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Attitude and Motivation Toward Learning Technology Assisted Essay Writing: A Study on Malaysian Form Four Students

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ABSTRACT

Technology-assisted essay writing is applied to attract interest and give pleasure to students to write better essays. The objective of this study was to identify the attitude and motivation of students, and the relationship between the attitudes and motivation of form four students toward learning of technology -assisted essay writing. This study involved a total of 128 Form Four students as a sample using a simple random sampling in a public secondary school. This study applies the Socio-Educational Model from Gardner and Lalonde. This study employed questionnaire as a research instrument, which is divided into three part of questions. Part A related to the demographics of the respondents, part B focused on the students' attitude and part C emphasized on students' motivation toward learning technology assisted essay writing. Data gathered were analysed using SPSS version 26 to perform descriptive and correlation statistical analysis. The findings of the study showed that the students' attitude and motivation level toward learning technology-assisted essay writing was high. In addition, the relationship between students' attitude and motivation towards learning to write essays with the help of technology are highly correlate. This study has indicates that students' attitude and motivation are the major factors that can affect student ability to master Malay Language specifically for producing good essays. This can encourage students to achieve great success in learning Malay Language and expand their think ability to write essay effectively.

Keywords: Attitude; Motivation; Technology; Essay Writing

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1. Introduction

In efforts to transform the Malaysian education system The Malaysia Education Blueprint 2013-2025 (MEB) outlined 11 main shifts. Among them is to inculcate mastery of Malay language, English language and an additional language to increase student productivity. Student aspirations aligned with the National Education Philosophy also inculcates bilingual mastery among students. Mastery of language skill in more than one language can produce competitive students in the cultural diversity in Malaysia. Besides that, students who master language skill will be skilled in effective communication among the Malaysian and global population.

Malay Language subject is the means for producing students who can master Malay Language well. Hence, mastery of skill in writing Malay Language essays is very important and requires high cognitive skill. According to Che Zanariah Che Hassan and Fadzilah Abd Rahman^[1], writing skills involve a range of cognitive processes that are highly complex. Students having skill in writing complex Malay Language essays can master skill in Malay Language very well. In line with development of the globalised world, Teaching and Learning (T&L) in Malay language must undergo transformation aligned with global developments. Current innovation in the T&L process means that technology assisted Malay Language essay writing can be carried out to ensure students are more interested in mastering essay writing skill. According to Azura Senawi et al.^[2], the emergence of Artificial Intelligence (AI) offers a new avenue for the education sector to evolve in step with modern advancements. According to Nor Hadibah et al.^[3], teachers' teaching and learning materials must be aligned with current technological trends such as gamification, which integrates game elements into educational content to support 21st century learning.

Besides that, Nurazwa dan Nor Kamariah^[4] stated that lack of interest in a subject and regarding that subject as difficult are factors for lack of motivation in learning among students. Nurul Aisyah Abdullah^[5] has shown that essay writing among students is affected by motivation. Her study proved that attitude and motivation play important roles in the language learning process, specifically in essay writing among students. This is because attitude

and motivation are key elements in encouraging the learning process in students.

1.1. Research Objectives

The aims of the research are to:

- I Identify the attitude of Form Four students toward learning essay writing assisted by technology.
- II Identify the motivation of Form Four students toward learning essay writing assisted by technology.
- III Determine the relationship between attitude and motivation in Form Four students toward learning essay writing assisted by technology.

1.2. Research Questions

The research questions are forwarded to achieve the research objectives. The research questions are:

- IV What is the attitude level of Form Four students toward learning technology assisted essay writing?
- V What is the motivation level of Form Four students toward learning technology assisted essay writing?
- VI Is there any relationship between attitude and motivation in Form Four students toward learning technology assisted essay writing?

1.3. Research Hypothesis

The research hypothesis for this study is:

H1. *There is a significant relationship between attitude and motivation in Form Four students toward learning technology assisted essay writing.*

1.4. Literature Review

The study by Zaliza Mohamad Nasir and Zaitul Azma Zainon Hamzah^[6] focused on mastery of Malay Language in public higher education institutions. The research involved 16 respondents who were taking Malay Language Communication subject in the Language Academy. The study was carried out in descriptive way. The instrument was a survey questionnaire in three parts; part A involved respondent demographics, part B was on student attitude to learning Malay Language and part C was related to student motivation toward the Malay Language subject. The questionnaire used a four-point Likert type scale (strongly

disagree, disagree, agree, and strongly agree). The findings show that students had positive attitude and high motivation toward learning Malay Language as a third language. The study also showed that the person is the dominant factor influencing the individual to learn a language. This is because the student who is aware of the importance of acquiring a language will make effort to learn that language.

Besides that, a study focused on relationship between attitude and perception of students toward Malay Language learning with 21st Century skills was done by Masyuniza Yunos^[7] in Segamat district, Johor. Her sample involved 280 Form Four students. The questionnaire had three sections, with part A involving respondent demographics, Part B related to student attitude to Malay Language T&L. Part C involved items related to 21st century skills. Findings were analysed using SPSS version 19.0. Data were analysed by descriptive and inferential statistics using Mann-Whitney *U* test and Spearman Rho correlation tests. The study findings show that student attitude and level of 21st Century skill was high toward Malay Language learning with 21st century skill. Besides that, significant differences were found in 21st Century skills based on school location.

Zamri Mahamod and Sharlina Mohamad Shamsudin^[8] had conducted a study on primary school student motivation in Meradong District in Bintangor Sarawak. The sample consisted of 306 level two pupils selected by random sampling. Cluster sampling involved Malay, Iban, Melanau and Chinese ethnic groups. The research instrument used for data collection was a questionnaire based on a four-point scale. Data analysis was by descriptive statistics. Analysis approach involved ANOVA test and Pearson correlation. The findings proved that pupils had high motivation toward learning Malay Language, while female pupils showed higher motivation than male pupils. A significant relationship was found between motivation toward Malay Language and primary school pupil achievement in the study.

Subsequently, Zuraini Jusoh, Fadzilah Abd Rahman, Norazlina Mohd Kiram and Samsilah Roslan^[9] conducted a study on motivation in learning Malay Language essay writing skill. Some 166 respondents consisting of Form Two students were involved in the study. A four-point Likert type scale (strongly disagree, disagree, agree and

strongly agree) was used. This study had two parts; part one involved motivation for learning and student involvement in learning essay writing skill among low achieving students. Meanwhile the second part had items on involvement in learning. Analysis involved frequency, percentage, mean, and standard deviation. The findings showed that motivation in learning and involvement in learning essay writing skill were high for the group of low achieving pupils. The findings show that involvement and achievement among students is not influenced by motivation.

Lai, Ching, and Chew^[10] had carried out a study in a school in Kota Marudu Sabah. Some 144 students were selected as the sample by probability sampling. The questionnaire was adapted from Tuan Rahayu et al. (2017). Questionnaire distribution was carried out through Google Form links to respondents. Data analysis used SPSS version 25.0 through descriptive and inferential statistics. The findings show that knowledge level, attitude and student readiness in using HOTS in Malay Language writing skill was high.

Besides that, a study related to attitude, interest and motivation in students learning Malay Language as a second language was carried out by Nancy anak Ngumbang and Zamri Mahamod^[11]. This study involved 242 Form Four students from five schools in Matu and Daro districts in Sarawak. The study used a quantitative approach by employing a survey instrument adapted from Jerie and Zamri^[12] for data collection. Gardner's Socio- educational model^[13] was used in the study. Data analysis was by descriptive statistics involving mean, standard deviation, and percentage. The findings showed that attitude, interest and motivation of Melanau students in learning Malay Language as a second language were high. This shows that Melanau students have a positive attitude and high motivation toward learning Malay Language.

There is a study conducted in a private Chinese school in Klang, Selangor was carried out by Mohd Uzir Zubir et al.^[14]. Quantitative approach was used in the study involving a sample of 30 Form One students. The survey questionnaire for the study was in two parts containing 20 items. Part A involved motivation items while Part B was on student attitude. The data were analysed by descriptive and inferential statistics involving percentage only. The findings proved that respondents had positive attitude to

ward learning Malay Language. Both male and female students were less motivated to learn Malay Language. In addition, Irma Mahad et al.^[15] studied the attitude and motivation of primary school pupils toward online learning throughout the Movement Control Order (PKP). A national school in Batu Berendam Melaka was chosen as the research site. The sample involved 110 years five pupils. The 20-item questionnaire used was adapted from Shazarina Zdainal Abidin et al.^[16]. Data analysis through descriptive and inferential statistics using SPSS version 26 showed that students had positive attitude and high motivation in learning Malay Language. Similarly, the study by Halimah Ma'alip et al.^[17] is related to motivation and challenges faced by foreign students in mastering Malay Language through online learning. Their findings show that the overall mean for foreign student motivation in mastering Malay Language through online learning was high. Meanwhile the overall mean for challenges in mastering Malay Language was moderate. This shows that high attitude and motivation among the students could reduce the challenges to adapt during the pandemic to learn Malay Language.

Meanwhile, Fenny Lau Yeo Feng, and Kee Guek Fen^[18] also focused on teacher's teaching approach and student motivation during the Movement Control Order (MCO). This study was carried out in Sekolah Jenis Kebangsaan

Cina (SJKC). The methodology was qualitative using three Malay Language teachers as respondents selected through purposive sampling. Data were collected through interviews and document analysis. The findings showed that student motivation was at satisfactory level when the online teaching and learning was carried out.

2. Methodology

This quantitative study utilised survey design by administering a survey instrument to carry out the study. Data were analysed by SPSS Version 26 by descriptive analysis based on mean, standard deviation, percentage, and frequency. The survey questionnaire in this study consisted of three parts; part A was related to respondent demographics. Part B involved items related to student attitude while part C had items on motivation of Form Four students toward learning technology assisted essay writing. The survey form was adapted from the Attitude Motivation Test Battery (AMTB) in Gardner. The current study involves a population of 204 Form Four SMK students from Sentul district in Kuala Lumpur. The sample selected by simple random sampling consisted of 132 Form Four students from the school, based on the table by Krejcie and Morgan (1970) (Table 1).

Table 1. Sampling table by krejcie dan morgan (1970).

Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample
10	10	85	70	220	140	440	205	1200	291	4000	351
15	14	90	73	230	144	460	210	1300	297	4500	354
20	19	95	76	240	148	480	214	1400	302	5000	357
25	24	100	80	250	152	500	217	1500	306	6000	361
30	28	110	86	260	155	550	226	1600	310	7000	364
35	32	120	92	270	159	600	234	1700	313	8000	367
40	36	130	97	280	162	650	242	1800	317	9000	368
45	40	140	103	290	165	700	248	1900	320	10000	370
50	44	150	108	300	169	750	254	2000	322	15000	375
55	48	160	113	320	175	800	260	2200	327	20000	377
60	52	170	118	340	181	850	265	2400	331	30000	379
65	56	180	123	360	186	900	269	2600	335	40000	380
70	59	190	127	380	191	950	274	2800	338	50000	381
75	63	200	132	400	196	1000	278	3000	341	75000	382
80	66	210	136	420	201	1100	285	3500	346	100000	384

Note: The circle represents both the total population and the selected sample size.

In this study, data were collected through a questionnaire distributed through *Google Form* to respondents through *WhatsApp Group* links to Form Four students

with help from the Head of Malay Language Panel of the school. The data analysis approach was through descriptive statistics involving mean value, frequency, percent-

age, standard deviation, and Pearson correlation test. The researcher referred to the mean interpretation from Chew Fong Peng and Mohd Fikri Ismail ^[19] for the descriptive analysis. Meanwhile the correlation test was based on the values of correlation coefficient as described by Cohen ^[20]. Data analysis was conducted using the Statistical Packages for the Social Sciences (SPSS) version 26.

3. Findings and Discussions

3.1. Respondents' Demographic

Data in **Table 2** shows that the number of Malay ethnic students was the highest, numbering 104 students or

81.3% compared to Chinese, Indian and "Other" ethnic groups. This cannot be avoided because the school was in a Malay majority area. The number of female students (105 or 82%) exceeded that of male students (only 23 or 18.0%) because female students formed the majority in that school. The research sample numbered 132 students based on the table by Krejcie and Morgan (1970). Nevertheless, after questionnaire distribution responses were received from only 130 students. It was likely that two students could not access the *Google Form* link. After analysing data from 130 forms, the researcher had to reject two incomplete forms (incomplete responses to part B and C). Hence only 128 usable forms were used for data analysis.

Table 2. Respondents' demographic characteristics.

No	Number of Respondents	Race	Respondents (f)	Percentage (%)
Ethnicity	N = 128	Malay	104	81.3
		Chinese	8	6.2
		Indian	13	10.2
		Other	3	2.3
Gender	N = 128	Male	23	18.0
		Female	105	82.0

3.2. Students' Attitude Toward Learning Technology-Assisted Essay Writing

Data in **Table 3** presented the findings for student attitude toward learning technology assisted essay writing. Students' attitude toward technology-assisted essay writing on the whole is high ($M = 3.90$, $SD = 0.41$). The findings of this study align with that of Masyuniza Yunos ^[7], Mohd Uzir Zubir et al. ^[14] and Irma Mahad et al. ^[15]. This is because students are prepared for learning technology assisted essay writing. This shows that technology use integrated in the school curriculum in an effort to foster interest and positive attitude in students toward T&L is effective. This

is supported by Zamri Mahamod and Sharlina Mohamad Shamsuddin ^[8] who stated that Malay Language teachers can identify student strengths and weaknesses while they learn BM by considering diversity of attitude in the class. Hence attitude toward T&L of technology assisted essay writing is important so that they are ready for learning with a new alternative in the education system. Adenan Ayob et al. ^[21] emphasize that familiarity with interactive multimedia graphic content plays an important role in strengthening the technical aspects of essay writing, especially in relation to writing skills. Furthermore, the Covid-19 pandemic era has forced teachers and students to use information technology to carry out teaching and learning ongoing activities.

Table 3. Descriptive statistic of students' attitude.

No.	Item for Student Motivation	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Mean	SD
1	Learning technology assisted essay writing is important to me.	0	1(0.8)	17(13.3)	78(60.9)	32(25)	4.10	0.64
2	I am comfortable learning technology assisted essay writing.	1(0.8)	3(2.3)	15(11.7)	75(58.6)	34(26.6)	4.08	0.74
3	I have the desire to learn technology assisted essay writing	0	3(2.3)	28(21.9)	69(53.9)	28(21.9)	3.95	0.73

Table 3. *Cont.*

No.	Item for Student Motivation	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Mean	SD
4	I am worried about learning technology assisted essay writing.	6(4.7)	30(23.4)	50(39.1)	31(24.2)	11(8.6)	3.09	1.00
5	I can search for resources in websites to write my essays	0	1(0.8)	2(1.6)	58(45.3)	67(52.3)	4.49	0.58
6	I am calm when I have to write learning sessions on technology assisted essay writing	2(1.6)	3(2.3)	29(22.7)	59(46.1)	35(27.3)	3.95	0.86
7	I make the homework on technology assisted essay writing as a major responsibility	1(0.8)	13(10.2)	35(27.3)	58(45.3)	21(16.4)	3.66	0.90
8	I immediately ask the teacher if I do not understand something during the session on learning technology assisted essay writing	1(0.8)	7(5.5)	21(16.4)	75(58.6)	24(18.8)	3.90	0.80
Overall Mean and SD							3.90	0.41

Besides that, item 5 stating “I can search for resources in websites for writing my essay” had high mean ($M = 4.49$, $SD = 0.58$). This is because information and wide reading can help students to improve their writing skill. Students can access and search for additional information with the help of technological tools in learning. Through the resources obtained students can expand their ideas and write good essays because they have more content to discuss. This shows that students are capable of self-regulated learning and not just relying on teacher-centred learning for receiving information. According to Lai Lee Chung et al. ^[10] students who only rely on information and writing resources from the teacher during T&L cannot raise their critical and creative thinking skill in essay writing.

In addition, Marzia Abdul Rahman dan Atikah Adilah Ahmad Affandi ^[22] have stated that experience and vocabulary are important factors in helping students write good essays. Hence, students with problems such as lack of content and limited vocabulary can overcome them by trying many reading activities on websites. As a result, discussion in essay writing can be presented effectively and clearly because writing is the correct way to teach students to use language properly. This shows students have self-regulated skills for enhancing their essay writing skill without relying on the teacher entirely. This is supported by Zaliza Mohamad Nasir and Zaitul Azma Zainon Hamzah ^[6] who found that the individual is the dominant factor influencing a person’s language learning.

Furthermore, the mean for item 2 namely “I am comfortable learning technology assisted essay writing” is

also high ($M = 4.08$, $SD = 0.74$). This proves that the digital learning approach can create a conducive learning environment for students. Related to that, the government objective of sustainable digital learning can be implemented by having advanced technology tools appropriate for each level of learner. According to Mahathir Yahaya and Wardatul Hayat Adnan ^[23] a conducive facility can help the student be more focused in learning. Hence, a suitable and comfortable environment for learning can be a contributing factor to student success in learning.

Next, item 1 which is “learning technology assisted essay writing is important for me” also attracted high mean ($M = 4.04$, $SD = 0.64$). This finding shows that students are aware and agree that learning Malay Language essay writing is important to them. This is so because essay writing can help them to master Malay Language more efficiently. This finding aligns with that of Mohd Uzir Zubir et al. ^[14] who stated that mastery of Malay Language has many advantages in terms of employability and is important for the student’s future career.. An effect of awareness of the importance of BM mastery is that the student attends the language class especially the essay writing lessons.

The mean for item 4 namely “I am very worried about learning technology assisted essay writing” is moderate ($M = 3.09$, $SD = 1.00$). The data show that technology assisted learning during T&L was still low among the students since they face certain obstacles. According to Cathrine Masingan and Sabariah Sharif ^[24] practice of integrating technology use in T&L still faces obstacles, among them lack of mastery of lesson content, lack of knowledge about

technology during T&L such as unstable internet access and inadequate technology availability. Besides that, Siti Azura Abu Hassan, Suzana Zainol Abidin, and Zulkarnain Hassan ^[25] stated that problems with technology facilities can cause interaction problem between teacher-student during online learning. For example, group discussion activity for sharing essay content cannot be done well because of internet access problems. As a result, the students could have passive attitude during collaborative activities in class while producing essays.

Related to that, classroom discussion activity is important to ensure all students are actively involved in learning. This is because class discussion can create an enjoyable environment for students where they can stimulate

their thinking to share ideas with their classmates. This was supported by Aney Marinda Muhammad Amin and Norasmah Othman ^[26] who opined that teachers need to create a welcoming and comfortable learning environment to attract interest and encourage active involvement besides building good relationship with students to facilitate learning.

3.3. Students' Motivation Toward Learning Technology-Assisted Essay Writing

The following **Table 4** displays the items for motivation among Form Four students toward learning technology assisted essay writing.

Table 4. Descriptive statistic of students' motivation.

No.	Item for Student Motivation	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Mean	SD
1	I have high motivation in learning technology assisted Malay	1(0.8)	4(3.1)	23(18.0)	64(50.0)	36(28.1)	4.02	0.81
2	My teacher gives encouragement to learn technology assisted essay writing	1(0.8)	9(7.0)	31(24.2)	69(53.9)	18(14.1)	3.73	0.82
3	Learning technology assisted essay writing is enjoyable to me.	2(1.6)	6(4.7)	13(10.2)	75(58.6)	32(25.0)	4.01	0.83
4	My teacher always uses diverse teaching approaches during technology assisted essay writing	1(0.8)	7(5.5)	21(16.4)	69(53.9)	30(23.4)	3.94	0.83
5	I have interest in technology assisted essay writing	3(2.3)	10(7.8)	36(28.1)	56(43.8)	23(18.0)	3.67	0.94
6	I am always active in answering teacher questions during activities in learning technology assisted essay writing.	2(1.6)	9(7.0)	36(28.1)	65(50.8)	16(12.5)	3.66	0.85
Overall Mean and SD							3.84	0.58

Students' motivation for learning technology assisted essay writing overall is high ($M = 3.84$, $SD = 0.58$). This finding supports that of Sarimah Ibrahim ^[27], Zamri Mahamod and Sharlina Mohamad Shamsuddin ^[8], Noor Hidayu Mohd Rahim and Yahya Othman ^[28]. Besides that, this finding is similar to that of Zuraini Jusoh, Fadzilah Abd Rahman et al. ^[9] who also showed students having low achievement had high motivation and involvement in learning essay writing skill. Hence teaching using the right and effective approach can contribute to enhancing student achievement in essay writing.

For item 1 namely "I have motivation to learn technology assisted essay writing in Malay Language" the mean is high ($M = 4.02$, $SD = 0.81$). This shows that the pattern of learning using technology as a teaching aid has a posi-

tive effect on students. This finding aligns with that of Siti Nurbaizura and Nurfaradilla ^[29] as well as Aida Syuhaida Mustafa & Rohazani Yaakub ^[30] who found online teaching throughout the Covid-19 pandemic Movement Control Order had attracted interest and motivated students to follow the T&L. Usage of ICT is able to result in more effective teaching and learning.

Besides that, the mean for item 3 on "learning technology assisted essay writing is something very interesting/enjoyable for me" is high ($M = 4.01$, $SD = 0.83$). This implies that students are enthused in following the learning process assisted by technology. The conventional approach used by teachers in T&L before this can lead to boredom among students and reduce their interest in essay writing. Related to that, the study by Rozita Radhiah Said

^[31] found that teachers still implement cooperative learning activities focused on conventional activities during essay writing T&L. Hence, teachers need to perfect elements of technology assisted cooperative learning so that students are more interested in learning. Through these approach students can share ideas produced during group discussion; the products of cooperation and group discussion help in learning essay writing. This at the same time imparts elements of 21st century learning to students.

Next, item 4 for “teacher always uses multiple approaches of teaching during teaching and learning activity for learning technology-assisted essay writing” the mean was also high ($M = 3.94$, $SD = 0.83$). This shows that the teacher applies T&L elements of 21st Century learning by using digital technology during T&L. The approach can attract student interest in active involvement during the writing process. The two-way communication during the T&L session is very important in ensuring effective student learning. Besides that, learning essay writing is a challenging activity for the teacher and student. Hence the teacher needs to enhance knowledge in mastering information technology in line with current developments to ensure T&L activities in Malay language essay writing will interest the students.

Besides that, item 6 namely “I am always active in answering teacher’s questions during activities in learning technology assisted essay writing” elicited moderate mean ($M = 3.66$, $SD = 0.85$). It is generally accepted that active involvement of students in classroom T&L activities can impart effective learning in students. This is because the students who have interest in learning essay writing will give good feedback to the teacher who asks questions in the class. This finding is aligned with that of Abdul Rasid

Jamian et al. ^[32] who stated that students are easily bored and assume that writing Bahasa Melayu essays challenges the mind and is hard to master.

3.4. Relationship between Attitude and Motivation of Form Four Students Toward Learning Technology Assisted Essay Writing

Data gathered in **Table 5** presented the results for Pearson Correlation analysis for students’ attitude and motivation. Based on the findings, a significant relationship exists between attitude and motivation in students toward learning of technology assisted essay writing. Findings of this study align with that of Zulhafizah Atmazaki dan Syahrul R ^[33], Zaliza Mohamad Nasir and Zaitul Azma Zainon Hamzah ^[6], Nancy anak Ngumbang and Zamri Mahamod ^[11] and Irma Mahad et al. ^[15] who found a significant positive relationship between attitude and motivation in language learning. In addition, Mohd Rashid et al. ^[34] demonstrated that integrating technology-based instruction and mathematical modelling in a STEAM framework provided a structured teaching approach that enhanced student engagement and motivation, particularly in language learning. This is because attitude and motivation are determined by individual needs and desires and aims. Hence students will work hard by diversifying their training in essay writing so that they can master Bahasa Melayu well. Besides that, they will be always enthused in exploring new knowledge in learning. Hence the significant relationship between attitude and motivation in students in this study align with findings by Gardner and Lalonde ^[13] who stated that the relationship between attitude and motivation influences student achievement in language learning.

Table 5. Analysis of pearson correlation between attitude and motivation.

Pearson Correlation (N = 128)		
Motivation	Pearson Correlation	Attitude
	Sig. (2-tailed)	0.728**
		0.000

** Correlation is significant at the 0.01 level (2-tailed), $p < 0.01$.

4. Conclusion and Recommendations

To conclude, attitude and motivation of Form Four

students toward technology-assisted essay writing is high on the whole. This study has indicates that student attitude and motivation are elements that can affect student ability to master Malay Language specifically for producing

good essays. This can encourage students to achieve great success in learning Malay Language. Nehu et al. ^[35] found that the use of AI-assisted language assessments can foster a supportive learning environment, reduce learners' anxiety, enhance their attitudes, and boost motivation, ultimately providing meaningful feedback for language development. Based on these findings, Sofia Hani et al. ^[36] suggest that teachers should adapt alternative teaching strategies that are appropriate to students' varying levels of ability, so that technology-assisted essay writing can be implemented more effectively and inclusively in the classroom. Besides that, positive attitude and motivation among students shows that they are aware of the importance of writing skill because writing can expand their thinking ability. Hence, essay writing clearly can help them master Malay language subject well.

This study the researcher uses quantitative approach by employing a survey questionnaire as instrument for data collection. Yet a problem exists that cannot be resolved in this study; the researcher cannot identify exactly and in-depth the aspects of student attitude and motivation toward learning technology assisted essay writing. Hence it is suggested that more studies be conducted on students' attitude and motivation toward Malay Language essay writing using qualitative methodology. Future research can be done in rural schools. This is because this study focused on an urban secondary school. Studies on both rural and urban schools are important for investigating student attitude and motivation because level of internet access differs between urban and rural areas. Hence further research can reveal the difference in attitude and motivation between urban and rural students toward learning technology- assisted essay writing.

Author Contributions

Conceptualization, S.M., Z.I., N.N.M.N. and S.N.K.M.A.-F.; methodology, S.M., Z.I., N.N.M.N. and S.N.K.M.A.-F.; software, S.M., Z.I., N.N.M.N. and S.N.K.M.A.-F.; validation S.M., Z.I., N.N.M.N. and S.N.K.M.A.-F.; formal analysis, S.M., Z.I., N.N.M.N. and S.N.K.M.A.-F.; investigation, S.M., Z.I., N.N.M.N. and S.N.K.M.A.-F.; resources, S.M., Z.I., N.N.M.N. and S.N.K.M.A.-F.; data curation, S.M., Z.I., N.N.M.N. and

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Conflicts of Interest

The authors declare no conflict of interest.

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