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MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

Word Processor Tools: Overcoming Mechanical Engineering Vocational Education Students' Difficulties in Academic Writing

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Abstract

The emergence of word processing tools assisted the students in overcoming academic writing difficulties. However, there is a deficiency of research on the impact of word processor tools on overcoming students' academic writing difficulties in language problems. Hence, a result of this research was to discover how word processor tools overcome Mechanical Engineering Vocational Education of Universitas Negeri Jakarta who struggles with academic writing. A qualitative survey with descriptive analysis was employed from May until July. Students' articles and 40 second-semester Mechanical Engineering Vocational Education students served as data sources. Analyzing students' articles and online questionnaires were employed to collect the data, after which it was examined and descriptively inferred. The questionnaire was distributed in which a total of 28 items to 40 students. They confirmed that the word classes were of high difficulty. It implies that a word processor would be the most beneficial in overcoming word formatting areas. Therefore, despite the frequent use of word processing tools, students should not neglect reading while writing academically with this tool because it does not ensure that it would help them 100% of the time.

Keywords: Academic writing difficulties, grammar, word classes, word formation, word processor.

1. Introduction

A sign of knowledge and awareness who were excited about the use of ICT (Scholar, Education, & Linguistics, 2015) and students' enthusiasm for word processing technology has enabled them to input, arrange, style, write, and disseminate texts to assist them with academic writing (Hu & Lafayette, 2017). In line with that, the word processor was one of the programs introduced by Computer Assisting Language Learning (CALL). It also includes the most innovative and effective text editing features, as well as tools for checking and fixing errors. In this research, he looked into the effects of word processing on students' writing quality and revision strategies. Students were initially required to write two expository papers on comparable topics, one of which was done on a computer (Yilmaz & Erkol, 2015). However, students in higher education are expected to maintain their academic writing skills Choi (2016) including grammar, expressions, and vocabulary (Sulistyaningrum & Avianka, 2021).

Whereas, Rahmatunisa (2014) found some problems are classified as grammatical structure, word format, word category, mistakes in word usage, use of articles (Language Problems), difficulty organizing paragraphs, retaining remaining word classifications, losing structure, coming to a conclusion, and grammatical errors (Cognitive Problems), lack of motivation, selfishness, anxiety, and writing difficulties (Psychological Problems). Nevertheless, there is indeed a dearth of data regarding useful word processor tools to assist Mechanical Engineering Vocational Education students who struggle with academic writing.

In recent times, students are required to be able for using ICT tools to assist them with academic writing. As stated by Van Der Steen, Samuelson, & Thomson (2017), word processing was found to have a significant positive impact on drafting quantity (keyboard students generate lengthier texts). A vast quantity of writing development tools has been established (Andina, Dewi, & Cahyono, 2019) to produce additional documentation, narratives, research papers, email messages, and many other articles (Juliana, 2015). Moreover, Yilmaz & Erkol (2015) described that one type of writing application, a word processor, means allowing students to master their practice problems and conveniently improve their work. It improved the visibility of writing items by using word processors such as grammar and spell check, enabling authors to concentrate less attention on typing errors and inconsistencies. Initially, university students utilized word processors to help them with their academic writing difficulties during the learning process. It makes it easier for students to complete their tasks or write important papers. It may also be employed to improve outcomes in education, administration, and other fields. Thus, according to Stojanov, Mileva, & Stojanović (2014), one of the most frequently had been using word processing applications is Microsoft Word, which is used to create a wide variety of files such as email messages, curriculum vitae, invitations, and advertisements (Wilson, 2014). The document also can be revised with digital watermarking, formatting, footnotes, and embedded links strategically placed (Tang & Chaw, 2015). In line with that, Zaini & Mazdayasna (2015) conducted research on the use of Microsoft Word Office to instruct Iranian English as a Foreign Language students in academic writing. This research included 44 advanced students majoring in English Language and Literature at the university level who were enrolled in an Advanced Writing course at an Iranian university. They were divided into two groups at random. This study's findings demonstrated the efficacy of computer-based programs in improving and enhancing the writing skills of EFL university students. As a result, providing innovation and allowing them to communicate using input and knowledge from various sources is beneficial, workable, and productive. Besides that, Jeong (2016) investigated the points of view of EFL (English as a Foreign Language) college students in a software-engaging English literature course. Throughout the first semester of 2014, 20 students enrolled in an English course at a Korean college participated in this research. This would be a required course, and students were identified for college courses depending on their current English level. These same student participants were in a highly advanced level class, with a large percentage of them scoring around 900 on the TOEIC. Google

Docs appears to be a free web-based word processor that might be used to construct a web-based discussion board where students could offer up and peer-edit their English articles. In this study, it was discovered to encourage effective interactions, automatic classroom management, collaborative effort, and evolving engagement in the classroom. Besides, Prvinchandar & Ayub (2013) conducted a study in terms of improving writing skills, and StyleWriter outperformed Microsoft Word. Sixty Malaysian students were separated into two groups for the seven-week training class, with the intervention class using the StyleWriter application and the control group using Microsoft Word. Before the start of the experiment, a pre-test was given. This was pursued by course-ending post-tests that featured both computer-based and paper-and-pencil assessments. Each test assessed four aspects of writing ability such as grammar, terminology, word usage, and sentence structure, in addition to overall results. StyleWriter improved students' writing skills even when computer assistance was no longer available, according to this study. Furthermore, in today's digital age, the importance of computer-assisted language learning cannot be overstated. Language learning software is widely available. The current study sought to investigate the efficacy of one such program, Microsoft Word, which appeared to improve Iranian teachers' and students' grammar and spelling abilities. The study's findings revealed that participants' writing contained fewer errors in grammar and spelling when they used the software. In other words, their writing has greatly improved (Salehi & Amiri, 2019).

There are several considerations why this problem must be overcome. According to Karyuatry (2018), many university students continued to struggle with linguistic structures, word punctuation, and grammatical errors. A piece of vocabulary knowledge and comprehension makes it extremely difficult to generate ideas and make suggestions. Almost all of the time, participants keep repeating the very same opinions using the same utterances in the statement. Further to that, Sulistyaningrum (2021) discovered that 83% of students utilized paraphrasing strategies. The most difficult factors of substance, grammar, vocabulary, paraphrasing, using good punctuation and proper phrases, and duplicative sentences are all part of the process. Despite the numerous benefits of online paraphrasing tools, students appear to be unable to fully comprehend or evaluate text, which is the first step in the plagiarism detection technique. Xiao & Chen (2015) demonstrated that 285 engineering students' problems with English academic writing are caused by three factors: content, arrangement, and linguistics, to increase a better understanding of engineering students' English writing difficulties. It was also discovered that the most challenging barrier for engineering students to overcome when it comes to writing assignments is a lack of language competence, followed by interactive multimedia and structure readiness. As a direct consequence, educators must understand engineering students' English writing difficulties and apply proper teaching and learning interventions to eliminate obstacles to effective academic writing. Therefore, the result of the study from EFL higher education students enrolled in the English Department (Noori, 2020; Rahmatunisa, 2014) revealed the main difficulties in undergraduate students' writing have included a lack of linguistic competence (including command of grammar, spelling mistakes, and

vocabulary), and frequent habits of the same words in their writing. Similarly, through an analysis of student writing samples, another study discovered 1217 grammatical, syntax, vocabulary, spelling, punctuation, word form and word order, verbal utterances, contracted forms, cohesion, idea memorization, and phonological impact issues. Grammar mistakes included errors with different word classes, specific topic arrangements, and singular and plural structures. These difficulties are intensified by inexperienced teachers, insufficient teaching approaches and processes, a lack of reading and writing practice, organized crowds, a loss of motivation, and a lack of inspiration (Fareed, Ashraf, & Bilal, 2016 Nabeel Subhi & Subakir Mohd Yasin, 2015).

Nevertheless, this was certainly not an effective strategy to overcome academic writing difficulties in mechanical engineering vocational education students. Aside from that, they typically utilize word processor tools to write, create, and modify written text in academic writing products such as report text, scientific journals, and papers. This study provides data on mechanical engineering students' personal experience in summarizing and paraphrasing text using word processor tools. This gap enabled the researcher to discover the employment of word processor tools in overcoming the mechanical engineering students who face academic writing difficulties..

The goal of this study is to discover how a word processor can assist mechanical engineering vocational education students who struggle difficulty with academic writing. This study was essential because it could benefit some researchers working within the same field. This research would similarly allow students and lecturers to continue improving word processors to help Mechanical Engineering Vocational Education students who are struggling with academic writing. Based on the study's background, this study limits the discussion by posing the following research question:

- How do the word processor tools overcome Mechanical Engineering Vocational Education students' difficulties in academic writing activities?

2. Research Methodology

This research used a qualitative descriptive method. It refers to the compilation of methods for analyzing relevant information in the linguistic form (Levitt et al., 2018). It possesses the potential to generate descriptive information throughout the questionnaire of people observers' opinions, drafting, and interpretations of their personal experiences (Mohajan, 2018). To gather, evaluate, and interpret data for this study, a content review of textual resources, combined with a personal interview and open-ended online surveys, were also used (Zohrabi, 2013). The interpretation of student articles and a questionnaire were used to determine how the use of word processor tools helped students overcome their difficulties in academic writing. From May to July 2022, this study was conducted in English class with academic Writing Subject 2nd-semester students at Mechanical Engineering Vocational Education Major, Universitas Negeri Jakarta. It was held in semester 115 via Zoom Meeting in 1 hour 45 minutes, as well as using Google Classroom.

Research Questions (RQ)	**Instruments**		**Data**	**Data Source**
How do the word processor tools overcome Mechanical Engineering Vocational Education students' difficulties in academic writing activities?	Analyzing students' articles	Questionnaire PART A and PART B	Students writing difficulties and students' answers the questionnaires.	Students' article writing and forty students of Vocational Mechanical Engineering

Table 1. The Research Question, Instrument, Data, and Data Sources Summary

The purpose of this study was to employ word processor tools to help Mechanical Engineering Vocational Education students at Universitas Negeri Jakarta overcome academic writing difficulties. The instrument for gathering data in this study was an analysis of student writing articles and questionnaires. The data was gathered using a descriptive qualitative method from 40 Mechanical Engineering students who participated in an English course forced to focus on Academic Writing.

Initially, the researcher examined university students' writing articles to identify their difficulties based on the grammatical errors in their texts. The researcher employs a previous study from (Byrne, 1993, as cited in Rahmatunisa, 2014) as the set of criteria. The researchers investigated one layer of complexity struggling to deal with language problems (Grammatical structure, Word formatting, Word classes, Word errors, and Using articles).

Foremost, the researcher significantly changed the questionnaire. It was written in Bahasa Indonesia. To obtain more detailed results, the researcher additionally employed a questionnaire as an instrument to collect information about using word processor tools to help students overcome academic writing difficulties. The researcher dispersed this questionnaire to 40 students who were conferring on research questions. It was divided into two parts. The survey was altered by the researcher (PART A) from (Byrne, 1993, as cited Rahmatunisa, 2014) to include several indicators such as Grammatical structure, Word formatting, Word classes, Word errors, and Using articles. Meanwhile, the researcher modified the design of the questionnaire items (PART B) from other relevant studies by Yilmaz & Erkol (2015) due to certain modifications.

Focuses	Categories	Indicators	Items
The employment of word processor tools to overcome mechanical engineering students' difficulties in academic writing	Grammatical Structure	• Correct grammar • Appropriate tests	15,16
	Word classes	• Appropriate conjunction • Suitable vocabulary choice • Finding synonym • Proper part of speech • The use of appropriate articles	17,18,19, 20,21
	Word errors	• Suitable diction choices • Correct spelling • Placing comma • Proper capitalization	22,23,24,25
	Word formatting	• Placing font, font size, font color • Placing bold, italic, and underline • Proper table, illustration, symbol, and comment.	26,27,28

Table 2. Research Instrument Organization

The Likert Scale instrument was also used in this study to calculate the questionnaire results. The information was gathered through the analysis of student-written articles and questionnaires. The researcher used the following methods to collect the data for this study. The researcher first asked the students to write an article, then asked them to upload the article to Google Classroom, then downloaded the students' articles from Google Classroom, and finally collected the students' article writing. Second, the researcher developed the questionnaire, discussed it with an advisor the questionnaire, updated the questionnaires, shared the questionnaires with the students, and accumulated the students' responses via Google Form.

3. Results and Discussion

The researcher discovered linguistic problems in academic writing such as word format, word errors, grammar, and word classes after formulating and descriptively analyzing the data. To gain a better understanding, the researcher analyzed students' articles with some types of difficulties in each category. Furthermore, the following table 3 represented a descriptive analysis of students' difficulties in academic writing. It would describe students' difficulties in academic writing into Categories, Percentages, and Predicate:

Students' Difficulties in Academic Writing	**Categories**	**Percentages**	**Predicate**
	Word classes	73,65 %	Difficult
	Word errors	63 %	Difficult
	Grammatical structure	62,75 %	Difficult
	Word formatting	30,80 %	Less Difficult

Table 3. The summary of students' difficulties from students' articles

Table 3 shows that the significant percentage of word class difficulties is 73,65%. The calculation is within the range of 50% and ≤ 75%. It denotes that the part was indeed discovered in the predicate "Difficult". It moreover indicates that students find it difficult to identify proper word classes for the frame of reference as well as to choose the suitable word which demonstrates the preferred interpretation when writing. The findings verified by Noori (2020), the main language difficulties in composing text from completely inadequate word choice. Similarly, Rahmatunisa (2014) and Sulistyaningrum & Avianka (2021) that when writing academically, university students more often find it difficult with word classes or parts of speech They have difficulty using discourse and relevant speech parts. The following most difficult problem is word errors, which account for 63% of all errors. The calculation is in the range of 50% ≤ 75%. It involves that the aspect lies in the predicate " Difficult ". It also demonstrates how difficult it is to use the correct word when formulating paragraphs when writing academically. These findings have been confirmed by Nabeel Subhi & Subakir Mohd Yasin (2015) and Rahmatunisa (2014), spelling errors represent the most frequent among students. The existence of misspelled words revolves around incorrect vowel utilization and phonetics. Grammar has a percentage of 62.75 percent, which is within the scope of 50% x 75%. The feature was implied by the predicate "Difficult." It clearly shows that grammar is incredibly hard for mechanical engineering students to learn when writing academically. The findings are supported by Fareed et al., (2016) In addition to a lack of language command (such as command of grammar, incorrect spellings, and vocabulary), the primary issues in university students' writing include writing anxiety, a lack of ideas, and inadequate organization. The percentage of word formatting is 30%, which falls within the range of 25 ≤ x ≤ 50 which assumes also that the feature line is incorporated into the predicate "Less Difficult". It revealed that students are still having trouble with managing academic English writing structures such as font, font size, font color, bold, italic, underlining, integrating columns, comment sections, signs, and visual representations. As explained by Azizaturrohmi (2019) and Rahmatunisa (2014), one of the syntactic and semantic problems in editing text, modifying, and highlighting is word formatting.

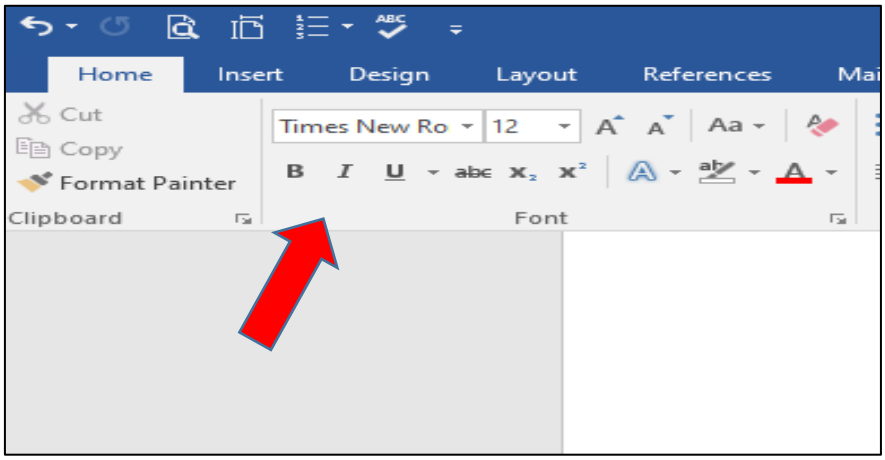
The online questionnaire was distributed, collected, and evaluated to determine whether word processors could support mechanical engineering vocational education students overcome academic

writing difficulties. The following table 4 is a descriptive analysis of the results of a questionnaire about the use of word processors to assist students with academic writing difficulties.

Variable	**Categories**	**Percentage**	**Predicate**
Employing Word Processor to Overcome students academic writing difficulties	Word formatting	78,83%	Very Good
	Word errors	51,98 %	Good
	Grammatical structure	44 %	Fair
	Word classes	39,60 %	Fair
Total Percentage		53,60 %	Good

Table 4. Descriptive analysis of Word Processor Employment to Overcome Students Academic Writing Difficulties

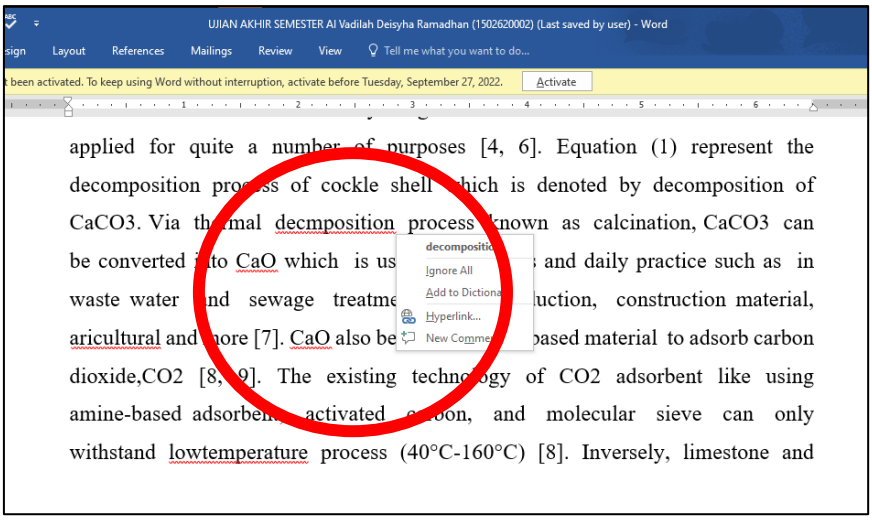
Table four shows that 78.83 percent of word processors are used to overcome students with word formatting challenges. The figure is in the 75 x 100 percent range. It represents the component within the predicate "Very Good" Picture 1 depicts this exploration:



Picture 1. Illustration of using Word format tools in a word processor

Picture 1 illustrates how utilizing a word processor could assist students to overcome academic writing difficulties when creating and formatting text. It was confirmed by Yilmaz & Erkol (2015) that perhaps a word processor, explicitly word formatting tools, was an efficient tool that exceeded them in sentence formation.

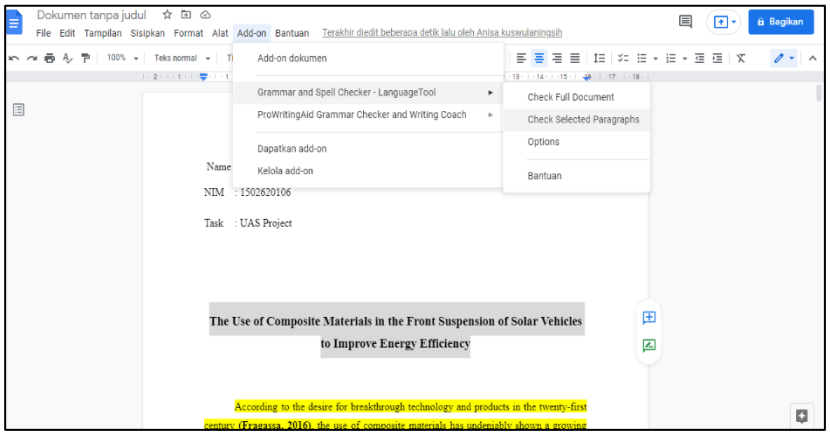
The number of students who use a word processor to overcome problems with word errors is 51,98%. It was meant to imply that the feature is contained within the predicate "Good." The following picture 2 shows how word processors could indeed recognize spelling errors:



Picture 2. Spelling errors problems overcome using Word Processor

It also indicates that a word processor assists students in overcoming academic writing difficulties by fixing word errors such as misspelled words, removing and inserting commas, and modifying the specified terms. As stated by Salehi & Amiri (2019) and Yilmaz & Erkol (2015), researchers have agreed that employing a word processor emerged to optimize word recognition skills in writing. In the additional words, the effectiveness of their writing has vastly been enhanced.

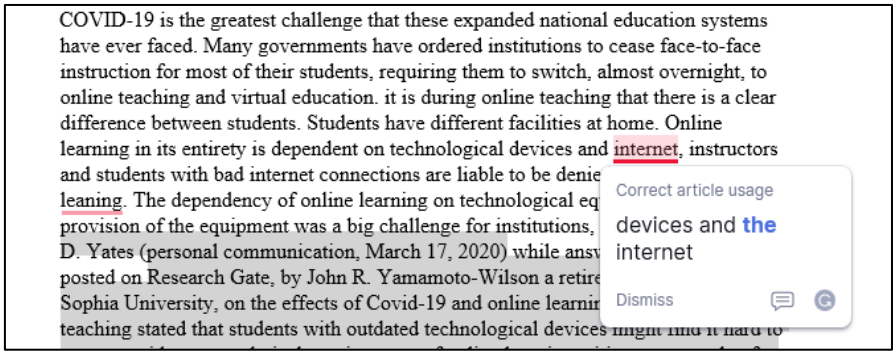
The calculation of students who use word processors to overcome grammatical difficulties is 44%. The percentage is in the 25% x 50% range. It indicates that the feature appears in the "Fair" predicate. The illustration in picture 3 show how a word processor can help students overcome grammar difficulties. However, it is not completely optimized for use.



Picture 3. Word Processor tools on Google Docs to check grammar

It clearly shows that employing a word processor was not sufficient to address students' academic writing problems in grammatical structures. The findings are backed up by Yilmaz & Erkol (2015) that a word processor's additional feature serves as a "spelling and grammar checker," but still only a few participants confirmed that they do not use a "spelling and grammar checker."

The percentage of students who use word processors to overcome difficulties in using proper word classes is 39,60%, which is in the range of 25% x 50%. It denotes that the feature is found in the predicate "Fair".



Picture 4. Word Processor overcomes students writing difficulties in Using Article (Word Classes)

Picture 4 revealed that the students seemed to have difficulty using articles and the word processor emphasized a term or sentence in red so that they might click the suggestion to fix the sentences. Students could perhaps input the article "the" before the word "internet," and replace the term devices with a synonym word, such as "gadgets," resulting in the statement "gadgets and the internet." Regrettably, the use of this synonym must be revised to match the use of the same term in the preceding sentence. It proved that a word processor was inadequate to assist students in overcoming academic writing challenges and choosing suitable word classes. It has been verified by Andina et al., (2019) that students accept paying less interest to mistakes and blunders while using word processors such as grammar and spell check. In line with that, Sulistyaningrum (2021) revealed that online paraphrasing tools were discovered to be useful in assisting students with grammatical, structural, lexical, and paraphrasing difficulties.

Lastly, the 40 Mechanical Engineering Vocational Education students rate the use of a word processor to address students' academic writing difficulties as "Good." The calculation is 53.60%, which is within the 50%-75% range. This suggests that word processors could help students overcome academic writing difficulties, particularly when it comes to formatting sentences, correcting error words, checking grammar, and word classes.

Following the findings of a questionnaire conducted on forty Mechanical Engineering Vocational Education students, the most difficult parts of academic writing are word classes (73,65%). In addition, Noori (2020) discovered that the primary linguistic issue in writing stems from unsatisfactory word usage. Similarly, Rahmatunisa (2014) and Sulistyaningrum & Avianka (2021), explained that university students quite often find it difficult with word classes or parts of speech and have complexity in utilizing proper rhetoric and elements of speech when writing academically. The latest study discovered that using a word processor facilitated students in overcoming academic writing difficulties. It was revealed that word processors could help them the most with word formatting

(78.83%). Students used the Home and Insert features while writing articles. Moreover, word processors assisted students in overcoming academic writing difficulties in the establishment and editing of text. It was supported by Yilmaz & Erkol (2015) that word processors, notably word formatting tools, were a helpful tool that exceeded people in word structure.

In light of these findings, the researcher has identified disadvantages that the word processor could only diagnose and resolve; not every tool could handle issues and difficulties in academic writing excellently. Reading was required when employing the related clear signs of these tools. The teacher's role was indeed fairly crucial in making sure that students are using these tools appropriately. Nonetheless, students engaged in self-study to learn how this instrument could assist them with academic writing. Even if the word processor has an adequate system for detecting writing errors, this cannot be taken as a given because academic writing needs the experience to determine whether this instrument will be useful to them.

Finally, the most important findings of the existing research have had far implications. By the data, students perceived academic writing to be a difficult activity. As a result, because English academic writing cannot be understood directly, especially by non-native students, extensive reflection was required. Students' interpretation of academic problems in their work conveys the truthfulness of the difficulties those who practice and assume from their lectures and higher education institutions. Furthermore, using a word processor was an essential tool to facilitate students in conquering academic writing challenges.

4. Conclusions and Suggestions

The purpose of this research was to discover how word processor tools can facilitate Mechanical Engineering Vocational Education students in overcoming academic writing challenges. The outcomes revealed that 40 Mechanical Engineering Vocational Education students at Universitas Negeri Jakarta had the greatest score in academic writing difficulties in word classes such as using suitable conjunction, terminology, thesaurus, articles, and part of speech. The findings also showed that using a word processor might also guide students overcome academic writing challenges such as word formatting, word errors, grammar, and word classes. Besides, it was discovered that the vast majority of students use a word processor to help them write an article, with Microsoft Word features recommended. As either a result, to overcome language difficulties, they must create and optimize their learning processes. In advance of writing activities, teachers might also choose example compositions that can serve as an applicable comparison for students as well as offer valid information. Because this tool cannot promise that it will overcome them 100% of the time, students should be exposed to the article while reading activities should continue.

Based on its discoveries, the current study made several commendations. Teachers should assist students with academic writing as well. To begin, serious consideration should be given to academic

writing practice in English. According to lectures, the most difficult challenge for students in academic writing is language use. As a result, they must develop and improve their teaching practices to overcome academic writing difficulties in Word formatting, word errors, word class, and grammar. Before beginning writing activities, teachers should carefully select example writings that can serve as relevant references for students as well as intelligible information. When discussing word classes, students should be shown examples of articles. Through lectures, students should be encouraged to recognize the terminology in the sample works and to analyze and recall the essential language components. The word processor tool is very important in this process. However, these tools will not be able to completely overcome students' grammatical processes. To achieve an in-depth understanding of the use of word processors to assist students in overcoming academic writing difficulties, a wide range of study techniques must be employed.

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