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*Ushering in the Age of Endemic*

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**EXTENDED ABSTRACTS BOOK**



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## **WRITTEN ARTICLE ANALYSIS TEMPLATE (WAAT) FOR EFFECTIVE CRITICAL ANALYSIS WRITING**

Roslina Abdul Aziz<sup>1</sup>, Tuan Sarifah Aini Syed Ahmad<sup>2</sup>, Norzie Diana Baharum<sup>1</sup>, Suryani Awang<sup>3</sup>

<sup>1</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA Pahang Branch

<sup>2</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA Negeri Sembilan Branch

<sup>3</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA Kelantan Branch

Email: [leenaziz@uitm.edu.my](mailto:leenaziz@uitm.edu.my)

### **ABSTRACT**

Past studies have shown that many tertiary students lack critical thinking skills. Therefore, they face difficulty in analysing and interpreting reading texts and responding critically through writing. Unfortunately, at the tertiary level, critical thinking skills and the ability to write critically and analytically are vital to ensure successful academic endeavour. To address the issue, the Written Article Analysis Template (WAAT) was developed to help students to complete their written article analysis assignment for the English for Critical Academic Reading (ELC501) course offered to degree students at Universiti Teknologi MARA (UiTM), Malaysia. The template was developed in early 2020 and implemented in the March-August 2022 semester. A questionnaire based on the Technology Acceptance Model (TAM) was developed and distributed to 138 students who enrolled in ELC501 course at UiTM Pahang, Negeri Sembilan and Kelantan branches. The results show that WAAT was useful in helping students to complete their written analysis assignment since the template comes with complete step-by-step instructions and guidelines which can be easily understood by the students. The students also indicated their intention to use the template in the future and would recommend it to their friends, hence, showing that they were in favour of the WAAT.

*Keyword: academic writing, critical thinking, written analysis, Written Article Analysis Template*

### **1. INTRODUCTION**

According to Wawat and Rahmawati (2020), writing involves determining and putting ideas in a written form logically and in reasonable order. While the process starts at a basic sentence writing level, it proceeds to producing a text as language learners at the tertiary level are expected to do more than just this. From a reading text, they are expected not just to obtain sufficient knowledge on the subject matter but also to think critically about the text. However, fostering tertiary students' critical thinking can be a challenge (Nabila, 2019), particularly when they need to read a text and produce their critical feedback in a written form. In this regard, many Malaysian students are reported to be lacking in critical thinking skills and are facing difficulty in analysing and interpreting their reading texts (Sidhu et al., 2016). Thus, they may face difficulties in responding to a reading text, particularly for those who are not accustomed to writing critically and analytically.

Acknowledging the issue, the English for Critical Academic Reading (ELC501) course is offered to degree students at Universiti Teknologi MARA (UiTM), Malaysia with the objective

of developing students' ability to read analytically and think critically. Upon completing the course, among others, the students are expected to be able to write a 600-800 word-critical analysis based on an argumentative article. In order to help students to perform well in the assessment, the Written Article Analysis Template (WAAT) was developed to guide students to write the analysis more effectively. The WAAT was implemented to ELC501 students at UiTM in the March-August 2022 semester. A quantitative study using a survey was conducted to investigate students' acceptance of the implementation of WAAT.

## 2. METHODOLOGY

A quantitative study was conducted to investigate students' acceptance of the implementation of WAAT. The sample was obtained through purposive sampling. A total of 138 respondents were involved in the current study. They were the students who enrolled in the English for Critical Academic Reading course (ELC501) from UiTM Pahang, Negeri Sembilan and Kelantan branches. The questionnaire was adapted from Technology Acceptance Model-TAM (Davis, 1989, 1993). Four constructs were included in the questionnaire: Perceived Usefulness (N = 7); Perceived Ease of Use (N = 7); Attitude (N = 5); and Behavioral Intention (N = 4). A 5-point Likert Scale was used for the items in the questionnaire; (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. The questionnaire was developed by using Google Form. The questionnaire link was distributed via WhatsApp and Teams, and was made accessible for about two weeks before the data obtained were analysed. The data were automatically recorded in a Google Sheet. The data then were computed and analysed using the Statistical Packages for Social Sciences (SPSS) software. The descriptive analysis was applied to obtain the mean and standard deviation score of each item in the construct.

## 3. FINDINGS

Table 1 indicates the results obtained from the survey. The table presents the scores and summation scores of means and standard deviations.

Perceived Usefulness		Mean	Standard Deviation (SD)
1	The WAAT will improve the writing of my article analysis.	4.65	0.52
2	The WAAT will increase the productivity of my article analysis writing.	4.64	0.54
3	The WAAT will enhance the effectiveness of my article analysis writing.	4.63	0.58
4	The guides provided in the WAAT are useful to understand how to write the critical analysis.	4.70	0.54
5	The examples provided in the WAAT are useful to understand how to write the critical analysis.	4.67	0.54
6	The instructions provided in the WAAT are useful to understand how to write the critical analysis.	4.68	0.53

7 I find the WAAT useful.	4.72	0.51
Total	4.67	0.54
<b>Perceived Ease of Use</b>		
1 I find the WAAT easy to use.	4.55	0.66
2 Learning how to use the WAAT is easy for me.	4.46	0.76
3 The layout of the WAAT makes it easy for me to use the template.	4.61	0.62
4 The guides provided in the WAAT are easy to understand.	4.66	0.57
5 The examples provided in the WAAT are easy to understand.	4.62	0.61
6 The instructions provided in the WAAT are easy to understand.	4.62	0.67
7 It is easy for me to find information through the WAAT.	4.55	0.67
Total	4.58	0.65
<b>Attitude</b>		
1 Using the WAAT to prepare the article analysis is a good idea.	4.67	0.58
2 I feel positive towards using the WAAT.	4.59	0.62
3 I am more engaged in writing the article analysis when I use the WAAT.	4.60	0.63
4 I generally favour the use of the WAAT for writing the article analysis.	4.54	0.66
5 It is good to have something like the WAAT for my other writing tasks.	4.59	0.66
Total	4.60	0.63
<b>Behavioural Intention</b>		
1 I intend to frequently use the WAAT for writing the article analysis this semester.	4.49	0.69
2 I intend to use the WAAT heavily for writing the article analysis this semester.	4.47	0.71
3 I intend to use the WAAT if I have similar tasks in the future.	4.47	0.71
4 I intend to recommend the WAAT to my friends who have to complete similar tasks.	4.55	0.65
Total	4.50	0.69
<b>OVERALL</b>	<b>4.59</b>	<b>0.63</b>

**Table 1** Scores Obtained on Mean and Standard Deviation on Aspects of Perceived Usefulness, Perceived Ease of Use, Attitude and Behavioral Intention

Table 1 shows that the summation of mean scores obtained on Perceived Usefulness, Perceived Ease of Use, Attitude and Behavioural Intention were 4.67, 4.58, 4.60 and 4.50 respectively. Based on the score assessments in Table 2 provided by Norasmah and Salmah (2011) which applied five Likert scales, it can be concluded that the students strongly agreed with items on Perceived Usefulness, Perceived Ease of Use, Attitude and Behavioural Intention. The results suggest that the WAAT was highly acceptable by the students.



Mean Score	Assessment
1.00-2.00	Low
2.01-3.00	Moderately Low
3.01-4.00	Moderately High
4.00-5.00	High

(Norasmah & Salma, 2011)

**Table 2** Mean Score Assessment

#### 4. CONCLUSION

The results show that WAAT is useful in helping the students completing their written article analysis assignment as it comes with instructions and guidelines which can be easily understood by the students. Many students also indicated their intention to use a similar template in the future and would recommend it to their friends. Based on the positive responses, the WAAT has a great potential to be commercialized in a form of a mobile application developed for instance via the Thunkable platform and published in Google Play or Apple Store.

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Sekian, terima kasih.

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**SITI BASRIYAH SHAIK BAHARUDIN**  
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*Setuju.*

*27.1.2023*

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