

Students' Acceptance of Using the Academic Report Template for Writing Academic Reports

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ABSTRACT

The writing of an academic report is a requirement for students who enrol in a course namely English for Academic Writing. It is challenging for students to prepare the report as it requires them to provide precise contents, use accurate language and adhere to a specific report structure. Moreover, another challenge encountered is that the report needs to be completed in a limited time since the course is conducted only in fourteen weeks. Therefore, to support the pedagogical practice in the teaching of the course, a template named as the Academic Report Template (ART) was developed to facilitate students in preparing the report. The template was designed by using Microsoft Office Word. The template provides the report structure with necessary styles for formatting the report. Besides, the template also includes guidelines to facilitate students to provide precise contents and use accurate language. The study was conducted to evaluate students' acceptance of the ART by using a quantitative method. The instrument used was a close-ended questionnaire which was distributed via Teams and WhatsApp. The sample was selected using purposive sampling and consisted of 173 students at the degree level from Universiti Teknologi MARA, Malaysia. The data were analysed by using the Statistical Packages for Social Sciences (SPSS). The results demonstrated that the students had positive acceptance towards the ART due to its ease of use and usefulness. Therefore, the use of the ART should be encouraged to facilitate academic report writing.

Keywords: academic writing, report, template, technology acceptance, Microsoft Office Word

INTRODUCTION

English for Academic Writing is a course offered to degree students from various faculties at Universiti Teknologi MARA. It is a complex course as students need to conduct a small study and write an academic report with a specific structure and format using Microsoft Office Word. Students are expected to include sections such as the preliminary parts (title page, term of reference, acknowledgement, abstract, table of content), the main parts (introduction, methodology, results, conclusions and recommendations), and the supplementary parts (references and appendices). Therefore, it is quite challenging for them to prepare the academic report with the correct structure and contents. Moreover, formatting the document can also pose a

difficulty since they need to know how to operate Microsoft Office Word effectively. Besides, the academic report has to be written accurately in terms of language and precisely in terms of contents. Thus, to produce a good academic report, they need to possess adequate language skills, ICT skills and the ability to handle the content and structure of the report.

AlMarwani (2020) states that universities in non-English and English-speaking countries are concerned about the enhancement of academic writing skills. However, he elaborates that the time for face-to-face instruction is limited to provide adequate guidance to students for improving their academic writing. He also believes that instructors should assist students with their academic writing. Lack of sufficient time limits the instructor in providing personalized feedback and to engage students in the iterative process of academic writing, which is crucial for mastering complex writing skills (Taye & Mengesha, 2024). Further to these claims which highlight on guiding students in academic writing, providing a template can help to facilitate them in academic report writing per se. Instructors have the flexibility to design the template according to the needs of specific students and courses. Templates serve as structured scaffolds that provide students with a predefined framework to organize their ideas and adhere to academic conventions. This guided approach facilitates procedural learning by breaking down complex writing tasks into manageable steps, thereby enhancing students' understanding of the writing process. For example, scaffolded writing guides can improve students' performance in areas such as formatting, organisation of contents and language aspects.

In the case of the English for Academic Writing course, the contact hours is two hours, and the duration of the course is 14 weeks. Thus, the time for face-to-face instruction is very limited. It is crucial to provide sufficient guidance to help students preparing a good academic report. Therefore, researchers aided students by designing the template with the report structure, formatting styles and notes to guide students in providing precise contents and using correct grammar. The explanation on how to use the template was conducted and all students used the template to prepare their report. The screenshots of the template are as follows.

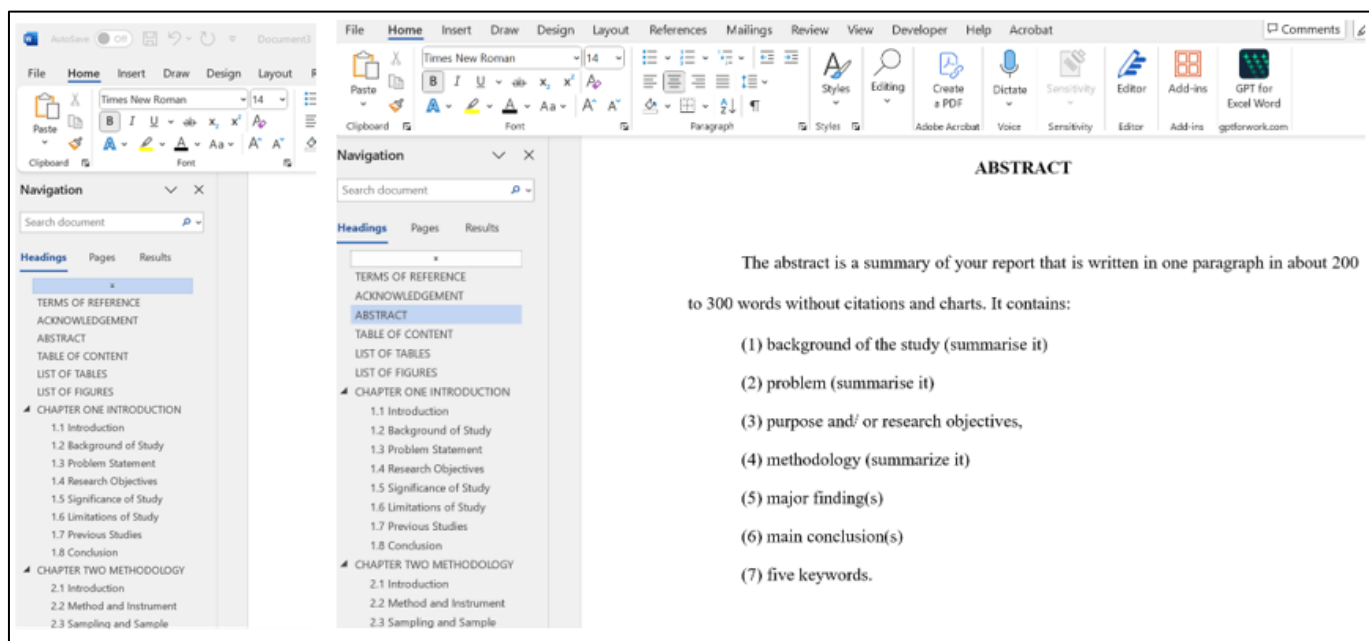


Figure 1 Screenshots of the template showing Navigation Pane and guidance to write Abstract

This study aimed to examine students' acceptance of using the template for writing their academic report by using the Technology Acceptance Model (TAM). The constructs in the TAM includes Perceived Usefulness (PU), Perceived Ease of Use (PEU), Attitude towards Use (ATU), Behavioural Intention (BI) and Actual System Use (ASU). Therefore, the research objectives of the study are:

1. To assess students' perceptions on PU, PEU, ATU, BI, and ASU.
2. To evaluate acceptance of the ART for preparing the academic report among the students.

LITERATURE REVIEW

Definition of Academic Writing

Academic report writing is a formalized mode of discourse employed for the dissemination of knowledge within scholarly communities, and it is not similar to other types of academic writing such as informative or persuasive essays. It encompasses various forms, including essays, journals, articles, theses, and dissertations which are characterized by a rigorous adherence to conventions of unity, coherence, and evidence-based argumentation (Septiwan & Hafizh, 2021). It requires precision in language, logical development of ideas, and adherence to disciplinary conventions for enabling effective scholarly communication (Yuvayapan & Yükselir, 2020). As for English for Report Writing (EWC661), it is used for assessments intended for grading their skills and knowledge in academic report writing.

Challenges in Writing Academic Reports

Academic report writing demands students to write the content using certain styles and format according to the courses enrolled. Therefore, there are several challenges encountered by students in producing a well written academic report. The challenges are explained as follows.

Firstly, language is a crucial aspect of report writing, as it represents the flow and process of issues or matters being addressed. Many students, particularly those in English as a Foreign Language context, express dissatisfaction with their English language proficiency which can significantly impede their academic performance and overall engagement in learning (Wu et al., 2022). The most challenging aspects in academic writing is grammar and vocabulary, but time to learn writing skills is insufficient (Taye & Mengesha, 2024). However, mastering the intricate stylistic and linguistic conventions is crucial to differentiate academic prose from more casual forms of writing (Nakayama, 2014). It is due to the limitation in vocabulary and grammatical structures often hinders undergraduates from expressing complex ideas with the precision and clarity required in academic contexts (AlMarwani, 2020; Fatimah, 2019). Research indicates that using templates can facilitate students in language aspects. For example, the Guided Writing Procedure (GWP) significantly enhances students' writing skills including grammar and vocabulary, and it can be applied as a strategy in teaching (Hasan, 2023). This suggests that the GWP serves as an essential scaffolding tool that support students in acquiring academic writing skills. According to Simmonds (2024), writing templates assist students in grasping the organizational components of academic tasks, offering structural clarity that enhances their writing proficiency. Furthermore, a report template helps to reduce grammatical errors and strengthen students' ability to write cautiously by guiding them through standardized structures.

Secondly, a well-organised content provides a liberating reading to a written report. Academic reports have various types of contents and formats depending on the course requirements and subject matters. Academic reports commonly follow specific structures and require adherence to certain writing styles. To write a good academic report, students should be able to organise content according to the required structure and adhere to certain format. According to Busari (2019), this challenge involves adhering to the strict structural including proper citation and referencing, which are fundamental to academic integrity and scholarly communication. Through guided brainstorming, students can focus on what to include, what is necessary, and avoid redundancy. Schrodte et al (2022) demonstrated that using a template facilitated students to address the challenge. They used writing instructions in the form of a daybook or diary, helping students draw on their knowledge and experience to develop content. This was followed by the application of a writing model, which assists learners in using the ideas in the daybook for formal writing. Both instructions and models nurture students to become more organised writers. Therefore, it is necessary for the educators to understand the flow and functions of chapters in a report template, so they can provide structured guidance to learners on how to develop the content for their reports.

Finally, formatting academic reports can be challenging where students need to adhere to certain styles. This involves meticulous attention to details such as font, spacing, headings, and subheadings, which can be particularly daunting for novice writers. Therefore, appropriate pedagogical strategies should be implemented

to address the difficulties to enable students in writing academic report effectively. In this research, the ART was developed to address only several challenges such as language aspects, report structure and formatting reports. Hayati (2020) reported that students who engaged in guided writing performed far better than those who did not. Providing a model or template to students who are developing their writing skills, especially on reports. Guided writing does not only help to reduce language error but also assist in organising content and adhering to the appropriate academic formats.

Appropriate pedagogical strategies should be implemented to address the challenges in order to enable students in writing academic report effectively. Therefore, the ART was developed to address the challenges namely language aspects, report structure and formatting reports.

Role of Microsoft Office in Academic Report Writing

The Microsoft Office Suite, particularly Word is commonly used by students and professionals. This widespread usage is attributed to its robust features such as word processing capabilities, citation management tools, reviewing tools and collaborative functionalities. This familiarity facilitates the adoption of more sophisticated writing strategies, such as utilizing templates and advanced formatting options which can significantly improve the efficiency and quality of academic output. However, students may find difficulty navigating its advanced features or optimizing their workflow without proper training. For example, generating table of contents and using styles to format complex documents can be cumbersome without an understanding of these tools (Loch et al., 2014). Despite the advantages, effective utilization of Microsoft Word for academic writing often needs explicit instruction to harness its full potential for structured document creation and seamless collaboration (Tang, 2020). Thus, the ART applies Microsoft Office Word due to its features and familiarity among students.

Templates as Mitigation for Academic Writing Challenges

The utilization of templates provides a structured framework that can significantly alleviate many of the challenges undergraduates face in academic writing, particularly concerning language, organization, formatting, and adherence to specific academic conventions. The pre-designed structures offer clear guidelines for content placement and stylistic requirements. Thus, they may reduce cognitive load and allow students to concentrate more on the substance of their arguments rather than the mechanics of presentation. Furthermore, templates often incorporate predefined styles for headings, body text, citations, and bibliographies, which automatically enforce consistency in typography, spacing, and citation formats, thereby aligning with academic rigor and simplifying the editing process (Mallia, 2017). Furthermore, they can promote efficiency by minimizing the time spent on formatting adjustments, thereby redirecting students' efforts towards refining their arguments and evidence. Moreover, templates can embed best practices for academic discourse, guiding students towards a more coherent and logical flow of ideas, which is especially beneficial for those struggling with analytical and argumentative construction. According to Dirrigl and Noe (2013), this structured approach can also empower students to develop a more personal and effective writing style over time. Such tools are not only beneficial but also necessary for students to understand the underlying structure and purpose that can maximize their utility in generating high-quality academic reports (Heebner, 1988; Cuvelier, 1997). This systematic application of templates not only enhances writing efficiency but also serves as a pedagogical tool, implicitly instructing students on the conventions of academic discourse and fostering a deeper understanding of structural requirements for different paper types. This structural guidance is particularly advantageous for mitigating challenges associated with academic integrity, as templates often include dedicated sections for proper citation and referencing, thereby reducing plagiarism (Fontenelle-Tereshchuk, 2024). Despite the pervasive integration of Microsoft Office applications in academic settings, a considerable proportion of students do not fully exploit their potential due to a lack of formal training that extends beyond basic word processing functionalities (Alexander & Isnaini, 2021).

Customization and adaptation are important to meet the unique requirements of diverse academic disciplines, specific research methodologies, or evolving guidelines of courses. Consequently, the templates developed remains relevant and precise for specialized academic contexts. A general template might provide necessary

sections but certain subsections for different research methods such as qualitative and quantitative may need different formats of writing the methodology and results (Harley & Cornelissen, 2020). Furthermore, the refinement of templates can foster a more systematic approach to research design and reporting, thereby enhancing the overall quality and impact of scholarly communications (Wang et al., 2021). The ART was developed to customize and adapt to meet the requirement of writing academic report, which is one of the assessments for the course, English for Report Writing (EWC661).

Technology Acceptance Model (TAM)

The Technology Acceptance Model serves as a foundational theoretical framework extensively employed to explain and predict user acceptance of information technology (Zaineldeen et al., 2020). It was developed by Davis (1987) that posits perceived usefulness and perceived ease of use are the primary determinants of an individual's attitude towards using a system, which in turn influences their behavioral intention to use it and ultimately their actual system use (Alturas, 2021). This framework, rooted in the Theory of Reasoned Action, has been instrumental in numerous studies examining how users adopt and utilize new information technology (Davis, 1987). The TAM has been widely applied and extended across various contexts, including educational settings, to understand factors influencing the adoption of digital learning tools and platforms.

The model posits that perceived usefulness is the degree to which a person believes that using a particular system would enhance their job performance, while perceived ease of use refers to the degree to which a person believes that using a particular system would be free of effort (Leong et al., 2021). Alturas (2021) explains that the two core constructs are hypothesized to directly influence a user's attitude toward using a technology and, consequently, their behavioral intention to use it. Crucially, perceived ease of use can directly influence perceived usefulness as a system that is easy to navigate is often perceived as more effective in achieving desired outcomes (Venkatesh, 2000). According to Noh et al. (2021), the relationship between perceived ease of use and usefulness is central to the predictive power of the TAM in explaining why users are more likely to adopt technologies that are easy to operate and useful to their tasks

The TAM offers a critical guidance for investigating the adoption of the ART as a solution to support academic writing among undergraduates, particularly concerning the design of user-friendly templates and writing tools. When students perceive writing templates aids in enhancing the efficiency and quality of their academic output (perceived usefulness) and as being intuitive and simple to operate (perceived ease of use), their willingness to adopt the ART may increase. This implies that instructional design for academic writing should prioritize the practical benefits and simplify the operational aspects of the ART as a digital writing tool. Hence, the adoption and integration of ART into pedagogical practices can be enhanced.

This model offers a valuable framework for evaluating and enhancing a digital tool adoption among students. This study applied the TAM because the ART is a digital tool for facilitating students to write academic report. Figure 1 shows the theoretical framework of the study by applying the TAM.

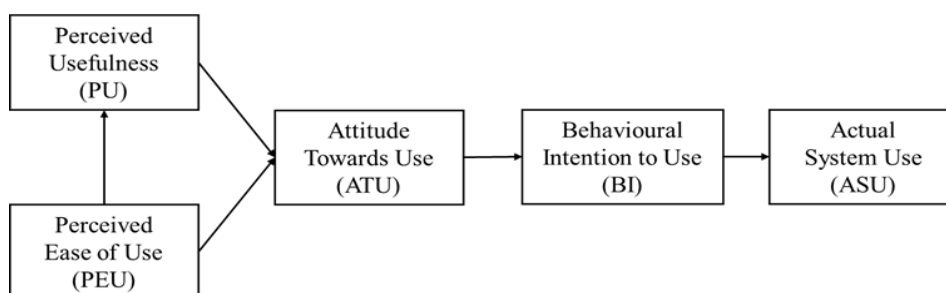


Figure 2 Technology Acceptance Model (Davis, 1989)

METHODOLOGY

The study employed a quantitative method by using a questionnaire which was developed based on the Technology Acceptance Model (Davis, 1989). The model measures acceptance through five dimensions:

perceived ease of use (PEU), perceived usefulness (PU), attitude towards use (ATU), behavioural intention (BI) and actual system use (ASU). The questionnaire for the study covers only four dimensions which are PEU, PU, ATU and ASU.

The participants were selected by using purposive sampling. They were Part Five students at Universiti Teknologi MARA who enrolled in a course, English for Academic Writing. The course required them to write a full report containing precise contents using accurate language and a specific structure.

The course was conducted in 14 weeks. The ART was introduced in Week 12 after data were analysed to facilitate them in writing the report. The template was developed by using Microsoft Office template with the file with the extension “.dotx”. When students open the file, a new document is created with the extension “.dotc”. The template contains the certain styles for formatting the report. It also has guidelines on contents and language which are included in the parts of the report which are arranged according to the report structure.

After the students submitted the report, the questionnaire was distributed in Week 15 via WhatsApp and Teams. The data were analysed by using the correlation analysis. The software used for the analysis was the Statistical Package for Social Sciences (SPSS). The results are presented in tables.

RESULTS AND DISCUSSION

The number of participants involved in the study was 173 students. They were undergraduate students at Universiti Teknologi MARA enrolled in a course - English for Academic Writing. The course was conducted in 14 weeks. They were provided with the ART in Week 12 and were encouraged to use it for preparing their full report which had to be submitted in Week 14.

Reliability of Items

Table 1 indicates that the Cronbach’s Alpha for 12 items used in the questionnaire is acceptable ($\alpha=.952$) since the acceptable α should not be below 0.7 (Creswell, 2012). Therefore, the items achieved acceptable internal consistency.

Table 1 Reliability statistics

Cronbach's Alpha	N of Items
0.952	12

To assess students’ perceptions on PU, PEU, ATU, BI, and ASU.

All the items applied five Likert scales on agreement which were strongly disagree (1), disagree (2). Neutral (3), agree (4) and strongly agree (5). The interpretation of mean scores is based on Alston and Miller (2002): Strongly Disagree (1.0 - 1.49), Disagree (1.5 - 2.49), Neutral (2.5 - 3.49), Agree (3.5 - 4.49) and Strongly Agree (4.5 – 5.0).

Table 2 indicates that the students agreed with all items in PEU, ATU BI and ASU with the means ranged from 3.66 to 4.49. They strongly agreed with two items in PU that the ART helped them to format the EWC661 report quickly ($M=4.51$, $SD=0.73$) and save my time to prepare the EWC661 report ($M=4.54$, $SD=0.67$). For the other item in PU, they agreed that the ART helped me to write the EWC661 report efficiently. The mean score for ASU is 4.18 (Agree). Whereas the average mean scores for the other constructs are:

1. PU: 4.5 (Strongly Agree)
2. PEU: 4.18 (Agree)
3. ATU: 4.47 (Agree)
4. BI: 4.48 (Agree)

The results suggest that the ART is user -friendly where it could be used without training and making academic report writing convenient to students. The ART is also useful as it made academic report writing efficient, helped students in formatting reports and saved their time in preparing their report. Because of the ART is useful and friendly, it can promote positive attitudes towards academic report writing as students liked the idea of using it, they believed it could improve their grade and enhances their effectiveness in preparing an academic report. Consequently, it leads to increase their intention to use it as the results demonstrated that they believed that it enhanced their effectiveness in preparing the the academic report, were interested in using the ART for preparing the academic report, and wanted to use it again if they had to prepare a report which had a similar structure. Overall, ASU indicates that they always used it for preparing their academic report.

The results suggest that the Academic Report Template (ART) is easy to use, as it was perceived to be user-friendly, could be used without prior training, and convenient for academic report writing. This aligns with the concept of perceived ease of use, which refers to the degree to which a person believes that using a particular system would be free of effort (Leong et al., 2021). The ART was also found to be useful, as it facilitated the report-writing process, assisted students in formatting, and saved time. The findings reflects perceived usefulness which is defined as the belief that a system enhances task performance (Leong et al., 2021; Venkatesh, 2000). Because the ART was both easy to use and useful, it encouraged positive attitudes toward academic report writing. Students appreciated the idea of using the tool, believed it could improve their grades, and felt it enhanced their effectiveness in preparing reports. This supports Alturas' (2021) statement that perceived ease of use and usefulness directly influence users' attitudes and behavioral intentions. Consequently, students expressed a strong intention to use the ART, as they believed it improved their report-writing effectiveness, showed interest in using it for future reports, and preferred it for tasks with similar structures. These findings are also consistent with Noh et al. (2021), who emphasize that the relationship between ease of use and usefulness is crucial for predicting technology adoption. Overall, students consistently used the ART for preparing their academic reports, indicating sustained acceptance and integration of the tool into their academic workflow.

Table 2 Mean scores and interpretation of scales for all items

	Item	Mean	Std. Deviation	Interpretation
1.	PU1 - The ART helps me to write the EWC661 report efficiently.	4.45	0.73	Agree
2.	PU2 - The ART helps me to format the EWC661 report quickly.	4.51	0.73	Strongly Agree
3.	PU3 - The ART helps me to save my time to prepare the EWC661 report.	4.54	0.67	Strongly Agree
	Average	4.50		Strongly Agree
4.	PEU1 - The ART is user-friendly.	4.44	0.71	Agree
5.	PEU2 - I do not need any training to use the ART.	3.66	1.03	Agree
6.	PEU3 - The ART makes the writing of EWC661 report convenient.	4.43	0.73	Agree
	Average	4.18		Agree
7.	ATU1 - I like the idea of using the ART to prepare the EWC661 report.	4.46	0.71	Agree
8.	ATU2 - Using the ART can improve my grade for the EWC661 course.	4.48	0.65	Agree
9.	ATU3 - Using the ART enhances my effectiveness in preparing the EWC661 report.	4.46	0.69	Agree
	Average	4.47		Agree

	Item	Mean	Std. Deviation	Interpretation
10.	BI1 - I am interested in using the ART for preparing the EWC661 report.	4.49	0.70	Agree
11.	BI2 - I want to use the ART again if I have to prepare a report which has a similar structure.	4.46	0.74	Agree
	Average	4.48		Agree
12.	ASU - I always use the ART for preparing the EWC661 report.	4.18	0.89	Agree

To evaluate the acceptance of the ART for preparing the academic report among the students

To evaluate the acceptance of the ART for preparing the academic report among the students, the Correlation Test was conducted. The Spearman Correlation Test was used since the data were collected using the Likert scales and the data were not normally distributed. The Normality Tests namely the Kolmogorov-Smirnova Test and the Shapiro-Wilk Test were conducted and the p values for all items were <0.001 as shown in Table 3, indicating that the were not normally distributed. Data are normally distrubuted when $p>0.05$ (Shapiro & Wilk, 1965).

Table 3 Results of the Normality Tests

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PU1	0.338	173	0.000	0.721	173	0.000
PU2	0.371	173	0.000	0.687	173	0.000
PU3	0.380	173	0.000	0.672	173	0.000
PEU1	0.334	173	0.000	0.730	173	0.000
PEU2	0.214	173	0.000	0.885	173	0.000
PUE3	0.341	173	0.000	0.725	173	0.000
ATU1	0.344	173	0.000	0.717	173	0.000
ATU2	0.348	173	0.000	0.723	173	0.000
ATU3	0.338	173	0.000	0.715	173	0.000
BI1	0.354	173	0.000	0.703	173	0.000
BI2	0.361	173	0.000	0.706	173	0.000
ASU	0.256	173	0.000	0.803	173	0.000
a. Lilliefors Significance Correction						

Table 4 shows the correlation results of the constructs. The Correlation Test was conducted using the average means scores of each item in PEU, PU, ATU and BI. Only one construct which is ASU did not use the average mean score since ASU has one item only. The interpretation of correlation in psychology research is based on Dancey and Reidy (1997 as cited in Akoglu, 2018): strong (0.7 to 1), moderate (0.4 to 0.6) and weak (0.1 to 0.3). According to the TAM, the correlations between constructs extracted from Table 4 are shown in Figure 2.

Table 4 Correlations between constructs

			A_PU	A_PEU	A_ATU	A_BI	ASU1
Spearman's rho	A_PU	Correlation Coefficient	1.000	.755**	.796**	.899**	.651**
		Sig. (2-tailed)	.	<.001	<.001	<.001	<.001
		N	173	173	173	173	173
	A_PEU	Correlation Coefficient	.755**	1.000	.690**	.769**	.661**
		Sig. (2-tailed)	<.001	.	<.001	<.001	<.001
		N	173	173	173	173	173
	A_ATU	Correlation Coefficient	.796**	.690**	1.000	.810**	.551**
		Sig. (2-tailed)	<.001	<.001	.	<.001	<.001
		N	173	173	173	173	173
	A_BI	Correlation Coefficient	.899**	.769**	.810**	1.000	.684**
		Sig. (2-tailed)	<.001	<.001	<.001	.	<.001
		N	173	173	173	173	173
	ASU1	Correlation Coefficient	.651**	.661**	.551**	.684**	1.000
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	.
		N	173	173	173	173	173

******. Correlation is significant at the 0.01 level (2-tailed).

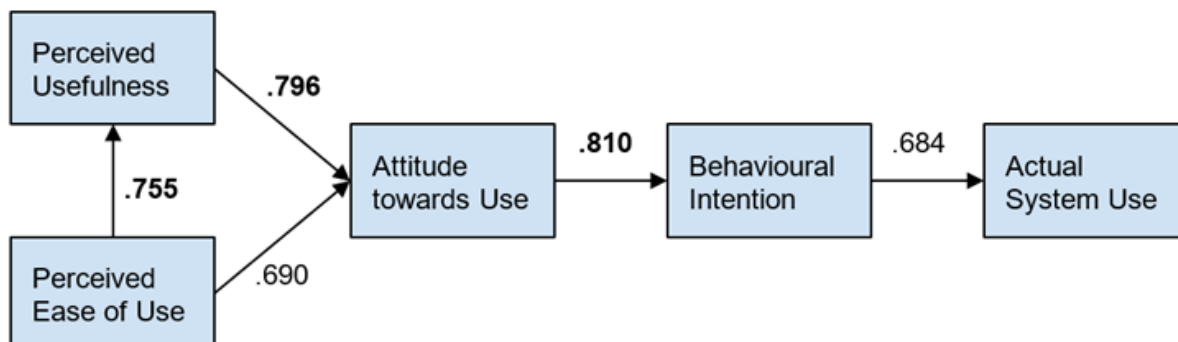


Figure 3 The relationships between of the constructs

The relationship between PEU and PU ($r=.755$, $p<0.01$) exhibited a strong positive relationship. PEU had moderate positive relationship with ATU ($r=.690$, $p<0.01$) while PU had strong relationship with ATU ($r=.796$, $p<0.01$). Meanwhile, ATU had strong positive relationship BI ($r=.810$, $p<0.01$). However, BI had moderate positive relationship with ASU ($r=.684$, $p<0.01$). Although two relationships between constructs recorded moderate relationships: PEU→ATU ($r=.690$) and BI→ASU ($r=.684$), the values are nearly the strong cut off value ($r=.7$).

The model empirically reveals that ease of use of the ART made students believed that it was useful for writing their academic report. The ease of use and usefulness of the ART are strong predictor of shaping their attitudes towards using the ART. Then, their positive attitudes towards using the ART influence their intention in using the ART which directly impacts the actual use of the ART. Therefore, it can be concluded that relationships between the constructs were consistently strong, with high path coefficients. This indicates robust predictive associations across the model.

The results suggest that using The ART template can mitigate the challenges in academic report writing related to language aspects, report structure and formatting reports. It is consistent with the findings in research conducted by Hasan (2023) and Simmonds (2024) where templates act as a scaffolding tool for enhancing writing proficiency and structuring reports. Templates helps in simplifying editing process (Mallia, 2017),

empowering students to write effectively (Dirrigl & Noe, 2013) and maximizing their utility to generate high quality academic report (Heebner, 1998; Cuvelier, 1997). Although, the use of Microsoft Office Word can be a challenging and needs training (Loch et al., 2014; Tang, 2020), the study revealed that the students found the ART was easy to use which may be due to the design of the template was useful. Without doubt, the TAM empirically demonstrates that the ART is an easy and useful tool for preparing academic reports.

CONCLUSION

This study provides empirical support for the Technology Acceptance Model (TAM) in predicting students' engagement with the ART. The results demonstrate that both Perceived Usefulness and Perceived Ease of Use significantly influence users' Attitudes towards Use, which in turn strongly predict Behavioural Intention and ultimately Actual System Use. The consistently high path coefficients across all constructs affirm the robustness of the ART in facilitating students to write academic reports effectively.

These findings demonstrate the importance of designing templates which are not only functional but also easy to use. Enhancing users' perceptions of usefulness and ease of use can foster more favorable attitudes, strengthen intention to use, and lead to sustained engagement. For instructional designers and educational technologists, this highlights the value of user-centered design to promote meaningful technology integration.

Future research should extend this model by incorporating external variables such as self-efficacy, institutional support, or digital literacy to further refine predictive accuracy. Overall, the study reinforces the relevance and practicality of the TAM in guiding strategic decisions around educational technology deployment.

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