the null hypothesis, which supported the alternative hypothesis. Therefore, the combination of three exogenous variables significantly influences students' academic writing motivation and self-regulation. The R2 of.734 indicates that 73.4% of the variance in academic writing motivation is attributed to active reading, vocabulary learning strategies, and personal learning. It means that 26.6% of the variation in academic writing motivation and self-regulation of students was associated with other variables that were not included in this study.

Active reading styles have an essential role in helping increase students' academic writing motivation and self-regulation because it affects the response of student learning outcomes. Active reading in subjects increases academic motivation in writing and students' self-regulation, which is also brought about by a strong and consistent vocabulary learning strategy in the classroom. Therefore, teachers use different methods for students to achieve their learning goals. The relationship between active reading in personal learning and academic writing motivation has been significant—student regulation and sustained learning within the classroom. In addition, active reading enhances students' academic writing motivation and self-regulation because they are encouraged to study and increase their knowledge of different self-learning methods. However, this will result in higher learning gains for students, which will develop and enable opportunities for students to create what they have learned, be creative, and have problem-solving skills when facing problems [33].

The summary of the goodness of fit metrics for the five produced models is shown in Table 7. Among these models, Model 5 met the standards for determining the best fit; it contains the following model fit indicators: CMIN/DF=1.232 with a p-value of .157, GFI=0.976, CFI=0.0998, NFI=0.987, TLI=0.996, and RMSEA=0.023. The results show that model 5 is the most accurate accurate for predicting academic performance. The proposed model met the requirements for the best fit model.

Table 8 shows the latent exogenous factors' direct and indirect impacts on the self-regulated latent endogenous variable. In contrast, active reading style and proficiency in students' vocabul ary learning strategies have negligible effects, as revealed by poor beta values, making the variabl e the weakest predictor. One of the three latent exogenous variables, self-regulated learning, exhibits the effects, making it a significant predictor of academic writing motivation and self-regulation, as revealed by a beta value of 0.757. On the other hand, academic writing motivation and self-regulation are only slightly impacted directly by active reading style and students' vocabulary learning strategies.

Self-regulated learning students may or may not organize, monitor, and assess their learning process using the right strategies and notions. In addition, they describe actions that students can engage in to help them take charge of their learning through various activities [36].

Table 5C. Significance of self-regulated learning and academic writing motivation and self-regulation

Self-regulated learning	Academic writing motivation and self-regulation				
	Achievement goal	Self-efficacy	Self-regulated learning	Value	Overall
Motive	.659** .000	.668** .000	.635** .000	.647** .000	.709** .000
Method	.653** .000	.691** .000	.652** .000	.640** .000	.717** .000
Time	.636** .000	.597** .000	.578** .000	.570** .000	.647** .000
Performance	.751** .000	.782** .000	.763** .000	.681** .000	.810** .000
Physical environment	.583** .000	.520** .000	.477** .000	.476** .000	.559** .000
Social environment	.660** .000	.661** .000	.671** .000	.622** .000	.711** .000
Overall	.810** .000	.803** .000	.774** .000	.745** .000	.852** .000

Table 6. Significance on the active reading style of students, students' vocabulary learning strategies, self-regulated learning, and academic writing motivation and self-regulation

Academic writing motivation and self-regulation				
Exogenous variables	B	B	T	Sig.
Constant	.336		2.665	.008
Active reading style of students	.149	.123	3.487	.001
Vocabulary learning strategies	-.009	-.009	-.225	.822
Self-regulated learning	.800	.779	19.413	.000
R	.857			
R^2	.734			
∆R	.732			
F	390.058			
P	.000			

Table 7. Summary of goodness of fit measures of the five generated models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMS (<0.05)	P-close (>0.05)
1	.000	10.229	.760	.813	.798	.781	.147	.000
2	.000	6.553	.838	.889	.873	.868	.114	.000
3	.000	4.292	.862	.934	.916	.912	.088	.000
4	.000	4.183	.868	.937	.919	.924	.086	.000
5	.157	1.232	.981	.998	.987	.996	.023	.989

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

Table 8. Direct and indirect effects of the independent variables on academic writing motivation and self-regulation of the best fit model

Variables	Direct effect	Indirect effect	Total effect
Active reading style	.207	-	.207
Students‘ vocabulary learning strategies	-.288	.056	-.232
Self-regulated learning	.889	-.132	.757

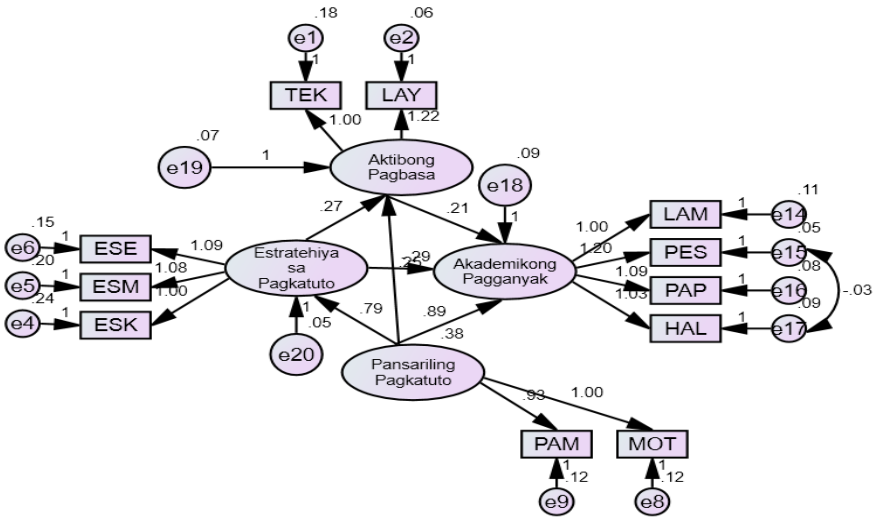

Fig. 1. Structural equation modelling

4. CONCLUSION

It showed that active reading, vocabulary learning strategies, and self-learning had significant relationship with students' academic writing motivation and self-regulation. Model 5 is the most suitable model for students' academic writing motivation and self-regulation. It implies that students needed to have motivated so that they are about to control themselves. This result reminds teachers that teachers need to show tickle the interest of the students to the lessons so that students can gain learning independence and trust.

The result of this study proves the Cognitive Theory as a significant learning method of student motivation. It also confirms the role of psychological needs like autonomy, which deals with self-management, competence, and feeling capable and effective. Touch with a feeling of being loved or connected, students feel independent rather than neglected.

CONSENT AND ETHICAL APPROVAL

The researcher followed and conformed with all the study criteria, following the assessment protocol and standardized measures. The University of Mindanao Ethics Review Committee's guidelines regarding voluntary participation, privacy and confidentiality, informed consent process, recruitment, risks, benefits, plagiarism, falsification, conflicts of interest (COI), deceit, permission from organization/ location, and technology issues were strictly adhered to.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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