

ARIES App in Academic Writing Class: Technology Acceptance Model (TAM) Analysis

Muhammad Chairil Imran¹, Muthmainnah Mursidin²

¹ Universitas Islam Makassar. E-mail: muh.chairil.imran@uim-makassar.ac.id

² Universitas Islam Makassar. E-mail: muthmainnahmursidin.dty@uim-makassar.ac.id

ARTICLE INFO

Keywords:

ARIES App, academic writing, motivation, TAM, technology

How to cite:

Imran, Muhammad Chairil & Mursidin, Muthmainnah. (2023). ARIES App in Academic Writing Class: Technology Acceptance Model (TAM) Analysis. *English Education, Linguistics, and Literature Journal*, 3(1), 44-55.

ABSTRACT

The research aims to investigate ARIES app acceptance in academic writing class. In the university, one of the skills that must be learned is academic writing. Most jobs require strong academic writing skill, lecturers are obligated to equip students to become professional writers to enter the future career. The various applications provide benefits for students, the fact that students spend more time in existing technology and show mastery of information technology provide opportunities for lecturers to motivate students who have no motivation to write. Lecturers have implemented ARIES (Assisted Revision In English Style) to improve students' academic writing, the researchers explore Technology Acceptance Model (TAM) which is intended to analyze the acceptance of students on information system. The total samples are 25 students from English education department Universitas Islam Makassar. The data were collected through questionnaire and interview. The finding shows that there was a positive response to the acceptance of Aries App in all contexts, Aries App provided new atmosphere for students in academic writing. Additionally, from interview, students emphasized that using the Aries App made students possible to complete academic writing given by the lecturer anywhere and anytime. In the conclusion, the students' acceptance of Aries App relates to behavior performed by students.

1. Introduction

As English develops, it has become an everyday language which is commonly used as a means of communication in many countries in the world, it has been transformed into an international language (Rijal et al., 2021; Warsidi et al., 2023). From this certainly position of English, it is vital for every citizen to take roles in the industrial revolution 4.0 (Anh et al., 2022; Imran et al., 2023), including Indonesian. As advances in information systems continue rapidly, it is increasingly demanding that every individual should master English, not only passively but also actively as a medium for communicating and interacting verbally (Adawiyah, 2022). Those who cannot see this potential will certainly be left far behind in the national development.

Unfortunately, teaching English in Indonesia still experiences challenges where it is still difficult to transfer English well (Andi Aulia Nurul et al., 2023; Danhiar, 2015). Students who

have low competences and weak motivation in studying English lead to problem in learning outcomes, it is same as writing skill that provides a basis for students to assess learning, values, ideas, and contributions to society (Imran et al., 2022; Sulaiman, 2022), writing is also personal, representing thoughts in time and space, expressing who we are, our personal aspirations and our work. Developing writing skill is a complex activity (Rakhmat, 2022), the complexity of writing lies in the demands of the ability to harmonize various aspects, for example knowledge of the topic being written, arranging written content in a coherent manner, skills in combining linguistic elements. Furthermore, to be able to write, a writer certainly needs the ability.

In the university, one of the skills that must be learned is academic writing (Bram & Angelina, 2022; Mustafa et al., 2022), academic writing is the form of clear, focused and structured writing that is supported by evidence. Students become critical thinkers, taking information and communicating it in a way that makes sense to readers. Academic writing opens students' eyes to see all ideas from different points of view, theories from different perspectives and make statements that rely on their understanding to appear objective. The reality today, students have no motivation to write (Buludadi, 2023; Kamal, 2023), especially academic writing, due to the formality of texts that focus on style and technique when compared to other types of texts (AlMarwani, 2020; Wijaya, 2022). In fact, nowadays, all fields need to have good academic writing skills, this is related to future professional development.

Academic writing is also important in relation to future careers (Mcgrath & Donaghue, 2023) because most jobs require strong academic writing skills, lecturers are obligated to equip students to enter the future career. Academic writing is important in relation to future careers because most jobs require strong academic writing skill. Moreover, the use of technology in education is also growing rapidly, integrating technology and language learning has become a trend (Abdulrahaman et al., 2020). It is also known, application in language learning, which can not only provide convenience for teaching English, but can also provide opportunities for students to learn whenever they want. Collaborative writing strategies enhance students' writing skills and self-efficacy (Helaluddin et al., 2023). From this point of view, using application gives rise to the question on the acceptance of an information system.

Technology Acceptance Model (TAM) has been widely used to investigate various disciplines. In teaching English context, various scholars have employed this model to analyze the acceptance of an information system (Alhumsi & Alshaye, 2021; Boy Jon et al., 2021; Copeland & Franzese, 2021; Ferdousi, 2022; Lin & Yu, 2023; Mah, 2009; Sulistiyo et al., 2022; Tang et al., 2023; Tsai, 2015; Zou & Huang, 2023). However, compared to previous research articles, Technology Acceptance Model (TAM) in academic writing context seem very limited, it is considered as gaps that need further investigation to contribute to the literature and practices. Therefore, the researchers are intended to analyze the acceptance of students on ARIES app in academic writing context using Technology Acceptance Model (TAM).

2. Literature Review

2.1 Academic Writing

Academic writing is not just a matter of right spelling and grammar (Mcgrath & Donaghue, 2023). Academic writing is also essentially a type of writing that conveys thoughts, analysis or discoveries. Academic writing can be scientifically justified regarding the conception

which contains the background, purpose, targets and scope, object or direction, it has an important part in the world of academics and research (Anisa & Widayanti, 2019). Academic writing aims to convey information in an impartial way. The goal is to base arguments on the evidence under consideration, not the author's preconceptions. Academic writing activity involves developing and communicating ideas, concepts, findings, and knowledge through written media. The importance of academic writing includes in the context of scientific development, information exchange, and understanding issue.

Academic writing is also promoting the exchange of knowledge, the researchers, academics, or scientists publish papers, articles, books, or theses. These papers are not only recorded in repository but these are also shared in the world, this enables others to understand, assess, and build on existing knowledge (Ratnawati et al., 2018). Academic covers casual or conversational language, such as contractions or informal, impersonal, and objective vocabulary that relies on people or feelings, vice versa, it emphasizes objects, facts and ideas. Different disciplines may also have different writing styles and structures, for example, some disciplines, such as the humanities, education, science and history.

2.2 Technology Acceptance Model (TAM)

Technology changes in the last decade, it has developed into industrial revolution 4.0 (Anh et al., 2022; Ng et al., 2017), this significantly influences technology acceptance. The users' response and comprehension on information technology influence the attitudes of acceptance on the use of technology information, which is as action for someone to view the benefits of information technology to accept the use of technology information. Empirically, one model that has been proven to provide an overview of technology acceptance behavior on technological information is The Technology Acceptance Model (TAM).

The Technology Acceptance Model (TAM) developed by Davis in 1989 has theoretical contributions on the acceptance and use of information systems (Al-Adwan et al., 2023). The TAM model comes from the TRA model that reveals reaction and perception of person results attitudes and behavior in accepting technology (Davis, 1989). The development of TAM shows influences on technology integration, namely the user's perception on benefits of technology and the ease use of technology, this aspects influence the acceptance of technology. Furthermore, the acceptance of technology impacts the actual use of technology, technology users will have positive and negative perception on the acceptance of technology because the users has experience on the use of the technology.

2.3 ARIES (Assisted Revision In English Style)

ARIES is available as a website and an app for iOS and Android devices. The ARIES application is designed to help students in academic writing activities through strengthening grammar and developing academic style, starting from improving sentence structure and punctuation, structuring writing, producing effective and clear arguments, and referring to other material correctly (Alexander, 2020; Nonci et al., 2024). ARIES can help: 1) Sentences- sentence structure and avoiding grammatical mistakes, 2) Clarity-maintaining clarity in writing, through structural and stylistic choices, 3) Essays-structuring your essays and strengthening your arguments, 4) Referencing and plagiarism - referencing other authors in your work and avoiding plagiarism (Alexander, 2020).

3. Research Methodology

3.1 Population and Sample

In this research, the total samples are 25 students from English education department Universitas Islam Makassar, in order to get sample, the researchers use simple random sampling technique due to homogeneous population. Simple random sampling technique covers individual who has an equal probability of being selected from the population, ensuring that the sample will be representative of the population (Creswell, 2023).

3.2 Instruments

In order to collect data, the researchers apply two instruments: questionnaire and interview, the questionnaire adapted from Tsai (2015) in order to fit the purpose of research, and the interview is to obtain detailed information on experience and preferences of users.

3.3 Data Analysis Procedures

The method of the research is mix method. Mixed methods research involves collecting quantitative and qualitative data and combining or integrating the data to yield insights or inferences from the combined data (Creswell, 2023). The quantitative data is questionnaire, questionnaires are delivered to all students, each student complete and return questionnaire about The Technology Acceptance (TAM) and calculate as a percentage. The qualitative data is interview, Verbatim transcription of interview is from audio recording and analysed inductively to reveal the participants' responses on The Technology Acceptance (TAM)

4. Findings

Based on the data analysis from the questionnaire and interview, it was found that students' technology acceptance on ARIES app in academic writing class was positive. It can be seen from the students' TAM results on the use Aries App that was calculated as below:

Table 1: Students' TAM results on the use Aries App

No	Statement	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
Technical support						
1	Aries App works properly on mobile phone.	25%	60%	15%		
2	Aries App display allows me to understand certain features	20%	55%	15%	10%	
3	Aries App enables flexibility in the time and location of study	15%	60%	20%	5%	
4	Aries App provides assistance when there is a writing problem.	25%	65%	10%		
Perceived usefulness						
5	Aries App helps me to learn more efficiently.	25%	65%	15%	1%	
6	Aries App improves my academic performance.	23%	63%	14%		
7	Using Aries App to learn academic writing is helpful.	25%	60%	15%		

8	Aries App makes academic writing easier to learn at university.	23%	65%	10%	2%
9	Aries App gives me more control over my learning.	25%	55%	15%	5%
10	Aries App is advantageous for my learning of academic writing.	25%	65%	5%	5%
Writing activities on ARIES App					
11	I believe that the Aries App helps me cooperate with classmates.	25%	60%	10%	5%
12	I believe that the explanation help me build up academic writing performance.	30%	61%	9%	
13	I believe that the interactive exercise help me improve my academic writing performance.	26%	55%	18%	1%
Perceived ease of use					
14	Learning to use the Aries App is easy for me	32%	58%	10%	
15	It is easy to get materials from the Aries App	29%	60%	10%	1%
16	Overall, I believe that the Aries App is easy to use	29%	65%	6%	
Attitude					
17	Learning on Aries App is fun.	25%	57%	18%	
18	Using Aries App for learning is a good idea.	24%	60%	16%	
19	Aries App is an attractive way to learn.	29%	58%	13%	
20	I like using Aries App for learning.	25%	64%	11%	
Improvement of academic writing through using ARIES App					
21	I believe Aries App is useful for me as a student.	28%	60%	12%	
22	Aries App helps me improve my academic writing skill.	31%	59%	10	
23	I feel comfortable with using Aries App to improve my academic writing.	25%	65%	10	
24	Aries App materials are useful to me for learning how to write.	29%	60%	10%	1%
25	I think Aries App should be used in academic writing classes in the future.	25%	65%	10%	

Relating to the result of above, it shows positive response in some contexts that can be empasized as follow:

4.1 Technical Support

In the context of technical support, most students agree that Aries App works properly with certain features in it, enables flexibility and provides assistance in academic writing. Each item in the context of technical support shows high percentage of choices, these percentages are 60%, 55%, and 60% (agree). Each of these percentages is the highest percentage among the other choices (strongly agree, agree, undecided, disagree, strongly disagree). The second highest percentage is choice 5, which means strongly agree. These results show a positive response to the acceptance of Aries App in the context of technical support. This is consistent with the results of interviews with students who also expressed their agreement to the use of Aries App as seen below.

Extract 1

(Student 1, 15/07/2023/No.3)

Sir...Aplikasi ini bagus, mudah di instal di Playstore dan banyak fitur-fiturnya.. (Sir...This application is good, easy to install on Playstore and has many features..).

4.2 Perceived Usefulness

In the context of perceived usefulness, most students agree that Aries App helps students to learn academic writing more efficiently and has advantage for academic writing learning goals. Each item in the context of perceived usefulness shows high percentage of choices, these percentages are 65%, 63%, 60%, 65%, 55%, and 65% (agree). Each of these percentages is the highest percentage among the other choices (strongly agree, agree, undecided, disagree, strongly disagree). The second highest percentage is choice 5, which means strongly agree. These results show a positive response to the acceptance of Aries App in the context of perceived usefulness. This is consistent with the results of interviews with students who also expressed their agreement to the use of Aries App as seen below.

Extract 2

(Student 2, 15/07/2023/No.2)

..Saya terbantu dengan aplikasi ini, belajar Academic Writing jadi lebih mudah..(This application helps me, learning Academic Writing became easier).

4.3 Writing Activities on ARIES App

In the context of writing activities, most students agree that Aries App develop students cooperation and improve academic writing performance. Each item in the context of writing activities shows high percentage of choices, these percentages are 60%, 61%, and 55% (agree). Each of these percentages is the highest percentage among the other choices (strongly agree, agree, undecided, disagree, strongly disagree). The second highest percentage is choice 5, which means strongly agree. These results show a positive response to the acceptance of Aries App in the context of writing activities. This is consistent with the results of interviews with students who also expressed their agreement to the use of Aries App as seen below.

Extract 3

(Student 2, 15/07/2023/No.2)

....Teman kelas membantu saya bila saya kebingungan, banyak latihan di dalam buat kemampuan academic writing saya meningkat. (My classmates help me when I get confused, many exercises improve my academic writing skill)

4.4 Perceived Ease of Use

In the context of perceived ease of use, most students agree that Aries App is easy to use in learning academic writing and materials from App is accessible for students. Each item in the context of perceived ease of use shows high percentage of choices, these percentages are 58%, 60%, and 65% (agree). Each of these percentages is the highest percentage among the other choices (strongly agree, agree, undecided, disagree, strongly disagree). The second highest percentage is choice 5, which means strongly agree. These results show a positive response to the acceptance of Aries App in the context of perceived ease of use. This is consistent with the results of interviews with students who also expressed their agreement to the use of Aries App as seen below.

Extract 2

(Student 2, 15/07/2023/No.2)

..Aplikasi ini mudah di gunakan, banyak materi baru yang tidak pernah saya dapatkan. (This application is easy to use, many new materials which I never got)

4.5 Attitude

In the context of attitude, most students agree that Aries App is attractive in learning academic writing and students take part using this application as best moment. Each item in the context of attitude shows high percentage of choices, these percentages are 57%, 60%, 58% and 64% (agree). Each of these percentages is the highest percentage among the other choices (strongly agree, agree, undecided, disagree, strongly disagree). The second highest percentage is choice 5, which means strongly agree. These results show a positive response to the acceptance of Aries App in the context of attitude. This is consistent with the results of interviews with students who also expressed their agreement to the use of Aries App as seen below.

Extract 3

(Student 3, 15/07/2023/No.3)

..Belajar academic writing dengan aplikasi ini menyenangkan, ide menulis saya juga muncul. (Learning academic writing with this application is fun, my writing ideas also come).

4.6 Improvement of Academic Writing through Using ARIES App

In the context of academic writing improvement, most students agree that Aries App helps students improve academic writing skill, they feel comfortable using Aries App and hope using it in the future. Each item in the context of academic writing improvement shows high percentage of choices, these percentages are 60%, 59%, 65%, 60% and 65% (agree). Each of these percentages is the highest percentage among the other choices (strongly agree, agree, undecided, disagree, strongly disagree). The second highest percentage is choice 5, which

means strongly agree. These results show a positive response to the acceptance of Aries App in the context of academic writing improvement. This is consistent with the results of interviews with students who also expressed their agreement to the use of Aries App as seen below.

Extract 3

(Student 3, 15/07/2023/No.3)

Menurut saya..aplikasi ini bermanfaat buat saya, belajar academic writing tidak susah lagi, saya mau pakai ini lagi nanti. (In my opinion...this application is useful for me, learning academic writing is no longer difficult, I want to use it again later)

5. Discussion

In the context of technical support, The Aries App offers essential features for students and includes a collection of instructions and documentation that instructs students on how to use it. Students' perception of technical support indicates that the Aries App is compatible with the current infrastructure and software (Lin & Yu, 2023). The technology is user-friendly and accessible to all students, additionally, the application offers expertise and assistance in academic writing (Ferdousi, 2022). The students acquire knowledge instantly and effortlessly through the application, which also provides easily comprehensible explanations. The Aries App is purposefully developed to offer comprehensive assistance to students, It does not only employ a contemporary approach to address student issues, but also has distinctive characteristics that set it apart from other similar programs. The features enable students to interact directly with the application's guidance, the application does not only assist students in resolving their academic writing issues but also facilitates enhanced contact and collaboration between students and lecturers (Alhumsi & Alshaye, 2021). Aries app's technical support establishes a conducive learning environment for all students.

In the context of perceived usefulness, Aries App provides subjective probability of students in using application system in upgrading performance. Perception of perceived usefulness comes from potential students meet expectations, perceived usefulness reveals the students expectation on the system (Lin & Yu, 2023). The students expectation has a big impact on the use of Aries App, the expectation are formed from perceived of usefulness on a system that will be used, perceived usefulness shapes the behavior of using Aries App in learning academic writing (Ferdousi, 2022). The utilization of an App for academic writing learning has a notable impact on the efficacy and perceived utility (Alhumsi & Alshaye, 2021), the perception of utility plays a significant role in enhancing student learning effectiveness when employing the Aries App. The usability of Aries App directly impacts the students through its utilization, this demonstrates that perceived usefulness can serve as a source of motivation, in order to sustain the utilization of Aries App.

In the context of writing activities, Aries App facilitates the connection between teachers and students, enabling them to sustain their academic writing process. This is because the writing activities effectively convey thoughts or ideas (Ferdousi, 2022), and Aries App provides instruction in order to produce high-quality writing. The successful writing activities are not just suitable in instructional techniques and application, but also the reliable internet connectivity and access to devices that facilitates the learning process (Lin & Yu, 2023). This situation have also an impact for developing writing abilities due to its flexible application,

students' writing encompass the production of papers or tasks, but also the act of expressing thoughts as a means of personal experiences. Writing app engages in frequent and consistent writing exercises to ensure the development of students writing skills. Reading section on app supplements students writing activity as a essential part for developing writing skills. It encompasses the acquiring of knowledge and also fosters cognitive and encourages multidimensional problem-solving. In this manner, students are able to generate written work that exhibits a distinct style and certain attributes with sufficient resources and engaging discourse (Alhumsi & Alshaye, 2021).

In the context of perceived ease of use, Aries App usage reveal a substantial impact on satisfaction. The students beliefs in the simplicity and comprehensibility of using Aries App, students does not experience any burden when encountering new technological advancements. Students are more inclined to adopt technology, the perception of perceived ease of technology affect behavior and actions (Ferdousi, 2022), specifically, the higher perception on perceived ease of using an application, the more likely students use information technology at a higher level (Lin & Yu, 2023). There is relationship between perceived ease of use and intention to reuse app (Alhumsi & Alshaye, 2021), it indicates that the perception of ease of use has a significant impact on the intention to reuse Aries App. Moreover, it also validates that students perceive the Aries App is as easy to use, even without prior experience, it is more likely to have the desire to reuse it again.

In the context of attitude, students learning process encompasses technological advancements (Alhumsi & Alshaye, 2021). It involves interaction and sharing to foster a learning outcomes that not only motivates students but also cultivates critical thinking skills in the Aries application. Hence, the utilization of Aries App solely serves as a tool for educational materials and facilitates opportunities for students to deal with the concepts introduced by lecturers. By diversifying their sources of information, students can enhance their comprehension of the subject matter (Ferdousi, 2022), receiving not only learning resources from lecturers but also from alternative sources. The existance of a direct correlation between students' attitudes towards learning and their academic writing achievement has shown a significant impact on student learning outcomes, ultimately contributing to their academic accomplishment (Lin & Yu, 2023). Students academic performance in achieving learning outcomes is strongly influenced by their learning attitudes, students with a higher learning attitude are more likely to attain high levels of academic achievement, vice versa there is also a correlation between low learning accomplishment and a decrease in students' learning attitude.

In the context of academic writing improvement, the implementation of the Aries App has proven to have a positive influence on students during the learning process. By utilizing the Aries App, students are actively engaged in the process of learning, this is because learning has transitioned from being monotonous to becoming a dynamic and engaging experience (Zou & Huang, 2023). In addition, students are also encouraged to contribute their ideas and opinions in resolving the challenges they encounter (Alhumsi & Alshaye, 2021), the writing improvement in student learning outcomes can be attributed to the utilization of certain guidance or practices. Learning accomplishment is attained by an academic activity, specifically the changes in student writing behavior (Ferdousi, 2022), it implies that there is a positive correlation between the quality of learning activities undertaken by students and the

level of achievement, as seen by academic writing improvement, Aries App pertains to the level of knowledge and skills acquired by students through their learning activities.

6. Conclusion

In this research, there is theoretical suitability of the TAM analysis which explains that some contexts related to Aries App acceptance in academic writing class. It shows the existence on some contexts, namely, in the context of technical support, Aries App works properly with certain features in it, enables flexibility and provides assistance in academic writing, in the context of perceived usefulness, Aries App helps students to learn academic writing more efficiently and has advantage for academic writing learning goals, in the context of writing activities, Aries App develop students cooperation and improve academic writing performance, in the context of perceived ease of use, Aries App is easy to use in learning academic writing and materials from App is accessible for students, in the context of attitude, Aries App is attractive in learning academic writing and students take part using this application as best moment and in the context of academic writing improvement, Aries App helps students improve academic writing skill, they feel comfortable using Aries App and hope using it in the future. For the further research, it is hoped that other researchers will identify potential technology adoption stages that cover the development of technology acceptance.

References

- Abdulrahman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., Imam-Fulani, Y. O., Fahm, A. O., & Azeez, A. L. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon*, *6*(11), e05312. <https://doi.org/10.1016/j.heliyon.2020.e05312>
- Adawiyah, D. (2022). English Language Teaching and Globalization: to Support Economic Growth. *Premise: Journal of English Education*, *11*(1), 228. <https://doi.org/10.24127/pj.v11i1.4114>
- Al-Adwan, A. S., Li, N., Al-Adwan, A., Abbasi, G. A., Albelbisi, N. A., & Habibi, A. (2023). "Extending the Technology Acceptance Model (TAM) to Predict University Students' Intentions to Use Metaverse-Based Learning Platforms". *Education and Information Technologies*, *28*(11), 15381–15413. <https://doi.org/10.1007/s10639-023-11816-3>
- Alexander, M. (2020). *ARIES: Assisted Revision in English Style*. Digital Humanities at Glasgow. <https://digital-humanities.glasgow.ac.uk/project/?id=71>
- Alhumsi, M. H., & Alshaye, R. A. (2021). Applying technology acceptance model to Gauge University students' perceptions of using blackboard in learning academic writing. *Knowledge Management and E-Learning*, *13*(3), 316–333. <https://doi.org/10.34105/j.kmel.2021.13.017>
- AlMarwani, M. (2020). Academic Writing: Challenges and Potential Solutions. *Arab World English Journal*, *6*(6), 114–121. <https://doi.org/10.24093/awej/call6.8>
- Andi Aulia Nurul, I., Sukardi, W., & Kisman, S. (2023). Teachers' Difficulties In Teaching English In Pedagogical Competence And Professional Competence. *Performance: Journal of English Education and Literature*, *2*(2), 247–262.
- Anh, T. D., Binh, T. D., Long, N. D. B., Ai, T. Van, Tan, K. S., & Van, N. T. Le. (2022). Strategic Vision for the Implementation of the Industrial Revolution 4.0 in the Vietnamese Context. *International Journal of Technology*, *13*(5), 958–968. <https://doi.org/10.14716/ijtech.v13i5.5838>

- Anisa, I., & Widayanti, S. R. (2019). English Academic Writing for The Students of Widya Dharma University of Klaten. *International Journal of Active Learning*, 4(2), 154–158.
- Boy Jon, R., Embong, R., Purnama, B., & Safar Wadi, A. (2021). The Challenges of English Language Teaching in Indonesia. *International Journal of English and Applied Linguistics (IJEAL)*, 1(3), 158–168. <https://doi.org/10.47709/ijeal.v1i3.1157>
- Bram, B., & Angelina, P. (2022). Indonesian Tertiary Education Students' Academic Writing Setbacks and Solutions. *International Journal of Language Education*, 6(3), 267–280. <https://doi.org/10.26858/ijole.v6i3.22043>
- Buludadi, A. L. A. K. (2023). The Use Of Cake Application On Students Speaking Skill At The Second Grade Of SMA Negeri 1 Bangkurung. *Khatulistiwa English and Linguistics*, 1(1), 1–9.
- Copeland, C., & Franzese, J. (2021). Using the Technology Acceptance Model to Understand Attitudes about a Virtual Learning Environment for EFL Writing. *The Korean Association of General Education*, 15(5), 215–227. <https://doi.org/10.46392/kjge.2021.15.5.215>
- Creswell, J. W. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (Sixth). Sage Publications, Inc.
- Danhiar. (2015). Danhiar , Developing A Task-Based Syllabus Based on Needs Analysis For Midwifery *ETERNAL: English, Teaching, Learning, and Research Journal*, 1(01), 112–129.
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Ferdousi, B. (2022). Acceptance of Technology and Academic Writing: Analyze in Perspective of Theoretical Models. *Journal of Systemics, Cybernetics and Informatics*, 20(5), 94–117. <https://doi.org/10.54808/jsci.20.05.94>
- Helaluddin, Nurhayati, Nadya, N. L., Ismail, G., Guntur, M., & Fransori, A. (2023). The Use of Collaborative Strategies to Improve Students' Writing Ability and Self-Efficacy: A Mixed Method Study. *European Journal of Educational Research*, 12(1), 265–280. <https://doi.org/10.12973/eu-jer.12.1.265>
- Imran, M. C., Amaliah, N., Syam, N. I., Room, F., & Sage, M. S. D. (2023). *The Feasibility of Artificial Intelligences (AI) In Speaking Skill : Lecturers ' Perceptions*. 2, 135–144.
- Imran, M. C., Nonci, J., Sulviana, S., Indahyanti, R., Mursidin, M., & Nurjannah, S. (2022). Penguatan Pembelajaran Mahasiswa Melalui Pelatihan Learning Management System. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 3(3), 1508–1511. <https://doi.org/10.31004/cdj.v3i3.8030>
- Kamal, A. (2023). Higher Students' Anxiety Level and Factor in Writing Essays through Google Docs. *Seltics*, 6(1), 1–11. <https://doi.org/10.46918/seltics.v6i1.1742>
- Lin, Y., & Yu, Z. (2023). Extending Technology Acceptance Model to higher-education students' use of digital academic reading tools on computers. *International Journal of Educational Technology in Higher Education*, 20(1). <https://doi.org/10.1186/s41239-023-00403-8>
- Mah, B. Y. (2009). An investigation on students' acceptance of writing web logs: A test of technology acceptance model. *2009 International Conference on Education Technology and Computer, ICETC 2009*, 181–185. <https://doi.org/10.1109/ICETC.2009.37>
- Mcgrath, L., & Donaghue, H. (2023). Embedding students' academic writing development in early-career disciplinary lecturers' practice. *Journal of Academic Language &*

Learning, 17(1), 134–151.

Mustafa, A., Noor Arbab, A., & Ahmed El Sayed, A. (2022). Difficulties in Academic Writing in English as a Second/Foreign Language from the Perspective of Undergraduate Students in Higher Education Institutions in Oman. *Arab World English Journal*, 13(3), 41–53. <https://doi.org/10.24093/awej/vol13no3.3>

Ng, S. F., Che-Hassan, N. S. I., Mohammad-Nor, N. H., & Abdul-Malek, N. A. (2017). The Relationship between Smartphone Use, Symptoms of Depression, Symptoms of Anxiety, and Academic Performance in College Students. *Malaysian Online Journal of Educational Technology*, 5(4), 72.

<http://www.mojet.net/frontend//articles/pdf/v5i4/v05i04-05pdf.pdf>

Nonci, J., Imran, M. C., & Mursidin, M. (2024). Penguatan Menulis Akademik Mahasiswa Melalui Pelatihan Aplikasi Aries (Assisted Revision In English Style). *Communnity Development Journal*, 5(1), 528–532.

Rakhmat, M. (2022). the Effectiveness of Synthetic-Based Creative Writing Learning Model (Improving Students ' Writing and Creative Thinking Skills). *European Journal of Humanities and Educational Advancements (EJHEA)*, 3(03), 63–68.

Ratnawati, R., Faridah, D., Anam, S., & Retnaningdyah, P. (2018). Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students. *Arab World English Journal*, 9(4), 420–432. <https://doi.org/10.24093/awej/vol9no4.31>

Rijal, A. S., Putri, A. M. J., & Sulviana, S. (2021). The Linguistic Adaption In An Immigrant Language Setting In Makassar , Indonesia. *Lire Journal (Journal of Linguistics and Literature)*, 5(1), 16–34.

Sulaiman, S. (2022). Students' Ways of Understanding Academic Writing. *Journal of General Education and Humanities*, 1(4), 163–174. <https://doi.org/10.58421/gehu.v1i4.32>

Sulistiyo, U., Al Arif, T. Z. Z., Sulistiyo, U., Handayani, R., Ubaidillah, M. F., & Wiryotinoyo, M. (2022). Determinants of Technology Acceptance Model (TAM) Towards ICT Use for English Language Learning. *Journal of Language and Education*, 8(2), 18–31. <https://doi.org/10.17323/jle.2022.12467>

Tang, A., Li, K. K., Kwok, K. O., Cao, L., Luong, S., & Tam, W. (2023). The importance of transparency: Declaring the use of generative artificial intelligence (AI) in academic writing. *Journal of Nursing Scholarship*, June, 1–5. <https://doi.org/10.1111/jnu.12938>

Tsai, Y. R. (2015). Applying the technology acceptance model (TAM) to explore the effects of a course management system (CMS)-assisted efl writing instruction. *CALICO Journal*, 32(1), 153–171. <https://doi.org/10.1558/calico.v32i1.25961>

Warsidi, Irawan, A. M., Adnan, Z., & Samad, I. A. (2023). Citation Studies in English vs. Indonesian Research Article Introductions (RAIs) in the History Discipline. *Studies in English Language and Education*, 10(2), 598–613. <https://doi.org/10.24815/siele.v10i2.28343>

Wijaya, K. (2022). English Education Master Students' Perceptions on Developing Critical Thinking Skills in Academic Writing. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(2), 125–136. <https://doi.org/10.21460/saga.2022.32.116>

Zou, M., & Huang, L. (2023). To use or not to use? Understanding doctoral students' acceptance of ChatGPT in writing through technology acceptance model. *Frontiers in Psychology*, 14(October), 1–9. <https://doi.org/10.3389/fpsyg.2023.1259531>