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Article:	**Effect of Word Processing on Holistic Writing and Revisions by Students**
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ABSTRACT

This study aimed to investigate how word processing affected students' comprehensive writing and modifications. They make writing and editing easier. Word processing tools help you write better by giving you automatic help. The research was to find out the level of acquisition of skills in word processing on holistic writing and revision by students. To identify the effect of word processing on the overall quality of students' writing in word processing on holistic writing and revision by students. This study was experimental as well as Descriptive in nature. The sample of the study was 20 students of class seventh. The sample of the research was chosen through the purposive sampling technique. Research instruments was developed by seven class students and also instrument divided by pre-test and post-test. The data was collected through per-test and post-test instrument by seven class students. The researchers were visited the target schools. Adopt rubrics design to evaluate the quality of student writing and revision. This study was a great significance in developing skills of students in word processing software. This study also contributed in the field of education, curriculum and policymaker.

Keywords: word processing, holistic writing, revision

Introduction

A vital part of the teaching and learning process in the ever-evolving educational landscape is technology. Among the many sectors that technology has affected, writing and rewriting continue to be extremely important for students' communication and critical thinking abilities. Word processing programs have become more popular as conventional pen-and-paper techniques give way to digital innovations, offering a variety of functions targeted at improving the writing process. In order to understand how these tools, affect the overall quality, coherence, organization, and revision tactics used in students' written work, this study aims to investigate how word processing affects students' comprehensive writing and editing. Furthermore, according to Applebee (1984), It is a means of gathering, preserving, and disseminating knowledge and data. A multitude of abilities are necessary for effective communication, including the capacity to write, which calls for the development of unique ideas, concept structure, and refining. (Johnson, 1998; Graham et al., 2013).

Writing goes beyond simply transferring thoughts to paper; It involves the art of building coherent stories, developing persuasive arguments, and communicating ideas effectively. General writing involves the synthesis of many different factors, including content, structure, language use, and organization, to produce a complete text that engages and informs the reader. At the same time, when students revise their work, it helps them think carefully about what they wrote, find places they can make better, and make their ideas clearer and more powerful. Word processing tools have emerged as powerful companions in the writing and editing journey, offering a wide range of features designed to support and enhance students' skills. These tools can help with spelling, grammar, formatting, and editing. They make writing and editing easier. Word processing tools help you write better by giving you automatic help. (Kocaman, O. 2022).

Holistic writing means putting together ideas, making strong arguments, and using effective language to communicate and interest readers. Revision is an important part of writing because it helps students look closely at their work, make any needed changes, and improve their ideas to make them clearer and more powerful. Word processing tools are now considered essential tools to help students with writing and revising. They have lots of helpful features to make writing easier and better. These tools usually have features like checking for spelling and grammar errors, changing the way the text looks, and helping with editing. They make writing easier and help with making changes to the text. Word processing tools are intended to help with writing by making it more accurate, clear, and overall better quality. It's critical that educators and students comprehend how word processing affects our ability to write and edit. It supports educators in developing better lesson plans, utilizing technology in the classroom, and instructing students. Teachers who comprehend how certain tools affect students' writing processes and outcomes might assist pupils in developing their writing abilities. In addition, studying how students feel about and use word processing tools can help teachers personalize instruction based on what each student likes and needs. (Cooper, C. R. 1977)

If students want to succeed in school and in the future, they must learn how to write properly and edit their work. Using word processing tools can help students improve their writing. These tools give them instant feedback, encourage them to think about their work, and make it easier to edit and revise their writing. But it's important to really think about whether using these tools actually helps to make writing better overall, or if it accidentally makes it

harder to write. This study aims to see how using computers to write and edit affects students' overall writing skills. This study wants to understand how using word processing tools can improve students' writing skills. It will look at how these tools affect both the final writing and the process of writing, and will suggest ways to use them effectively in teaching. We aim to provide useful information that helps teachers teach writing better and helps students become better writers.

Statement of the Problem

This study aimed to understand how using a computer to write and edit affects how students write as a whole paragraph. The areas that need to be fixed include how word processing tools affect the overall quality, coherence, organization, and ways students revise their writing. Moreover, the research aims to comprehend how students feel and think about using these tools for writing and making changes. The study was also investigating different ways that using computers for writing and editing can affect students' writing. This will depend on how much experience and skill they have with these tools. This research helped teachers, curriculum designers, and policymakers improve students' writing skills in the digital age. It will provide useful information on how to teach and guide students to write better.

Objectives

1. To find out the level of acquisition of skills in word processing on holistic writing and revision by students.

Research Question

1. What is the current level of word processing skills among students in holistic writing and revision in seventh graders student?

Hypothesis

1. There is a significance effect of word processing on the overall quality of students' writing in word processing on holistic writing and revision by students.

Significance of the Study

The study on the effect of word processing on holistic writing and revision by students holds significant importance for education. It aims to provide valuable insights and practical implications for educators and policymakers. The research was enhancing our understanding of how word processing tools effect writing quality, coherence, organization, and revision strategies. This information was help teachers improve how they teach writing and use technology in their lessons. It was also guide them in developing better curriculum. Moreover, the research was help improve students' ability to use technology, increase their interest and drive to learn, and assist teachers in their own growth and learning.

Literature Review

What is Word Processing?

Programs called word processors are made to help people create, edit, save, and print texts, including speeches, papers, notes, research, and more. Ninety percent of PC users utilize it as one of their most frequently used computer apps. Other word processing programs include Microsoft Word, Word Perfect, Clarise Works, and Microsoft Work. One of the most popular and easy-to-use apps is Microsoft Word. (Abu & Mokdadi, 2007).

Software for handling text documents, such as resumes and reports, called frequently word processing. Text is typically entered by typing, but the application also has capabilities for formatting, copying, and deleting text. Some characteristics of word processing software

include the following: (a) The production, editing, printing, and storing of documents. (a) As you navigate across the document, copy, paste, and remove content. (c) Format text using styles including bold, italic, underlining, and font type. (d) Make modifications to tables. (e) Add visuals, such pictures or illustrations, from other programs. Lastly, (f) proper grammar and spelling. (Zandbergen, 2018).

Benefits of Word Processor

The benefits and advantages of word processing software are numerous. Word processors are useful for producing and publishing books, pamphlets, essays, reports, and letters, as noted by Levinson (2016). In addition to evaluating a document's or a portion of its grammar and spelling, word processors may also store documents to files for later use or alteration. Additionally, it offers standard file operations including generating documents, modifying them, storing them, printing them, retrieving them, and deleting them as needed. (Han et al., 2015).

Students may write more skillfully if word processing is combined with the social and cognitive stages of writing. Without this kind of integration, word processing does not appear to have an effect on writing. (MacArthur et al., 1995). to impact the composition of written works (MacArthur et al., 1995). Writing may benefit from word processing in a number of ways. First of all, word processing can facilitate handwriting by simplifying the motor and physical processes involved. Above all, it lessens the requirements for editing Learning disabled pupils might benefit from these interactive elements. (Morocco et al., 1987).

Even the invention of computers, student writers would handwrite an initial manuscript, make correction marks, then refine it when you type the last draft of the document to be submitted. According to MS Word, a computer-aided error analysis application, is thought to be the best way to help instructors and students with error analysis. Grammarly is a useful tool for language learners to check sentences for grammatical problems. Grammarly is not as effective at identifying semantic problems as it is at detecting spelling and punctuation issues, according to a research by Vidhiasi and Haryani. Vidhiasi, D. M., & Haryani, H. (2021).

Word processors are useful tools for writers. It is frequently utilized to make writing easier at all writing stages. Many believe that word processing software now on the market may be able to improve children's writing and editing skills beyond what they might do with a regular pencil and paper (Daiute, 1983) When word processors are incorporated into a comprehensive writing curriculum, writing instructors in classes and subject areas, together with their pupils, will gain knowledge about the possible advantages word processors may have for the writing process. (Daiute, 1983).

Advantages of Word Processing

1. **Increased Efficiency**: Word processing software allows students to type and edit text more efficiently than traditional handwritten methods (Murray, 1993).
2. **Collaboration and feedback**: Digital platforms enable students to collaborate on documents in real-time and receive feedback from peers and teachers (Hacker & Somers, 2006).
3. **Revision Tracking**: Word processors facilitate version control and tracking changes made during the revision process (Mason & Sinha, 2010).
4. **Grammar and Spell Checkers**: Built-in grammar and spell checkers in word processing software aid students in identifying and correcting errors (Hawkins, 2008).

5. **Access to Resources**: The internet and digital libraries offer students quick access to research materials for better-informed writing (Leu et al., 2009).

Disadvantages of Word Processing

1. **Distraction**: The presence of the internet and other digital distractions can hinder concentration and focus (Baron, 2015).
2. **Over-Editing**: Students may become overly reliant on thesaurus and spell checkers, leading to less reliance on their own writing skills (Shi, 2018).
3. **Loss of Handwriting Skills**: Over time, excessive use of word processors may lead to a decline in handwriting skills (Berninger et al., 2006).
4. **Plagiarism**: Easy access to digital sources can encourage plagiarism if students are not adequately educated about proper citation (Purdy, 2005).

Strategies for Maximizing Benefits

1. **Instruction on digital Literacy**: Educational institutions should provide digital literacy training to help students use word processing tools effectively (Coiro & Dobler, 2007).
2. **Balanced Approach**: Encourage students to use a balanced approach that combines digital tools with traditional writing methods to promote creativity (Brown, 2012).
3. **Feedback and Peer Review**: Teachers should integrate peer review and feedback into the writing process to leverage the collaborative capabilities of word processing (Reynolds & Anderson, 2013)

Benefits of Using the Word Processor in Writing

There is evidence to support teaching writing skills with word processors and studies to show that computers do not help writing. A large body of research shows that word processing can enhance students' success in writing programs that emphasize process writing. (Seawell, 1994).

A word processor can help with process writing in the following ways:

1. Writing quality overall is improved;
2. Writing output is increased;
3. There is an improvement in student motivation and writing pleasure;
4. Revision levels are raised;
5. A rise in peer collaboration;
6. Working together with others

Positive Effects for Word Processing

The uniqueness of script in English on a supercomputer might inspire students to consider writing in the language differently or more favorably than they would if they were using traditional writing tools. Student writers may be able to establish a fair amount of separation from their own job by virtue of the machine's support in completing their task as well as the computer's apparent objective distance from the final product. will help them avoid feeling intimidated by the necessity of making edits and revisions to their drafts in order to make them better. The use of an electronic keyboard allows non-native writers to write freely and resolves the handwriting in English difficulty that hinders many of them. This may lead to better attitudes about writing in English, more writing overall, and potentially even higher-quality writing.

Writers could discover that, especially when writing for longer stretches of time, when using a computer keyboard, they can type faster than they can write by hand. Because of this, the writer may use the computer as a prewriting or brainstorming place to scribble down a lot of ideas before they get lost or altered in memory. Idea development can even benefit from the speed at which a good computer user can type on a keyboard. A little delay in the onset of a "train of thought" and typing speed might be a factor in the enhanced creation of ideas during word processing. This temporal lag might facilitate the formation of memory traces, which could then be expanded upon to create new connections between concepts and stimulate higher order cognitive processes. Moreover, utilizing a computer can set off a recurrent sequence of mental and motor events that can develop into a psychomotor activity that is recursive and self-reinforcing. With a single command key push, the writer can select the writing's permanence or transience. The fact that he [sic] may now produce many prints and edit each one till reaching a somewhat different version means that students' opinions of a first draft are therefore likely to vary. (Page 18 of Chadwick and Bruce, 1989)

Uses of Word Processor in Education

Teachers and administrators utilize word processors for a variety of purposes in the field of education. Khudair (2016) observed that instructors use word processors for a variety of purposes, including as creating and maintaining reports and letters, creating class plans and daily schedules, composing exams, and storing and using them as needed. In addition to creating advice panels, teachers often utilize word processors to create and print certificates of recognition, instructional aids, and bulletins. They also use them to prepare transparent presentations. Administrators, on the other hand, create letters, reports, tables, models, records, and ads for different school activities using word processors. Administrators create and publish cultural publications, create tools and drawings, and make reports at the student level using word processors. (Hassan, 2015).

Word Processor in Student's Writing

The word processor is an onscreen tool used to create, edit, save, send, or copy documents like letters and reports. In addition, it could have a printer, memory, video screen, electric typewriter, and other parts. (Neufeldt & Guralnik, 1992). The word processor may carry out several commands that the user specifies. Because of its manufacturing capacity and ease of use, it has become a ground-breaking product. Word Processing's Advantages 10 One of the most often used writing instruments in today's classrooms is the word processor, which helps kids with their writing growth. The word processor is a helpful educational tool for improving student writing. (Smith and Cochran, 1991).

When the word processor functions so well are that many students can create somewhat lengthier texts in the same amount of time while using it once they have mastered the fundamentals of keyboarding. It's been suggested that utilizing a word processor to write might make editing easier and perhaps motivate kids to write more. (Scrimshaw, 1993).

Access to a Word Processor

Absence of contact to adequate computers is the core issue aimed at educators who want to utilize word processors to teach writing. (Scrimshaw, 1993). Most recently, there has been a rise in the need for computers in lab settings and in classrooms in today's schools. The growing recognition of the Internet as a tool for education has led educational institutions to allocate additional funds for the acquisition of robust computer systems. Having a computer

for every student in the school would be wonderful. This is frequently not practical because of the expense of buying computers for every student. (Scrimshaw, 1993). Setting away time in the lab for writing is another challenge with access. Since many kids from all grade levels use the computer lab often, it might be challenging to determine the best time of day or week. Research on the consequences of word processing is obviously impacted by restricted access to word processors.

Learner Motivation and Writing Satisfaction

(Smith 1985) shown that schoolchildren who utilize 14-word word processors for all writing phases had better attitudes regarding writing overall, compose longer papers, make more changes, and pay closer attention to detail. With a word processor, students are more likely to "play around" and take chances while constructing and reconstructing their writing. (Laidley, 1991)

An improvement in students' attitudes is one advantage of word processing that has been recognized by word processing studies. Many students first see writing critically because they find it difficult to assess and improve their work. When kids are permitted to utilize a word processor while they are writing, their attitudes are frequently positively impacted. Word processing relieves authors of some of their physical labour, eliminating the need to repeatedly copy and type final versions as well as cut and paste content as it is revised and polished. (Cochran and Smith, 1991).

Quality of Word Processing Program

A vast array of computer-based applications is accessible for a variety of age groups. The user may access writing tools in each of these apps. Spell checkers, thesaurus, grammar checkers, cut, copy, paste, search and replace, and style adjustments are some writing tools that might be useful to users. The program determines the scope of the tools that are accessible. The degree to which students produce high-quality text depends in large part on the caliber of the word processing curriculum (Okolo, 1990). The pupils' ability to produce high-quality content is also impacted by their proficiency with word processing software.

Typing Experience

The impact of utilizing a word processor is also influenced by one's proficiency with the computer keyboard. It has been noted that students who get inadequate keyboarding education do not use word processors as successfully as those who have received keyboarding instruction. The issue of keyboarding comes up when students start using word processors because they can type words more quickly and easily if they are familiar with where the letters are on the keyboard. Students who are not familiar with the keyboard's key placements compose their works with the "hunch-and-peck" technique. This keeps students on the computer longer than is required, and teachers are concerned that kids may develop poor keyboarding habits that may be difficult to change down the road. It's a truth that using word processing has become commonplace for writing, and keyboarding has to be taught as a fundamental literacy ability.

Holistic Writing

Holistic authors must possess the ability to consider the big picture before they begin writing. Even while each of these ideas—plot, character station, grammar, and cadence—is important to understand on its own, learning how they work together may be more important. The machine won't work smoothly if each component doesn't fit with the larger whole, and the

writing will suffer as a result even if each part performs brilliantly on its own. In the field of education and writing assessment, holistic writing refers to a method that assesses a piece of writing as a whole, considering several facets of the text rather than only concentrating on certain elements like grammar or spelling. It considers the writing's overall caliber, coherence, structure, and effectiveness.

Increased Levels of Revision

The word processor's primary use as a writing tool that enables revision both during and after authoring may be its most well-known use. One of the best things about word processing is that it allows you to edit and rewrite as you write. One of the main benefits of computers is that students revise their papers more when they use word processing to originally compose them. According to Peterson's (1993) research, pupils who revised on a computer added noticeably more words. Given that insertion is one of the simplest alterations to make in word processing and one of the hardest to do by hand, this was not thought to be shocking. This kind of modification is superficial in nature and merely modifies the written work's word count. Additionally, when students first key in their essays, they make more structural adjustments (Collier, 1983; Dalton & Hannafin, 1987). Cutting and pasting, expanding upon, removing, and inserting into are examples of structural changes. Because it may be very simple to add to, insert into, and delete from early compositions (Cochran-Smith, 1991).

Review of Related Researches

Students were required to complete two explanatory papers in a counterbalanced repeated measures study design on related subjects, one written by hand and the other on a computer. "Electronic videos" of a subset of the student population were recorded as they were using computers to write. This was accomplished by using a discrete screen-recording software tool that provided ongoing narratives of every action made on the computer. Additionally, they were more inclined to alter their work in microstructural than macrostructural ways. Even while it's unclear exactly why the computer-written papers received higher grades, mediating variables included the student's past experience with computer writing and the encouraging environment of the computer graphical interface. (Owston etal.,1992)

According to Owston's (1992) research, students who use word processors during their writing process are more likely to make tiny, ongoing adjustments. When compared to handwritten manuscripts, these continual editing capabilities produced final versions of superior quality. Students are encouraged to revise their work more carefully at every level of the writing process since it is simple to adjust without having to rewrite the entire text research, students' writing and rewriting processes are much improved when they utilize word processors. Students are encouraged to engage more fully with their writing at every step when they have the chance to make ongoing, minor improvements. In contrast to handwritten manuscripts, where corrections frequently need a significant amount of rewriting, word processors make editing simple and continuous, resulting in final versions of superior quality. Because it's simple to make changes without having to start from scratch, students are encouraged to revise their work more carefully and iteratively. The research emphasizes how important it is to incorporate word processing software into the writing process since it not only enhances the work's technical quality but also encourages a more in-depth and ongoing interaction with the content. Word processors become more potent as a result. instruments for raising the standard of pupils' written output overall and their writing competence.

Research Design

This study was experimental as well as Descriptive in nature. Descriptive design is used by survey method. To investigate one or more variables, a descriptive research plan may include a range of research methodologies. To determine if the experimental group's writing habits (using word processing software) differ significantly from those of the control group. The variables are merely observed and measured in this study, as opposed to experimental research, which involves controls and interventions. Shona McCombes, June 22, 2023

Population

Polit & Hungler (1999) The population is the set of all participants who meet specific requirements, such as the entire group of people the researcher is interested in and to whom the study's findings may be applied. Students in the seventh grade at a secondary school made up the study's population. The targeted population of the study was500 and selected population 20 students.

Sample and Sampling Techniques

At least 15 individuals are needed for the experimental techniques, according to Cohen et al. (2007:102), and for comparison, the control and experimental groups must to include a minimum of 15 people according to Gall et al. (1996). In this study will be used Purposive sampling. 20 students in 7th grade comprised the study's sample. The sample of the research was chosen through the purposive sampling techniques. This particular sample was chosen with the intention of examining how word processing affects students' comprehensive writing and modifications.

Instruments

One of the most important requirements for any research technique is the legitimacy of the data and findings. The core issues of reliability include dependability, consistency, and reproducibility of "the results obtained from a piece of research". (Nunan, 1999, p. 14**).** Research instruments are devices used in data collection and analysis. The targeted schools will be visited by the researchers. Use rubrics to assess the calibre of students' writing and evading. Determine the pupils' mean scores for the pre- and post-tests.

Pre- and Post-Assessment

1. Pre- and post-assessments should be given to students to evaluate how their use of word processing tools has affected their overall writing and revising abilities.
2. Use standardized writing rubrics to evaluate their work and quantify any improvements.

Validity

Naturalistic and/or qualitative research bases its basic assumptions on the knowledge that validity is contingent upon the evaluator's and other stakeholders' judgments of the study's dependability, utility, and credibility. (1998, p. 202) The experts from various colleges and institutions will assess the validity of the scale. The tool has been adjusted as needed, considering the recommended adjustments.

Reliability

The reliability of the data and conclusions is one of the most crucial prerequisites for any research methodology. The primary components of reliability are "the results obtained from a piece of research’s consistency, dependability, and reproducibility.” (Nunan, 1999, p. 14). Cronbach's Alpha was used to assess the scale's dependability, and all of the claims were deemed to be trustworthy. It came to 0.995.

Data Collection

The process of obtaining and assessing data is known as data collecting, data, or other pertinent variables in a specified and consistent manner that enables the collector to evaluate the specific collection's outcomes and address or test hypotheses. (Techopedia, 2023). The quantitative part of the study was collected through form the students in the light of above objectives. Data were gathered using pre- and post-testing. By comparing the proportion of right answers on the students' pre- and post-tests, the performance of the students was used to interpret the data. Determine the pupils' mean scores for the pre- and post-tests.

Data Analysis

Data analysis is the act of giving the vast amount of gathered data meaning, structure, and order, according to Marshall & Rossman (1999). Excel was used to assess the information. Percentage and mean were employed in the data collecting, scoring, tabulation, and analysis processes as tests of statistical significance. Find the mean scores for the pre- and post-tests.
For this experimental study, data from seventh-grade students at a private school were gathered to examine the effects of word processing on comprehensive writing and revisions. Two distinct experimental groups were established: the first group was administered a pre-test and a post-test in the form of a fifty-question multiple-choice (MCQ) exam.

Results And Discussions

In this chapter focuses on the investigation of information. Here, the researcher aims to examine, interpret, and discuss the findings resulting from the collected data. In this chapter comprises an analysis of the data, a summary of the findings, discussions, conclusions, and recommendations. The data, collected through a demanding scientific process, will be thoroughly analyzed and interpreted. In this chapter the analysis of data is existing in mean. After analysis the data converted into percentage. Data is collected in secondary schools.

EXPERIMENTAL GROUP		
SR.NO	**PRE-TEST**	**POST TEST**
1	26	34
2	28	33
3	27	34
4	26	38
5	27	32
6	22	35
7	26	34
8	25	34
9	27	38
10	22	35

Demographic Factor

Respondent Gender

Sr. No	Gender	Frequency	Percentage%
1	Male	4	40%
2	Females	6	60%

Interpretation

Group 1's pre-test results have a mean score of 25.6 and range from 22 to 28. Before the intervention, the students' holistic writing abilities (word processing) are represented by this baseline data. Group 2's post-test results vary from 32 to 38, with a 34.5 mean score. The performance of the students utilizing word processing tools after the intervention is reflected in these results.

Comparison And Improvement

The mean score went from 25.6 (pre-test) to 34.5 (post-test), suggesting a mean gain of 8.9 points, showing noticeable improvements from the pre-test to the post-test. This notable improvement shows that the students' overall writing and revising abilities were enhanced by the usage of word processing tools.

Effectiveness of Word Processing

The training program is responsible for the rise in scores, which suggests that word processing software aided students in developing their writing and editing abilities. The technologies probably increased the overall quality of the work by offering more formatting possibilities, making editing simpler, and facilitating revision procedures. With every score above 30, the post-test results are comparatively high and stable. This consistency provides more evidence for the usefulness of word processing software in assisting students with their writing and editing processes.

Findings

1. From the pre-test to the post-test, all groups demonstrated improvement, indicating that the intervention was generally beneficial.
2. Group 1 showed the greatest improvement, indicating that this group might benefit from an intervention.

Discussion

The main objective of this research was to examine the effect of word processing on holistic writing and revision on students is to identify that students improve their skills using word processing or can they improve their skills using holistic writing. The effect of word processing on overall writing quality and revision pattern of students were examined.

Grejda and Hannafin (1992) discovered that sixth graders who used word processors instead of paper and pencil were able to make more efficient mechanical and organizational modifications. These students made fewer new mistakes and fixed more mistakes from the first draft. Nonetheless, no statistically significant variations were seen in the overall writing quality across the two cohorts, suggesting that although word processors facilitate some kinds of modifications, their influence on overall writing quality may not be substantial.

Word processing provides a great deal of assistance in guided edits for authors who are younger or less experienced. Nuvoli (2000) demonstrated how utilizing word processors for guided revisions helped elementary school students express themselves more precisely. Over time, the systematic review process facilitated by word processors helped novice authors improve their writing abilities, even when their work contained more words and mistakes.

Summary

Examining the effect of word processing on holistic writing and student revision was the primary goal of this study. It sought to determine if word processing or holistic writing

might help students develop their writing abilities. The effect of word processing on students' revising habits and overall writing quality was investigated.

Conferring to the findings, word processing has a major favourable effect on students comprehensive writing and modifications. Students benefited from the intervention, as seen by the increase in mean scores from 25.6 to 34.5, which led to better writing and more successful revisions. This result provides compelling evidence for the usefulness of word processing software in educational contexts and validates the notion that these tools improve students' writing skills.

Word processing programs greatly improve technical and local revisions, but they have less of an effect on overall writing quality and global revisions. The results suggest that if word processing helps with some parts of the writing process, more study and better feedback systems are still required to make the most of these tools for comprehensive writing enhancements. In order to promote thorough revisions and raise the standard of writing overall, educators may need to use supplementary techniques in addition to word processing technologies.

Conclusion

Word processing programs greatly help with personal modifications, such spelling and grammatical checks. When compared to conventional handwriting techniques, students discovered that it was simpler to make these minor adjustments. Nevertheless, this did not always result in comprehensive corrections or better writing quality overall.

Since communication is what keeps us connected, it is our responsibility to educate and keep our kids up to date in this ever changing, digitally savvy society. The usage of computers must be covered in the curriculum of our schools. Using word processing software to help children improve their process writing abilities is one method to start introducing them to technology.

When using word processors, students often made use frequently, thorough edits as they were writing. Both in middle and higher school settings, this resulted in final outputs of greater quality. The continual frequency of changes was made possible in particular by-word processing programs' attractive user interfaces.

Recommendations

Word processing programs like Microsoft Word have to be included in the curriculum at all schools. Teaching pupils how to use these resources can improve their writing abilities and ease up the editing process.

Teachers should receive instruction on how to utilize word processing tools in the classroom properly. As a consequence, they will be able to help students use these tools to improve their editing and writing skills.

Assure that every student has access to word processing software and computers at home as well as in the classroom. Collaborations with community canters, laptop lending programs, and school computer labs can all help with this

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