

**USING THE GINGER WRITER APPLICATION TO ENHANCE  
STUDENTS WRITING SKILLS IN DESCRIPTIVE TEXT AT  
THE SEVENTH GRADE OF SMPN 7 PALOPO**

*A Thesis*

*A thesis submitted to the English Language of S1 Tarbiyah Department of State  
Islamic of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in  
English Education*



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TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF PALOPO**

**2025**

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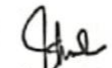
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This thesis entitled "Using the Ginger Writer Application to Enhance Student Writing Skills in Descriptive Text at the Seventh Grade of SMPN 7 Palopo" Which is written by Intan Nuraeni Registration Number 2102020006, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 13<sup>th</sup> August 2025/Muharram 21<sup>st</sup> 1447 H. It has been approved by the examiners as a requirement to pursue the title of *Sarjana Pendidikan* (SPd).

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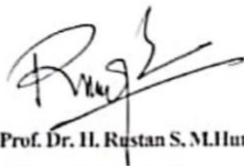
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْحَمْدُ لِلَّهِ، الصَّلَاةُ وَالسَّلَامُ عَلَى رَسُولِ اللَّهِ، وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالَاهُ

In the name of Allah SWT. Who has bestowed grace, guidance, physical and spiritual, so that the researcher can finish this thesis with the title “Using the Ginger Writer Application to Enhance Students Writing Skills in Descriptive Text at the Seventh Grade of SMPN 7 Palopo”.

Shalawat and greetings to the Prophet Muhammad SAW. Peace and salutation is extended to him. This thesis is prepared as a requirement that must complete obtaining a bachelor’s degree in English education at the State Islamic Institute of Palopo. The writing of this thesis can be achieved thanks to the help, guidance and encouragement from many parties.

The researcher wishes to express the utmost appreciation, respect, and gratitude to their beloved extended family, especially to their beloved parents, Yunding and Suleha, who have lovingly raised and educated the author from childhood to the present, and for everything they have given to their children, the invaluable support and moral encouragement that have motivated the researcher to complete their studies, as well as to the researcher's siblings, Arni Dianti, Sartika, Feri Fadli, Dederi Saldi, Berlian Karaeni, for their support to the researcher in writing this thesis.

However, this thesis is far from perfect. Therefore, the researcher would also like to express her deepest gratitude to them.

1. Dr. Abbas Langaji M. Ag, as the Rector of UIN Palopo, along with the Vice Rector I, II, and III of UIN Palopo.
2. Prof. Dr. H. Sukiman Nurdjan S.S., M.Pd, as the Dean of Education and Teacher Training Faculty at UIN Palopo, along with the Vice Deans I, II, and III of the Education and Teacher Training Faculty of UIN Palopo.
3. Husnaini, S.Pd.I., M.Pd as the Head of English Education Study Program UIN Palopo along with the secretary of the study program Devi Ismayanti,

S.S., M.Hum and staff who have helped and directed in the completion of the thesis.

4. Prof. Dr. H. Rustan S., M. Hum as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant. Who have given advices, explanations, suggestions, ideas, helps, and guidances since the preliminary study until the researcher can complete this thesis.
5. All lecturer and all staff of UIN Palopo who have educated the author while at UIN Palopo and provided assistance in the preparation of this thesis.
6. Principal of SMPN 7 Palopo, along with Teachers and Staff, who have given permission and assistance in conducting research.
7. Nurpita, S.Pd.I as an English teacher and also pamong during the researcher's PLP, who have given dedication and assistance during the research period.
8. All of students of SMPN 7 Palopo, especially VII A who have cooperated with the author in the process of completing this research.
9. Thank you to the best friends and researchers, AL Fadhila, for their support throughout the academic process until the completion of the studies, and thank you for the help, support, motivation, enthusiasm, laughter, and sadness, which have provided many memories and happiness to the researcher in every place and situation, enabling the researcher to complete this thesis. And also all the support from the BIG A 2021 research friends.
10. Great thanks to the Neighbors Team; Nuraisyah, Fitri Aulia, Siti Khadija, Hikmayanti, Wahyuni, Natasya, Ana Mulyana, Mita for their support, help and strength to complete this thesis.

The researcher recognizes this thesis not perfect so the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis can provide benefits for students of SMPN 7 Palopo, students of English Study Program and English teachers, as well as the readers especially to improve the learning of writing descriptive texts. The researcher hopes that this thesis can be useful for everyone.

Finally, the researcher prays to Allah SWT, and gives appreciation to all those who have helped the researcher, the researcher hopes that he will be blessed and get the abundance of grace and guidance of Allah SWT.

Palopo, 04 July 2025

The Researcher

Intan Nuraeni

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## ABSTRACT

**Intan Nuraeni, 2025.** *"Using the Ginger Writer application to improve students' writing skills in descriptive texts in grade seventh at SMPN 7 Palopo."*  
Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo.  
Supervisors by Rustan S. and Andi Tenrisanna Syam.

This study aims to enhance the descriptive text writing skills of seventh-grade students at SMPN 7 Palopo through the use of the Ginger Writer application. The research employed a Classroom Action Research (CAR) design based on the Kemmis and Taggart model, carried out in two cycles. The population consisted of 22 seventh-grade students, with the sample selected using purposive sampling. Data were collected through writing tests and observation sheets to assess students' writing performance. The results indicate a significant improvement in descriptive writing ability following the implementation of the Ginger Writer application, as evidenced by an increase in average scores from 64.09% in the pre-cycle to 74.27% in Cycle I and further to 84.13% in Cycle II. These findings demonstrate that the Ginger Writer application is effective in supporting the teaching and learning of writing. The results are expected to serve as a reference for teachers in integrating technology, particularly the Ginger Writer application, into classroom writing instruction.

**Keywords:** Descriptive Text, Writing Skills, Ginger Writer Application

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## ABSTRAK

**Intan Nuraeni, 2025.** "*Penggunaan Aplikasi Ginger Writer untuk Meningkatkan Keterampilan Menulis Teks Deskriptif Siswa Kelas VII di SMPN 7 Palopo.*" Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Rustan S. dan Andi Tenrisanna Syam.

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks deskriptif siswa kelas VII di SMPN 7 Palopo melalui penggunaan aplikasi *Ginger Writer*. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Kemmis dan Taggart, yang dilaksanakan dalam dua siklus. Populasi penelitian terdiri atas 22 siswa kelas VII, dengan pemilihan sampel menggunakan teknik *purposive sampling*. Instrumen yang digunakan meliputi tes dan lembar observasi untuk mengukur keterampilan menulis siswa. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan menulis teks deskriptif setelah penerapan aplikasi *Ginger Writer*, ditunjukkan dengan peningkatan rata-rata nilai dari pra-siklus sebesar 64,09%, menjadi 74,27% pada siklus I, dan meningkat lagi menjadi 84,13% pada siklus II. Temuan ini menunjukkan bahwa aplikasi *Ginger Writer* efektif dalam mendukung proses pembelajaran menulis. Diharapkan hasil penelitian ini dapat menjadi rujukan bagi guru dalam mengintegrasikan teknologi, khususnya aplikasi *Ginger Writer*, dalam pembelajaran menulis di kelas.

**Kata Kunci:** Teks Deskriptif, Keterampilan Menulis, Aplikasi Ginger Writer

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## الملخص

إنتان نورائي، ٢٠٢٥م. "استخدام تطبيق *Ginger Writer* في تنمية مهارة كتابة النصوص الوصفية لدى طالبات الصف السابع بالمدرسة المتوسطة السابعة الحكومية في بالوبو". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: رستان س. وأندي تينريسنا شيام.

يهدف هذا البحث إلى تنمية مهارة كتابة النصوص الوصفية لدى طالبات الصف السابع في المدرسة المتوسطة السابعة الحكومية ببالوبو من خلال استخدام تطبيق جينجر رايتز. وقد استخدم الباحث منهج البحث الإجمالي الصفّي وفق نموذج كيميس وتاغات، وتم تنفيذه في دورتين. بلغ عدد أفراد مجتمع البحث ٢٢ طالبة من الصف السابع، وتم اختيار العينة باستخدام أسلوب العينة القصدية. أما أدوات البحث فشملت الاختبار واستبانة الملاحظة لقياس مهارة الكتابة لدى الطالبات. وأظهرت نتائج البحث تحسناً ملحوظاً في قدرة الطالبات على كتابة النصوص الوصفية بعد تطبيق استخدام جينجر رايتز، حيث ارتفع متوسط الدرجات من مرحلة ما قبل الدورة بنسبة ٦٤,٠٩٪، إلى ٧٤,٢٧٪ في الدورة الأولى، ثم ارتفع مجدداً إلى ٨٤,١٣٪ في الدورة الثانية. وتدل هذه النتائج على أن تطبيق جينجر رايتز فعال في دعم عملية تعليم الكتابة. ومن المتوقع أن تشكّل نتائج هذا البحث مرجعاً للمدرسين في دمج التكنولوجيا، ولا سيما تطبيق جينجر رايتز، في تعليم مهارة الكتابة داخل الصفوف الدراسية.

الكلمات المفتاحية: النص الوصفّي، مهارة الكتابة، *Ginger Writer*

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# CHAPTER I

## INTRODUCTION

### A. Background

Learning to write in school has a very important role as the basis of students' writing skills. The importance of learning to write this is to stimulate students' thinking power and train them to express ideas, familiarize students with writing, and encourage creativity students to write. However, in fact, the learning process of writing in School is usually still monotonous and boring, so students are less motivated to write.<sup>1</sup> Writing is a complex activity, and those who can write are those who can listen, read, and talk, according to Putri and Syahrul (2019: 66), which is why writing skills are important for pupils.<sup>2</sup>

In the implementation of learning activities, the presence of learning media has a very important articulation for schools. Because in such activities the uncertainty of learning material that has been delivered by a teacher can be helped by using the media as an intermediary, the difficulty of the material that will be introduced to students can make it easier to learn with the help of the media. This media is a representative of learning when an educator is unable to explain it either in word or in writing. Thus, students are easier to digest the learning material using

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<sup>1</sup> Fitri Amalia, 2017 *Penerapan Strategi Kekuatan Dua Orang (The Power of Two) Berbantuan Media Film Pendek Dalam Pembelajaran Menulis Teks Ulasan*, Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

<sup>2</sup> Putri, R D., Syahrul R. (2019). Pengaruh Penggunaan Teknik Think Talk Write (TTW) terhadap Keterampilan Menulis Teks Fabel Siswa Kelas VII SMP Negeri 31 Padang. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*. 8 (2), p. 66-73.

the media than without the use of the media. In other words, media is an important aspect of teaching learning activities or tools that contain meaning to clarify the state of mind in the student environment to stimulate student learning so that it is more interesting.

Writing learning often faces many challenges, including time constraints, lack of student motivation, and difficulties in organizing ideas. In addition, the lack of attractive learning facilities and media is also a factor in the development of student writing skills. Therefore, innovation is needed in learning methods and media to enhance student writing interests and skills.

Advances in information and communication technology offer a variety of solutions to address the challenges of learning to write. One of the applications that can be used to support student writing skills is Ginger Write. Ginger Write is a great writing application for people who want to improve their grammar and spelling, but do not need all the fancy features of other writing applications. This highly affordable writing application has advanced AI-based features, including an advanced spell checker, punctuation checker, and an efficient grammar checker tool.<sup>3</sup> This Ginger Writer application can be used by students to write descriptive text.

According to Mahsun (2014: 28), a descriptive text is one that aims to socially describe an object or objects separately based on their physical attributes. Although the reader or listener has never seen the object being discussed, a

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<sup>3</sup> Wulandari, F. (2020). *Pemanfaatan Teknologi dalam Pembelajaran Bahasa*. Surabaya: Erlangga.

descriptive text is also a piece of writing that explains or illustrates something the author wants to convey in such a way that the reader or listener appears to see it. Many students struggle to comprehend the form and structure of descriptive texts as well as their linguistic components when participating in writing assignments.

Based on the results of joint student interviews, poor descriptive text writing ability tends to be caused by a student's lack of ability to find ideas as well as convey the basic ideas of a story to build a descriptive text. They tend to write a short descriptive text for a story they write or more than two basic ideas in a story. Secondly, there are many errors in the writing of sentences, such as not using present tense, typing errors for example (tabel/table), as well as inappropriate reading marks such as using corresponding points(.) and commas(), and also using large letters in writing. Descriptive text is made very minimal vocabulary and most sentences are still translated sentences. Besides, the student's lack of writing skills is also caused by an aversion to the way teachers teach descriptive text. The teacher only gives the topic then asks the students to write without giving them time to think about what they're going to write. It's what makes the students feel uninterested in writing. If left to be continuous, this problem will affect the gradual decline in students' writing skills.

For students in seven grade of SMPN 7 Palopo, learning to write English is important because it helps develop students' critical thinking skills and helps them understand and communicate complex ideas. In order to engage with the world, they should thus concentrate on understanding the text's substance and communicating meaning through functional written texts and brief essays that range

from simple to complicated words in the form of descriptive text. Additionally, the goal of teaching seventh-grade children to create descriptive texts is to assist them in following the correct procedures. Additionally, he had to help children improve their grammar, vocabulary, letters, and spellings in seventh-grade standard writing. However, seventh-grade SMPN 7 Palopo pupils struggled with writing and lacked learning resources, which made them less inclined to acquire the craft.

A business named Ginger Software created the software program known as Ginger Writer. The product from Ginger Software is just one of many instances of a relatively recent big data sector. products for improving tactical writing that are available online. Today's products, like those provided by Ginger Software, significantly increase the amount of data used in the development process compared to grammar and style checkers of many years ago, which primarily relied on handwritten and static-modeltical rules built with limited data (Hillenbrand & Palmer, 2010; Swier, 2016).

To overcome the students problem, the research will focus on using the Ginger Write application as a medium for students to perform self-writing assignments in writing descriptive texts to improve writing skills. Because that would make students more enthusiastic and more motivated in writing. Teachers should be more creative in designing them in the learning process. This will be a new way of learning teaching in learning.

Eventually, the research planned to choose SMPN 7 Palopo as the research location, because the students in the school lacked motivation in writing skills and

lack of knowledge of their English language. The researchers focused on tasks involving writing descriptive text using the Ginger Write application. Researchers conducted a study entitled **"Using the Ginger Write Application to Enhance Student Writing Skills in Descriptive Text in Seventh Grade SMPN 7 Palopo"**.

### **B. Research Question**

Based on the research problem above, the researcher formulate research question as follows: Does ginger writer application improve students writing skill?

### **C. Research Objectives**

Based on research questions, the research aims to examine whether ginger writer improve students' writing skill.

### **D. Research Significance**

The results of this study are expected to be beneficial to seven-grade SMPN 7 Palopo students and their English language teachers and make a good contribution to improving students' writing skills in English especially in any aspect of descriptive text. For students, they can apply these techniques to improve their English skills especially to write their achievements. For teachers, the application can be applied by them to develop students' writing skills. It is estimated that having an outdoor classroom activity strategy can be applied as a descriptive method of teaching writing that motivates students to write and enrich their dictionaries in writing. At the end of the study, it is expected that this research can be a good example for further research or teachers to encourage, improve, and motivate students to write well in English.

## **E. Research Scope**

This research focuses on the implementation of a Ginger Write application to write descriptive text for seven-grade students at SMPN 7 Palopo, specifically describing people.

## **F. Definition of Terms**

### **1. Writing**

Writing allows the writer to express their ideas in a format that both the writer and the reader can comprehend, whether it be paper, technology, or another medium. An author Definitions of key terms must be provided in order to prevent misunderstandings. This researcher was alluding to the subject covered in the current investigation. Some of the phrases used require definitions, and writing quickly requires creativity.

### **2. Descriptive Text**

Descriptive text is a type of writing that aims to describe a person, place, thing, or event in detail, allowing the reader to visualize the subject being described.

### **3. Ginger Write Application**

Ginger Write is a great writing application for people who want to improve their grammar and spelling, but do not need all the fancy features of other writing applications. This highly affordable writing application has advanced AI-based features, including an advanced spell checker, punctuation checker, and an efficient grammar checker tool.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There are some previous researches related to this research. These are:

"The Practice of Ginger Writer Application to Improve Students Descriptive Text" is the title of Widiawati's (2023) study. The data analysis results demonstrated that the pupils' writing skills improved. This is seen by the pre-test mean score of 52.84 and the post-test mean score of 85.4. The researcher determined that (H0) was rejected and (H1) was accepted after computing the t-test. This indicates that pupils' descriptive writing skills were enhanced by the Ginger Writer application. After learning how to utilize the Ginger Writer application to write descriptive texts, the majority of pupils responded favorably, according to the questionnaire results<sup>4</sup>. Meanwhile, my research uses the Classroom Action Research method with a cyclical approach that emphasizes continuous improvement during the learning process.

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<sup>4</sup> Xindi Widiawati, Salasiah Ammade, Nasrullah (2023) "*The Practice of Ginger Writer Application to Improve Students Descriptive Text*".

Restika's (2021) research entitled "*The Effect of Using Ginger Software on the Tenth Grade Students' Writing Skill at SMK Ki Hajar Dewantoro*". The purpose of the study was to find out if the tenth grade students at SMK Ki Hajar Dewantoro could utilize Ginger Software to get better at writing. 64 students participated in this study and were divided into two groups: the experimental group and the controlled group. A quasi-experimental study design was employed, and the research tools included a pre-test and a post-test. The outcome demonstrated that employing Ginger Software to help students become better writers was both suitable and effective.<sup>5</sup> Meanwhile, my research uses the Classroom Action Research (CAR) method, which emphasizes the learning process through cycles of action, observation, and reflection on seventh-grade junior high school students.

Hadiat's (2022) research entitled "The Use of Grammarly to Enhance Students' Accuracy in Writing Descriptive Text". Thirty eighth-grade kids are research participants in this case study. The questionnaire, the interview, and the online classroom observation are the sources of the study's data. The frequency table, content analysis, coding, and triangulation analysis are the four methods used in the data analysis. The results show that using Grammarly can improve descriptive text writing accuracy. The results also demonstrate that the majority of students have favorable opinions about

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<sup>5</sup> Restika, Imtihan Hanim, Dyah Supraba Lastari (2021) "*The Effect of Using Ginger Software on the Tenth Grade Students' Writing Skill at SMK Ki Hajar*

using Grammarly to write descriptive texts because it can inspire them to improve their writing abilities, make it simple for them to identify errors in their work, help them avoid plagiarism, help them check their writing more carefully when they make mistakes, and boost their confidence when using Grammarly. Lastly, in order to improve this study, it is anticipated that future scholars will carry out quantitative research on related subjects.<sup>6</sup> Meanwhile, my research uses the Classroom Action Research (CAR) method, which focuses on the application of the Ginger Writer application in a learning cycle involving direct observation and written tests on seventh-grade students.

Galingging's (2023) research entitled "The Effectiveness Of Grammarly Application On Writing Descriptive Text Tenth Grade SMA Negeri 1 Lau Baleng". The Grammarly app is incredibly beneficial for students learning English because it offers a variety of tools and difficult activities that keep students interested in the language. Because it is higher than KKM (75), it is determined that the Grammarly application is advised for pupils producing descriptive texts in the tenth grade of senior high school.<sup>7</sup> Meanwhile, my research focuses on the use of the Ginger Writer application to improve the ability to write descriptive texts among seventh-

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<sup>6</sup>*Aprilia Wismatul Fauziah Hadiat* Universitas Galuh Indonesia, Vol 9, No 2 (2022).

<sup>7</sup>Cikep Kosasih Galingging<sup>1\*</sup>, Kammer Tuahman Sipayung<sup>2</sup>, Harpen Silitonga<sup>3</sup>, Sanggam Pardede, English Department, Faculty Of Teacher Training And Education HKBP Nommensen University Medan, Jl. Sutomo No.4A, Perintis, Kec. Medan Team., Medan City, North Sumatra cikep.galingging@student.uhn.ac.id. Volume 06, No. 01, September-Desember 2023, pp. 2891-2904 E-ISSN: 2654-5497, P-ISSN: 2655-1365 Website: <http://jonedu.org/index.php/joe>

grade students at SMPN 7 Palopo. Unlike Galingging's approach, which focuses more on the final outcome in the form of grades, my research uses the Classroom Action Research approach conducted in two cycles. This research not only observes the improvement in students' writing skills but also pays attention to the learning process, which includes planning, implementation, observation, and reflection. The research results show that the use of the Ginger Writer application can enhance students' writing abilities and motivate them to be more active in the learning process.

Amalia's (2021) research entitled "The Effectiveness of Grammarly Application on Students' Accuracy in Writing". The value's significant result showed that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. The results of this study demonstrate that using Grammarly checker improves writing and has a major impact on students' writing skills in X MIPA 1 of Senior High School 3 Bangkalan throughout the academic year 2021–2022.<sup>8</sup> Meanwhile, my research was conducted using the Classroom Action Research (CAR) method, focusing on the implementation of the Ginger Writer application to improve the descriptive text writing skills of seventh-grade students at SMPN 7 Palopo. The research was carried out in two cycles, which included the stages of planning, implementation, observation, and reflection. The results of my research show a significant improvement in students' writing skills, both in

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<sup>8</sup> Mery Dina Amelia Pendidikan Bahasa Inggris STKIP PGRI Bangkalan  
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terms of text structure, vocabulary usage, and active participation during the learning process.

Of the five studies, this one is very different in terms of terminology. The first previous study analyzed the improvement in students' writing skills and the response to using the Ginger Writer application. Unlike my study, which focuses on Ginger Writer to increase students' motivation in writing descriptive texts. For the second previous study, it also differs from my research in that it uses a quasi-experimental method. For the third, fourth, and fifth previous studies, the focus is on improving students' accuracy in writing descriptive texts and understanding students' perceptions of the application of Grammarly. Although it is explained about writing skills and using Ginger Writer to conduct research, the discussion from the previous studies above shows that the use of applications is an effective way to improve students' writing skills. So, the previous research above serves as a guideline for the researcher to conduct this study, and the researcher focuses on improving students' motivation and deficiencies in writing at SMPN 7 Palopo using the CAR method.

## **B. Some Persistent Ideas**

### **1. The Concept of Writing**

#### **a). Definition of Writing**

One of the most important English language skills is writing, which helps individuals communicate with one another, expresses ideas clearly and succinctly, and is used as a teaching tool.<sup>9</sup>

There are various definitions of writing, one of which is that it is a task in which students manipulate words to create sentences that are grammatically accurate while also successfully communicating the writer's ideas on a particular subject. Writing is an action, a process of finding and organizing your ideas, putting them on paper, and then reshaping and reworking them, according to Wiajayanti (2023). The statement indicates that the goal of writing is to convey our ideas, but that we can still make changes to our work because writing is a cognitive process that can undergo numerous revisions before completion<sup>10</sup>

Writing serves as a source of information, instruction, or amusement. Writing well is impossible to learn. Since writing is not just about the writer but also about the readers who interpret what is written, learning to write requires a lot of effort and enjoyment. The research approach, the author's experiences and

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<sup>9</sup> Mega Mulianing Maharani and Nadya Intan Arisanti, 'Telegram to Accommodate English Learning of Narrative Writing: Students' Perceptions', *SAGA: Journal of English Language Teaching and Applied Linguistics*, 4.1 (2023), 25–32 <<https://doi.org/10.21460/saga.2023.41.162>>.

<sup>10</sup> Linda Wijayanti, The Use of Instagram As A Medium to Improve Students writing Skill Recount Text At the First Grade of SMKN 1 Pakuan Ratu, 2023

training, and a written communication idea are all included in the report. One strategy to continuously enhance writing abilities is to write more.<sup>11</sup>

Based on the definition given above, the researcher came to the conclusion that writing is one way to inform readers. Furthermore, writing allows the writer to express their ideas in a format that both the writer and the reader can comprehend, such as paper, technology, and so on. To produce a piece of writing quickly, a writer also needs to be imaginative.

#### b). Components of Writing

Content, structure, vocabulary, language use (grammar), and mechanics are the five elements that make up writing.

##### 1. Content

A reader should be able to easily understand the writing's content. in order for the reader to comprehend the message and learn from it. The composition should only have a central aim and should be developed since there are finally things that can be quantified in relation to components.

##### 2. Organization

When it comes to literary organization, the way that writers arrange and structure their ideas or messages serves the function of material

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<sup>11</sup> Febri Anggraini, 'Brainstorming Technique In Teaching Writing Descriptive Text', *Channing: Journal of English Language Education and Literature*, 5.2 (2020), 71–74 <<https://doi.org/10.30599/channing.v5i2.840>>.

organization. Writing entails a broad order of importance and coherence that occurs from start to finish.

### 3. Vocabulary

The dictionary is very important, and good writing, both technical and specific, will always come from the efficient use of words. One element of writing is vocabulary. It can communicate our thoughts through words. Vocabulary is a list of all the words one knows or uses in a language, particularly in books for learning a foreign language. One of the elements of writing to convey thoughts is vocabulary. Since it can be challenging to decide what is proper to help writers prepare their writing and make it easy for readers to understand, it is always dealt with and composed what those are going to state.

### 4. Language Use (Grammar)

Writing descriptions and other types of writing require the use of proper language and grammar. A grammar that can generate grammar should be considered acceptable. The only thing we should be able to do is pollute distinct language function objects. Additionally, it can assist kids in becoming more proficient in formal language use.

### 5. Mechanics

Writing mechanics consists of two components: capitalization and function. serve as a means of elucidating meaning. When making capital letters in English, one must first distinguish between particular and thing. Next, one must utilize the adjective "act." This element is crucial

because it helps readers comprehend or instantly identify what the author is trying to say.

### c). Process of Writing

Writing requires a process in order to be a productive skill. According to Harmer, the writing process entails a number of actions to take in order to produce a final work of writing.<sup>12</sup> There are four main elements:

#### 1). Planning

Planning is the process of making arrangements to accomplish a task. Because it contains the ideas for the writing process, the planning stage is crucial. This could entail taking thorough notes.

#### 2). Drafting

Drafting is the process of writing down all of your thoughts and ideas, usually in very rough shape. To check the wording, this step needs to be edited. It is presumed to be the initial draft of the written work.

#### 3). Editing

Editing is the process of revising and improving the first draft. When preparing a piece of literature for publication or public reading, editing is a crucial step. The numerous textual drafts that have been created for editing or revision. After creating a draft, a writer typically goes back and reviews their work to see if there are any unclear or confusing passages. According to Richards and Willy,

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<sup>12</sup> Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Education Limited, 2020), p.4

during editing, authors review the accuracy of supporting textual elements such quotes, examples, and the like as well as the syntax, spelling, punctuation, diction, and sentence structure.<sup>13</sup>

#### 4). Final Draft

Final draft is a piece of writing's final output. once the author has revised their manuscript and made any required adjustments to create the final version. Due to possible changes made throughout the editing process, this may appear very different from the initial plan and the first draft.

#### d). The importance of writing skill

The majority of people never give the intricacy and challenge of the writing process any thought. Actually, writing may demand more fundamental abilities than any other academic activity when compared to all others. Children must use a combination of intricate physical and mental processes to accurately and fluently render letters even in their earliest handwriting exercises.<sup>14</sup>

Students need to use a wider variety of abilities as writing assignments get harder in order to not just write clearly, rationally, and neatly, but also to apply grammar and syntax standards. Writing is the most intricate and challenging use of language due to these constraints. The fact that many individuals have selected occupations that require them to write less is most likely no coincidence. Children,

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<sup>13</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2019), p. 318.

<sup>14</sup> Reading rockets "Writing Assessment" <https://www.readingrockets.org/article/simple-ways-assess-writing-skills-students-learning-disabilities>. Accessed on June 2<sup>th</sup> 2018.

regrettably, do not enjoy this luxury. Beginning in the first grade, students are expected to write almost daily and are expected to do so more than they are expected to read. Additionally, as students advance in school, they must write more for everything from class projects and homework to taking notes and exams. More responses in the form of essays and brief paragraphs are becoming required for even more recent high-stakes exams. Like any learning disabilities, writing disabilities can severely limit a child's future accomplishments and have a terrible impact on their schooling and self-esteem. High levels of writing proficiency are required by school regulations, and a child with an undiagnosed writing problem may find it more and more difficult to communicate his knowledge of many subjects because the writing process itself will firmly impede learning.

More and more people are realizing how important writing is. Regarding this, Adelstein states that the capacity to write or communicate oneself clearly is a fundamental requirement for success in any field of study or occupation. "As soon as you take one step up from the bottom," Adelstein stated. Your capacity to communicate with others through written or spoken language determines how productive you are. The following is how writing is useful:

1. Writing is a means of exploration. We use our unconscious minds to mimic our mental processes.
2. Writing helps people connect and realize how one component relates to another, which leads to the generation of new ideas.
3. Writing facilitates information absorption and processing, and

4. Writing allows us to solve problems in written form so that we may review and work with them<sup>15</sup>.

e). Writing Assesment

Writing assessments are conducted for a variety of reasons; occasionally, teachers do so to determine what the student has learned thus far and what more needs to be learned. Composition is still a common way to reassure the writing ability. It is impossible to overstate the importance of practice in continuous or extended writing. In order to communicate effectively in the real world, students must be able to organize their thoughts and put them into their own words. As long as the teacher does not foresee too soon the complicated skills needed for such a task, composition can be employed to create both strong incentive for writing and an excellent backlash effect on instruction. Furthermore, sampling a student's writing ability in this way will seem like a considerably more genuine test than any number of grammar objective tests if a more trustworthy method of evaluating the essay can be employed.

According to Heaton, it is crucial for the test writer to ascertain how composition is perceived in the native language while creating a class test. Students should be given a well-defined problem in the composition test to encourage them to compose. Test writers often assign tasks that require students to compose notes and letters in their own roles because of the

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<sup>15</sup> Luh Sridanti, *Improving Students' Writing Skill Through Guided Writing* Universitas Denpasar (2019), p.23

emphasis on communication testing. Because they are perceived as less realistic and communicative, tasks that require students to assume the role of another person are frequently avoided. Giving the student not just information about a certain circumstance but also information about the person they are writing about and the person they are meant to be is beneficial.

According to Heaton, the following are the minimal requirements for the candidate's performance:

1. Basic level: capable of producing simple, unsophisticated sentences; free of perplexing grammatical or vocabulary problems; readable and easily understandable writing.

2. Intermediate level: handwriting is typically readable; expressiveness is suitable and clear, utilizing a significant amount of language; able to connect themes and points logically; accurate grammar, vocabulary, and spelling, though potentially with a few errors that do not impair communication.

3. Advanced level: incredibly high standards for spelling, grammar, and vocabulary; easily readable handwriting; no discernible restrictions on the language a candidate can use appropriately and accurately; and the

capacity to write well-structured, logical work that exhibits a great deal of sophistication<sup>16</sup>.

## 2). Descriptive Text

### a. Definition of Descriptive Text

Oshima and Hogue claim that descriptive writing engages the senses by describing how something appears, feels, tastes, smells, and sounds. A well-written description uses visuals so the reader can visualize the item, location, or person.<sup>17</sup>

a text that is produced when words are combined to convey a meaning. The text can be divided into two primary categories: factual and literary. These contain a variety of text formats. Every text type uses language in a similar way. The unique beginning, middle, and end structures that each genre uses to function socially are known as its distinguishing schematic structures. This phrase is used to categorize different kinds of written or spoken discourse. Typically, these are categorized by form, language, content, and purpose. Students examine the format, predetermined language, formality, and goal of a sample formal letter of complaint. After identifying the genre's essential components, they use this information to create their own examples. Reports, recounts, descriptions, and other written genres are among the ones that students encounter in the classroom.<sup>18</sup>

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<sup>16</sup> Febriani Eka,). *Improving Students' Skill in Writing Procedure Text by Using Picture Series*, Univeritas Yogyakarta (2020),p. 28

<sup>17</sup> Hogue and Oshima, *Writing Academic English* 3rd Edition (New York: Pearson Education,2019) p. 61.

<sup>18</sup> Jenny Hammond, et.al., *English for Social Purposes* (Sydney: Macquarie University, 2021) p. 2.

A descriptive text is a piece of writing that uses sensory details and imagery to help the reader understand the meaning of the text.

#### b). Types of Descriptive Text

There are five types of writing descriptive text<sup>19</sup>. They are:

##### 1. Describing Process

In addition to explaining how something was done, a process description also describes why it was done and what was required to finish it.

##### 2. Describing and event

A writer should be able to recall and memorize the events that took place in order to describe them. Presumably, the author will write about the Japanese tsunami. In this instance, he or she must describe every aspect of the incident so that readers can visualize the actual circumstances.

##### 3. Describing a personality

The first thing we do when characterizing someone is to identify their unique qualities. We must honestly characterize people based on their physical characteristics (hair, eyes), emotional characteristics

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<sup>19</sup> TiurAsihSiburian, Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share, (International Journal of Language Learning and Applied Linguistics World: Faculty of Languages and Arts, UniversitasNegeri Medan, Indonesia, 2019) p. 5.

(warm, nervous), moral characteristics (greedy, honest, worthy, trust), and intellectual characteristics (cleverness, perception).<sup>20</sup>

4. Describing a place

Places like homes, hospitals, and schools were described by presenting something tangible

5. Describing an object

Providing the physical attributes of an object, such as its color, shape, form, and so on, allowed for an accurate description.

c). The Generic Structure of Descriptive Text

According to HamiWidodo, the following table displays the generic structure of descriptive text<sup>21</sup>:

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<sup>20</sup> Jolly, Writing Task,(New York: Cambridge University) p. 470

<sup>21</sup> WidodoHami, Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game (Semarang, 2020) p. 31.

Table 2.1 The generic structure of descriptive text.

| No | Generic Structure | Function                                                                                                                                                                                                                                                                                                                        |
|----|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Identification    | <p>It is a sentence or brief paragraph that introduces the subject of the description.</p> <p>It is typically captivating and has the power to pique readers' interest in the material.</p>                                                                                                                                     |
| 2. | Description       | <p>It could be one paragraph or multiple paragraphs. As stated in the identification section, this section serves to provide a suitable description of the object.</p> <p>Various angles can be used to describe the thing, including its size, length, strength, color, height, location, weather, attributes, shape, etc.</p> |

Before writing a descriptive text, students should become proficient in the general structure of descriptive texts. A tool for comprehending and instructing non-native English speakers on the types of writing needed in academic and professional settings is genre. The beginning, middle, and end of a descriptive text are the

specific steps that make up its structure. Every text has a generic structure of its own.

### 3). Concept of Ginger Writer Application

#### a. Definition of Ginger Writer Application

Ginger Write is a great writing application for people who want to improve their grammar and spelling, but do not need all the fancy features of other writing applications. This highly affordable writing application has advanced AI-based features, including an advanced spell checker, punctuation checker, and an efficient grammar checker tool.

#### b. Procedure of Ginger writer Application

1). Download Ginger Write application on the Google play Store for android users, and the App Store for iOS user



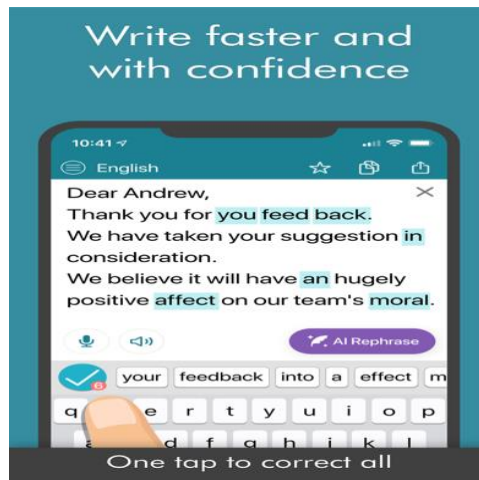
2). After installation, open the app by tapping its icon on your device's home screen



3). On the main screen of the application, you will see an empty text area. Type your text directly or paste the text you have copied into this area



4). After entering the text, tap the "Check Text" button or a similar icon to start the check. The application will highlight grammar, spelling, and punctuation errors in your text



5). Every detected error will be accompanied by a suggestion for correction. Tap on the given suggestion to apply it to your text.



6). After finishing editing, you can save the text by tapping the "Save" icon. To share the text, tap the "Share" icon and select the desired method, such as email or message.

### c. Advantages and Disadvantages of using Ginger Writer Application

The advantages contained in using Ginger writer as a learning medium are:

### 1). Improving Writing Skills Gradually

Helping students understand grammar, spelling, and punctuation mistakes by providing relevant correction suggestions. Providing detailed explanations for each correction, so that students can learn from their mistakes and gradually improve their writing skills.

### 2). Helping in Foreign Language Learning

Suitable for students learning foreign language as it provides translation and correction features for various languages. Helping students practice pronunciation in a foreign language by listening to the text being read aloud.

### 3). Improving Sentence Structure

Helping students rewrite sentences more clearly, structured, or according to a specific context. This feature allows students to see various ways to express ideas in their writing.

### 4). Practice for Digital Media

Students can use ginger writer to correct the text they type on social media, emails, or other digital platforms. Supports various devices such as laptop, tablets, and phones, allowing students to learn anytime and anywhere.

### 5). Free Version for Beginners

Students can take advantage of the free version for basic features, such as grammar and spell checkers. The user friendly interface makes this application easy to use for students of various levels of technological skills.

Ginger Writer is very beneficial for students because it not only helps them improve their writing but also allows them to learn from their mistakes. Features like automatic correction, rephraser, and contextual dictionary are very suitable for enhancing writing skills and practical language learning. This application can be used for academic purposes, exam preparation, or daily activities, such as writing on social media or emails.

Disadvantages contained in using Ginger writer as a learning medium are:

#### 1). Dependence on Technology

Students may become too dependent on Ginger Writer to correct their writing. With the presence of automatic correction, students may be less inclined to analyze or deeply understand their mistakes.

#### 2). Paid Premium Features

Some of the best features, such as advanced paraphrasing, plagiarism checker, and in-depth analysis, are only available in the premium version. Subscription fees can be a barrier for students with limited budgets.

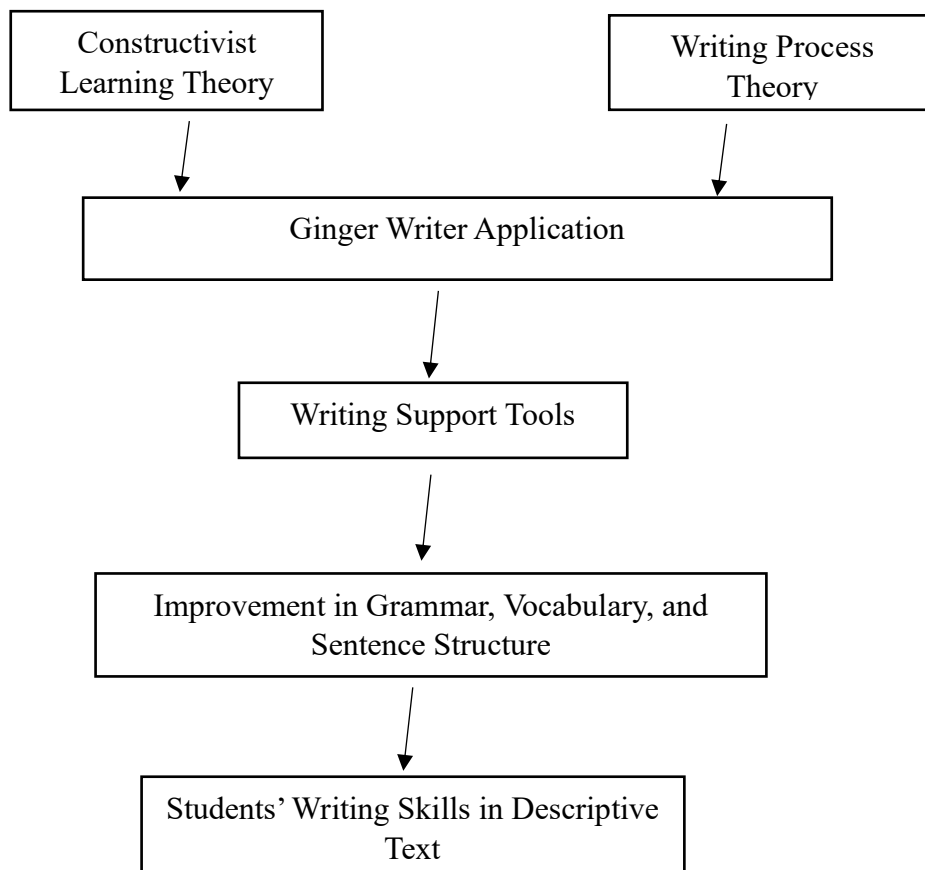
#### 3). Less Effective for Long Texts

In long Documents such as reports or very complex essays, ginger writer sometimes does not provide optimal suggestions or takes longer to process.

Although Ginger Writer is beneficial for helping students write better, some limitations such as technological dependence, paid features, and lack of support for creative learning make it less ideal as the sole learning tool. Therefore, Ginger Writer is more suitable to be used as a supporting tool alongside traditional learning methods and guidance from teachers.

### C. Conceptual Framework

The theoretical foundation of this research is illustrated in the diagram below:



## CHAPTER III

### RESEARCH METHOD

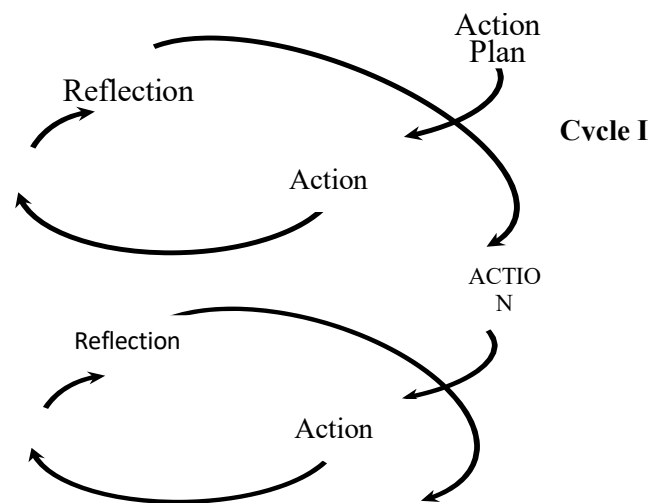
#### A. Research Design

##### 1. Method of the Research

This research used Classroom Action Research. It was intended to find out the result of the implementation of the Ginger Writer application to enhance students' writing skills in descriptive text.

##### 2. Design of the Research

Stephen Kemmis and Robin McTaggart's design, which included four phases in a single cycle—planning, acting, observing, and reflecting—was the classroom action research procedure used in this study. The four phases were interconnected and comprised the design: planning, action, observation, and reflection



**Stephen Kemmis & McTaggart Research Design**

## **B. Population and Sample**

Students from SMPN 7 Palopo made up the study's population and sample. There were 44 pupils in the seventh grade, split into classes A and B. Twenty-two pupils from Class VII A made up the sample. Purposive sampling was used to select the study's sample. Purposive sampling was a sampling technique that had a researcher-defined purpose. The purpose of this study was to improve students' descriptive text writing abilities through the implementation of the Ginger Writer application.

## **C. Research Procedure**

This action research was carried out through four activities, each of which consisted of four steps, namely

### **1. Planning**

Planning was the first step in the research procedure. This activity included identifying problems. This was an important step in conducting action research because by knowing the problem, the researcher could find the right solution to resolve the situation that arose.

### **2. Action**

After knowing the possible causes of the problems of students in Class VII A of SMPN 7 Palopo, namely lack of motivation to learn and lack of English writing skills, this action was intended to overcome those problems.

### 3. Observation

Observation was an activity conducted to collect data in order to monitor the extent to which the results of the 'action' had achieved the goal. The data collected were in the form of quantitative and qualitative data. Quantitative data included students' progress (student grades), while qualitative data included students' interest and classroom management.

### 4. Reflecting

Reflecting was an activity of evaluating the progress or changes that occurred in students, the class, and the teacher. In this step, the researcher observed whether the action activities had produced results and whether progress had occurred, as well as identifying both positive and negative aspects

## Cycle I

### 1. Planning

- a) Analyzed the curriculum, especially the competencies needed, after analyzing the needs of Class VII A students of SMPN 7 Palopo
- b) Created a learning lesson plan
- c) Preparing test
- d) Making instruments used in the classroom action research cycle.

## 2. Action

The researcher gave the students information on descriptive texts during the activity, and then she showed them multiple examples of tenses. The researcher next demonstrated the Ginger Writer program to the pupils. During the action's implementation phase, the Ginger Writer program was utilized, which increased students' enthusiasm for writing.

### a) Initial Activities

1. The researcher provided a simulation to the students about the Ginger Writer application.
2. The researcher conducted brainstorming to measure the cognitive domain.
3. The researcher greeted and prepared the students' learning conditions.
4. The researcher introduced himself, and the students took turns introducing themselves.
5. The researcher provided attention grab
6. The researcher provided apperception to the students and conveyed the learning objectives.

### b) Core Activities

1. The researcher gave a concise overview of the subject matter that would be covered during the learning process.
2. Pupils listened intently to the teacher's explanation.
3. The researcher introduced the Ginger Writer application and instructed on how to use it.
4. Students worked on the assigned tasks

5. Some students explained the assigned tasks in front of the class.
6. The researcher guided students to summarize the results of their discussions through the Ginger Writer application

c) Closing Activities

Students were reminded to prepare the next content at the conclusion of the meeting after finishing the learning activities in cycle 1.

3. Observation

In this phase, the researcher kept an eye on every activity or occurrence that took place throughout the study. The researcher monitored student engagement, evaluation, and the teaching and learning process during the learning process.

4. Reflection

This classroom action research was successful if the following requirements were met:

- a) Most students got good grades in the evaluation (writing test 75)
- b) Most students were active in the learning process (75%)

**D. The Technique of Collecting Data**

Research data were collected from observations and test results. The description was as follows

1. Observation

The observation used in this research was to see the process through direct observation. Observation was carried out to obtain information about human behavior as it happened in reality. With observation, a clearer picture

of social life could be obtained, which was difficult to get with other methods. In the event that there was a lack of information regarding the issue under investigation, observation was also conducted. To determine how engaged students were in the teaching and learning process while creating descriptive texts with the Ginger Writer program, the researcher employed observation. The teacher observed the researcher's actions while teaching students to create descriptive texts using the Ginger Writer application

## 2. Test

This was done to find out how well the students comprehended the recount text. The test was administered in the form of an essay. Following the learning process, this test method was employed as a research tool to gather data on student achievement. The examination was administered as a stand-alone practice exam. During the learning process, the test data were processed to determine the student achievement results. After that, Test 1 and Test 2 were given to the students.

The researcher assigned the written tests and analyzed them. Here is how the researcher scored the written tests which she developed from Weigles' model.

## **E. Instrument of the Research**

The writer used several instrument:

### **1. Class Observation**

Observation is a data collection method conducted by directly observing activities, behaviors, or phenomena occurring in a specific situation or environment. The type of observation used in this research is checklist observation. Before the research, the general behavior of students and the classroom environment were observed during teaching and learning activities. This aims to provide a clearer picture of how students learn, interact with each other in the classroom, and perform academically.

### **2. Tests**

The test was conducted three times: the first test was before the application of the cycle, namely the pre-cycle test, followed by the cycle 1 test and the cycle 2 test. The pre-cycle test aimed to evaluate the extent of students' abilities before the application of the cycle. The next tests, namely the cycle 1 and cycle 2 tests, were used to obtain results at the end of each cycle. By testing students' writing ability individually, the improvement of students' scores could be analyzed. They had to write a descriptive text with a different theme between the first and second cycle. (Test adapted from Putri Aisyah, 2021).

### 3. Recorded Situation

There were some photographs and video by taken during the research.

### 4. Analysis of Documents

The first cycle document and the second cycle document were two components of document analysis. Document analysis was conducted in both cycles. In the first cycle, initial document analysis was performed, and in the second cycle, document analysis was conducted again. The documents examined were the students' writings in the Ginger Writer application, which were used to assess their skills in describing people.

## **F. The Procedure of Data Collection**

The researcher intended to carry out this investigation in cycles. The cycle began with a classroom action research project that included preparation, execution, observation, and reflection

### **1. Cycle I**

Prior to implementing action research, the investigators undertook preparatory measures including:

#### **a) Planning**

At this planning stage, the researcher looked for a technique to solve the problems that were already known in the first procedures. Then the researcher prepared: (1) Lesson Plan (RPP), (2) an evaluation sheet, (3) learning materials about descriptive text, and (4) the Ginger Writer application.

b) Actions

Following the preparation of certain plans to address the issue, the researcher held three meetings throughout this Cycle I to carry out the study plan in the classroom. The assessment of students' learning processes was carried out from the beginning of learning to the end, using data collection instruments that had been prepared in advance.

c) Observation

Observations were made during the teaching and learning process, through direct observation by recording classroom activities, where the researcher acted as the teacher while the teacher acted as the observer. In order to apply the word square media, the researcher pretended to be the teacher in the classroom. During the start of instruction, the instructor kept track of everything that happened in the classroom. Although it only gathered data from students, it was used to collect data from classroom activities.

d) Reflection

In order to identify the flaws and weaknesses of the learning activities for the Application of Ginger Writer conducted in Cycle I, reflection was done by discussing how actions were implemented in light of observations. The subject instructor was then consulted about the identified flaws and weaknesses in order to decide whether the outcomes had met the pre-established success criteria. If not, the researcher enhanced the learning procedure that had already been implemented to improve Cycle II.

## 2. Cycle II

Based on reflection in Cycle I, activities needed to be carried out to enhance the plans and actions that had been implemented. The activity steps in Cycle II were different from the steps in Cycle I. The difference lay in the activity targets, which aimed to make improvements to the actions of the previous cycle.

### a. Planning

The researcher planned Cycle II in teaching and learning activities using the results regarding the weaknesses in Cycle I, such as students' weaknesses on the evaluation sheet that accompanied the test, students' lack of motivation, and students' vocabulary skills in the word square in Cycle I. The researcher made an instructional planning scenario developed from the first-cycle reflective findings in this action research repair.

### b. Action

After redesigning the weaknesses in Cycle I, improvements were made in the researcher's structured teaching plan, and students demonstrated marked progress compared to earlier cycle achievements. Then, the researcher provided students with material on other examples.

### c. Observations

- 1) Descriptive Text writing test.
- 2) Student active participation in knowledge acquisition
- 3) Student performance in evaluation and discussion with peers.

#### d. Reflection

At this stage, the researchers collected the results obtained at the observation stage to be analyzed. From the results obtained, the researchers made conclusions regarding the application of the Ginger Writer to improve students' writing skills that had been carried out for two phases. This classroom action research was successful if the following requirements were met:

- 1) Most of the students (75%) had good participation during the learning process in the classroom.
- 2) Most of the students have a good score in evaluation (75).
- 3) Most of the students active in peer evaluation and discussions.
- 4) Students got motivation through participatory learning.

#### **G. The Technique of Data Analysis**

To ascertain the rise in student engagement in the teaching and learning process, particularly regarding descriptive text content created with Ginger Writer, the percentage of score attainment on the observation sheet was totaled. The average percentage of student participation at each meeting was used to calculate the percentage. Researchers employed a class percentage to compute the findings of their observations of student activity. The following was the formula.

1. The researcher conducted the study in two cycles. This was used to find out how good the overall scores of students were on their recount writing skills. The calculation of the percentage of test scores used the following formula.

$$Score = \frac{\Sigma \text{right answer}}{\Sigma \text{item}} \times 100\%$$

2. The researcher tried to get the percentage of classes that passed the Minimum Completion Criteria (KKM) by considering the acquisition of an English subject score of 75. The formula used was:

$$P = \frac{F}{N} \times 100\%$$

P = the percentage of observation score

F = number of students activeness score in each indicator

N = number of all students in a class

**Table 3.2 The Classification Score for the Test**

| PERCENTAGE | CRITERIA   |
|------------|------------|
| 90-100     | Excellent  |
| 80- 89     | Good       |
| 70- 79     | Adequate   |
| 60- 69     | Inadequate |
| Below 60   | Failing    |

## H. Criteria of Action Success

The following standards were used to judge the quality of an action research study. These standards were applicable to PAR as well as practical

action research. In an excellent action study, the writer :<sup>22</sup>

1. Paid attention to an issue that existed in the local community or in practice.
2. To help solve the issue, gathered information from a variety of sources, usually both quantitative and qualitative.
3. Worked together to identify the best solution while conducting the research.
4. Treated all partners with dignity so that they were equal participants in the action research process.
5. Offered a course of action to attempt to resolve the issue
6. Solved the issue to help the people enjoy better lives.

The outcomes of tests and observations served as the foundation for action. The researcher considered this research successful and stopped the action if the results of observations and tests demonstrated that students participated in the teaching and learning process 75% of the time and that they responded favorably to using the Ginger Writer application.

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<sup>22</sup> John W. Creswell, Educational Research Planning Conducting and Evolution Quantitative and Qualitative Research Fourth Edition, 2012, University of Nebraska-Lincoln, Pearson p.591

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. Data Description**

This study described the data from the research implementation process. They were gathered from the start of the cycle till the outcome. Those were planning, doing, watching, and thinking.

##### **a). The Result of Test Before Cycle**

The test finished prior to the CAR. The process was carried out on May 26, 2025. Prior to using the CAR, the test was used to gauge the students' proficiency in producing Descriptive Text.

**Table 4.1**  
**The Students' Score in Pre- Action Cycle**

| No          | Name of Students | Score        |
|-------------|------------------|--------------|
| 1.          | S1               | 60           |
| 2.          | S2               | 70           |
| 3.          | S3               | <b>80</b>    |
| 4.          | S4               | 50           |
| 5.          | S5               | <b>80</b>    |
| 6.          | S6               | 60           |
| 7.          | S7               | <b>80</b>    |
| 8.          | S8               | 50           |
| 9.          | S9               | 70           |
| 10.         | S10              | 70           |
| 11.         | S11              | 60           |
| 12.         | S12              | 40           |
| 13.         | S13              | <b>80</b>    |
| 14.         | S14              | <b>80</b>    |
| 15.         | S15              | 50           |
| 16.         | S16              | <b>85</b>    |
| 17.         | S17              | 40           |
| 18.         | S18              | 60           |
| 19.         | S19              | 40           |
| 20.         | S20              | <b>85</b>    |
| 21.         | S21              | 50           |
| 22.         | S22              | 70           |
| <b>Mean</b> |                  | <i>64,09</i> |

*Note \*) = Students who passed the KKM 75 (Seventy Five)*

Firstly, the researcher calculated the mean score such as below:

$$Mx = \frac{\Sigma x}{n}$$

$$Mx = \frac{1.410}{22}$$

$$Mx = 64,09$$

The following algorithm was then used to determine which students passed the KKM percentage class:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{22} \times 100\%$$

$$P = 31,82\%$$

Based on the results of the test before cycle, the data shows that the average test score is 64,09. There were only 6 students or 31,82% who scored above the Minimum Completion Criteria (KKM). Meanwhile, the other 15 students were below the criteria. The lowest score obtained by students was 40.

**Table 4.2**  
**The rate percentage score of students Test Cycle I**

| Score        | Category   | Test Cycle I |               |
|--------------|------------|--------------|---------------|
|              |            | Frequency    | Percentantage |
| 90-100       | Excellent  | -            | 0%            |
| 80-89        | Good       | 7            | 31,82%        |
| 70-79        | Adequate   | 4            | 18,18%        |
| 60-69        | Inadequate | 4            | 18,18%        |
| Below 60     | Failing    | 7            | 31,82%        |
| <b>Total</b> |            | 22           | 100%          |

As can be seen from the above table, out of the 22 students who took the test in the first cycle, none received an excellent score, seven received a good score, four received a fair score, four received a poor score, and seven received a failing score.

After evaluating the test results prior to the cycle, it is possible to

conclude that the majority of VII A class students struggle with writing abilities, particularly understanding of creating descriptive texts. The average result of the test before implemented cycle, which indicates that 15 pupils failed the KKM, makes this quite evident. Finding a strategy to get around this issue is so essential. The researcher employed a classroom action research methodology with two cycles using the Ginger Writer Application to teach writing descriptive text as an innovation in the teaching and learning process.

### 1. Cycle One

Three sessions were required to complete cycle I: two for the learning process and one for evaluation at the conclusion of the cycle I meeting. The following steps have been taken in accordance with Kurt Lewin's class action research model:

#### a) Planning Phase

Planning is the initial step in class action research. Based on the identified issue from the interview and test results prior to the cycle outcome, plans were formed.

This part includes creating lesson plans and preparing the instruments. The current curriculum served as the basis for creating lesson plans, which started with the teaching-learning process, assessment, instructional objectives, and instructional materials.

During the design stage, tools like the Ginger Writer application's writing evaluation rubric, observational sheet, writing test questions, and descriptive

text model were created.

b) Action Phase

The first cycle action was carried out in three meetings, with the third meeting of face-to-face learning and one meeting was an evaluation at the end of the cycle. Learning activities were carried out in accordance with the lesson plan that had been prepared previously. Before beginning the teaching and learning process, the researcher greeted everyone and led a group prayer to kick off the first meeting. The researcher then gave his introduction. The researcher informed the students of the planned learning objectives and verified their attendance. The researcher reviewed with the students the overall structure and grammar of descriptive texts.

The researcher then went on to discuss the content, syntax, and structure of descriptive texts. Additionally, examples of descriptive writings and their general structure (description and identification) were displayed to them. The researcher then gave the students vocabulary associated with descriptive passages, which they then examined since the researcher ordered each student to come up and write the vocabulary one at a time.

The learning steps from the first meeting were not the same as those from the second meeting. The researcher gave the students an introduction to the Ginger Writer application during this second meeting.

After giving an explanation of the ginger writer application, students will be directed on how to operate the ginger writer application. The following are the operating instructions for the Ginger Writer application:

- a) Firstly, students who do not have the threads application will download the application.
- b) After downloading, they install it and open the ginger writer app.
- c) On the main screen of the application, you will see an empty text area. Type your text directly or paste the text you have copied into this area.
- d) After entering the text, tap the "Check Text" button or a similar icon to start the check. The application will highlight grammar, spelling, and punctuation errors in your text.
- e). Every detected error will be accompanied by a suggestion for correction. Tap on the given suggestion to apply it to your text.
- f). After finishing editing, you can save the text by tapping the "Save" icon. To share the text, tap the "Share" icon and select the desired method, such as email or message.

For the third meeting, the evaluation was conducted in cycle I with an essay task where students answered several questions provided by the researcher.

#### c) Observation Phase

According to observation exercises conducted by researchers and observers throughout cycle I, researchers are aware of the classroom environment and students are engaged while they are present. Students were therefore very boisterous throughout the tests that the researchers gave them, and some of them wandered in and out, spoke with their friends, and failed to pay attention

to the lesson. The findings of the assessment of pupils' writing abilities revealed that they primarily received low marks for their proficiency in producing descriptive texts. Just the mean score (refer to table 4.2)

**Table 4.2**  
**The Score of Students in Tests Cycle I**

| No   | Name of Students' | Score     |
|------|-------------------|-----------|
| 1    | S1                | 70        |
| 2    | S2                | <b>88</b> |
| 3    | S3                | 60        |
| 4    | S4                | 70        |
| 5    | S5                | <b>80</b> |
| 6    | S6                | 50        |
| 7    | S7                | <b>90</b> |
| 8    | S8                | 59        |
| 9    | S9                | 70        |
| 10   | S10               | <b>90</b> |
| 11   | S11               | <b>85</b> |
| 12   | S12               | <b>80</b> |
| 13   | S13               | <b>87</b> |
| 14   | S14               | 65        |
| 15   | S15               | <b>80</b> |
| 16   | S16               | <b>85</b> |
| 17   | S17               | 70        |
| 18   | S18               | 65        |
| 19   | S19               | <b>80</b> |
| 20   | S20               | 60        |
| 21   | S21               | <b>80</b> |
| 22   | S22               | 70        |
|      |                   | 1.634     |
| Mean |                   | 74,27     |

Firstly, the researcher calculated the mean score such as below:

$$Mx = \frac{\Sigma x}{n}$$

$$Mx = \frac{1.634}{22}$$

$$Mx = 74,27$$

Next, to know the students' passed the KKM percentage class, the following formula was used:

$$P = \frac{N}{F} \times 100\%$$

$$P = \frac{11}{22} \times 100\%$$

$$P = 0,5 \times 100\%$$

$$P = 50\%$$

The average value of the learning outcomes of the pupils in class VII A SMPN 7 Palopo was determined using the average formula based on the cycle I learning outcome exam.  $(1.634)/22 = 74,27$  is Mx. Thus, of the 22 students who took the test in cycle I, 11 scored  $\geq 75$  and 11 scored below the minimum completeness criteria (KKM), according to the average score of students using Ginger Writer to develop descriptive text writing skills. The following is the presentation of the students' learning results if the scores for cycle I's learning outcomes are divided into five categories:

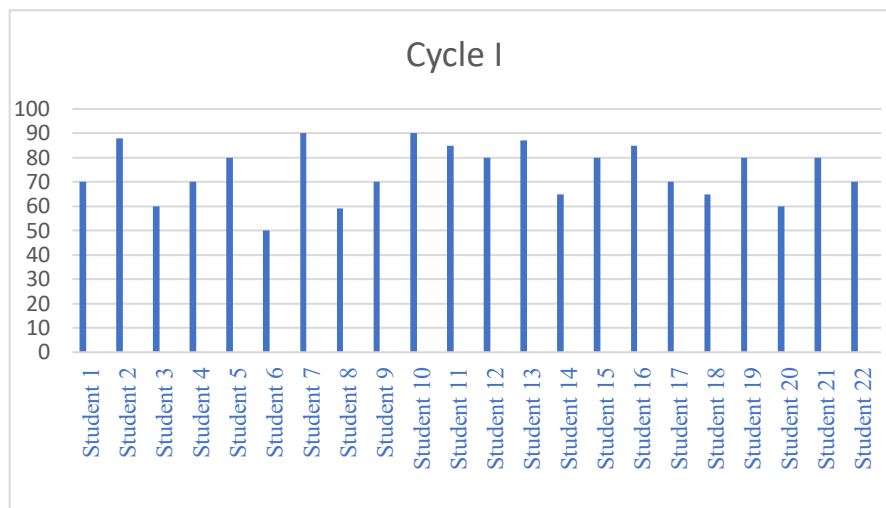
**Table 4.3**

**The rate percentage score of students Test Cycle I**

| Score    | Category   | Test Cycle I |               |
|----------|------------|--------------|---------------|
|          |            | Frequency    | Percentantage |
| 90-100   | Excellent  | 2            | 9,09%         |
| 80-89    | Good       | 9            | 40,91%        |
| 70-79    | Adequate   | 5            | 22,73%        |
| 60-69    | Inadequate | 4            | 18,18%        |
| Below 60 | Failing    | 2            | 9,09%         |
| Total    |            | 22           | 100%          |

As can be seen from the above table, out of the 22 students who took the test in the first cycle, two received very good scores, nine received good scores, five received fair scores, four received poor scores, and two received failing scores.

The results of are also depicted in the following diagram:



**Diagram 4.1**

The results of observations student activity during the teaching and learning process. Can be seen in the table below:

## OBSERVATION SHEET

Indicators in observing student activeness:

Very active:

- a) Always asking questions
- b) Always shows enthusiasm for learning
- c) Always answers the teacher's questions

Active:

- a) Ask more questions
- b) Shows enthusiasm for learning
- c) Answering the teacher's questions more

Less active

- a) Asked questions once
- b) Sometimes shows laziness and enthusiasm to learn
- c) Answered the teacher's question once

Inactive

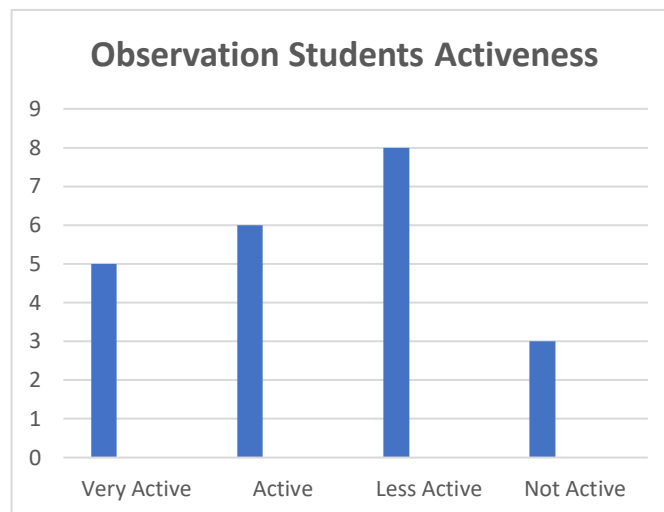
- a) Never asks questions
- b) Shows laziness to learn
- c) Never wants to answer the teacher's questions

### The Result of Observation Students' Activeness in Cycle 1

| No | Respondent   | Activeness  |          |             |            |
|----|--------------|-------------|----------|-------------|------------|
|    |              | Very Active | Active   | Less Active | Not Active |
| 1  | S1           |             |          | √           |            |
| 2  | S2           |             | √        |             |            |
| 3  | S3           |             |          | √           |            |
| 4  | S4           |             |          | √           |            |
| 5  | S5           |             | √        |             |            |
| 6  | S6           |             |          |             | √          |
| 7  | S7           | √           |          |             |            |
| 8  | S8           |             |          |             | √          |
| 9  | S9           |             |          | √           |            |
| 10 | S10          | √           |          |             |            |
| 11 | S11          | √           |          |             |            |
| 12 | S12          |             | √        |             |            |
| 14 | S13          | √           |          |             |            |
| 13 | S14          |             |          | √           |            |
| 15 | S15          |             | √        |             |            |
| 16 | S16          | √           |          |             |            |
| 17 | S17          |             |          | √           |            |
| 18 | S18          |             |          | √           |            |
| 19 | S19          |             | √        |             |            |
| 20 | S20          |             |          |             | √          |
| 21 | S21          |             | √        |             |            |
| 22 | S22          |             |          | √           |            |
|    | <b>Total</b> | <b>5</b>    | <b>6</b> | <b>8</b>    | <b>3</b>   |

Based on the table above, there are 8 students (S7, S10, S11, S13, and S16) with categories that are very active in the learning process, always asking questions and also able to explain the material well. There are 6 active students (S2, S5, S12, S15, S19, and S21) with the category of showing enthusiasm in learning, being able to answer the teacher's questions even though the

explanation is not perfect. 8 students who have less activeness (S1, S3, S4, S9, S14, S17, S18, and S22) this is because students show a lackluster attitude and also only answer questions once. and 3 others fall into the inactive category because they do not provide feedback and are also show laziness.



**Diagram 4.2**

#### d) Reflection Phase

Reflection is the following stage, which entails talking about and assessing the completed learning exercises. The purpose of reflection is to identify the flaws in cycle I.

Although there are still some challenges, the use of the Ginger Writer application for learning in cycle I can be considered successful. Lack of prior vocabulary and the fact that some pupils are still less engaged in the learning process or just participate in class are the issues at hand.

This is like the teacher paying attention when explaining at the beginning of the lesson, but not paying attention at the end of the lesson. When the researcher noticed these challenges, the researcher took corrective action by warming up,

which allowed students to refocus, become more motivated, and have the desire to participate in class until the finish, resulting in more effective learning outcomes.

Using application ginger writer, the learning of writing descriptive texts was implemented in cycle I in compliance with the previously planned design. The usage of applications can thus enhance students' English writing in descriptive texts, according to observations of classroom instruction and the findings of student learning observations. This can be seen from the calculation.

## 2. Cycle II

Cycle II involved three sessions, including an evaluation at the end of the cycle and a third in-person encounter. The purpose of cycle II was to replicate the tasks completed in cycle I while improving upon those that were still deficient.

### a) Planning Phase

The following actions are taken by the researcher in this section since device preparation is more crucial before CAR (Classroom Action Research) is implemented.

- 1) Determine the material to be taught.
- 2) Make lesson plans according to the material and teaching materials.
- 3) Making an evaluation test about the material that has been taught.

b) Action Phase

Three meetings were held to carry out Cycle II actions. The lesson plan that had been established in advance was followed when conducting the learning activities. Before beginning the teaching and learning process, the researcher greets the students at the beginning of the activity. The researcher then communicates the learning objectives and verifies the students' attendance. Beginning with earlier material, the researcher outlines the content that will be taught. The researcher attempts to assess the students' understanding of descriptive writings before going on to convey the content on describing persons. The researcher splits the class into pairs after presenting the content.

Then the researcher provided an evaluation related to the material that had been given. The researcher explained the instructions for evaluating the materials as follows:

- a. First, the researcher directed the students to be divided into pairs.
- b. Then each group will complete the assigned task on paper
- c. In addition, after completing the task, each group will take turns explaining the material based on the answer to the given question.
- d. Each group will store their answer in the ginger writer application.

After explaining the material evaluation instructions, each group was given 10 minutes to complete the task. The group that completes the media task the fastest and explains their answers well will be awarded by the researcher as a form of appreciation for the group's cooperation. For the

second meeting, the steps are the same as the first meeting, but new material is taught in the second meeting. Then the researcher gives a quiz in the form of a question-and-answer session that will be contested by the students. For the third meeting, the evaluation is conducted in cycle II with an essay assignment where students answer several questions given by the researcher.

#### c) Observation Phase

Researchers and collaborators discovered that student involvement was excellent based on their observation activities in cycle II. As a result, students enthusiastically followed the learning process, making the classroom appear more engaged than it had previously.

To clarify the results of the cycle II test, researchers and provide points or values for the results of student answers. The table below shows the scores obtained by students in cycle II:

**Table 4.5**  
**The Score of Students' Test Cycle II**

| <b>No</b> | <b>Name of Students'</b> | <b>Score</b> |
|-----------|--------------------------|--------------|
| 1         | S1                       | 75           |
| 2         | S2                       | <b>89</b>    |
| 3         | S3                       | 75           |
| 4         | S4                       | <b>85</b>    |
| 5         | S5                       | <b>92</b>    |
| 6         | S6                       | 81           |
| 7         | S7                       | 85           |
| 8         | S8                       | <b>76</b>    |
| 9         | S9                       | <b>87</b>    |
| 10        | S10                      | <b>95</b>    |
| 11        | S11                      | <b>80</b>    |
| 12        | S12                      | <b>86</b>    |
| 13        | S13                      | <b>91</b>    |
| 14        | S14                      | 76           |
| 15        | S15                      | <b>89</b>    |
| 16        | S16                      | <b>87</b>    |
| 17        | S17                      | 77           |
| 18        | S18                      | 79           |
| 19        | S19                      | <b>90</b>    |
| 20        | S20                      | 76           |
| 21        | S21                      | <b>93</b>    |
| 22        | S22                      | 87           |
|           |                          | 1.851        |
| Mean      |                          | 84,13        |

Firstly, the researcher calculated the mean score such as below:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{1.851}{22}$$

$$Mx = 84,13$$

The following algorithm was then used to determine which students passed the KKM percentage class:

$$P = \frac{N}{F} \times 100\%$$

$$P = \frac{22}{22} \times 100\%$$

$$P = 1 \times 100\%$$

$$P = 100\%$$

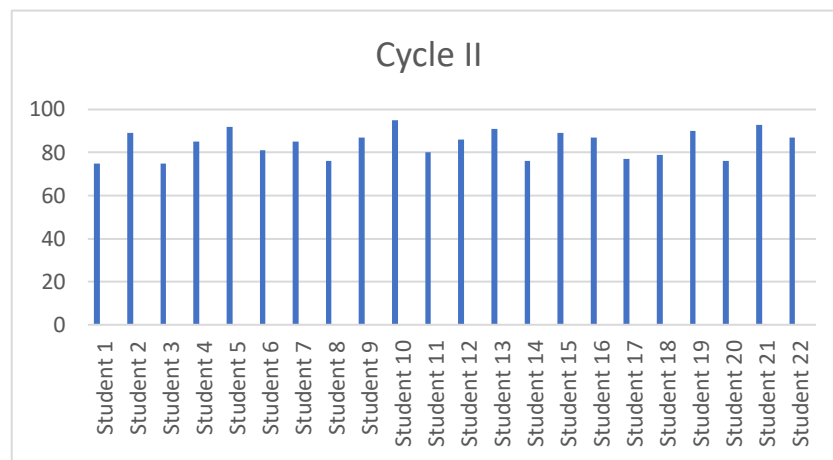
The average value of learning outcomes for class VII A students at SMPN 7 Palopo was determined using the average formula  $Mx = (1.851)/22 = 84,13$ , based on the results of the cycle II test. 22 students took the test in the second cycle, 22 students received a score of  $\geq 75$ , and no student received a score lower than the minimum completeness criteria (KKM), according to the average score of students using the Ginger Writer application to improve their writing skills of descriptive texts above. Students' learning outcomes are displayed as follows if the value of their cycle II learning outcomes is divided into five categories:

**Table 4.6**  
**The rate percentage score of students Test Cycle II**

| Score        | Category   | Test Cycle I |               |
|--------------|------------|--------------|---------------|
|              |            | Frequency    | Percentantage |
| 90-100       | Excellent  | 5            | 22,73%        |
| 80-89        | Good       | 10           | 45,45%        |
| 70-79        | Adequate   | 7            | 31,82%        |
| 60-69        | Inadequate |              |               |
| Below 60     | Failing    |              |               |
| <b>Total</b> |            | 22           | 100%          |

22 students took the test in the second cycle, and as can be seen from the above table, 5 of them received classification excellent categories, 10 received grades that included classification good categories, and 7 received grades that included classification adequate categories.

The results of are also depicted in the following diagram:



The result of observation students' activities during the teaching and learning process. It can be seen in the table below:

#### OBSERVATION SHEET

Indicators in observing students activeness:

Very active:

- a) Always asking the question
- b) Always show spirit to studying
- c) Always answer teaching question

Active:

- a) Asking question more

- b) Show spirit to studying
- c) Answer the teaching question more

Less active:

- a) Asking question once
- b) Sometimes show laziness and spirit to studying
- c) Answer teacher question once

Not active:

- a) Never asking the question
- b) Show laziness
- c) Never wants to answer teacher question

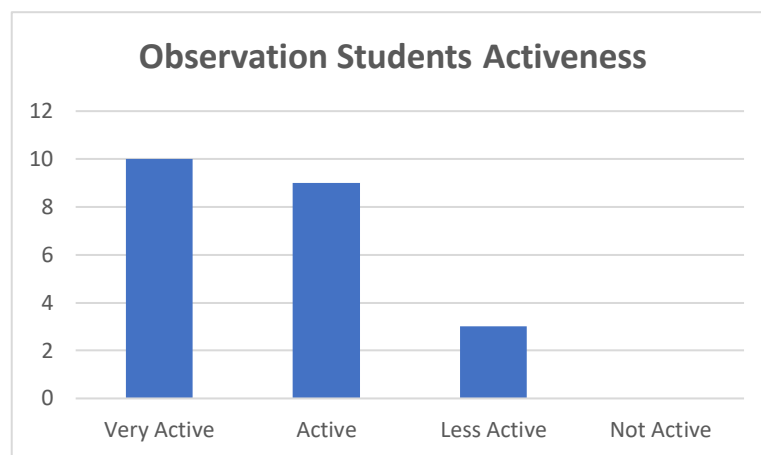
**Table 4.7****The Result of Observation Students' Activeness in Cycle II**

| No | Respondent   | Activeness  |          |             |            |
|----|--------------|-------------|----------|-------------|------------|
|    |              | Very Active | Active   | Less Active | Not Active |
| 1  | S1           |             | √        |             |            |
| 2  | S2           | √           |          |             |            |
| 3  | S3           |             |          | √           |            |
| 4  | S4           |             | √        |             |            |
| 5  | S5           | √           |          |             |            |
| 6  | S6           | √           |          |             |            |
| 7  | S7           |             | √        |             |            |
| 8  | S8           |             | √        |             |            |
| 9  | S9           | √           |          |             |            |
| 10 | S10          |             | √        |             |            |
| 11 | S11          |             |          | √           |            |
| 12 | S12          | √           |          |             |            |
| 13 | S13          | √           |          |             |            |
| 14 | S14          |             | √        |             |            |
| 15 | S15          |             | √        |             |            |
| 16 | S16          | √           |          |             |            |
| 17 | S17          |             | √        |             |            |
| 18 | S18          | √           |          |             |            |
| 19 | S19          | √           |          |             |            |
| 20 | S20          | √           |          |             |            |
| 21 | S21          |             | √        |             |            |
| 22 | S22          |             |          | √           |            |
|    | <b>Total</b> | <b>10</b>   | <b>9</b> | <b>3</b>    |            |

Based on the table above, there are 10 students (S2, S5, S6, S9 S12, S13, S16, S18, S19, and S20) with categories that are very active in the learning process, always asking questions and also able to explain the material well.

There are 9 active students (S1, S4, S7, S8, S14, S15, S17, S21) with the category of showing enthusiasm in learning, being able to answer the teacher's questions even though the explanation is not perfect. Only 3 students who have less activeness (S3, S11, S22) this is because students show a lackluster attitude and also only answer questions once.

The results of are also depicted in the following diagram:



**Diagram 4.4**

#### d) Reflection Phase

From the reflection step, a number of improvements can be gathered. Compared to the first cycle, the second cycle's class action learning was superior. In the classroom, students became more engaged. The pupils displayed greater bravery while voicing their thoughts and disagreements. The youngsters appeared well-behaved and were quite excited to use the Ginger Writer App. The classroom environment was quiet and focused.

This means that the Classroom Action Research (CAR) can be said to be successful, it is known that the implementation of the Ginger Writer application has improved student learning outcomes, which can be seen from

the Minimum Completion Criteria (KKM) score that has been met, which is 75 points. Students' weaknesses in Cycle I have been resolved. Students' writing skills improved, students were motivated, students were more focused and active in the learning process.

## **B. Discussion**

The research aims to examine whether ginger writer improve students' writing skill. Many students still have difficulty writing descriptive texts, both in terms of vocabulary, sentence structure, and grammar. The Ginger Writer application offers a grammar checker and automatic correction feature that is very helpful in improving the accuracy of students' writing. Therefore, the researcher interested in researching how this application can be used as a learning medium to improve students' writing skills, particularly in descriptive texts.

The treatment given in this study is the use of the Ginger Writer application during the process of learning to write descriptive texts. Students were provided with material on descriptive texts, and then they were asked to write texts using the Ginger Writer application. This application is used to help them check and correct grammar, spelling, and sentence structure errors.

The results of this study indicate that utilizing the Ginger Writer application had a positive impact on students' ability to write descriptive texts. Before implementing the Classroom Action Research (CAR), many students faced difficulties with essential writing elements like grammar, vocabulary usage, and organizing their ideas, as reflected in the low pre-cycle average

score of 64.09 and only 31.82% of the students meeting the Minimum Completion Criteria (KKM). After introducing the Ginger Writer application in the first cycle, students' performance improved, with the average score increasing to 74.27 and half of the students reaching the KKM. While some issues, such as limited vocabulary and low engagement, remained during Cycle I, they were effectively addressed in Cycle II through changes in teaching strategies—such as incorporating group work and interactive learning. Consequently, the students' average score rose significantly to 84.13, with all students meeting the KKM. Observation results also revealed greater student engagement, as more learners actively participated in the classroom activities. The built-in features of the Ginger Writer application including grammar and spelling correction, along with vocabulary enhancement greatly supported students in refining their writing independently. These findings highlight the value of incorporating digital writing tools into the English language learning process, as they enhance writing quality while also increasing learners' motivation, involvement, and confidence.

The use of the Ginger Writer Application has proven to be effective in improving students' descriptive writing skills because it provides automatic features such as grammar correction, spelling, and sentence improvement suggestions that make it easier for students to compose better writing. Through this application, students can correct their mistakes independently and learn directly from the feedback provided. This not only improves their technical writing skills but also builds language awareness, motivation, and self-

confidence. Research results at SMPN 7 Palopo show an increase in students' average scores from cycle to cycle, reflecting the application's effectiveness in the learning process. Before using the application, only a small percentage of students met the Minimum Competency Criteria (KKM), but after gradually implementing Ginger Writer over two learning cycles, all students surpassed the KKM with a significant increase in average scores. These findings are consistent with Widiawati's (2023) research, which also showed a significant improvement in students' writing skills after using the Ginger Writer app. Although Widiawati's research used a quantitative approach, while this study used the Classroom Action Research (CAR) method, both proved that Ginger Writer is effective in improving students' descriptive writing skills.<sup>23</sup>

The Ginger Writer app offers a variety of features that are extremely helpful in improving students' writing skills. One of its key features is automatic grammar checking, which corrects errors in sentence structure, making it easier for students to understand how to use language correctly. Additionally, the spell-checker helps students reduce spelling mistakes, resulting in neater and more professional writing. Ginger Writer also includes a paraphrasing tool that provides alternative sentence expressions, enabling students to develop varied language styles in their writing. The translation feature further supports students' vocabulary expansion, particularly in English language learning. With context-based suggestions, this app enables students

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<sup>23</sup> Xindi Widiawati, Salasiah Ammade, Nasrullah (2023) "*The Practice of Ginger Writer Application to Improve Students Descriptive Text*".

to learn to correct mistakes independently without always relying on teacher assistance. This also boosts students' motivation and confidence as they feel more capable of composing their writing. Furthermore, the app's simple and user-friendly interface makes Ginger Writer highly suitable for middle school students learning to write, making the learning process more enjoyable and effective.

The main obstacle in this study was limited access to technology, as not all students had adequate devices to use the Ginger Writer application optimally. In addition, some students lacked technological skills, requiring additional time to guide them in using the application. Limited learning time also hindered the maximum use of the application in improving writing skills. Varied student motivation is another challenge, as some students are more comfortable with conventional learning methods and less interested in using new technology. Furthermore, unstable internet connectivity at both schools and students' homes further disrupts the smooth use of this application. Based on the description above, it can be concluded that students have significantly improved their ability to write descriptive texts. This can be seen in each cycle. So, it can be concluded that the implementation of the ginger writer application in improving students' ability to write descriptive texts is proven.

The findings of this study have several important implications for English language learning in higher education, for students aiming to improve their writing skills, and for future research. For English language learning in higher education, the integration of digital tools like the Ginger Writer application

highlights the potential of technology to enhance students' writing accuracy and fluency, suggesting that institutions should consider incorporating similar applications into writing courses to support grammar correction, vocabulary development, and self-editing, thereby promoting learner autonomy and engagement. For students who wish to improve their writing skills, this study demonstrates that Ginger Writer can function as an effective learning companion by providing instant feedback, correcting grammatical errors, and offering clearer alternatives, thus fostering greater awareness of writing issues and supporting independent learning through its accessible and user-friendly design. Finally, for future researchers, this study offers a foundation for examining other writing support tools or conducting comparative studies, while also encouraging exploration into how such tools influence not just grammatical accuracy but also student motivation, creativity, and broader writing abilities across genres and educational contexts.

For future research, it is recommended that researchers pay attention to the availability and readiness of the technological devices owned by students so that the learning process with the Ginger Writer application runs more smoothly, as well as providing training or guidance on the use of the application before learning begins so that students can master it more quickly. Additionally, learning time should be extended or scheduled specifically to maximize the use of the application for writing, and it is advisable to combine it with more varied teaching methods to enhance students' motivation and interest. Lastly, it is important to ensure a stable internet connection during

learning to ensure the application functions optimally, and future research could explore the use of other supporting applications or the development of features within Ginger Writer that support creativity and the development of ideas in descriptive writing.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of data analysis, the conclusion of this study is the use of the Ginger Writer application can improve the descriptive writing skills of seventh-grade students at SMPN 7 Palopo. This application helps students improve their grammar, spelling, and sentence structure so that their writing becomes better and more organized. After conducting the research, the application of application ginger writer can improve students' descriptive text writing skills because of significant student learning outcomes and proven by numbers, where in the test before the implementation of cycle I where students obtained an average score of 64.09% while student learning outcomes at the final meeting in cycle I were 74.27% and the test results in cycle II were 84.13%. This can be categorized as an increase in student learning outcomes.

#### **B. Suggestion**

As mentioned above, this study proved that the application of ginger writer has a positive influence on students achievement in descriptive writing. Ginger writer application can be used as an alternative way to teach descriptive because it can reduce students' tension and boredom in writing. The researcher intends to provide some suggestion as follows.

## 1. English Teachers

It is recommended that English teachers consider using ginger writer application as an English learning media especially in teaching writing. Through this ginger writer application, students will find it easier to express their ideas.

## 2. Future Research

Ginger writer application is recommended to be used in English teaching because it not only improves descriptive text writing skills, but can be used to improve speaking, reading, vocabulary and writing skills with different materials.

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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**

## Surat Izin Meneliti



### PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921  
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### SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.0659/IP/DPMPTSP

#### DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

#### MEMBERIKAN IZIN KEPADA

Nama : INTAN NURAENI  
Jenis Kelamin : P  
Alamat : Dsn. Benteng, Kec. Angkona, Kab. Luwu Timur  
Pekerjaan : Mahasiswa  
NIM : 2102020006

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

#### USING THE GINGER WRITER APPLICATION TO ENHANCE STUDENTS WRITING SKILLS IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF SMPN 7 PALOPO

Lokasi Penelitian : SMP NEGERI 7 PALOPO  
Lamanya Penelitian : 22 Mei 2025 s.d. 22 Agustus 2025

#### DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 23 Mei 2025



Ditandatangani secara elektronik oleh :  
Kepala DPMPTSP Kota Palopo  
**SYAMSURIADI NUR, S.STP**  
Pangkat : Pembina IV/a  
NIP : 19850211 200312 1 002

#### Tembusan Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.





**PEMERINTAH KOTA PALOPO**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 7 PALPO**  
Alamat : Jl. Andi Pangeran No.06, Kota Palopo



**SURAT KETERANGAN PENELITIAN**  
Nomor : 400.3.5/077/SMPN.7/VI/2025

Yang bertanda tangan dibawah ini :

Nama : WAGIRAN, S.Pd.,M.Eng  
NIP : 19670219 199103 1 005  
Jabatan : kepala Sekolah  
Sekolah : SMP Negeri 7 Palopo

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya dibawah ini :

Nama : INTAN NURAENI  
NIM : 2102020006  
Program Studi : Pendidikan Bahasa Inggris  
Jenis Kelamin : Perempuan  
Semester : VIII ( Delapan )  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan

Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo selama (4) hari, terhitung mulai tanggal 26 – 28 Mei dan 02 Juni 2025 untuk memperoleh data dalam rangka penyusunan karya ilmiah (skripsi) yang berjudul “ *USING THE GINGER WRITER APPLICATION TO ENHANCE STUDENTS WRITING SKILLS IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF SMPN 7 PALOPO* ”  
Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 02 Juni 2025

Kepala Sekolah,



WAGIRAN S.Pd.,M.Eng  
Nip. 19670219 199103 1 005

### Photographs of Students' Test Before Cycle



## Photographs of Learning Process



**Photograph of Students' Activity in CAR**



### Aspect of Scoring Writing Ability

| Aspect of Scoring Writing Ability | Score   | Level                  | Criteria                                                                                          |
|-----------------------------------|---------|------------------------|---------------------------------------------------------------------------------------------------|
| Content                           | 30 – 27 | Excellent to very good | Through development of paragraph unity.<br>Relevant to topic, topic sentence, concluding sentence |
|                                   | 26 – 22 | Good to average        | Limited development of paragraph unity.<br>Mostly relevant to topic but lacks detail              |
|                                   | 21 – 17 | Fair to poor           | Limited knowledge of paragraph<br>Inadequate development of topic                                 |
|                                   | 16 – 13 | Very Poor              | Does not show knowledge of paragraph<br>Not enough to evaluate                                    |
| Organization                      | 20 – 18 | Excellent to very good | Well organized Clearly stated<br>Cohesive                                                         |
|                                   | 17 – 14 | Good to average        | Limited supported idea<br>Logical but incomplete sequenc                                          |
|                                   | 13 – 10 | Fair to poor           | Non fluent<br>Ideas confused<br>Lack logical developing                                           |
|                                   | 9 – 7   | Very poor              | Does not communicative<br>Not enough to evaluate                                                  |

|            |         |                                 |                                                                                                                                                        |
|------------|---------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary | 20 – 18 | Excellent<br>to<br>very<br>good | Effective word usage<br>Word form mastery                                                                                                              |
|            | 17 – 14 | Good to<br>average              | Adequate range<br>Error of word form                                                                                                                   |
|            | 13 – 10 | Fair to<br>poor                 | Limited range<br>Frequent errors of word form                                                                                                          |
|            | 9 – 7   | Very<br>poor                    | Essentially translation<br>Little knowledge of English<br>vocabulary<br>Errors word form                                                               |
| Grammar    | 25 – 22 | Excellent<br>to very<br>good    | Effective complex construction<br>Word offer function<br>Articles pronouns<br>Prepositions                                                             |
|            | 21 – 18 | Good to<br>average              | Effective but simple<br>construction<br>Several errors of agreement<br>Tense, articles pronouns, and<br>prepositions but meaning<br>seldom<br>Obscured |
|            | 17 – 11 | Fair to<br>poor                 | Simple<br>Frequent errors of tense, word<br>function Articles pronouns and<br>preposition Meaning confused                                             |
|            | 10 – 5  | Very<br>poor                    | No mastery of constructions<br>Dominated by errors Does not<br>communicate                                                                             |

|           |   |                              |                                                                                                     |
|-----------|---|------------------------------|-----------------------------------------------------------------------------------------------------|
|           |   |                              | Not enough to evaluate                                                                              |
| Mechanics | 5 | Excellent<br>to very<br>good | Mastery of conventions<br>Few errors of spelling,<br>punctuation and also<br>capitalization         |
|           | 4 | Good to<br>average           | Occasional errors of spelling,<br>punctuation, capitalization<br>Meaning not obscured               |
|           | 3 | Fair to<br>poor              | Frequent errors of spelling,<br>punctuation, capitalization and<br>paragraphing<br>Meaning confused |
|           | 2 | Very<br>poor                 | No mastery of conventions<br>Dominated by errors<br>Not enough to evaluate                          |

*(Source; Jacob et al's (1981) in Weigle 2002))*

### Document Analysis Cycle I

| Students | C  | O  | V  | G  | M | Score |
|----------|----|----|----|----|---|-------|
| S1       | 17 | 20 | 14 | 15 | 4 | 70    |
| S2       | 26 | 20 | 19 | 18 | 5 | 88    |
| S3       | 16 | 15 | 13 | 13 | 3 | 60    |
| S4       | 20 | 17 | 14 | 15 | 4 | 70    |
| S5       | 24 | 18 | 17 | 18 | 3 | 80    |
| S6       | 13 | 10 | 11 | 13 | 3 | 50    |
| S7       | 27 | 22 | 19 | 18 | 4 | 90    |
| S8       | 16 | 13 | 12 | 13 | 3 | 59    |
| S9       | 21 | 16 | 15 | 15 | 3 | 70    |
| S10      | 27 | 22 | 19 | 18 | 4 | 90    |
| S11      | 25 | 18 | 19 | 19 | 4 | 85    |
| S12      | 23 | 18 | 18 | 17 | 4 | 80    |
| S13      | 26 | 19 | 19 | 18 | 5 | 87    |
| S14      | 17 | 16 | 15 | 14 | 3 | 65    |
| S15      | 22 | 19 | 18 | 17 | 4 | 80    |
| S16      | 24 | 19 | 18 | 19 | 5 | 85    |
| S17      | 17 | 19 | 15 | 16 | 3 | 70    |
| S18      | 19 | 16 | 14 | 13 | 3 | 65    |
| S19      | 23 | 20 | 15 | 18 | 4 | 80    |
| S20      | 17 | 14 | 13 | 13 | 3 | 60    |
| S21      | 23 | 19 | 18 | 16 | 4 | 80    |
| S22      | 20 | 16 | 16 | 15 | 3 | 70    |
| Mean     |    |    |    |    |   | 74,27 |

### Document Analysis Cycle II

| Students | C  | O  | V  | G  | M | Score |
|----------|----|----|----|----|---|-------|
| S1       | 22 | 18 | 16 | 15 | 4 | 75    |
| S2       | 27 | 20 | 19 | 18 | 5 | 89    |
| S3       | 22 | 17 | 16 | 16 | 4 | 75    |
| S4       | 25 | 20 | 18 | 18 | 4 | 85    |
| S5       | 27 | 22 | 19 | 19 | 5 | 92    |
| S6       | 23 | 19 | 19 | 16 | 4 | 81    |
| S7       | 25 | 18 | 19 | 19 | 4 | 85    |
| S8       | 22 | 17 | 17 | 16 | 4 | 76    |
| S9       | 27 | 20 | 18 | 18 | 4 | 87    |
| S10      | 29 | 23 | 19 | 19 | 5 | 95    |
| S11      | 23 | 19 | 16 | 18 | 4 | 80    |
| S12      | 25 | 20 | 19 | 18 | 4 | 86    |
| S13      | 27 | 21 | 19 | 19 | 5 | 91    |
| S14      | 22 | 17 | 17 | 16 | 4 | 76    |
| S15      | 27 | 20 | 19 | 18 | 5 | 89    |
| S16      | 27 | 20 | 18 | 18 | 4 | 87    |
| S17      | 22 | 18 | 17 | 16 | 4 | 77    |
| S18      | 23 | 18 | 18 | 16 | 4 | 79    |
| S19      | 27 | 20 | 19 | 19 | 5 | 90    |
| S20      | 22 | 17 | 17 | 16 | 4 | 76    |
| S21      | 27 | 23 | 19 | 19 | 5 | 93    |
| S22      | 27 | 20 | 18 | 18 | 4 | 87    |
| Mean     |    |    |    |    |   | 84,13 |

## Students Answer Cycle I

**Write**



Let me introduce my friend Ahmad Muhaidin, he is my **deskmate** in class. He has a thin and short body. His hair is black, he also has a small, petite face and is very handsome.



Let me introduce my best friend arvan jarid, he is very cheerful, friendly, and kind. He has a chubby and tall body, he also has short black hair, a prominent nose, and he is very handsome



 Rephrase



 Rephrase



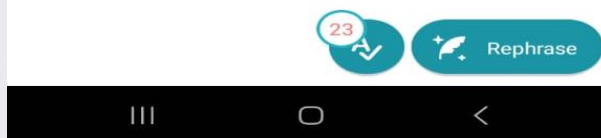
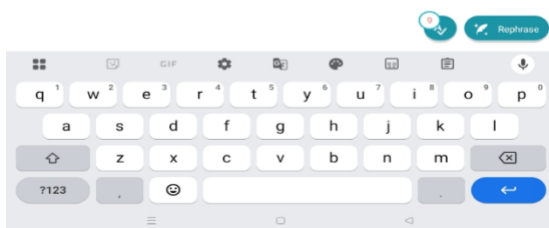
Let me introduce you to my best friend, his name is Muhammad Adyaksa. but i always called his aksa. He Student from smp negri 7 palopo.

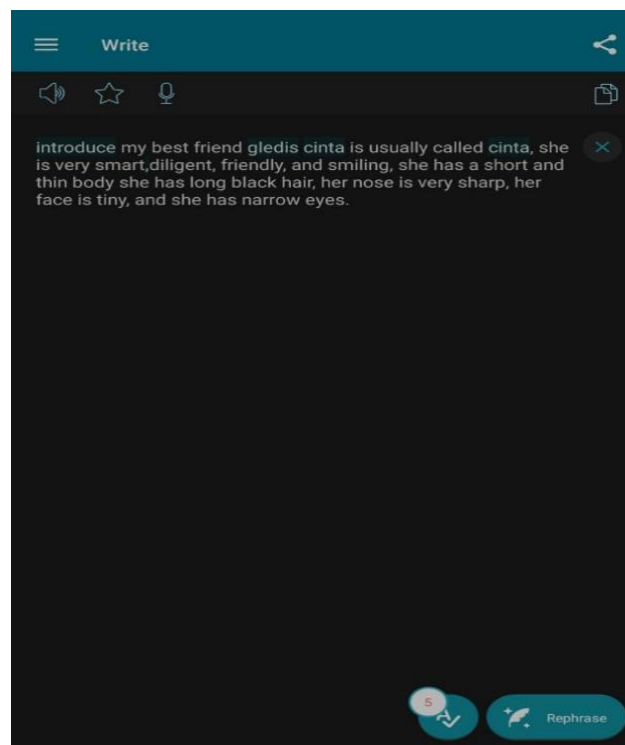
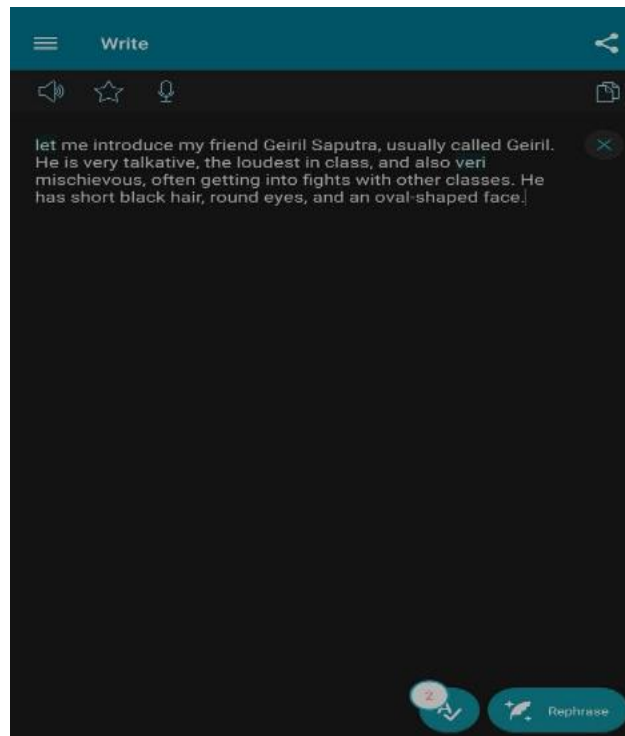
Aksa is handsome, he has a very kind, shy and generous nature.

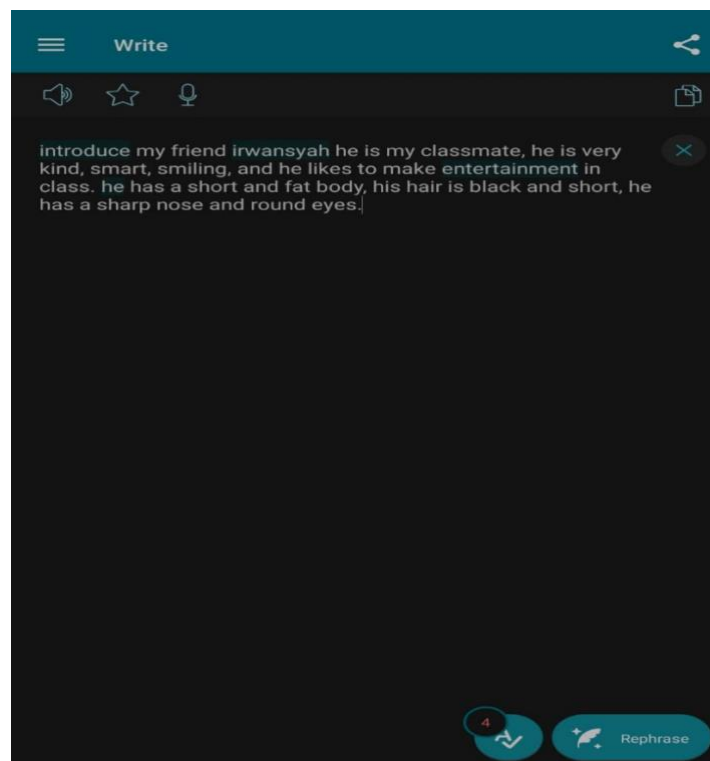
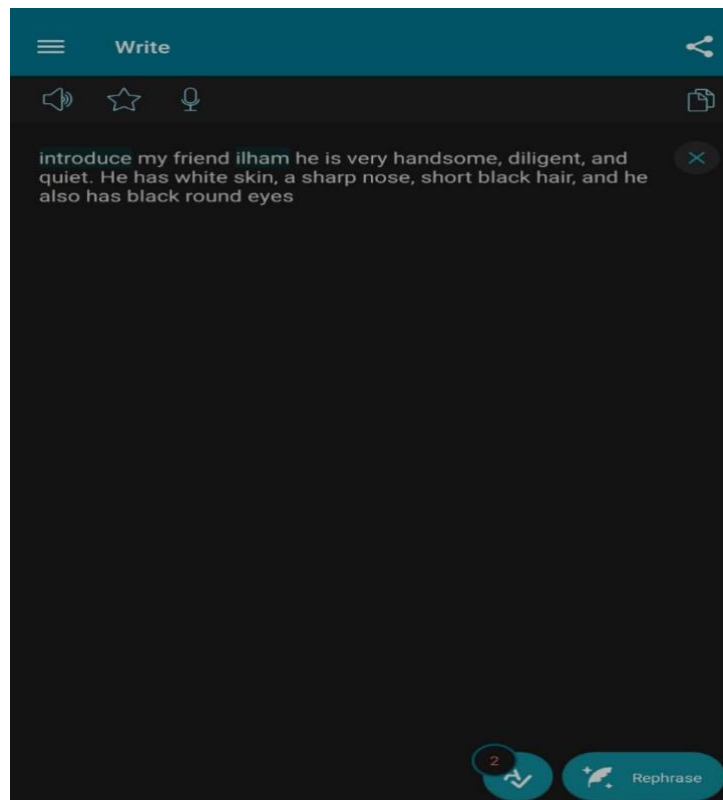


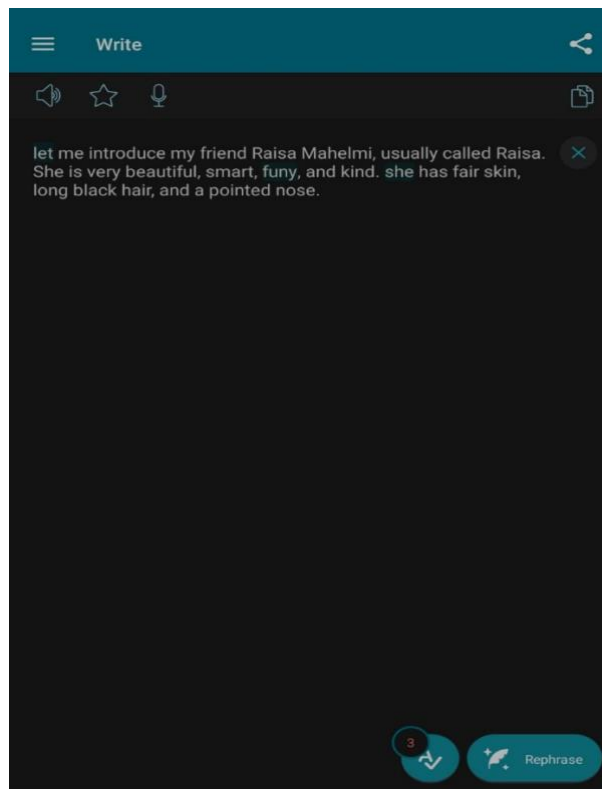
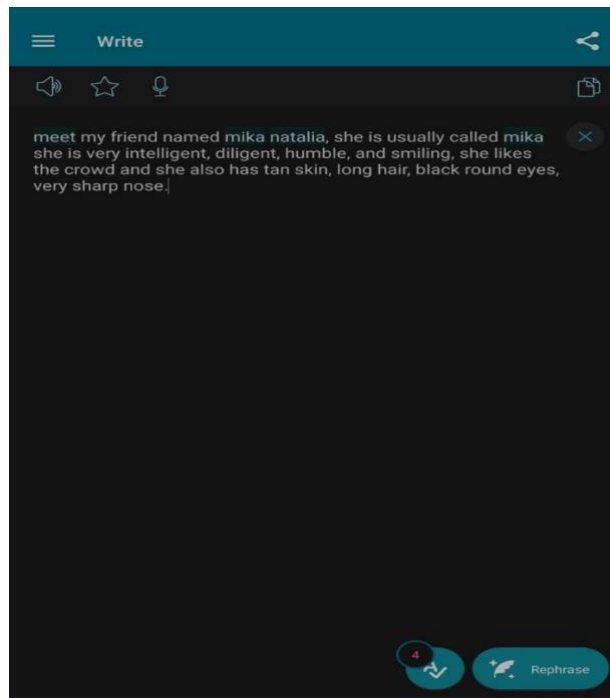
Let me litriduce you to my best friend, she name is saskia saputri n bet,I always called her raisa.she is my class mate from smpn 7 palopo

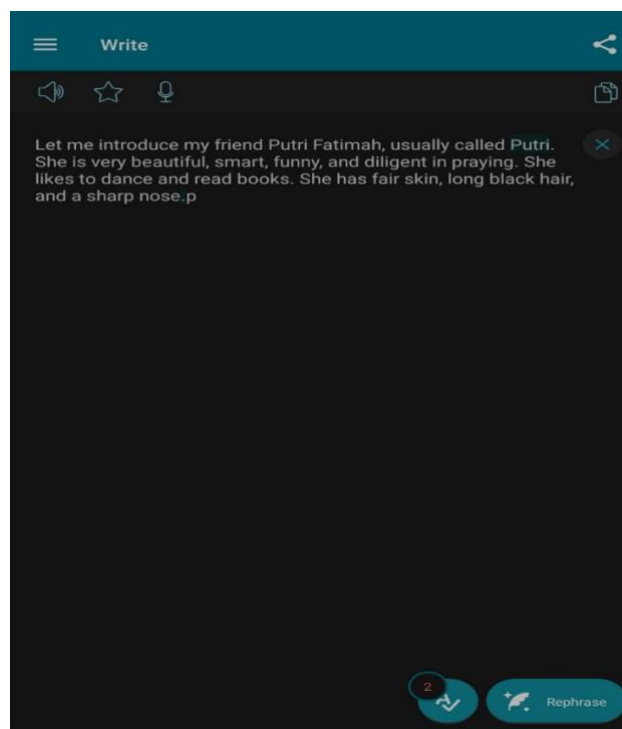
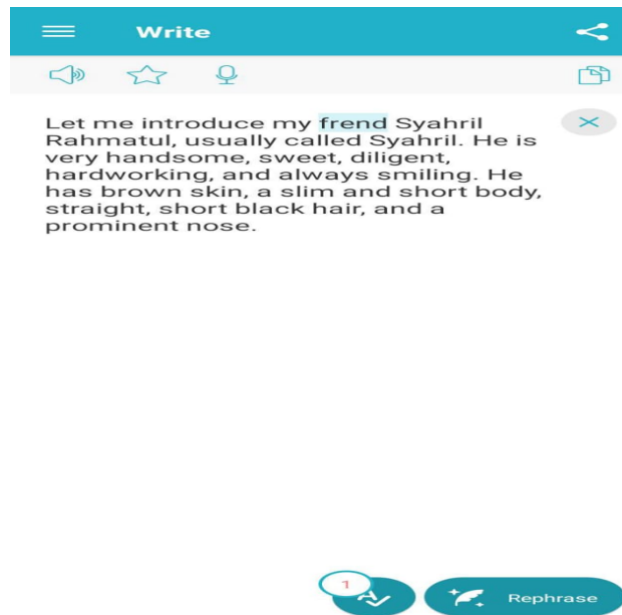
Saskia is so pretty,attractive.and fashionhable she has an oval face,raunded nose,and shiny long black hair.her skin color is fair.also,she has a slim bady and is guite tail|

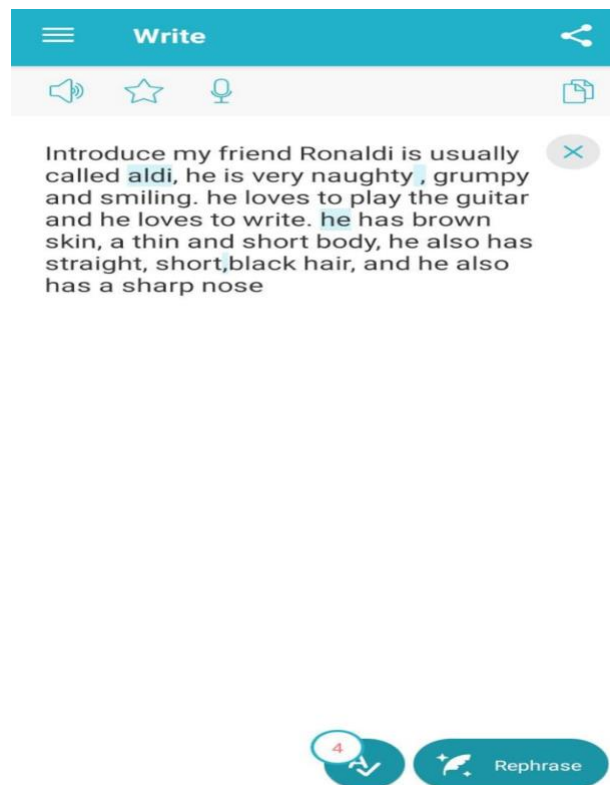
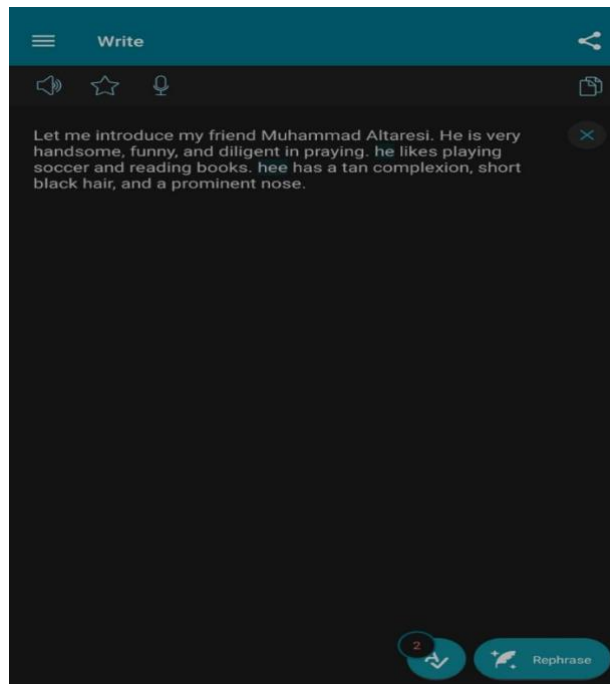


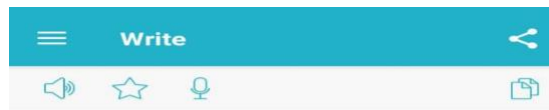








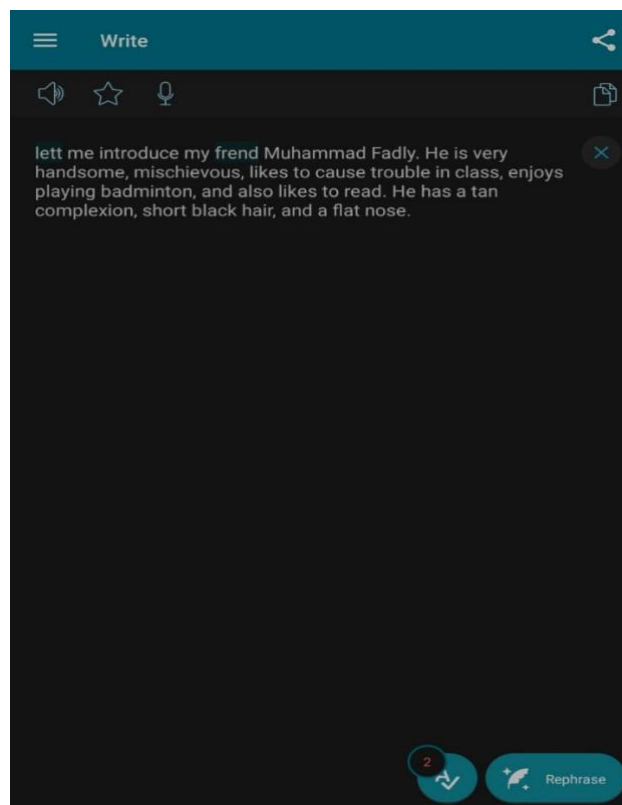




introduce my friend Resky alfaradit usually called resky, he is very handsome, kind, and smiling. he loves to sing, and he loves to play ball. he has tan skin, a thin and short body, he also has straight, short, black hair, and he also has black round eyes.



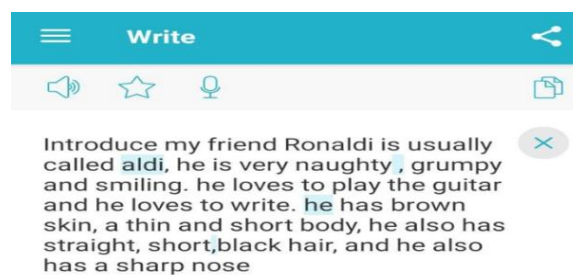
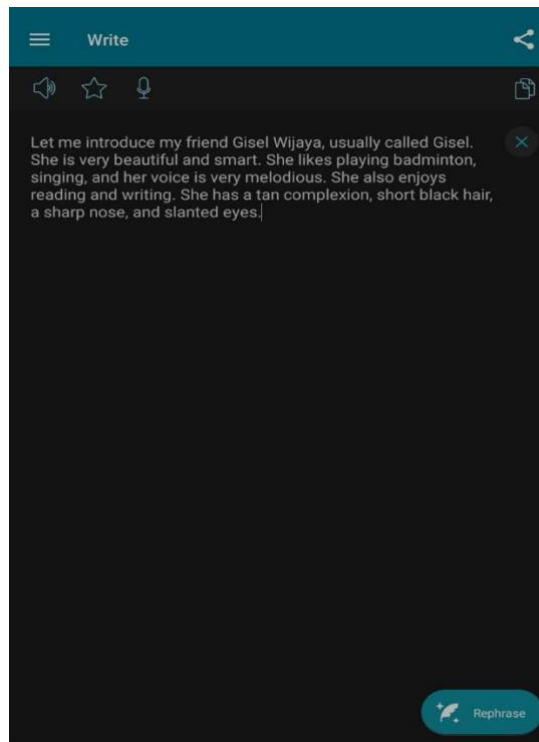
Rephrase



lett me introduce my frend Muhammad Fadly. He is very handsome, mischievous, likes to cause trouble in class, enjoys playing badminton, and also likes to read. He has a tan complexion, short black hair, and a flat nose.



Rephrase

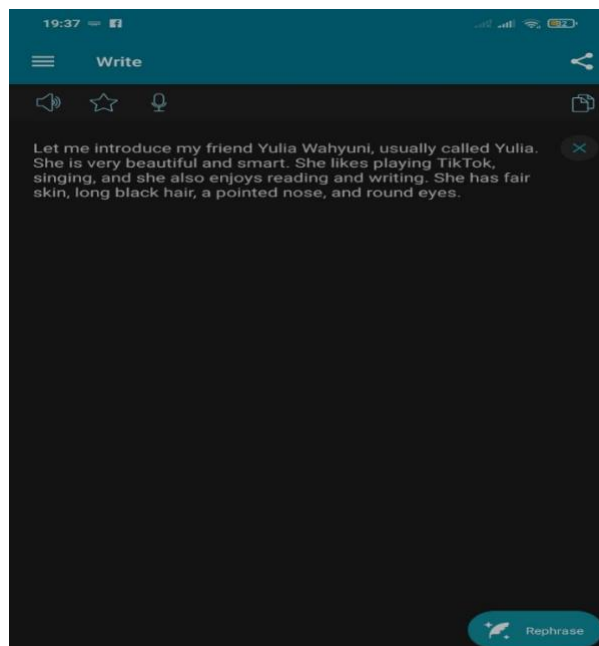




Let me introduce my friend fadiya akila  
I usually call her padia she is very  
beautiful, cute, and humorous. In clas  
she is very diligent in studying and  
smart. She has a short and chubby  
body, long black hair, and round black  
eyes.

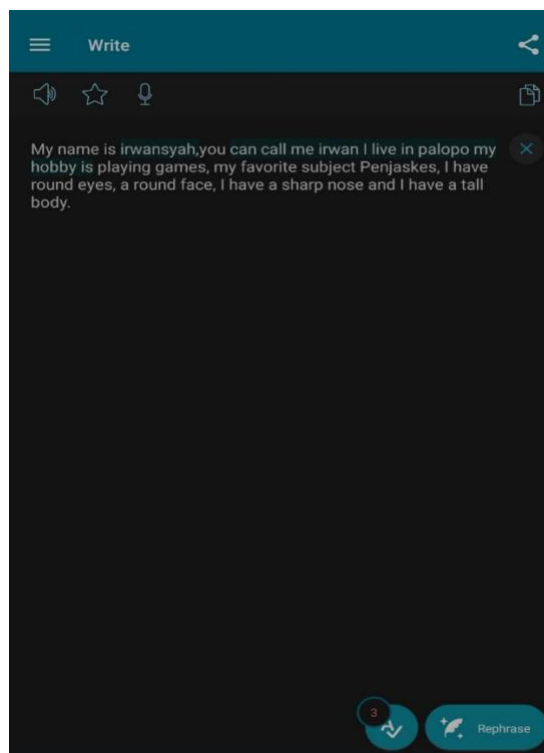
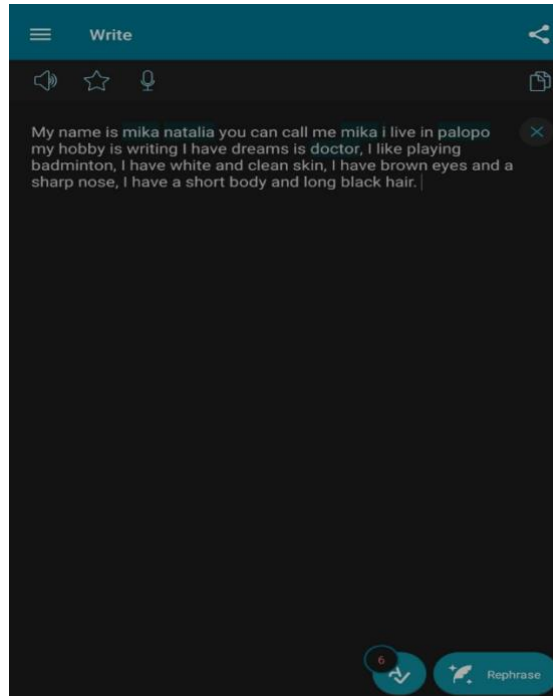


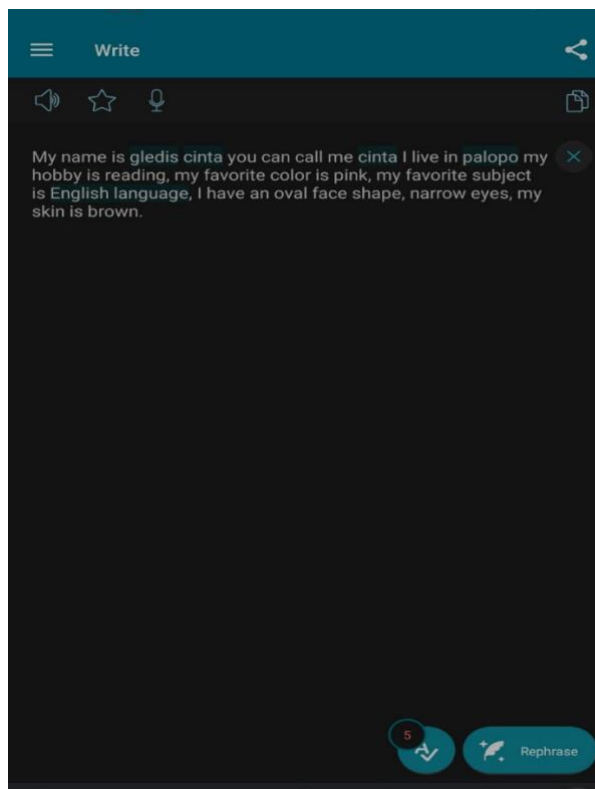
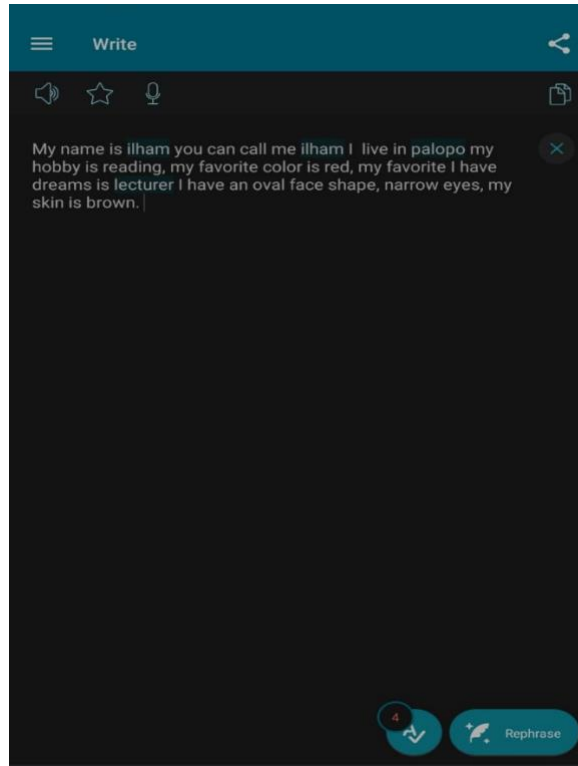
Rephrase

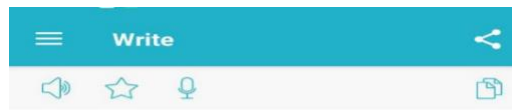


Let me introduce my friend Yulia Wahyuni, usually called Yulia.  
She is very beautiful and smart. She likes playing TikTok,  
singing, and she also enjoys reading and writing. She has fair  
skin, long black hair, a pointed nose, and round eyes.

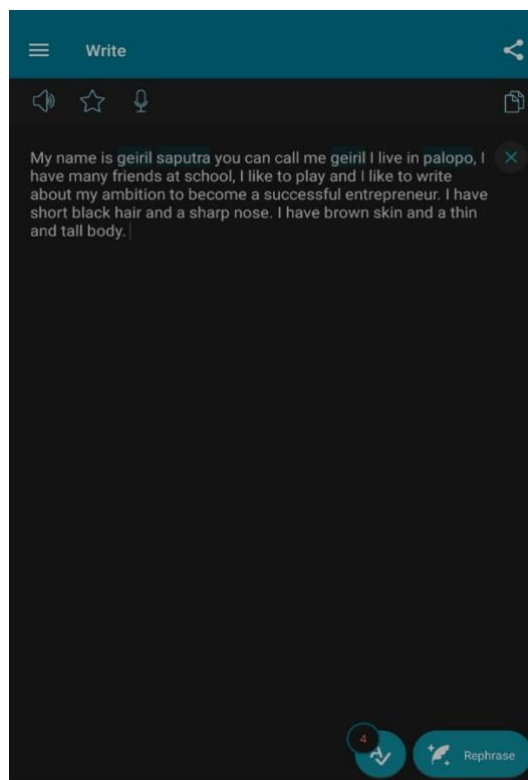
## Students Answer Cycle II

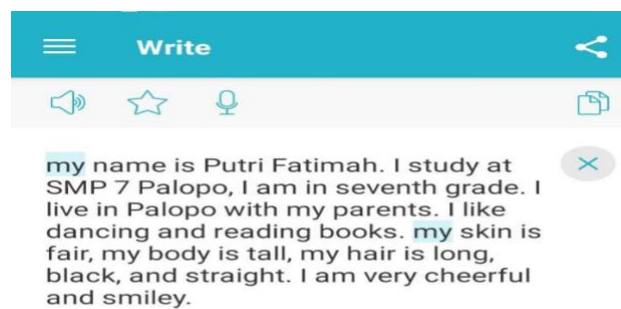
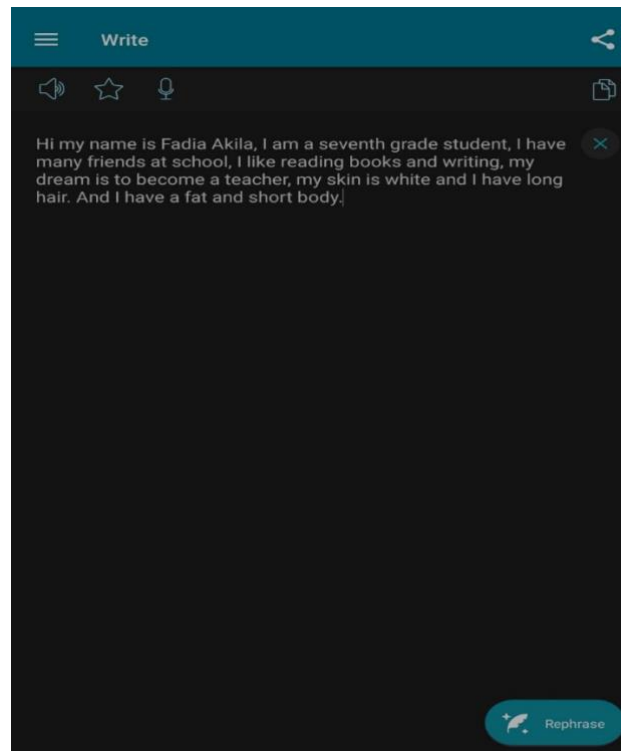






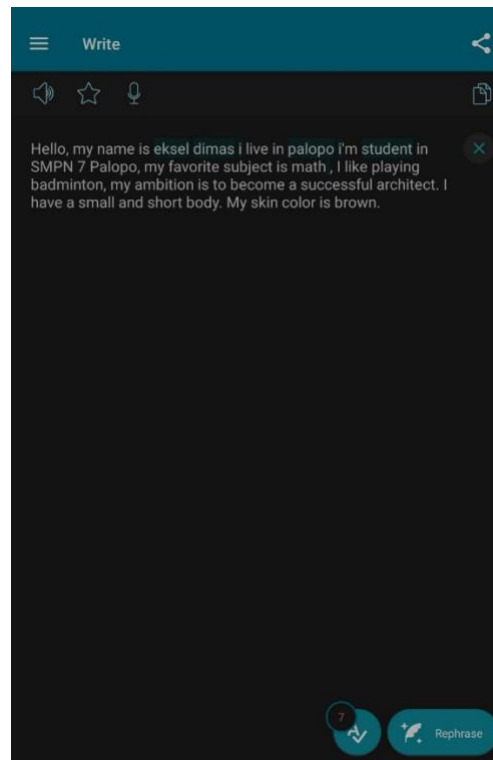
My name is Muhammad Altaresi, I study at SMP 7 Palopo, I am in seventh grade, i live with my parents and my siblings. Ii have a tall body, my skin is brownish, my hair is short and straight black. My eyes are dark brown. iam very quiet, i like reading books.







my name is Muhammad Aprilio. I study at SMPN 7 Palopo. i live with my family. i likee playing the guitar, listening to music, and I enjoy writing. mai skin is brown, my nose is pointed, and my hair is short, black, and straight.

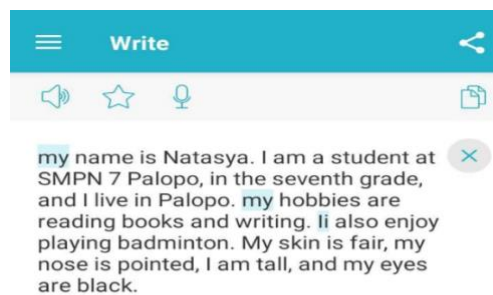
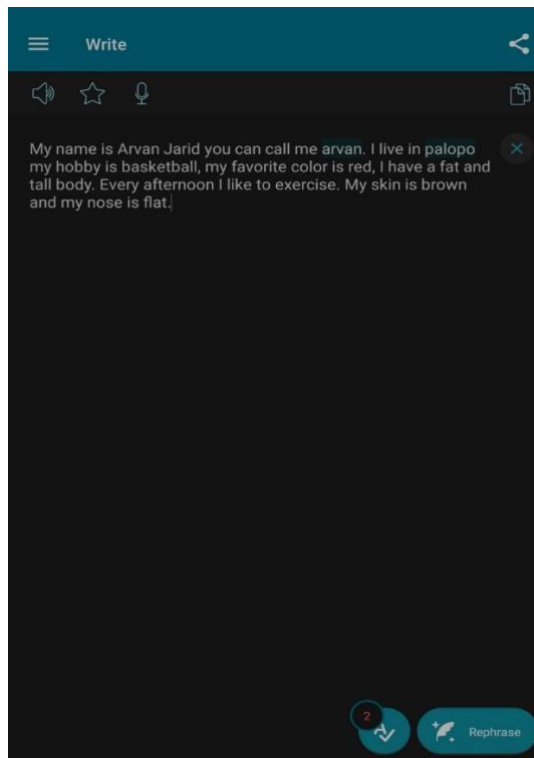


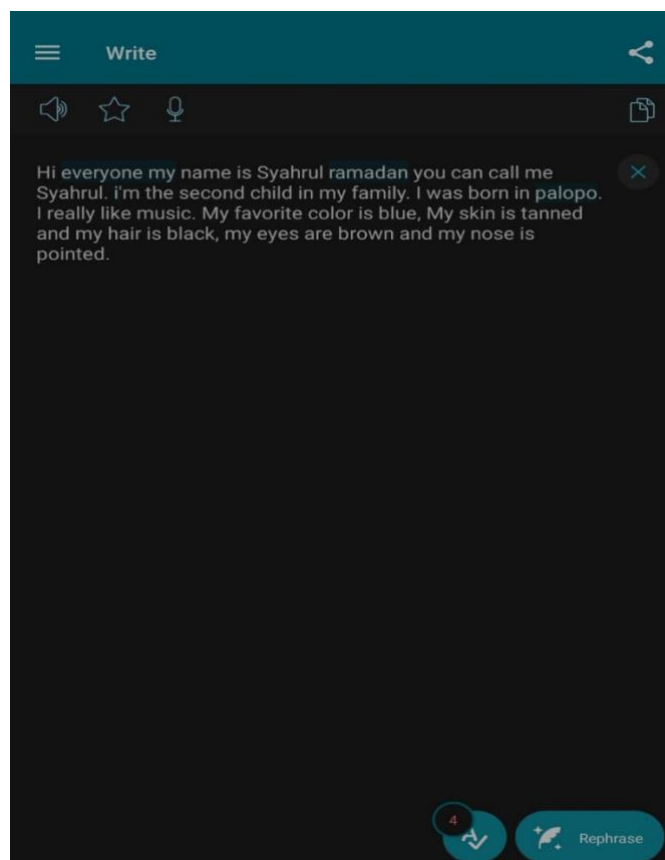
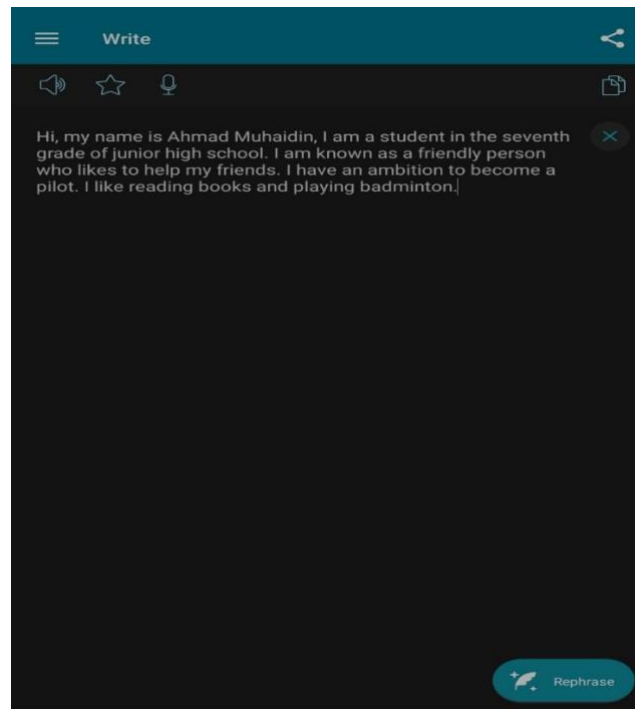
Write

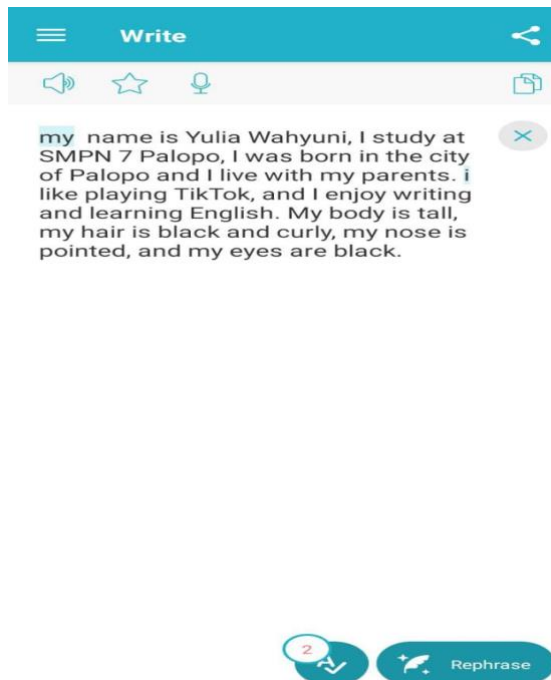
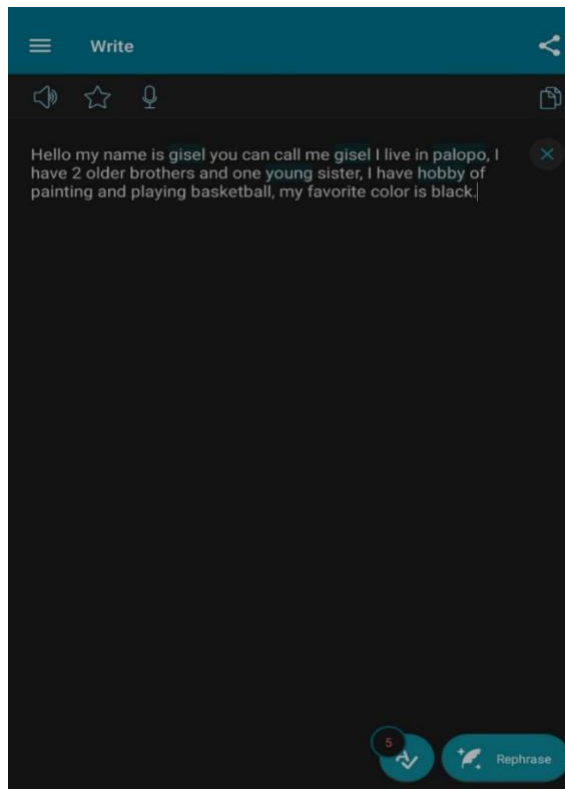


Hello, my name is eksel dimas i live in palopo i'm student in SMPN 7 Palopo, my favorite subject is math , I like playing badminton, my ambition is to become a successful architect. I have a small and short body. My skin color is brown.









## FIELD NOTES

### CATATAN LAPANGAN

Peneliti : Intan Nurcaeni  
Hari/Tanggal : Senin, 26 Mei 2025  
Waktu : 10.30 - 12.00  
Tempat : SMPN 7 Paksi  
Kelas : VII A  
Mata Pelajaran : Bahasa Inggris  
Topik Kegiatan : Menulis Teks Deskriptif  
Kegiatan : Observasi Kegiatan Pembelajaran

#### A. Deskripsi Kegiatan

Pukul 10.30, guru memasuki kelas dan menyapa siswa. Sebelum memulai pelajaran, guru melakukan apersepsi dan menanyakan kembali materi yang telah dipelajari sebelumnya. Suasana kelas cukup kondusif dan siswa tampak antusias mengikuti kegiatan belajar. Guru kemudian menjelaskan tujuan pembelajaran hari ini, yaitu menulis teks deskriptif menggunakan bantuan aplikasi Ginger Writer. Siswa diminta memperhatikan penjelasan struktur teks (identifikasi dan deskripsi) serta unsur kebahasaannya. Selanjutnya, guru mendemonstrasikan penggunaan aplikasi Ginger writer di depan kelas. Beberapa siswa mencatat langkah-langkah penggunaan aplikasi. Setelah itu, siswa dibagi menjadi kelompok kecil dan mulai menulis deskripsi tentang ~~tempat~~ describing people.

Selama proses menulis, sebagian besar siswa tampak aktif. Mereka mengecek esai dan struktur kalimat melalui aplikasi Ginger Writer. Guru berkeliling untuk memberikan bimbingan dan motivasi. Beberapa siswa tampak kesulitan menggunakan aplikasi di awal, namun setelah di bimbing, mereka mulai terbisa. Guru memberikan umpan balik terhadap tulisan ~~sekarang~~ siswa secara langsung.

#### B. Refleksi Pengamat

1. Siswa menunjukkan ketertarikan terhadap penggunaan teknologi dalam menulis.
2. Aplikasi Ginger writer membantu siswa menyadari kesalahan penulisan secara langsung.
3. Kegiatan berlangsung cukup efektif, namun waktu perlu dikelola lebih baik agar semua
4. Perlu pendampingan lebih lanjut bagi siswa yang kurang akrab dengan teknologi.

## OBSERVATION (CHECKLIST)

### LEMBAR OBSERVASI (CHECKLIST)

Mata Pelajaran: Bahasa Inggris  
Materi: Menulis Teks Deskriptif  
Kelas: VII  
Sekolah: SMPN 7 Palopo  
Tanggal Observasi: 26 Mei 2025  
Pengamat: Intan Nuraeni

• Aspek yang Diobservasi:

| No. | Aspek yang Diamati                                                      | Ya                                  | Tidak                               | Keterangan |
|-----|-------------------------------------------------------------------------|-------------------------------------|-------------------------------------|------------|
| 1   | Siswa memahami instruksi menulis teks deskriptif                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | -          |
| 2   | Siswa mampu mengidentifikasi struktur teks (identifikasi dan deskripsi) | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | -          |
| 3   | Siswa menggunakan kosakata yang sesuai                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | -          |
| 4   | Siswa menulis kalimat dengan tata bahasa yang benar                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | -          |
| 5   | Siswa menyusun paragraf dengan urutan logis                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | -          |
| 6   | Siswa menggunakan aplikasi Ginger Writer dengan baik                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | -          |

|   |                                            |                                     |                          |   |
|---|--------------------------------------------|-------------------------------------|--------------------------|---|
| 7 | Siswa menunjukkan sikap aktif dan antusias | <input checked="" type="checkbox"/> | <input type="checkbox"/> | - |
| 8 | Siswa menyelesaikan tugas tepat waktu      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | - |

Catatan Tambahan:

.....  
.....  
.....

## MODUL AJAR BAHASA INGGRIS KELAS XI

| INFORMASI UMUM                     |                                                                                                                                                                                                                                                                                                                   |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kode Modul Ajar                    | -                                                                                                                                                                                                                                                                                                                 |
| Kode ATP Acuan                     | -                                                                                                                                                                                                                                                                                                                 |
| Nama Penyusun                      | Intan Nuraeni                                                                                                                                                                                                                                                                                                     |
| Jenjang Sekolah                    | SMP                                                                                                                                                                                                                                                                                                               |
| Fase/Kelas                         | D / VII(Tujuh)                                                                                                                                                                                                                                                                                                    |
| Domain/Topik                       | Menulis teks deskriptif melalui aplikasi ginger writer                                                                                                                                                                                                                                                            |
| Kata Kunci                         | <i>Descriptive Text, Ginger writer Application</i>                                                                                                                                                                                                                                                                |
| Pengetahuan/Keterampilan Prasyarat | <i>Writing</i>                                                                                                                                                                                                                                                                                                    |
| Alokasi waktu (menit)              | 3 X 45 Menit (135 Menit)                                                                                                                                                                                                                                                                                          |
| Jumlah Pertemuan (JP)              | 21 JP                                                                                                                                                                                                                                                                                                             |
| Modal Pembelajaran                 | Tatap muka                                                                                                                                                                                                                                                                                                        |
| Metode Pembelajaran                | 1) Inductive approach<br>2) Tanya jawab, diskusi, dan mengerjakan soal                                                                                                                                                                                                                                            |
| Sarana Prasarana                   | 1) <b>Media:</b> Laptop, LCD Proyektor, Handphone, Papan Tulis, Spidol<br>2) <b>Sumber belajar:</b> <i>E-Learning</i> , Buku paket/LKS, Video Youtube.                                                                                                                                                            |
| Target Peserta Didik               | Reguler                                                                                                                                                                                                                                                                                                           |
| Karakteristik Peserta Didik        | Siswa regular yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis teks deskriptif ( <i>Descriptive Text</i> ) dengan mandiri dan tidak pantang menyerah.<br><br>Siswa mampu menguasai aplikasi ginger writer untuk pengembangan kemampuan menulis <i>Descriptive Text</i> . |

## **KOMPETENSI INTI**

### **A. Tujuan Pembelajaran**

Setelah melakukan pembelajaran, diharapkan peserta didik mampu:

- F1. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks deskriptif
- F2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks deskriptif lisan dan tulis
- F3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif.
- F4. Mampu mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri
- F5. Menganalisis fungsi dan penggunaan aplikasi komunikasi digital (Ginger Writer) dalam kehidupan sehari-hari serta memanfaatkan aplikasi ginger writer sebagai media dalam menulis descriptive text.

### **B. Pemahaman Bermakna**

Ginger Writer adalah sebuah aplikasi atau perangkat lunak berbasis kecerdasan buatan (AI) yang dirancang untuk membantu pengguna dalam meningkatkan keterampilan menulis dalam bahasa Inggris. Aplikasi ini dilengkapi dengan berbagai fitur seperti pemeriksa tata bahasa (grammar checker), pemeriksa ejaan (spell checker), penerjemah (translator), dan saran penulisan (writing suggestions) yang bertujuan untuk memperbaiki dan menyempurnakan teks pengguna.

Descriptive text adalah jenis teks yang bertujuan untuk menggambarkan suatu objek (seperti orang, hewan, tempat, atau benda) secara rinci dan jelas, sehingga pembaca seolah-olah dapat melihat, merasakan, atau mengalami langsung apa yang dideskripsikan oleh penulis.

### C. Pertanyaan Pemantik

1. Apa benda/tempat/hewan/orang yang ingin kamu deskripsikan?
2. Bagaimana bentuk, warna, ukuran, atau ciri khas dari benda/tempat/hewan/orang itu?

### D. Materi Pembelajaran

#### 1. Aplikasi Threads:

- a) Fungsi utama dan fitur komunikasi.
- b) Cara mengirim pesan singkat.
- c) Etika berkomunikasi digital.

#### 2. Descriptive Text:

- a) Pengertian dan tujuan.
  - b) Struktur (Identification, description).
  - c) Penggunaan kata sifat(adjectives), simple present tense.
3. Contoh recount text sederhana terkait pengalaman



### D. Kegiatan Pembelajaran

#### 1. Pendahuluan (10 menit)

- Guru membuka pembelajaran dengan menyapa dan memotivasi siswa.
- Guru mengecek kehadiran siswa.
- Menyampaikan tujuan pembelajaran dan manfaat materi hari ini.

#### 3. Kegiatan Inti (115 menit)

- Pengenalan Descriptive Text (45 menit)

- Penjelasan pengertian dan struktur descriptive text dengan contoh sederhana.
- Membaca contoh descriptive text dan mengidentifikasi ciri kebahasaan utamanya.
- **Pengenalan Aplikasi Ginger Writer (30 menit)**
  - Penjelasan fungsi dan fitur utama aplikasi ginger writer melalui presentasi atau video.
  - Diskusi tentang pentingnya etika dalam berkomunikasi digital.
  - Simulasi menulis teks deskriptif melalui aplikasi Ginger Writer.
- **Penulisan Descriptive Text (40 menit)**
  - Siswa diminta menulis descriptive text singkat tentang describing people menggunakan aplikasi ginger writer.
  - Guru memberikan feedback dan membimbing perbaikan tulisan siswa.

### **3. Penutup (10 menit)**

- Siswa mendeskripsikan temannya dari hasil yang mereka tulis melalui aplikasi ginger writer.
- Guru memberikan kesimpulan dan menegaskan kembali pentingnya pemanfaatan teknologi digital yang positif dan keterampilan menulis descriptive text.
- Tugas kecil: siswa menulis Kembali terkait describing people di buku ataupun aplikasi.

### **E. Penilaian**

1. **Penilaian Sikap:** Observasi partisipasi dan etika komunikasi digital selama pembelajaran.
2. **Penilaian Pengetahuan:** Tes lisan tentang fungsi aplikasi ginger writer dan struktur descriptive text.
3. **Penilaian Keterampilan:** Penilaian tulisan descriptive text menggunakan rubrik sederhana (ide, keterpaduan, ketepatan bahasa).

## **BIOGRAPHY**



Intan Nuraeni was born in Angkona, on July 09, 2003. She's hobbies are writing and watching TV. The researcher is the five of six children from a father named Yunding and Suleha, the researcher lives on angkona, east luwu regency. The researcher completed her Elementary School in 2014 at SDN 202 Angkona. Then, in the same year, she continued her education at SMPN 3 Angkona until 2018, then continued her education at SMAN 6 Luwu Timur majoring in IPS. After graduated from high school in 2021, the researcher continued her education in English language Education study program, Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Palopo.

