CHAPTER I

INTRODUCTION

This chapter explains the background of the study, problem identification, research questions, purpose of the study, the scope of the study, and significance of the study.

1. 1 Background of the Study

Recently, researchers have expressed an increased awareness of ICT tools, particularly those used for academic writing. One of these is the use of a word processing program. Scholar, Education, & Linguistics (2015), emphasized that the research explained a welcoming sign of awareness among the students who were excited about using ICT to overcome their academic writing skills. In line with that, Hu & Lafayette (2017) stated that the advancement of word processing technology has enabled students to input, organize, style, publish, and distribute texts in far more suitable and effective ways to overcome them with academic writing. In addition, reviewing to Yilmaz & Erkol (2015), 81.8 percent of participants were enthusiastic about using a word processor because it allowed them to make adjustments quickly while working on the computer. However, there is still a scarcity of information about useful word processors to aid mechanical engineering vocational education students' difficulties in academic writing.

There are various explanations for why this problem must be solved. The first reason is related to that process in academic writing; higher education students are battling to maintain their academic writing requirements. However, the process of writing is often neglected by students and the data commonly shows that many of them still struggle in this area (Choi, 2016). Besides that, university students have difficulties in writing. Sulistyaningrum & Avianka (2021) discovered that 27 Mechanical Engineering Vocational Education students at Universitas Negeri Jakarta had a variety of academic writing challenges, including grammar (constructing proper grammar, using appropriate tenses), expressions (discourse markers, part of speech), and vocabulary (proper vocabulary choices and finding synonyms). Whereas, Rahmatunisa (2014) stated that there are some problems in academic writing such as grammatical structure, set the word format, word category, mistakes in the use of words, the use of articles (Language Problems), difficulty in organizing paragraphs, retaining remaining word categories, losing general structure, drawing conclusions, and punctuation (Cognitive Problems), laziness, selfishness, depression, and writing difficulties (Psychological Problems). Similarly, both of them have found the same difficulties in academic writing, it is in Grammar. In that case, the students need tools to help them face their difficulties in writing such as using a word processor and machine translator.

The second reason is that several studies have demonstrated that using a word processor improves learning, particularly in academic writing. Jeong (2016) states that with the employment from a word processor one of

them is Google Docs, which is one of the platforms that overcome students in writing. It could overcome students in submitting drafts, revising, and sharing their essay writing with other members of their knowledge community. According to Ariyanti (2016), when writing an academic essay, difficulties in translation competence became a problem for university students in Indonesia. As a result, most academic essays written by students do not make sense in address language and are unreadable, particularly for native speakers. According to the researcher, some of the students struggled with grammatical form, word spelling, and punctuation while writing. Furthermore, a lack of vocabulary and knowledge makes brainstorming and creating ideas challenging for them. As a result, most students just write the same concepts and use the same words in the text (Azizaturrohmi, 2019).

The third reason is the role of a word processor in writing. Researchers have applied technology as a tool to overcome writing. In this 21st century era, students are very close to a variety of technological conveniences. Hence, when they use computer technology, a variety of word processors makes it simple for them to rewrite their work, and this technology is one form of program that computer assisting language learning has implemented (Yilmaz & Erkol, 2015).

The fourth reason is the interpretation of word processors in academic writing. According to Juliana (2015), word processors offer various features that make it simple for individuals to create documents such as stories, papers, letters, and others. In addition, Azizaturrohmi (2019) claimed clearly that the Word Processor was a useful tool to improve

students' writing skills. It overcomes them and makes writing easier than normal (by hand), it provides rapid corrections in the event of a mistake, and it may preserve all written information in a short time. As a result, students may collaborate on completing writing tasks using personal computers, or students may learn to phrase a piece under the instructor's supervision.

Previous research has established that techniques are being introduced to aid writing training in secondary and higher education were defined by Strobl et al. (2019). In 2017, a survey was distributed to several writing instruction research organizations, writing centers, and individual professional networks over the internet. The findings of this study are writing aided by digital resources or tools that could promote this background would be created by placing a higher emphasis on adaptation and engagement for both learners and instructors in presenting a picture of the range of currently available programs, outlining areas and instructional settings for both learners and teachers. The researcher should investigate both frequent activities throughout the writing process and qualitative features of employing technology to enhance writing, particularly in academic contexts.

A study was conducted by Zaini & Mazdayasna (2015) about utilizing Microsoft Word Office to teach academic writing to Iranian EFL (English as a Foreign Language) students. The participants in this study were 44 intermediate university students majoring in English Language and Literature enrolled in an Advanced Writing course at an Iranian university.

They were separated into two classes at random. The outcomes of this research have proven the usefulness of computer-based training in improving the writing abilities of EFL students. As a result, providing technology to EFL students and allowing them to communicate with the aid of sources' input and knowledge is beneficial, feasible, and efficient.

Another study conducted by Jeong (2016) examined the perspectives and EFL (English as a Foreign Language) college students' views in a technology-enhanced interactive English writing course. This study included 20 students enrolled in an English course at a college in Korea during the first semester of 2014. This was a required course, and students were placed in classes based on their current English proficiency. The students in this study were in a highly advanced level class, with the majority of them having TOEIC scores of around 900. The researcher discovered that Google Docs seems to be a free web-based word processor that may be used to build a web-based forum for students to publish and peer-edit their English essays. In this study, the usage of Google Docs as a web-based collaborative writing platform was found to promote active communication, autonomous class participation, collaboration, and dynamic classroom engagement.

Salehi & Amiri (2019) clarified that a word processor was helpful to the experimental group participants because it had a positive effect on the grammar and spelling competence improvement of Iranian teachers and learners. The latest findings demonstrated that participants produced fewer

grammatical and spelling errors in their writing when they used these tools. In other words, the quality of their writing has greatly improved.

However, this was not optimal to be used in overcoming difficulties in academic writing for mechanical engineering vocational education students. Besides that, word processor tools are usually used by them to type, create, and edit texts in academic writing products such as report text, journal articles, and papers. This research presents the data on students mechanical engineering students' experience in citation, summarizing, and paraphrasing text using word processor tools. This gap prompted the researchers to investigate the roles of word processor tools to overcome mechanical engineering students' academic writing difficulties.

The purpose of this study is to discover how a word processor might be employed to overcome mechanical engineering vocational education students who are struggling with academic writing. This study was important to explore since it could help other researchers who were working in the same field. This research would also enable both students and lecturers to enhance word processors in helping Mechanical Engineering Vocational Education students overcome academic writing difficulties.

1. 2 Research Question

Based on the background of the study above, this study limits the discussion by stating the following research question:

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

1. 3 Purpose of the Study

The purpose of this study was to analyze how the employment of a word processor may overcome mechanical engineering vocational education students' difficulties who are dealing with academic writing.

1. 4 Scope of the Study

The researcher concentrated on discovering the employment of word processor tools to overcome students' difficulties in academic writing activities. A qualitative survey using descriptive-analytic methodologies was employed in this study. Qualitative methods do not aim for generalized research results because this study was conducted only for Mechanical Engineering Vocational Education students who were taking English subjects that focus on academic writing.

1. 5 Significance of the Study

This study provided benefits in two aspects, theoretically and practically. Theoretically, the results of this study could be beneficial information for other researchers who want to do research in the same field. Practically, this study was also beneficial to both students and lecturers in terms of employing word processors to solve Mechanical Engineering Vocational Education students' difficulties in academic writing such as grammatical structure, word formatting, word classes, word errors, and using articles. By incorporating Word processors into learning experiences, students could improve their academic writing skills.