



The Practice of Ginger Writer Application to Improve Students Descriptive Text

Xindi Widiawati^{1*}, Salasiah Ammade², Nasrullah³ 

^{1,2,3} English Education Department, Universitas Muhammadiyah Parepare, Parepare, Indonesia

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ABSTRAK

Saat ini siswa masih menghadapi kendala dalam meningkatkan keterampilan menulisnya, antara lain pengaturan tata bahasa, kosakata yang kurang dikenal, penggunaan tanda baca yang tidak tepat dan pengaturan huruf kapital dalam kalimat. Tujuan dari penelitian ini adalah untuk menganalisis peningkatan keterampilan menulis siswa dan respon penggunaan aplikasi Ginger Writer. Subyek penelitian ini adalah siswa kelas VIII SMP. Dalam penelitian ini, peneliti menggunakan tes menulis untuk melihat kemampuan menulis siswa dan membagikan angket yang terdiri dari 16 pernyataan dalam bentuk kertas. Dari hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat. Hal ini ditunjukkan dengan nilai rata-rata pre-test sebesar 52,84 dan post-test sebesar 85,4. Setelah menghitung uji-t, peneliti menemukan bahwa (H0) ditolak dan (H1) diterima. Artinya aplikasi Ginger Writer mampu meningkatkan kemampuan menulis teks deskriptif siswa. Kemudian hasil angket juga menunjukkan bahwa sebagian besar siswa memberikan respon positif setelah pembelajaran menggunakan aplikasi Ginger Writer dalam menulis teks deskriptif.

ABSTRACT

Nowdays students still face problems in improving their writing skills, including grammatical arrangements, lack of known vocabulary, use of inappropriate punctuation marks and setting capital letters in sentences. The purpose of this study was to analyze the improvement of students' writing skills and respond to use of the Ginger Writer application. The subject of this study is students in class VIII of junior high school. In this study, the researcher used a writing test to see the students' writing ability and distributed a questionnaire consisting of 16 statements in paper form. From the results of data analysis showed that the students' writing ability increased. This is indicated by the mean score of pre-test is 52.84 and post test is 85.4. After calculating the t-test, the researcher found that (H0) was rejected and (H1) was accepted. This means that the Ginger Writer application was able to improve the ability to write descriptive texts of students. Then the results of the questionnaire also showed that most of the students gave positive responses after learning to use the Ginger Writer application in writing descriptive text.

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1. INTRODUCTION

Writing is a communication activity in the form of sending messages (information) in writing to other parties by using written language as a tool or medium. Writing also has another definition that is collection of several words arranged into a sentence that has meaning and meaning contained in the form of paragraphs (De La Paz & Graham, 2002; Dinehart, 2015; Klimova, 2012). There are four elements in written communication, including: (1) the author as a messenger (spet), (2) the message or content of the writing, (3) the channel or media in the form of writing, and (4) the reader as the recipient of the message (Mustadi & Amalia, 2020; Widyaningrum & Hasanudin, 2019). Then descriptive text in English writing was the chosen focus to be developed. Descriptive text can be interpreted as text that aims to describe or describe experiences, hearing, touch, smell, and feelings of situations or problems written in the form of sentences or paragraphs (Kahraman, 2020; Saraswati & Fiftinova, 2018; Yoandita, 2019). Previous study state that in descriptive text, the author attempts to transfer his impressions, observations, and feelings by conveying the nature and all the details that can be found on the object (Dewi & Huda, 2020). Descriptive Text is a type of text used in describing objects, places, fruits, people, animals and so on. Descriptive text is a type of English text used to describe what kind of object or living thing we describe, whether in appearance, sound or texture of a living object or being. Descriptive text is text that says what a person or an object looks like in detail (Dwifadjrin & Pamungkas, 2020; Furwana, D., & Syam, 2019; Zahra & Arianti, 2022).

Writing descriptive texts in English lessons was considered difficult by students. Based on interviews conducted at SMPN 2 Pangsidi researcher received a response that students feel writing is an activity in English lessons that is not easy. The problem is the preparation of grammar which often triggers difficulty understanding in a sentence or paragraph, lack of vocabulary that is known to make students limited in writing using English, students are also lacking in interpreting a sentence or paragraph. And students also sometimes misplace or do not know when to use capital letters and punctuation marks on a sentence or paragraph. In addition, the education world is currently facing about Covid-19 pandemic with restrictions in schools. It's certainly not effective again students. Thus, the material taught cannot be fully understood by students.

The use of media and technology or ICT in the learning process has now become a new style in the 2013 curriculum era, where students are asked to understand technology as part of making it easier for them to find information and communicative with the world of education (Fahmi et al., 2021; Ghavifekr et al., 2014; Lawrence & Tar, 2018). Media is the transmission or delivery of messages in a learning perspective, media is used to convey content to the recipient and to achieve effective instruction (Lubis et al., 2020; Qekaj-Thaqi & Thaqi, 2021). Given the problems in writing English as previously stated, researcher was attempt to offer one appropriate solution to assist students in elevating their writing skills using English. It is applied that the selection of a thesis that applies technology was being more attractive for students to become a digitally smart society. The technology that was being offered is the Ginger Writer application.

Ginger Writer is a software application developed by a company called Ginger Software. Ginger software's offering represents one of several examples of a relatively new category of big data. Online-based tactical writing improvement products. In contrast to grammar and style checkers of many years ago, which largely relied on handwritten and static-modeltical rules built with limited data, today's products such as those offered by Ginger Software dramatically increase the amount of data used in the development process (Hillenbrand & Palmer, 2010; Swier, 2016). Ginger writer use the context of complete sentences to suggest corrections in the form of English language. So, this application helps its users to set grammar on sentences or paragraphs in English, able to make students get new vocabulary through written sentences or get it through synonyms and definitions of ginger writer applications, students can also use the translation feature to find out the meaning of sentences written by students (Daniels & Leslie, 2013; Lastari, 2021). In addition, the benefits or advantages of ginger writer applications are being able to do punctuation or the use of capital letters in a sentence or paragraph. So that the sentence that has been compiled was automatically detected errors and suggest the correct arrangement of sentences or paragraphs.

Some research reveals that the use of ginger writer applications in writing using English can make it easier for students. Previous study found that groups of students who thought using ginger writer apps could write significantly better text than groups of students taught with conventional methods (Restika et al., 2021). This means writing using ginger writer application means that students write good results and can expand their writing skills. Furthermore, other research showing that the role of this online grammar and spelling checker tool can improve students writing skills (Bencheira, 2020). Evidenced by teachers and students who have a positive attitude towards online grammar and spelling checks that expand their writing skills. Following several research results that revealed, the use of online grammar examination applications in writing using English was able to develop their writing skills. Moreover there are also study that found that the presence of online grammar checkers was considered a solution in improving the EFL writing (Perdana & Frida, 2019). Producing EFL writing is basically a process that takes time. Therefore, the tool is very helpful to teachers and students in reviewing and revising the steps of improving effective and efficient writing. Nevertheless, these tools also have some limitations associated with their ability to detect all elements of writing, for that teachers and students should be aware of the limitations when using these tools.

Therefore, the researchers focused on the practice of technology-based applications using ginger writer applications to improve students to write descriptive text so that all problems faced by students can be overcome. For this reason, the importance of researcher taking this title is because students are also still very lacking in writing using English. The aims of this study was to determine the improvement of students' writing skills and respond to use of the Ginger Writer application. With the ginger writer application is expected to improve students' writing skills better, especially writing descriptive text.

2. METHOD

In this study, researcher used the Pre-experimental Descriptive Quantitative method to collect data. Pre-experimental design is a design that uses a group or class given pre-test and post-test. This design uses only one group without a control or comparison group (Sugiyono, 2015). The research design of this research is class with one group pre-test and post-test design. This design will be illustrated in Figure 1.

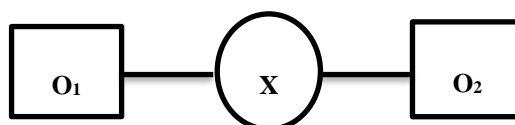


Figure 1. Research Design

The research population is the students of class VIII SMPN 2 Pangsid for the academic year 2022-2023. There are four classes, which consist of 96 students. Each class, consist of 20-25 students. Then for the research sample, apply accidental sampling. Accidental sampling is a method of selecting respondents who happen to meet with researcher, and of course these respondents are willing to be used as a sample of a study (Christianto, 2019; Sharp, 2020). This means that the sample using accidental sampling is a sample taken based on a match to be a sample in the study and the sample for this research are grade VIII A. Both classes consist of 25 students in each class of SMPN 2 Pangsid.

Research instrument in this study is writing test to see students' improvement in writing descriptive texts. A test instrument or ability measurement tool can simply be interpreted as a set of questions that was require answers, some statements that must be responded or tasks that was be carried out by the test taker with the aim of measuring a certain aspect of the test taker (Magdalena, 2021). Thus, there was being progress in the knowledge and understanding of test takers on the material. In this study was used two tests consisting of pretest and posttest. As a pretest and posttest exercise, material was done before and after the treatment to students and providing questionnaires to see students' responses after learning to write using the Ginger Writer application.

Data were collects after giving treatment to respondents (students). Data are takes from pre-test, post-test and student questionnaires through quantitative analysis. The data were analyst using the following procedure: (1) the students' score was tabulated by using the following criteria with the rubric of score for assessing and evaluating the students' performance in writing, (2) scoring the students' correct answer pre-test and post test, (3) classifying the score of the students' usinf the following scale, (4) the mean score of the students achievement, (5) the formula of standard deviation, (6) the t-test of significant, (7) analyzing the questionnaire using liker scales (Mills & Gay, 2019).The criteria for the level of success of an action are determined as show in Table 1. Then The rate of likert scale is show in Table 2.

Table 1. Students Classification Score

Qualification	Predicate	Score	Result of Conversion
Very Good	A	86-100	4.00
Good	B	71-85	3.00
Fair	C	56-70	2.00
Poor	D	< 55	1.00

Table.2 Analyzing the Questionnaire using Liker Scales

Rate	Predicate
80,01% - 100%	Strongly agree
60,01% - 80,00%	Agree
40,01% - 60,00%	Certain
20,01% - 40,00%	Disagree
0% - 20,00%	Strongly disagree

3. RESULT AND DISCUSSION

Result

From the results of the writing test obtained from class VIII students of SMPN 2 Pangsid for the 2021/2022 school year. The data in the form of findings in the study is in the form of analytical data. Where this analysis, data is taken from the prevision of pre-test and post-test. The pre-test is given at the beginning of the meeting to see the students' writing skills before being introduced to media and treatment. Meanwhile, the post-test is given after getting treatment. The improvement resulting from the provision of pre-test and post-test is in the form of the results of analytiicl data that has been obtained by researcher and has been categorized according to existing criteria from improving student writing. After the pre-test and post-test, there is a questionnaire to see the results of student satisfaction during the research process in the practice of the Ginger Writer application in supporting students to write descriptive texts.

*Students' Writing Ability***Table 3.** The Rate Percentage of Pre-Test

No.	Classification	Predicate	Score	Pre-Test	
				F	%
1	Very Good	A	86-100	0	0
2	Good	B	71-85	0	0
3	Fair	C	56-70	15	60
4	Poor	D	< 55	10	40
Total				25	100

Base on Table 3 shows the pre-test results of 25 students who have not to be introduced to media and treatment using the Ginger Writer application in writing descriptive text. It can be seen that none of the students are included in the classification of very good and good. there were only 15 students (60%) who were in the fair classification and 10 students (40%) who were in the poor classification. Rate percentage score of post-test is show in Table 4.

Table 4. The Rate Percentage Score of Post-Test

No.	Classification	Predicate	Score	Post-Test	
				F	%
1	Very Good	A	86-100	15	60
2	Good	B	71-85	9	36
3	Fair	C	56-70	1	4
4	Poor	D	< 55	0	0
Total				25	100

Base on Table 4, researcher got the results of post-test increase in students tests, whereas many as 15 students received a very good classification with a percentage level (60%), a good classification of 9 students (36%), there was 1 student (4%) with a fair classification and not one student who was in the poor classification. Although there is one student who entered the fair classification, the student has shown an increase from the poor classification to the fair classification. The mean score and standard deviation of pre-test and post-test is show in Table 5.

Table 5. The Mean and the Standard Deviation Score in Pre-Test and Post-Test

No.		Pre-test	Post-test
1	Mean	52.84	85.4
2	Standard Deviation	13.70	87.37

Based on the Table 5 shows that, the average score result for the pre-test is (52.84) and the average post-test score is (85.4). Then, the standard deviation of the pre-test is (13.70) and the standard deviation for the post-test is (87.37), this means that the post-test result is better than the pre-test. Then for the result of a statistical analysis of t-test scores. Pre-test and post-test hypothesis testing is described in Table 6.

Table 6. The Hypothesis Testing

Types of Test	Level Significant	T-test Value	T-table Value
Pre-test and post-test	0.05	9.341	1.710

Base on Table 6, the results of pre-test and post-test researcher found that the t-test value (9.341) was higher than the T-table value (1.710) which meant the Null Hypothesis (H_0) was rejected and the Alternatif Hypothesis (H_1) was accepted. Therefore, researcher concluded that there was a significant increase in writing descriptive texts of students. In this case, researcher stated that the Ginger Writer application was able to improve students' descriptive text writing skills after being given treatment and post-test administration. Finally, the researcher concluded that the Ginger Writer application is effective for improving students' descriptive text writing skills.

Students' Responses

The questionnaires were distributed to measure students' responses, opinions, and perceptions in the form of paper with a collection of questions related to the Ginger Writer application improving students writing descriptive texts. From the 16 statements, researcher grouped them into 3 parts related to the Ginger Writer application to improving students' ability to write descriptive texts. Percentage results of the three parts of statements is show in [Table 7](#).

Table 7. The Percentage Results are Bases on the Classification of the Three Parts on the Questionnaire

No.	Classification Parts	Statements Number	Rate	Predicate
1.	Ginger writer app is a medium that to improve students learning to write.	1, 2, 3, 4, 5, 6, 7, and 8 9 and 10	60.01% - 80.00% 80.01% - 100%	Agree Strongly Agree
2.	Ginger writer app is an easily accessible tool.	11, 12 and 13	60.01% - 80.00%	Agree
3.	Ginger writer app is a tool that can provided information, motivate and be convenient to use.	14, 15 and 16	60.01% - 80.00%	Agree

[Table 7](#) shows the results of the questionnaire that have been given to students show that the results for the first classification are related to statements 1, 2, 3, 4, 5, 6, 7 and 8 most students give positive answers, where the results of this first classification fall into the category of agreeing with the percentage (60.01% – 80.00%). As well as for the ninth and tenth, statements fall into the category of strongly agreeing with the percentage (80.01% - 100%). Then, for the second classification related to statements eleven, twelve and thirteen students responded with the category of agreeing with percentages (60.01% - 80.00%) and for the last classification related to statements fourteen, fifteen and sixteen also fall into the category of agreeing with percentages (60.01% - 80.00%). It can be revealed from the response of students filling out the questionnaire that students have a positive perception of Ginger Writer tools as a support in improving students' descriptive text writing skills.

Discussion

Researchers provide tests to see students' writing skills, including pre-test and post-test. In giving the pre-test, researchers asked students to create a descriptive text with a fruit theme of 3 paragraphs or 150-200 words within 1 x 30 minutes. It can be seen the difference between the student's pre-test results, where the student's score on the pre-test is low while the score on the student's post-test is high. This is because in the pre-test, students do not know more about the descriptive text. After being given treatment in the form of material and training using the Ginger Writer application in writing descriptive text, students was being able to do post-test and get higher scores than before. According to previous study language detection is significant, the teaching of writing carried out with the help to current grammar detectors that have been combines with computer and network technology can reduce the error rate, although there are still some problems in its use ([Wang & Zhong, 2021](#)).

After giving the post-test to students', researcher also distributed a paper-shaped questionnaire that had 16 statements to see students' responses after learning to write descriptive texts using the Ginger Writer application. Previous study stated that learning media can improve students' writing skills which can be seen from their development in writing titles according to the rules, increasing writing student essays with several sentences in paragraphs and increasing students in writing capital letters at the beginning of sentences ([Daryanti et al., 2019](#)). It can be revealed that from the response of students filling out the questionnaire, students have a positive perception of Ginger Writer tools as a support in improving students' descriptive text writing ability to positively affect student attitudes. Based on the grouping of statements, the Ginger Writer application received a positive response regarding its use in writing. In a study conducted by previous study showed that the students received positive and negative perceptions of online grammar checks as grammar checkers ([Pratama, 2020](#)). Students believe that online grammar checks help them in checking their grammar, punctuation, and spelling. In addition, students believe that online grammar checks are easy to use. The application has a good impact on students, where students have a more active interest in learning in writing a descriptive text using the Ginger Writer application.

This study supports some findings of previous studies. One of them is study that state the role of media and technology in the learning process is very influential, with the existence of media making the interaction between teachers and students closer ([Isnaeni & Hildayah, 2020](#)). Not only that, the media can also convey information or messages about learning materials, be it in the form of images, videos, electronic books and others in real form. Media in the learning process can make students more enthusiastic in the learning process and interact widely well. To ma make students get new experiences from the learning process carried out. Beside of that other study evaluated the accuracy of online grammar checkers which showed that Grammarly has a high error detection with a percentage of 65%, this figure becomes forceful in catching errors related to writing using English ([Moon & Prof, 2021](#)). These findings suggest that Grammarly has a hig potential as a useful educational tool to help

learners improve grammar accuracy in their written work. So, that students get a percentage of classification based on the their level of achievement.

The implications of this study provide an overview related to the practice of ginger writer application to improve students' descriptive text. This research will be especially useful for English teachers as a reference for teaching descriptive text in junior high schools. However, this research is still limited to research subjects that only involve students in one school. Then another limitation lies in the practice of ginger writer application with a limited time. So there is no visible long-term impact of this ginger writer application.

The researcher suggests is english teachers are expected to be more creative in the implementation of the learning process by utilizing media and technology. For example, using the Ginger Writer application to facilitate activities to improve writing skills using English. Advice for students, it is hoped that students was being able to be more active in the learning process to make it easier for them to focus on understanding the lessons given. It is also recommended for students to learn English because mastering one international language will facilitate communication in the world of work later. For this reason, students are advised to use supporting applications in improving writing and communication skills using English, such as Ginger Writer. By using the Ginger Writer application, it is hoped that it was being able to grow student learning motivation. For researcher because they use an internet-based and premium grammar detection application in one of its features, it is possible for subsequent researcher to be able to choose a grammar detection application that is internet free and premium-free at the time of using its features and choose a good internet connection

4. CONCLUSION

After conducting Pre-Experimental research on the practice of Ginger Writer application to improve students to write descriptive texts at SMPN 2 Pangsid, it was found that. So, it can be concluded that the Ginger Writer application to improve students in writing descriptive texts writing skills, which can be seen from the post-test results given and hypotheses accepted with finding that the t-test value is higher than the t-table value. Then the Null hypothesis (H0) is rejected and the Alternative hypothesis (H1) is accepted. Based on these results, it can be concluded that the Ginger Writer application can improve the ability of students' write descriptive texts in class VIII SMPN 2 Pangsid. From the results of the response given by students, there is a positive response after learning to write descriptive texts using the Ginger Writer application. Based on the statements given, many students strongly agree with using the Ginger Writer application in organizing grammar, punctuation, and increasing knowledge in writing properly and correctly. So, it can be concluded that the Ginger Writer application can improve students in writing descriptive texts.

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