THE INFLUENCE OF GINGER WRITER ON GRAMMATICAL ACCURACY IN RECOUNT TEXT WRITING: A QUANTITATIVE RESEARCH

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in part of the requirements for the degree of Education in English Education Department

SAHRA RAMADANA

105351105620

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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LEMBAR PENGESAHAN

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR PENGESAHAN

Skripsi atas nama **Sahra Ramadana NIM 105351105620**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 005 Tahun 1446 H/2025 M, tanggal 03 Rajab 1446 H/3 Januari 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 11 Januari 2025.**

Makassar, 11 Rajab 1446 H
11 Januari 2025 M

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2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D. (.......................)

3. Sekretaris : Dr. H. Baharullah, M.Pd. (.......................)

4. Dosen Penguji : 1. Erwin Akib, S.Pd., M.Pd., Ph.D. (.......................)

2. Dr. Eka Prabawati Rum, S.Pd., M.Pd. (.......................)

3. Achmad Basir, S.S., M.Pd. (.......................)

4. Dr. Siti Maryam Hamid, S.Pd., M.Pd. (.......................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـم اللـه الرحمن الرحيــم

APPROVAL SHEET

Tittle	:	The Influence of Ginger Writer on Grammatical Accuracy in
		Recount Text Writing: A Quantitative Research
Name	:	Sahra Ramadana
Reg. Number	:	105351105620
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 11 Januari 2025

Approved By;

Consultant I   Consultant II

Dr. Sitti Maryam Hamid, S.Pd., M.Pd.   Hj. Sastrawati, S.Pd., M.Hum
NIDN. 0919069101   NIDN. 0903158701

Dean of FKIP   Head of
Universitas Muhammadiyah Makassar   English Education Department

Erwin Akib, S.Pd., M.Pd., Ph.D.   Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 860 934   NBM. 977 807

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/08121315247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

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Name	:	Sahra Ramadana
NIM	:	105351105620
Department	:	English Education Department
Title	:	The Influence of Ginger Writer on Grammatical Accuracy in Recount Text Writing: A Quantittive Research
Consultant I	:	Dr. Sitti Maryam Hamid, S.Pd., M.Pd

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Saturday/26 Oct 2024	I – ✓	- Revised your data in Chapter IV - Complete your appendices - Revised your Discussion (add some references)	
Tuesday/ 12 Nov 2024	I – ✓	- Revised your observation (provide some research for getting the worthy of your research) - Provide your photo in your CV - Provide the acknowledgement - Confirm to Prodi related to place of research held	
Thursday / 28 Nov 2024	I – ✓	- Pay attention on student / pupils - Add the references at least 40 refer - Provide the data classification on your Appendix - Re-check all the note	

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Approved by
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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NIM	:	105351105620
Department	:	English Education Department
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Consultant I	:	Dr. Sitti Maryam Hamid, S.Pd., M.Pd

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NBM. 977 807

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Name	:	**Sahra Ramadana**
NIM	:	**105351105620**
Department	:	**English Education Department**
Title	:	**The Influence of Ginger Writer on Grammatical Accuracy in Recount Text Writing: A Quantittive Research**
Consultant II	:	**Ika Sastrawati, S.Pd., M.Hum**

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Approved by
Head of English Education Department

Dr. Ummy Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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Nama : **Sahra Ramadana**

NIM : 105351105620

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : The Influence of Ginger Writer on Grammatical Accuracy in Recount Text Writing: A Quantitative Research

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Jalan Sultan Alauddin No. 259 Makassar
c   : 0411-860837 / 860132 (Fax)
Email   : fkip@unismuh.ac.id
Web   : https//fkip.unismuh.ac.id

SURAT PERJANJIAN

بِسْـــــــــمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini:

Nama	:	**Sahra Ramadana**
NIM	:	105351105620
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan

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MOTTO

"Pernah ada sesuatu yang rasanya berat sekali, ternyata bisa dilewati juga.

Pernah ada sesuatu yang rasanya sangat hancur dan tak akan ada jalan lagi,

ternyata semua masih baik-baik saja. Kita hanya perlu bertahan dan terus

melaluinya. Bisa jadi yang buruk hanya di pikiran saja."

DEDICATION

"I dedicate this thesis to myself, my beloved parents and my beloved siblings who
have been the best support system"

ABSTRACT

Sahra Ramadana, **2024** *"The Influence Of Ginger Writer On Grammatical Accuracy In Recount Text Writing: A Quantitative Research"*. A thesis of English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar (Supervised by Sitti Maryam Hamid and Ika Sastrawati).

This research described the influence of Ginger Writer on students' grammar accuracy in writing recount texts. The aimed of this research is to find out whether Ginger Writer could be used to increase the recount text writing skills.This research used quantitative design method with pre-experimental class. The population of this research was the tenth grade students of SMK Negeri 6 Makassar and the sample of this research was class 10 AK 1 which selected using random sampling techniques.The results of students' recount text writing skills in the average score on the pre-test (46.57), while the results of students' recount text writing using the Ginger Writer Application in the average score of the post-test (81.20). There was a significant difference in scores, the significance value showed between the initial test and the final test (34.629) The table showed Sig. (2-tailed) was 000 which means it was smaller than 0.005. So, there were significant results after using the Ginger Writer Application on students' writing skills, especially grammatical accuracy when making recount texts.

Keywords : *Ginger Writer Application, Grammatical, Recount Text, Writing Skills.*

ABSTRAK

Sahra Ramadana, 2024 *"Pengaruh Ginger Writer terhadap Ketepatan Tata Bahasa dalam Penulisan Teks Recount: Penelitian Kuantitatif"*. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (Dibimbing oleh Sitti Maryam Hamid dan Ika Sastrawati).

Penelitian ini mendeskripsikan pengaruh Ginger Writer terhadap ketepatan tata bahasa siswa dalam menulis teks recount. Tujuan penelitian ini adalah untuk mengetahui apakah Ginger Writer dapat digunakan untuk meningkatkan keterampilan menulis teks recount. Penelitian ini menggunakan metode desain kuantitatif dengan kelas pra-eksperimen. Populasi penelitian ini adalah siswa kelas X SMK Negeri 6 Makassar dan sampel penelitian ini adalah kelas 10 AK 1 yang dipilih menggunakan teknik random sampling. Hasil keterampilan menulis teks recount siswa dalam skor rata-rata pada pre-test (46,57), sedangkan hasil menulis teks recount siswa menggunakan aplikasi Ginger Writer dalam skor rata-rata post-test (81,20). Terdapat perbedaan skor yang signifikan, nilai signifikansi yang ditunjukkan antara tes awal dan tesakhir (34,629) Tabel tersebut menunjukkan Sig. (2-tailed) adalah 000 yang berarti lebih kecil dari 0,005. Jadi, terdapat hasil yang signifikan setelah menggunakan Aplikasi Ginger Writer terhadap keterampilan menulis siswa khususnya ketepatan tata bahasa ketika membuat teks recount.

Kata Kunci : *Aplikasi Ginger Writer, Tata Bahasa, Teks Recount, Keterampilan Menulis.*

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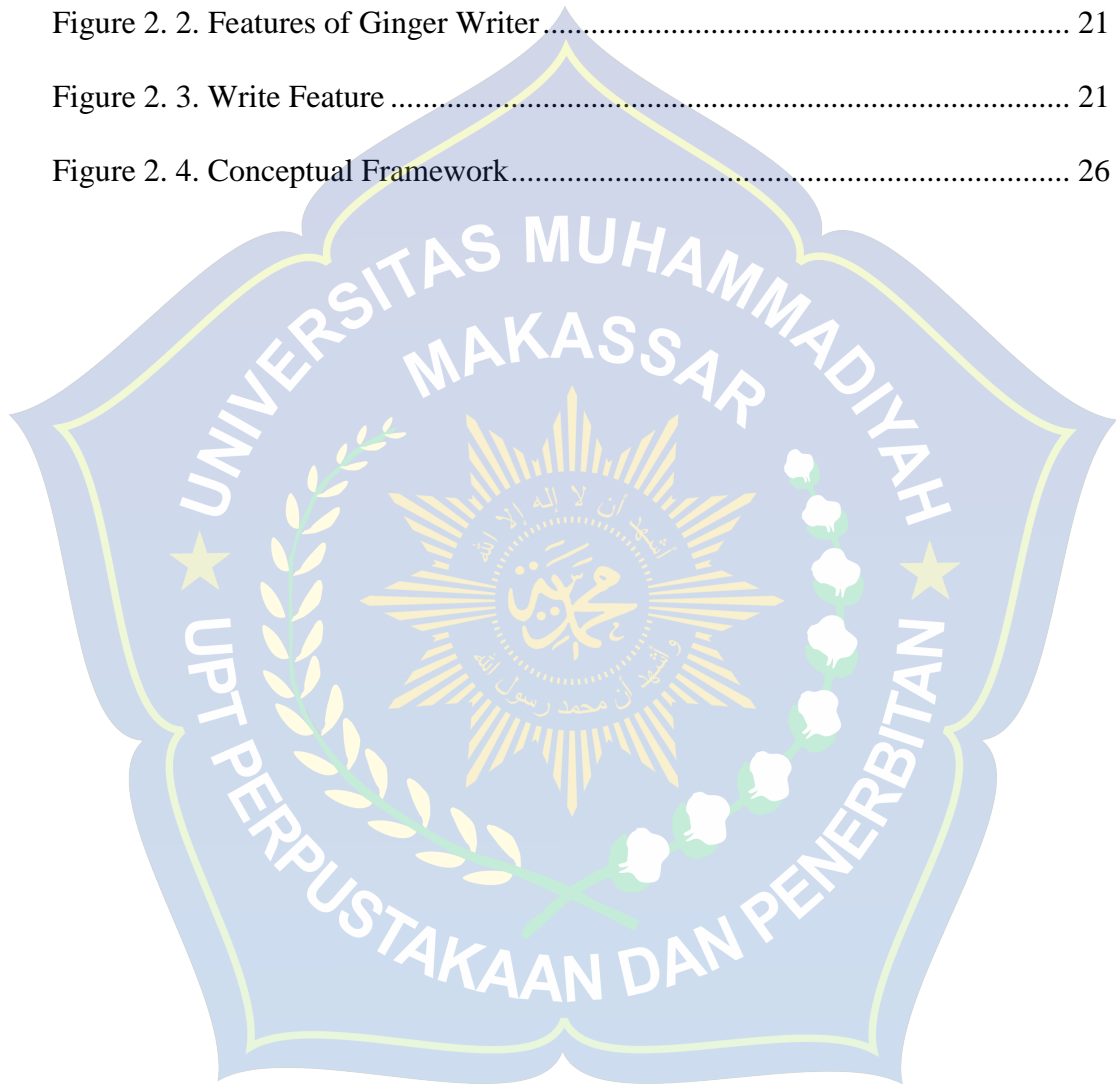
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CHAPTER I

INTRODUCTION

A. Background

One of the essential language acquisition abilities for students to acquire is writing. These abilities are important in daily and professional life in addition to academic settings. Recount texts, which attempt to repeat experiences or events that have happened, are one kind of text that is frequently taught in schools. Recount texts place a strong emphasis on using proper grammar, particularly when it comes to sentence construction, tense usage (particularly past tense), and sentence coherence. According to Hyland (2019) genres such as recount text require a strong focus on grammatical accuracy, including sentence structure and proper use of tense.

Writing in English is one of the most important skills when studying a foreign language. According to Harmer (2007), writing is not just a means of communication but also a way for learners to consolidate their language knowledge. These abilities encompass a wide range of topics, including coherent logical flow, syntax, vocabulary, and sentence construction. Grammatical precision is one of these factors that is crucial. In order to provide clear and efficient communication, grammatical accuracy include the use of appropriate sentence structures, grammatical rules, and proper spelling.

However, obtaining grammatical accuracy can be extremely difficult for many English language learners, particularly when writing specific texts like recount narratives. Texts that retell previous experiences or occurrences

are known as recount texts. It might be difficult for non-native English speakers to employ the past tense and narrative structure effectively in this kind of writing. In recount texts, grammatical faults can detract from the overall quality of the writing and obscure its message.

As technology has advanced, a range of computer-based writing tools have been made available to students to help them become better writers. Warschauer dan Healey (1998) highlights that technology has the potential to help language learners by providing instant and personalized feedback. Ginger Writer is a grammatical correction software that is gaining popularity. It has several capabilities like spell and grammar checking, as well as offering thorough repair suggestions. Ginger Writer is intended to assist authors by automatically fixing spelling and grammar mistakes and by offering advice on how to make writing more effective and clearer.

According to Warschauer (1996) technology plays an important role in improving the language learning process. In this context, Ginger Writer can be viewed as a tool that not only helps correct errors, but also provides contextualized and relevant feedback to deepen students' grammatical understanding. Ginger Writer serves as a learning tool in addition to a tool for correction. Technology such as Ginger Writer plays an important role in supporting English language learners to overcome the challenge of achieving grammatical accuracy, especially in the recount text genre. This study has a strong theoretical basis to evaluate the effectiveness of Ginger Writer as a

learning tool that not only helps correct errors but also supports students' understanding of grammar in depth.

The purpose of this study is to assess how using Ginger affects students' recount text writing's grammatical accuracy. This study will gather and examine data from students' writing both before and after using Ginger Writer utilizing a quantitative methodology. According Cresswell (2014) The use of quantitative methods to evaluate the effectiveness of Ginger Writer. By measuring changes in grammatical accuracy levels before and after the use of the tool, this study can provide empirical data supporting the benefits of using technology in certain text genres, such as recount text. This analysis will shed light on how useful Ginger Writer is as a writing tool and how much it can help with grammatical accuracy when producing recount texts.

It's critical to comprehend some of the earlier research on the use of technology in language learning before moving forward. Numerous studies demonstrate that, in comparison to conventional techniques, technology including writing tools like Ginger can boost student motivation for learning and deliver feedback more quickly and accurately.

Numerous studies demonstrate that pupils' grammatical accuracy can be greatly increased by using programs like Ginger Writer. For instance, a study by Smith (2018) discovered that when students used Ginger, their grammatical accuracy significantly improved in comparison to those who did not utilize the tool. According to this study, technology can be a useful tool for assisting language learning.

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Not every study, meanwhile, has shown encouraging findings. Additionally, studies have demonstrated that a reliance on writing assistance might hinder pupils' acquisition and comprehension of grammar rules at a deep level. For instance, Prassetya (2023) research revealed that while students' grammatical correctness improved, they tended to become unduly reliant on the technology and did not have a solid grasp of grammatical norms. Therefore, in order to better understand how Ginger can improve grammatical accuracy, this research will also look at some of the contributing elements. These variables may include the student's starting proficiency level, how often they use Ginger, and how the tool is applied during the teaching and learning process. Optimizing the use of technology in language acquisition requires an understanding of these elements.

In light of the previously provided rationale, First, this title is incredibly pertinent to the difficulties students encounter in honing their writing abilities, particularly with regard to grammatical precision. Recount texts are narrative accounts of historical events that must be written correctly. Grammatical errors might distort the meaning of the tale you are trying to tell. Thus, a crucial and helpful area of study in the context of language instruction is how to increase the grammatical accuracy of recount texts.

Secondly, the choice of Ginger Writer as the research writing tool offers a chance to investigate how well the newest technology may assist with language learning. An application called Ginger Writer was created to assist users in automatically fixing spelling, grammatical, and writing style

mistakes. As a result, this research emphasizes both the theoretical and real-world applications of technology in education. In the current digital era, where technology use in education is growing and becoming an essential component of the learning process, this is highly relevant.

Furthermore, this study's quantitative methodology enables thorough statistical analysis and objective data collection. This study can offer empirical support for the usefulness of Ginger Writer by comparing grammatical accuracy scores before and after use. This method gives research findings more validity and dependability, enabling educators and other researchers to use the findings as a reliable source of information.

It is also anticipated that this study will close the gaps in the body of current knowledge. Few studies explicitly look at how Ginger Writer affects grammatical accuracy when producing recount texts, despite the fact that there has been a lot of study on the usage of writing tools. As a result, this study will add significantly to the field and offer useful new information that can be used in English language instruction.

Lastly, there may be a lot of practical ramifications for the study's findings. If Ginger Writer works as intended, English teachers may incorporate the technology into the curriculum to assist pupils in becoming more accurate grammar learners. Furthermore, the concept of independent learning in which students learn outside of the traditional classroom setting and make their own corrections is also supported by this research. It is anticipated that using Ginger Writer will improve students' writing,

grammatical accuracy, particularly in recount text kinds. Ginger Writer operates by thoroughly examining material and offering targeted, situation-specific advice on how to enhance it. Students are better able to comprehend grammar rules and learn from their mistakes as a result.

B. Research Question

Based on the background above, the researcher formulated the research question:

Did Ginger Writer influence students' grammar accuracy in writing recount texts ?

C. Objective of the Research

The objective of this research was to find out the influence of Ginger Writer on students' grammar accuracy in writing recount texts.

D. Significance of the Research

It was anticipated that the importance of this study would offer multiple advantages to:

1. For educators

In order to achieve the learning objective and make the learning process more interesting, the researcher advised English teachers to identify appropriate methods or materials. Ginger Writer can be one of the substitute resources that could help students learn how to write.

2. For students

   In this age of technology, the researcher recommended that students take advantage of the chance to use some software or applications. They could attempt to learn English, particularly in writing, by using Ginger Writer.

3. For the other researchers

   The researcher anticipated that this study might serve as a guide for future researchers who wanted to investigate writing abilities and Ginger Writer. In order to improve the outcome, the researcher also recommended that others look into Ginger Writer in greater detail.

E. Scope of the Research

   To limit this research, the researcher only focused on knowing the influence of the ginger writer application on students' grammar accuracy in the aspect of tenses (simple past tenses) in writing recount text.

CHAPTER II

LITERATURE REVIEW

A.   Some Previous Research

Several studies have been conducted regarding the influence of ginger writers on students' grammar accuracy in writing recount text. The study can be seen in this section.

The first research from Fitria (2023) the purpose of this research was to analyse the use of Ginger Writer as an application to find out the rules of English writing. in English writing. The results of this research indicate that the use of the Ginger Writer application is effective because there are many drafting techniques in writing that are applied in the application. In addition, Ginger Writer corrects spelling mistakes, completes fragmented sentences, and adds missing words. Although this online re-wording tool is very fast, teachers and students also need to double-check their work. Manual paraphrasing is considered better to some extent and, even better than automated ones. Thus, it can be concluded that the use of the ginger writer application is effective for students to use to improve their writing skills.

The second research from Ahmad (2022) An Examination of Students' Grammatical Mistakes in Recount Text Writing at SMP NEGERI 21 Tanjung Jabung Timur, the Third Grade A recount text recounts an earlier incident. It starts by outlining for the reader who was involved, what transpired, where it happened, and when it did. The purpose of this text is to recount prior experiences in chronological order in order to record and characterize them.

One kind of quantitative study is this one. The information gathered by the author using recall text testing. Selected from ten samples. At SMP Negeri 21 Tanjung Jabung Timur, sampling was done. According to the researcher's findings, verb tenses errors accounted for 30 out of 80 errors, or 27.3 percent, produced by the students. The remaining pupils made mistakes in Add a Word, with 59 errors (19.60%), and spelling, with 33 errors (10.96%). The researcher found that students erred in verb tenses. "After I eat, I go around the street with my friends," the student wrote. The right response, however, is "I went around the street with my friends after I ate." Verbs in their native tongue do not need to move from the present to the past or future, but in English, they do in order to convey the tense, which causes confusion. The students find it particularly puzzling when it comes to past verbs, which are separated into regular and irregular forms because they are not available in Indonesian.

The third research from Lestari (2021) this research aims to determine whether X grade students of SMK Ki Hajar Dewantoro can use Ginger Software to improve their writing skills. The result of this research show that students who are taught using Ginger software can write text retelling significantly better than student who are taught using conventional methods. It can be concluded that the implementation of Ginger Software can help students to improve their writing skills.

The first and the third research examined the use of the ginger writer application. The method used is quantitative. the similarity between this research and the previous research is that both examine the influence and use

of the ginger writer application on students' writing skills but the difference lies in the focus of the research, namely the previous research focused on the paraphrasing feature in the ginger writer application while this research will focus on the write feature and grammar aspects, namely tenses (simple past). Furthermore, the second research examines the writing of recount texts, but the difference is that the previous study did not use learning media while this research will use learning media, namely ginger writer.

B. Some Ideas Related to the Topic

   1. The Concept of Writing

     a. Definition of Writing

One of the four macro skills, along with speaking, reading, and listening, is writing. Writing is said to be the hardest of those four skills for students to master. Both native speakers and non-native speakers must practice producing words, phrases, and paragraphs with precise syntax in order to gain this competence. According to Hornsby (2017), writing is the act of creating a letter or symbol on paper. It implies that writing is the employment of a system of signs or symbols to express a language in a textual medium. Raymond (2018) says Writing serves as a tool for more than just communication. It is a method of both thinking and remembering. Writing preserves words, which increases human memory overall from the limited amount we can recall and transmit orally to the boundless potential of a contemporary library.

Manalu (2018) stated that writing is one of the important language skills that a person must have. Writing is a language skill that conveys the author's ideas to the reader through writing. Finding and organizing the author's ideas is the writing process. Composing and revising after putting them on paper. Several elements, such as vocabulary, grammar, organization, spelling, and punctuation, contribute to the writing process. In another research, Sari (2017) stated that writing is the process of conveying ideas through written language. Writing, or translating our thoughts into written language, is a complex process, according to researchers. Writing is a language skill that conveys the author's ideas to the reader through writing.

Penny (2017) asserts that the main goal of writing is to communicate ideas and thoughts to the reader. According to Diestch (2018), the broad goals of writing are to enlighten, convince, entertain, and communicate; the specific goal is to meet a particular writing requirement.

Miller (2016) states that the goal of writing is described at several places. The primary goal is to comprehend events where the meaning is to discover the truth that appropriately crosses the writer's consciousness. This goal frequently results in a shift in perception. The second is information reporting, which is the act of supplying readers with information. To make sense, this is arranged in a pattern. Thirdly, the act of explaining information entails the writer's classification or analysis of the data, investigation of causes and

effects, and definition of concepts through differentiation from other terms. The fourth step is to assess anything by figuring out its value, importance, and benefit. In addition to ensuring that the writer is qualified for the subject, the writer should be able to assess the caliber of what he judges.The fifth step involves scrutinizing specific visuals and text to enhance readers' comprehension of the topic at hand. The next goal is to entertain, motivate, and convince other people. This goal has to do with how the author uses words to sway readers. The final one is to play around with form, which is to create something and then put it in text. The summary of the above explanation suggests that the main goal of writing is to convey ideas. The concepts can be imparted through written assignments in a variety of writing styles.

Writing is a complicated process that entails translating our thoughts into written language, or encoding various messages. It is crucial for communication, and occasionally writing is utilized to complete an assignment Nurdafi in Riska, (2013). Writing is a process that converts ideas and experiences into random structures. It implies that having experience and being able to articulate our thoughts in clear words or paragraphs are prerequisites for writing properly (Nurdianingsih & Rahmawati, 2018). According to Manalu (2018) One of the language skills that is crucial to possess is writing. Writing is a language skill that communicates the writer's ideas to readers in written form. Writing is the process of identifying and arranging one's

thoughts. modifying and rewriting them after putting them on paper. The process of writing is impacted by various elements, including vocabulary, grammar, organization, spelling, and punctuation. According to Sari (2017) that Writing can be understood as the process of expressing ideas via the use of written language.

b. Components of Writing

According to Nurgiantoro (2001), there are some components of writing:

1. Content

   Ideas or content are a crucial component of writing. Content entails coherence and comprehensiveness. A paragraph that explains the major idea and illustrative sentences is called unity. Good writing occurs when the headline accurately conveys the entire content. The text's body must completely explain the title and be pertinent or equivalent.

2. Organization

   Organization is the process of arranging concepts based on their context. The structuring of the text with coherent, linear, and distinct concepts is what needs to be taken into account.

3. Vocabulary

The most crucial factor that needs to be taken into account when writing is the choice and application of appropriate terminology in the phrase.

4. Grammar

Grammar and sentence construction in writing must make sense to the reader in order for them to understand it. When blending words and organizing language, writers need to use caution.

5. Mechanics

A paragraph is an idea presented as a group of connected sentences. For a sequence of sentences to be easily understood, proper spelling and punctuation must be used. As a result, the writer needs to know what constitutes proper and excellent writing.

2. The Concept of Recount Text

a. Definition of Recount Text

According to Husna & Multazim, (2019) A text that recounts past occurrences is known as a recount text. This is one of the texts that can be utilized to help students in transforming their experiences into Writing. Meanwhile according to Situmorang et al. (2019), also have the same opinion that a recount text is one that consecutively recounts one or more prior occurrences. Writing a recount narrative involves reporting on the experience of a succession

of related events, complete with characters, in a specific location at a certain time. In this instance, a strong recount text must include crucial details on the incident's time, location, and character.

Corbett and Julia in Merina et al., (2019) also argue that recount texts, which concentrate on narrating what has happened, are also argued to be among the simpler forms of nonfiction. This implies that the author of a recount text must use either the first or third person to recount a sequence of events that occurred.

Recount texts may include factual material, such as news stories, procedural details, such as describing to someone how you made something, or personal information, such as recollections of family holidays or your opinions on a certain subject.

b. Purpose of Recount Text

According to Knap (2005) recount texts aim to retell events or experiences, and are often used in educational contexts to practice narrative writing skills. They state that recount texts have a similar structure to narrative texts but focus more on facts or events rather than fictional stories.

c. Generic Structure of Recount Text

The generic structure of a recount text is composed of three main parts. Firstly, Orientation, which provides background details about the parties participating, the locations of the activities, and the dates of them. Setting the scene and giving the reader the background information they need are accomplished in this part. The second is

Events, which describes the incidents or sequence of events in a chronological manner. Every event is explained in great depth to ensure that the reader knows exactly what happened. Finally, Re-orientation, the epilogue, provides a sense of completion to the story by frequently incorporating a closing analysis or personal reflection on the events that were described. This opinion is in line with that expressed by Widodo (2021) that the Generic Structure of a text is divided into three which are described below:

1. Orientation**:** It is about introduction the participants, place and time. Ittells who was involved, what happened, where the events took place, and when it happened.

2. Events : Describing series of event that happened in the past. Telling what happened and in what sequence.

3. Reorientation : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story.

d. **Language Features of Recount Text**

According to Hyland (2004) states that there are three language features of recount text namely:

1. Using chronological connection; then, first, after that, etc.

2. Using linking verb past tense.

3.Using action verb present tense.

3. The Concept of Grammar

a. Defintion Grammar

Grammar is defined in a number of ways. First, according to Richards and Schmidt (2010) grammar describes a language's structure and the way that language elements, such words and phrases, are combined to make sentences. Meanwhile according to Brinton (2000) Grammar, to put it another way, is a system or framework of rules or principles that govern how a language functions. Also according to Yule (2006), grammar is the process of characterizing the arrangement of phrases and sentences by taking into account the sequence in which they occur in a language. Weaver further distinguishes two definitions of grammar in addition to these. Grammar first describes a language's syntax, and then it prescribes a set of rules or guidelines for language use. In the other hand according to Gain et al (2019) Grammar is related to the structure and forms of words as well as sentence arrangement; thus it is crucial in writing. According to The grammar component includes aspectssuch as sentence structure, verb tense usage, and punctuation.

b. Functional Grammar

Halliday introduced the idea of functional grammar, which holds that language can be studied in a limitless number of ways, both when it is written and when it is written according to its intended purpose. According to Halliday, functional grammar "constructs all the units – its

clauses, phrases, and so on – as organic configurations of function."
This is how the concept is illustrated. (describing the clause, phrase, and
so on as an organic arrangement of language functions, thus explaining
the complete language unit) (Halliday, 2016). This claim demonstrates
how clauses and phrases can be used to study language analysis based
on a functional approach. According to Martin et al (1997), the function
method aims to explain the meaning and use of grammar in its purest
form. Bloor and Bloor (2015), cited by Winaryo (2018), actually
clarified that Halliday considered language to be a system of meaning,
meaning that language is a tool for expressing meaning or purpose.
Accordingly, Myhill and Watson (2018) state in their journal that
Halliday's functional grammar "is concerned with how language works
or functions," or, to put it another way, examines how language
functions.

This claim demonstrates how language is viewed as a source for
meaning formation in functional grammar. In this instance, language
serves as both a word structure and a means of meaning, therefore it can
be considered to have two functions. Traditional grammar is not the
same as the study of functional grammar. Meaning in conventional
grammar is only perceived from a linguistic perspective. Only surface-
level analysis, such as that of subjects, verbs, and objects, is possible; a
discourse cannot be analyzed. In contrast, Halliday's functional
grammar examines meaning according to its function by taking the
context of the sentence into account.

The analysis can also show what the writer or speaker intends for the reader or listener to grasp (Liyan, 2015). According to Alfiana (2018), functional grammar itself divides functions into three categories: ideational function (what is happening), which examines experiences and events that take place in the clause; interpersonal function (social relations), which examines interactions in the text; and textual function (textual coherence), which examines the text's message.

It is clear from the foregoing explanation that traditional grammar and functional grammar are not the same. From a functional point of view, conventional grammar demonstrates how a text is ethically correctly organized using fundamental patterns, allowing the text to be widely accepted on the basis of the appropriate pattern. However, by using functional terminology such as actors, phenomena, and processes as representations that characterize the text in a transitivity system, functional grammar helps readers grasp what is happening and the information included in the text.

c. **Grammatical Accuracy**

The capacity to apply grammatical rules correctly and consistently in spoken or written communication is known as grammatical correctness. It addresses how to employ different grammatical components such conjunctions, prepositions, pronouns, tenses, and sentence structure correctly. To guarantee that the recipient will comprehend and find the information clear, grammatical precision is crucial.

The capacity to apply grammatical rules correctly in verbal or written communication is known as grammatical correctness. This involves using pronouns, prepositions, sentence structure, subject-predicate, and tenses, among other grammatical elements, correctly. By ensuring that the message is clear and intelligible to the recipient, grammatical precision helps to minimize the likelihood of misunderstandings.

Grammatical accuracy is crucial in both professional and academic settings. Grammatical mistakes can weaken writing's authority and clarity in academic contexts. According to Skehan P (1998) states that Grammatical accuracy can be achieved with repeated practice and a focus on correct grammatical forms. Accurate and professional communication is crucial in the workplace to upholding a positive reputation and averting errors that could have an impact on operations. Consequently, speaking and writing with proper grammar becomes an extremely valuable skill.

Accurate grammar consists of multiple key elements. First, indicating the time an event occurs requires precise use of tenses. Second, a grammatical phrase is guaranteed by the subject and predicate matching in terms of both number and form. Third, choose the appropriate pronoun based on the number, gender, and person of its antecedent. Fourth, to keep sentences logical and flowing, prepositions and conjunctions must be used correctly.

The explicit technique and the implicit approach are the two

primary methods used to teach grammatical precision. The explicit method teaches grammar rules explicitly using activities that are structured with explanations. This method works well for assisting pupils in comprehending and correctly applying grammar rules. Conversely, the implicit method uses language use and exposure in real-world communication situations to teach grammar indirectly.

The use of technology can now help to improve grammatical precision. Grammarly, Ginger Writer, Pro Writing Aid, and other grammar checkers assist users in identifying and fixing grammatical mistakes. These tools offer explanations and proposed corrections to assist users recognize their errors and apply the corrections. In situations involving academic and professional writing, the usage of this technology is quite beneficial.

4. **The Concept of Ginger Writer**

   a. **Definition of Ginger Writer**

Figure 2. 1. Ginger Writer App

Figure 2. 2. Features of Ginger Writer

Figure 2. 3. Write Feature

Ginger Writer is one of the main applications of the ginger

writer concept is the use of an innovative writing style in literary works. According to Perdana I and Farida M (2019) states that Ginger is also a grammar application that offers a quick proofreading various services for its users. Writers who adopt this approach often use unconventional narrative techniques, such as non-linear storylines, the use of streams of consciousness, or unconventional delivery. This allows them to create unique works and captivate readers in a different way.

b. **Advantages of Ginger Writer**

Ginger Writer is a writing and grammar checker that provides users with a number of advantages. Here are a few of them:

1. Grammar and Spelling Check: Ginger Writer helps users write more precisely and professionally by offering sophisticated grammar and spelling checks.

2. Paraphrase and Reframe: These tools assist users in modifying sentences or texts to make them more varied and organic. This is particularly helpful when attempting to avoid plagiarism and enhance writing style.

3. Vocabulary Enhancement: This tool can offer recommendations for expanding vocabulary, making the final content more varied.

4. Translation: Ginger Writer facilitates language translation, making it simple for users to compose or comprehend documents in many languages.

5. Word Prediction: By recommending possible words to use next, the word prediction tool facilitates faster writing.

6. Multiplatform: Ginger Writer may be accessed by users at any time and from any location because it is compatible with a variety of platforms, including desktop applications, web browsers, and mobile devices.

7. Contextual Learning: This tool helps users learn from and fix their errors in the future by explaining spelling or grammar errors within the context of the sentence.

8. User-friendly: Ginger Writer's intuitive layout makes it suitable for a broad spectrum of users, including professionals and students.

9. Integration with Other Applications: Ginger Writer can be integrated with a number of other programs, including Microsoft Word, allowing users to edit their content right within the program they use every day.

Ginger Writer's features enable users to write more effectively and with higher quality while also enhancing their language proficiency. Ginger writers frequently go deeply into general or difficult subjects using their writing style. They frequently present fresh viewpoints or odd points of view on important social topics. Readers may gain more understanding from this and be motivated to think creatively.

The "Write" feature in Ginger Writer has several advantages that can improve student grades, including:

1. Real-Time Writing Help: gives students instant feedback while they write, enabling them to fix errors and grasp topics right away.

2. Spelling and Grammar Check: Ginger automatically finds spelling and grammar mistakes so students can learn from them and not make the same ones again.

3. Recommendations for Improvement: Ginger helps students understand how to enhance the caliber of their writing by offering specific recommendations for improvement in addition to pointing out mistakes.

4. Writing Style Suggestions: This feature provides ideas for enhancing writing clarity and style, both of which are critical for creating arguments that are more convincing and impactful.

5. Organization of Ideas: Ginger helps students better arrange their ideas and arguments, which results in more structured and comprehensible writing.

6. Vocabulary Suggestion: Students can expand their vocabulary and produce more engaging and varied writing by using synonyms and alternative words.

   c. Steps for Ginger Writer

     1. Download and Installation: To begin, download and install the Ginger Writer software on your smartphone from its official website.

     2. Activation: Open the Ginger Writer app and follow the prompts to activate it after the installation is finished. This could entail entering an activation code or making an account.

3. Start Writing: Open the offered text editor and begin writing your text as usual once Ginger Writer has been activated.

4. Auto Check: While you write, Ginger Writer will automatically check your grammar, spelling, and writing style. Words or phrases that are deemed improper or out of the ordinary will be indicated or offered for revision.

5. Accepting and Applying Corrections: By selecting the relevant button, you can decide whether to accept the correction Ginger Writer highlighted for you. The modifications will take effect immediately.

6. Use Additional Features: Ginger Writer might also include more features like synonym recommendations, writing style analysis, and more. When necessary, you can investigate these features.

7. Completion and Export: Use Ginger Writer to double-check your writing when you've completed. After you are happy with the outcome, you can close out your work and save or export the text in accordance with your requirements.

C.   Conceptual Framework

Writing Skill

Ginger Writer application

Recount text

Simple past tense
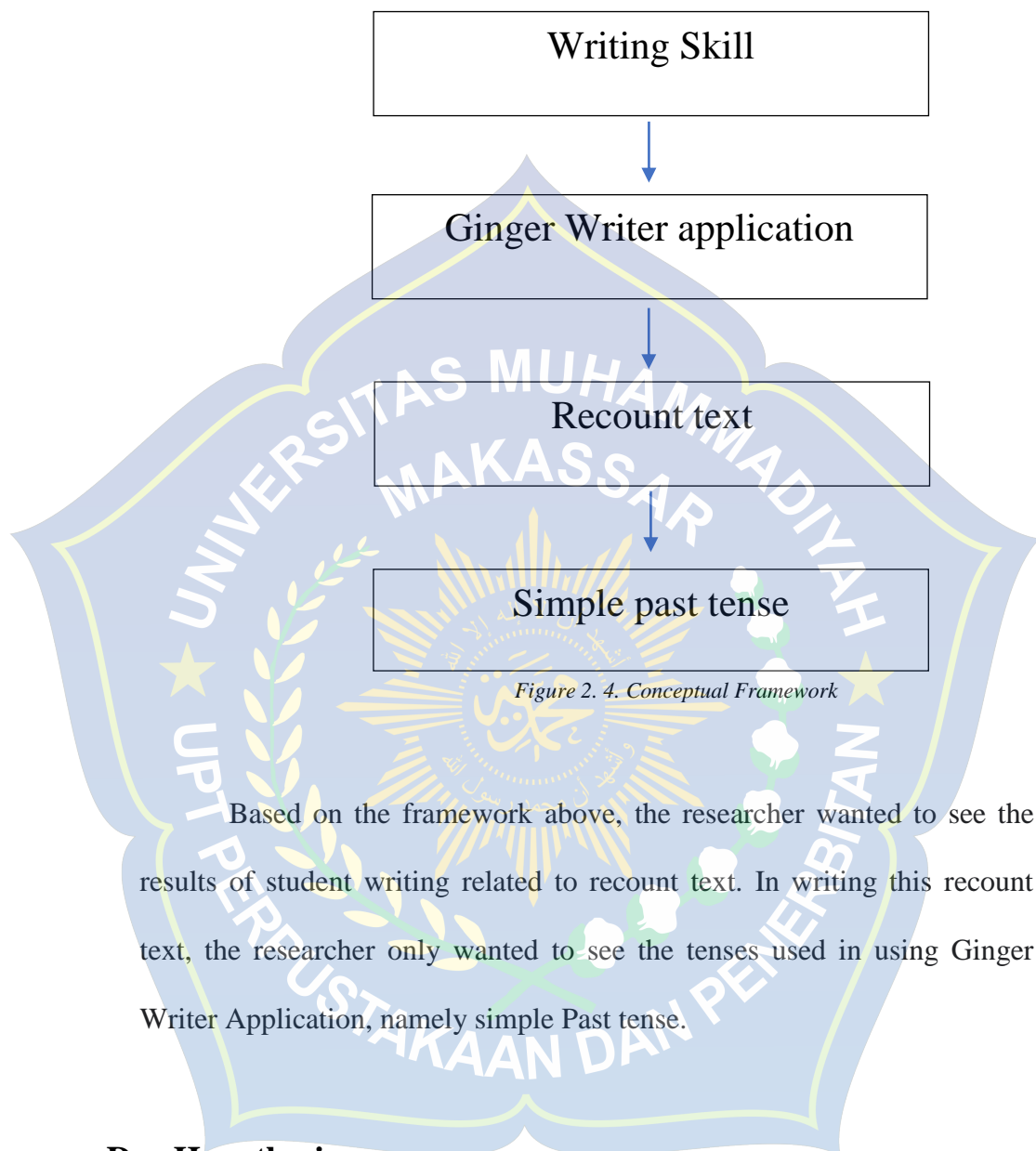
Figure 2. 4. Conceptual Framework

Based on the framework above, the researcher wanted to see the results of student writing related to recount text. In writing this recount text, the researcher only wanted to see the tenses used in using Ginger Writer Application, namely simple Past tense.

D.   Hypothesis

Temporary According to Sugiono (2019), hypothesis is a temporary answer to the problem formulation. Because it is still temporary, it is necessary to prove the truth through the empirical data collection.

Null Hypothesis **(H₀)** :There is no significant difference in grammatical accuracy between students who use Ginger Writer and students who do not use Ginger Writer in writing recount text.

Alternative Hypothesis **(H₁)** There is a significant difference in grammatical accuracy between students who use Ginger Writer and students who do not use Ginger Writer in writing recount text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a quantitative design. Quantitative research is a type of scientific research that looks at a problem from a phenomenon and considers the possibility of a relationship between variables in a set of problems, as stated in Indrawan and Yaniawati, (2014).

B. Research Variables and Indicators

There are two variables in this research, namely dependent variable and independent variable, those were:

1. Dependent variable is Grammatical Accuracy in Recount Text Writing.

2. Independent variable is Ginger Writer.

C. Population and Sample

1. Population

According to Sugiyono (2017), A population is a category for generalization made up of items or subjects with specific attributes chosen by the researcher for analysis before conclusions are made. Students in class X of SMK Negeri 6 Makassar, which has 16 classrooms, made up the population of this study. The following table shows the number of each class in detail.

Table 3. 1. Population

NO	CLASS	Number of Students
1	X AK 1	35
2	X AK 2	36
3	X AK 3	27
4	X DKV	36
5	X PH 1	35
6	X PH 2	34
7	X PH 3	32
8	X TKC 1	34
9	X TKC 2	28
10	X BS 1	25
11	X BS 2	23
12	X TB 1	28
13	X TB 2	30
14	X TB 3	26
TOTAL		429

2. Sample

The sampling technique that researcher used in this research was random sampling. The sample in this research was X AK 1.

Table 3. 2. Sample

NO	CLASS	Number of Students
1.	X AK 1	35
TOTAL		**35**

D. Research Instrument

Arikunto (2002) states that instruments are tools or facilities used during research using a method.The use of this instrument is to make research easier and the results are better, in the sense that they are more careful, complete and systematic so that they are easier to manage. In this research, researcher will used test, namely : pre – test and post - test

E. Technique of Data Collection

The following methods were used to gather data for this study:

1. Pre-test

Before starting treatment, students took a pre-test to gauge their proficiency in creating recount texts. Writing a recount text is part of the test.

2. Treatments

Samples were treated with Ginger Writer. The steps for treatment are as follows:

1). First Treatment

In the first treatment, the researcher presented and clarified the fundamental recount text resources that will be utilized for learning, including the definition, types, structure, and linguistic components of recount texts. Following that, the researcher instructed the students to share their own memories about previous experiences as a sort of treatment.

2). Second Treatment

In the second treatment, the researcher used the simple past tense to construct phrases.

3). Third Treatment

In the third treatment, researcher introduced the Ginger application and its functionalities

4). Fourth Treatment

The last treatment, The researcher applying Ginger Writer.

3. Post Test

The post-test was given following the treatment to determine how well the students' writing skills had improved. This was done in order to evaluate the treatment's impact and determine whether Ginger Writer was effective in influencing the writing skills of the students.

F. Technique of Data Analysis

In this research, the data analysis approach included analyzing students' grammar accuracy before and after applying this technique. This

analysis was carried out to determine the effect of Ginger Writer on the result of students' grammar accuracy in writing recount text during learning. Therefore, it was necessary to test the hypothesis and scoring rubric to see the difference in learning by using Ginger Writer before treatment and after treatment.

1. **Writing Rubric**

   In this research, an assessment rubric was used to measure grammatical accuracy in writing students' recount texts. This rubric covered various aspects relevant to grammar and overall writing quality. Each aspect were given a score based on predetermined criteria based on the research rubric proposed by Ferris (2019). The following was the assessment rubric used in this research:

   a. Grammar

Table 3. 3. Grammar Assessment Rubric

Aspect of scoring grammar	Score	Level	Criteria
Tense Consistency	4	Excellent	Tenses are used consistently and accurately throughout the writing.
	3	Good	Minor inconsistencies in tense usage that do not impede understanding
	2	Fair	Some inconsistencies in tense

Aspect of scoring grammar	Score	Level	Criteria
			usage that occasionally impede understanding.
	1	Need Improvement	Frequent inconsistencies in tense usage that significantly impede understanding
Appropriate Tense Usage	4	Excellent	Tenses are always used correctly and appropriately for the context
	3	Good	Mostly correct tense usage with few in appropriate instances.
	2	Fair	Several instances of incorrect tense usage that occasionally confuse the reader.
	1	Needs improvement	Frequent incorrect tense usage that significantly confuse the reader

b. Recount Text

Table 3. 4. Scoring Rubric of Students' Writing Ability of the Recount Text Generic Structure

Aspect of Recount Text Scoring Generic Structure	Score	Level	Criteria
Orientation	4	Excellent	Mastery of the simple past tense with relevant orientation in detail
	3	Good	Rather less relevant detail of orientation simple past tense mastery
	2	Average	Less relevant detail of orientation frequent error simple past mastery
	1	Poor	Unrelated orientation error simple past tense
Event	4	Excellent	Relevant event detail clearly ideas simple past tense mastery
	3	Good	Rather less relevant detail of event logical idea but incomplete sequence simple past tense mastery

	2	Average	Less relevant detail of eventideas confused frequent error simple past tense
	1	Poor	Unrelated event lack of idea error simple past tense
Reorientation	4	Excellent	Relevant reorientation in detail simple past tense mastery
	3	Good	Rather less detail of reorientation, Frequent error simple past
	2	Average	Less relevant detail of reorientation, Frequent error simple past tense
	1	Poor	Unrelated reorientation, error simple past tense

2. Score categorization of the students

Table 3. 5. Score categorization of the students

Score interval	Categorization
86-100	Very Good
71-85	Good
56-70	Fair

41-55	Poor
0-40	Very poor

Calculate the students total score on pre-test and post-test formulated by

(Riduwan, 2008:89) as follows:

$$\frac{Students'\,score\;x\;100}{Total\;Score}$$

3. **Calculating the frequency and precentage of the students scores**

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

Where

P = Precentage

F = Frequency Respondance

N= Amount Of Data Or Number Of Samples

4. **Calculate the standar deviation and mean score**

The researcher utilized the IBM SPSS statistic 26 program to calculate

the mean score and standar deviation of the student result

5. To finded out the significance in order to know the null hypothesis is rejected

or not by used IBM SPSS Statistic 26 program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The researcher collected eight data points for the study using reading tests, namely pre-test and post-tests. previous to therapy, a pre-test was provided to students to assess any previous awareness, and a post-test was given after treatment to examine the impact of ginger writer on grammatical accuracy in students' recount text writing.

1. Descriptive statistical outcome

a. The mean score and standard deviation of pre-test and post-test

Table 4. 1. The mean score and standard deviation of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	35	25	70	46.57	10.486
Posttest	35	56	95	81.20	9.551
Valid N (listwise)	35				

According to Table 4.1 displays the mean pre-test score and standard deviation of students during the pre-test and post-test. The mean value of students pre-test was (46.57), which was regarded as poor. The post-test mean score was (81.20), which is considered good. The post-test mean scores differed significantly from the pre-test. Furthermore, the mean score prior to

and following the exam differs substantially. The distinction is in the categorization of poor to good.

The students' pre-test standard deviation was 10.48, whereas the post-test was 9.55. The standard deviation of the data from its mean value was calculated by calculating the square root of the variance. A smaller standard deviation value suggested a value closer to the mean. However, the values ranged more significantly as the standard deviation increased. The results showed that the post-test deviation was lower than the pre-test.

2. **Inverential students result**

In this study, researcher applied a significance test to evaluate whether or not to reject the null hypothesis. The t-test Ghozali (2016) contains the following criteria:

a. If the t-test's significance value is more than 0.05, He is accepted but Ha is denied. This indicates that the independent variable has no impact on the dependent variable.

b. If the t-test has a significance level less than 0.05, reject He and accept Ha. This demonstrates how the independent variable effects the dependent variable.

The paired sample test results are presented in the table below :

Table 4. 2. Significant outcomes of pre-test and post-test

Paired Samples Test

						95% Confidence Interval of the Difference				Sig. (2-tailed)
					Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df		
Pair 1	pre-test – posttest	-34.629	9.705	1.640	-37.962	-31.295	- 21.110	34		.000

Table 4.2 shows significant pre-test and post-test results using SPSS 26. The Sig. (2-tailed) is < 0.005. The table shows that the sig. (2-tailed) value is 0.000 < 0.005. This implies that there was a substantial outcome after adopted the Ginger Writer app on students' grammar and recount text.

Table 4. 3. Paired Samples correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test & posttest	35	.534	.001

Based on the table previously, the analysis using SPSS 26 revealed that the Sig. (2-tailed) was less than 0.005. The table indicates that the Sig. value (2-tailed) was 0.001 < 0.005. This suggests that there was a correlation both pretest and post test outcomes seen after applying the Ginger Writer application.

b. **Classification and rate of students pre-test and post-test scores as a precentage**

Table 4. 4. The rate precentage of students score in pre-test

Classification	Scores	Frequency	Percentage
Very Good	86-100	-	-
Good	71-85	-	-
Fair	56-70	7	20.0 %
Poor	41-55	17	48.58%
Very poor	0-40	11	31.42%
TOTAL		**35**	**100%**

Table 4.4 shows the percent of students' pre-test results based on the table. It was determined that no students obtained both a very excellent and a good grade. 7 students (20.0%) received a fair score, 17 students (48.6%) had a poor score, and 11 students (31.5%) received a very poor score.

The score classification results showed that students with the lowest scores have a poor knowledge of grammar and recount text, whereas students with medium scores had a basic understanding of grammar and recount text but struggle to process both.

Table 4. 5.The rate precentage of students score in post-test.

Classification	Score	Frequency	Percentage
Very Good	86-100	9	25.7%

Good	71-85	23	65.7%
Fair	56-70	3	8.6%
Poor	41-55	-	-
Very Poor	0-40	-	-
TOTAL		**35**	**100%**

Table 4.5 displays the percentage of students' post-test scores according to the table. There were 9 students (25.7%) with a very good score, 23 students (65.7%) with a good score, 3 students (8.6%) with a fair score, and 0 students with a very poor or poor score. The study discovered that students fared well on the post-test because they understood the material and could analyze it. Furthermore, using the ginger writer app increased their level of engagement in the learning process. Although it was acknowledged that the study discovered that the difference in post-test results was related to students' enthusiasm for using Ginger Writer to tackle their grammatical correction problems. Students were also more engaged and enthusiastic about using this tool because it helped them rectify their bad grammar. The post-test scores demonstrated significant improvement in students' skills in understanding recount texts after using the ginger writer app, implying that the training process was enjoyable and attractive for the majority of students.

As a result, students felt it was easier to utilize correct grammar, which influenced their post-test ratings. This demonstrated that students ability to absorb grammar and retell text was successful after receiving treatment utilizing the

ginger writer app. As a result, students felt it was easier to utilize correct grammar, which influenced their post-test ratings. This demonstrated that students' ability to understand grammar and recount text was successful after receiving treatment utilizing the ginger writer app.

B. Discussion

In the discussion section, the results that have been obtained were explained in detail by relating them to several theories and opinions of experts.

The results obtained after students completed the pre-test were that students got more low scores, while the results obtained after students completed the post-test questions showed that students' scores had increased from before. This was because students have used the Ginger Writer application in learning. The Ginger Writer application made it easier for students to w rite recount texts because it had various features, one of which is the Write feature which helps students in writing recount texts and using grammar.

Based on the results that have been presented, it can be concluded that the Ginger Writer application has a great influence on student learning and it is effective to use. This can be proven from the results of the pre-test and post-test, there is a difference in the significance value of the pre-test and post-test, the significance value shown between the pre-test and post-test is 34.629. The table shows Sig. (2-tailed) of 000, which means it is less than 0.005. So, there are significant results after using the Ginger Writer application on students' grammar and recount text skills.

Based on the data that has been obtained, there was a significant increase after students took the pre-test. This was because students have used the Ginger Writer application in learning. This was in line with research conducted by Lestari (2021) which was conducted in Class X of SMK Ki Hajar Dewantoro that the results of this study showed that students who were taught using Ginger software could write recount texts significantly better than students who were taught using conventional methods.

Therefore, the Ginger Writer Application was very influenced for students to use in learning. This is in line with the opinion of Fitria (2023) who stated that Ginger Writer is effective because there are many writing composition techniques applied in the application. In addition, Ginger Writer corrects spelling mistakes, completes truncated sentences, and adds missing words.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been conducted, it could be concluded that the influence of using the Ginger Writer application was positive and significant. In other words, the used of the Ginger Writer application had an effect, especially in improving the skills of writing recount texts in grade 10 students of SMK Negeri 6 Makassar.

It could be proven from the results of pre-test and post-test, there was the difference a significance score of pre-test and post-test, the significance score showed between pre-test and post-test (34.629) The table shows Sig. (2-tailed) is 000, which is less than 0.005. So, there were significant results after using the Ginger Writer application on students' grammar and recount text. There was a significant difference between the results of the initial test and the final test of students. As a result, the hypothesis Ho was rejected and H1 was accepted.

B. Suggestions

From the result and conclusion above, there are some suggestions from the researcher

1. For Teachers

   It is expected that teachers can try using technology-based learning models in the form of this application such as *" Ginger Writer Application*" when carrying out learning in class, especially in English lessons. This method is a fun and interactive approach that can improving students' writing style and creativity in accordance with the correct grammar or spelling rules.

2. For Students

   It is expected that students will be more enthusiastic in following the teaching and learning process through technology-based learning models in terms of improving their skills, especially writing skills in English lessons.

3. For Future Researchers

   It is expected that further researchers can overcome the obstacle in the form of a lack of student interest in writing as found in the results of this study. This can be done by combining technology-based learning methods through this application with other methods that can help.

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APPENDIX 1. MODUL AJAR

MODUL AJAR BAHASA INGGRIS
RECOUNT TEXT

A. Informasi Umum

1. **Identitas Sekolah**

        Nama Penulis   : Sahra Ramadana

        Institusi   : SMK Negeri 6 Makassar

        Tahun Penyusunan   : 2024

Fase	Jenjang	Kelas	Perkiraan Jumlah Siswa	Modul Pembelajaran	Alokasi Waktu
E	MA	X MIPA 1	30 Siswa	Tatap Muka	8 JP

2. **Kompetensi Awal**

Siswa sudah mampu menyebutkan penggunaan Simple Past Tense.

3. **Profil Pelajar Pancasila**

a. Bernalar Kritis: mengidentifikasi, mengklarifikasi, dan menganalisis informasiyang relevan serta memprioritaskan beberapa gagasan tertentu.

b. Mandiri: mengelola pikiran, perasaan, dan tindakannya agar tetap optimal untukmencapai tujuan pengembangan diri dan prestasinya.

c. Bergotong royong: Memiliki kemampuan kolaborasi, bekerja sama dengan oranglain disertai perasaan senang dan menunjukan sikap positif,

memahami perspektif orang lain, memiliki kemampuan berbagi dan menempatkan segala sesuatu sesuai tempat dan porsinya, serta menghargai pencapaian dan kontribusi orang lain, dan menghargai keputusan bersama dan berusaha untuk membuat keputusan melalui musyawarah untuk mufakat.

4. **Sarana dan Prasarana**

Sarana Prasarana	Media	Perkiraan Biaya
1. Internet 2. Buku referensi	Power Point LKPD Pengalaman pribadi	Tidak ada biaya

5. **Target Peserta Didik**

Modul ini dapat digunakan oleh peserta didik reguler dan peserta didik yang mengalami kesulitan belajar. Sekolah dengan teknologi dan akses internet yang baik akan lebih diuntungkan dalam pembelajaran di modul ini, namun tetap bisa digunakan pada sekolah yang tidak memiliki akses internet. Umumnya modul ini menjabarkan kegiatan pembelajaran tatap muka namun dapat di modifikasi untuk pembelajaran online dalam jariangan sesuai kreatifitas guru.

6. **Metode/Model Pembelajaran yang digunakan**

- Pertemuan 1 : model *guided inguiry learning;* metode: Ceramah interaktif,diskusi kelompok.

- Pertemuan 2: model *cooperative learning*; ceramah interaktif, diskusi kelompok,permainan

- Pertemuan 3: model *Small Group Discussion* ; metode: : Ceramah interaktif,diskusi kelompok

A. Kompetensi Inti

1. Tujuan Pembelajaran

10.A6	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk recount secara kritis, kreatif dan santun terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.
10.B5	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.
10.C5	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk recount terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancarandan ketepatan yang optimal.

2. Pengtahuan Prasyarat

   Memahami penggunaan Simple Past Tense.

3. Pemahaman Bermakna

   Guru dapat Memberikan pemahaman kepada peserta didik bahwa

Recount Text dapat berisi tentang Historical Event, Personal Experience and

Biography

4. Pertanyaan Pematik:

a.   Do you have your own memorable experience? Is that good or bad

   experience?

b.   What about your good experince? Going holiday or something?

c.   Where did you spend your holiday?

d.   What about your bad experience?

e.   How did it happen?

5. Persiapan Pembelajaran

   a.   Membaca materi tentang Simple Past Tense.

   b.   Membaca dan memahami teks yang disediakan guru.

6. Kegiatan Pembelajaran

Pertemuan Pertama

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 Menit)	
1. Menyapa siswa dan menanyakan kabar lalu dibuka dengan doa dan mengecek	1. Siswa berdoa 2. Siswa menyimak penjelasan

kehadiran siswa.	guru
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya	3. Siswa menjawab pertanyaan guru.
3. Menjelaskan hal hal yang akan dipelajari, komoptensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (60 Menit)	
4. Guru menjelaskan powerpoint tentang Recount Text.	4. Siswa menyimak penjelasan dari guru, bila yang tidak paham
5. Guru mengingatkan bahwa dalam kehidupan seharihari, manusia senantiasa dihadapkan pada berbagai kejadian atau peristiwa. Semua peristiwa yang terjadi merupakan pengalaman pribadi baik berupa pengalaman yang menyenangkan ataupun tidak menyenangkan.	bisa bertanya kepada guru. 5. Siswa menyimak penjelasan guru.
6. Guru membimbing siswa untuk dapat memilih satu pengalaman pribadi yang tidak terlupakan.	
7. Guru menginstruksikan agar masing – masing siswa dapat saling berbagi	

pengalaman tersebut. Dapat menggunakan guiding questions: a. Do you have memorabel experience? b. What was it? c. When did it happen? d. Whom were with you? e. Where did it happen? f. How was the story of your experience? 8. Guru meminta siswa untuk membuat Recount Text berdasarkan tema yang ditentukan.	
Penutup (15 Menit)	
9. Guru memberikan kesimpulan tentang materi hari ini. 10. .Guru menutup pertemuan dengan berdoa dan memberi salam.	6 Siswa menyimak penjelasan guru. 7..Siswa menyimak penjelasan materi minggu depan 8. Siswa menjawab salam guru dan mengucapkan terima kasih.

Pertemuan Kedua

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 Menit)	
1. Menyapa siswa dan menanyakan kabar lalu dibuka dengan doa dan mengecek kehadiran siswa. 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 3. Menjelaskan hal hal yang akan dipelajari, komoptensi yang akan dicapai, serta metode belajar yang akan ditempuh	1. Siswa berdoa 2. Siswa menyimak penjelasan guru 3. Siswa menjawab pertanyaan guru.
Kegiatan Inti (60 Menit)	
4. Guru melakukan evaluasi mengenai pemahaman siswa terkait dengan recount text 5. Guru memperkenalkan aplikasi Ginger Writer kepada siswa.	4. Siswa menyimak penjelasan dari guru, bila yang tidak paham bisa bertanya kepada guru. 5. Siswa menyimak penjelasan guru.
Penutup (15 Menit)	
6. Guru memberikan kesimpulan tentang	6. Siswa menyimak penjelasan

materi hari ini.	guru.
7. Guru mengingatkan untuk materi minggu depan tentang *Penggunaan Aplikasi Ginger Writer* .	7. Siswa menyimak penjelasan materi minggu depan
8. .Guru menutup pertemuan dengan berdoa dan memberi salam.	8. Siswa menjawab salam guru dan mengucapkan terima kasih.

Pertemuan Ketiga

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 Menit)	
1. Menyapa siswa dan menanyakan kabar lalu dibuka dengan doa dan mengecek kehadiran siswa.	1. Siswa berdoa
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya	2. Siswa menyimak penjelasan guru
3. Menjelaskan hal hal yang akan dipelajari, komoptensi yang akan dicapai, serta metode belajar yang akan ditempuh	3. Siswa menjawab pertanyaan guru.
Kegiatan Inti (60 Menit)	
4. Guru menjelaskan kepada siswa tentang penggunaan aplikasi Ginger Writer	4. Siswa menyimak penjelasan dari guru tentang penggunaan

Aktivitas Guru	Aktivitas Siswa
5. Guru memberikan panduan tentang penggunaan aplikasi Ginger writer 6. Guru menginstruksikan siswa untuk menggunakan ginger writer	aplikasi ginger writer.
Penutup (15 Menit)	
7. Guru memberikan kesimpulan tentang materi hari ini. 8. .Guru menutup pertemuan dengan berdoa dan memberi salam.	5. Siswa menyimak penjelasan guru. 6. Siswa menjawab salam guru dan mengucapkan terima kasih.

Pertemuan Keempat

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 Menit)	
1. Menyapa siswa dan menanyakan kabar lalu dibuka dengan doa dan mengecek kehadiran siswa. 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 3. Menjelaskan hal hal yang akan dipelajari,	1. Siswa berdoa 2. Siswa menyimak penjelasan guru 3. Siswa menjawab pertanyaan guru.

komoptensi yang akan dicapai, serta metode belajar yang akan ditempuh	
***Kegiatan Inti* (60 Menit)**	
4. Guru melakukan evaluasi tentang penggunaan aplikasi ginger writer. 5. Meminta siswa menyusun Recount text berdasarkan tema yang telah ditentukan dengan menggunakan aplikasi Ginger Writer.	4. Siswa menyimak penjelasan dari guru, bila yang tidak paham bisa bertanya kepada guru. 5. Siswa menyimak penjelasan guru. 6. Siswa menulis Recount Text berfasarkan Pengalamannya masing masing. Secara mandiri
***Penutup* (15 Menit)**	
6. Guru memberikan kesimpulan tentang materi hari ini. 7. .Guru menutup pertemuan dengan berdoa dan memberi salam.	7. Siswa menyimak penjelasan guru. 8. Siswa menjawab salam guru dan mengucapkan terima kasih.

Penskoran

Nilai : JUMLAH NILAI

$$\frac{\text{JUMLAH NILAI}}{\text{JUMLAH TOTAL}} \times 100\% =$$

Contoh : $\frac{16}{20} \times 100\% = 80$

APPENDIX 2. INSTRUMENT OF PRE TEST & POST TEST

INSTRUMENT OF PRE-TEST

Name   :

No. Absent   :

Class   :

Directions:

1. Make a recount text by choosing the titles below!

   - Vacation

   - Celebrating Eid Al-Fitr and Eid Al-adha

   - Birthday

   The Recount text must be consist of Orientation, Events and Re-orientation!

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GOOD LUCK!!

INSTRUMENT OF POST-TEST

Name :

No. Absent :

Class :

Directions:

1. Make a recount text by choosing the titles below!

   - Vacation

   - Celebrating Eid Al-Fitr and Eid Al-adha

   - Birthday

   The Recount text must be consist of Orientation, events and re-orientation!

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GOOD LUCK!!

APPENDIX 3. STUDENTS RESULT ON PRE TEST AND POST

TEST

NO.	NAME	PRE TEST SCORE	POST TEST SCORE
1.	S-1	40	80
2.	S-2	25	55
3.	S-3	60	80
4.	S-4	25	45
5.	S-5	25	80
6.	S-6	50	80
7.	S-7	40	70
8.	S-8	60	90
9.	S-9	45	95
10.	S-10	45	75
11.	S-11	40	75
12.	S-12	45	75
13.	S-13	45	85
14.	S-14	60	90
15.	S-15	60	80
16.	S-16	60	90
17.	S-17	50	95
18.	S-18	40	85

19.	S-19	40	75
20.	S-20	45	75
21.	S-21	55	85
22.	S-22	35	95
23.	S-23	50	95
24.	S-24	40	80
25.	S-25	70	85
26.	S-26	55	95
27.	S-27	60	85
28.	S-28	45	85
29.	S-29	45	75
30.	S-30	40	85
31.	S-31	45	75
32.	S-32	45	75
33.	S-33	45	90
34.	S-34	55	80
35.	S-35	45	80
TOTAL		$\sum 1630$	$\sum 2755$

NO	NAME	PRE-TEST	CATEGORIZATION
1.	S-1	40	Very poor
2.	S-2	25	Very poor
3.	S-3	60	Fair
4.	S-4	25	Very poor
5.	S-5	25	Very poor
6.	S-6	50	Poor
7.	S-7	40	Very poor
8.	S-8	60	Fair
9.	S-9	45	Poor
10.	S-10	45	Poor
11.	S-11	40	Very poor
12.	S-12	45	Poor
13.	S-13	45	Poor
14.	S-14	60	Fair
15.	S-15	60	Fair
16.	S-16	60	Fair
17.	S-17	50	Poor
18.	S-18	40	Very poor
19.	S-19	40	Very poor
20.	S-20	45	Poor

21.	S-21	55	Poor
22.	S-22	35	Very poor
23.	S-23	50	Poor
24.	S-24	40	Very poor
25.	S-25	70	Fair
26.	S-26	55	Poor
27.	S-27	60	Fair
28.	S-28	45	Poor
29.	S-29	45	Poor
30.	S-30	40	Very poor
31.	S-31	45	Poor
32.	S-32	45	Poor
33.	S-33	45	Poor
34.	S-34	55	Poor
35.	S-35	45	Poor
Total		$\sum$ **1630**	

NO	NAME	P0ST-TEST	CATEGORIZATION
1.	S-1	80	Good
2.	S-2	55	Poor
3.	S-3	80	Good
4.	S-4	45	Poor
5.	S-5	80	Good
6.	S-6	80	Good
7.	S-7	70	Fair
8.	S-8	90	Very good
9.	S-9	95	Very good
10.	S-10	75	Good
11.	S-11	75	Good
12.	S-12	75	Good
13.	S-13	85	Good
14.	S-14	90	Very good
15.	S-15	80	Good
16.	S-16	90	Very good
17.	S-17	95	Very good
18.	S-18	85	Good
19.	S-19	75	Good
20.	S-20	75	Good

21.	S-21	85	Good
22.	S-22	95	Very good
23.	S-23	95	Very good
24.	S-24	80	Good
25.	S-25	85	Good
26.	S-26	95	Very good
27.	S-27	85	Good
28.	S-28	85	Good
29.	S-29	75	Good
30.	S-30	85	Good
31.	S-31	75	Good
32.	S-32	75	Good
33.	S-33	90	Very good
34.	S-34	80	Good
35.	S-35	80	Good
Total		$\sum$ **2755**	

APPENDIX 4.

THE RESULT OF THE STUDENTS ANSWER PRE-TEST AND POST-TEST

INSTRUMENT OF PRE-TEST

Name : IMELDA

No. Absent : (27)

Class : X AKUNTANSI 1

60

Directions:

1. Make a recount text by choosing the titles below!

- Vacation

- Celebrating Eid Al-Fitr and Eid Al-adha

- Birthday

The Recount text must be consist of Orientation, Events and Re-orientation!

Birthday

On may 26th it is my birthday. at that time my mother bring me a cake and at that time she surprise me. I was shocked and touched because it is new that I was given a surprise like that. I just want to say to the mother, thank you for give surprise to her child and want to apologize to her child who has repeatedly made mistakes that have been prohibited. Mom, be healthy, thank you for taking care of this little princess, I love you, Mom.

GOOD LUCK !!

47

INSTRUMENT OF POST-TEST

Name   : IMELDA

No. Absent : 27

Class   : X AKUNTANSI 1

Directions:

1. Make a recount text by choosing the titles below!

   - Vacation

   - Celebrating Eid Al-Fitr and Eid Al-adha

   - Birthday

The Recount text must be consist of Orientation, events and re-orientation!

Birthday

- Orientation

On May 26th it was my birthday, at that time I just want to say to the mother, thank you for giving surprice to her child and want to apologize to her child who has repeatedly made mistakes that have been prohibited.

- Events

My mother bought me a cake and at that time she surprised me, I was shocked and touched because

GOOD LUCK!!

46

⟨35⟩

INSTRUMENT OF PRE-TEST

Name : Dinda Indah Permata Firmansyah

No. Absent : 22

Class : IX Akuntansi I

Directions:

1. Make a recount text by choosing the titles below!

- Vacation

- Celebrating Eid Al-Fitr and Eid Al-adha

- Birthday

The Recount text must be consist of Orientation, Events and Re-orientation!

A few years ago, My mother, my siblings and me go to the mall to go to my father's restaurant in Manado. Sometimes I just come to plat, eat and wear nail polish.

GOOD LUCK !!

47

INSTRUMENT OF POST-TEST

(95)

Name   : Dinda Indah Permata F

No. Absent : 22

Class   : X Akuntansi I

Directions:

1. Make a recount text by choosing the titles below!

- Vacation

- Celebrating Eid Al-Fitr and Eid Al-adha

- Birthday

The Recount text must be consist of Orientation, events and re-orientation!

- orientation :

A few years ago, my mother, my siblings and I went to the mall to go to my father's restaurant in manado. Sometimes I just come to play, eat and wear nail polish. when I wore nail polish my mother scolded me because I was Forbidden to wear nail polish.

- Events :

Days passed, one day my father found his employee stealing money at the cashier, at first my father did not see his employee stealing but when my

GOOD LUCK!!

APPENDIX 5.

SURAT KETERANGAN BEBAS PLAGIASI

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Sahra Ramadana

Nim   : 105351105620

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	3 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 14 Desember 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nurskah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX 6.

SURAT PENGANTAR PENELITIAN DARI LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4938/05/C.4-VIII/IX/1446/2024
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

11 September 2024 M
08 Rabiul awal 1446

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
        Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16856/FKIP/A.4-II/IX/1446/2024 tanggal 11 September 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SAHRA RAMADANA**
No. Stambuk : **10535 1105620**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE INFLUENCE OF GINGER WRITER ON GRAMMATICAL ACCURACY IN RECOUNT TEXT WRITING : A QUATITATIVE RESEARCH"

Yang akan dilaksanakan dari tanggal 17 September 2024 s/d 17 Nopember 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

APPENDIX 7.

KARTU KONTROL PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Sahra Ramadana
NIM : 10531105620
Judul Penelitian : *The Influence of Ginger Writer on Grammatical Accuracy in Recount Text Writing: A Quantitative Research*

Tanggal Ujian Proposal : 8 Agustus 2024
Tempat/Lokasi Penelitian : SMK Negeri 6 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 18 September 2024	Pre-Test	Srikandi, S.Pd	
2	Rabu, 18 September 2024	Treatment 1	Srikandi, S.Pd	
3	Rabu, 18 September 2024	Treatment 2	Srikandi, S.Pd	
4	Rabu, 2 Oktober 2024	Treatment 3	Srikandi, S.Pd	
5	Rabu, 2 Oktober 2024	Treatment 4	Srikandi, S.Pd	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

6	Rabu, 2 Oktober 2024	Post Test	Srikandi, S.Pd	
7				
8				
9				
10				

21 Oktober 2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Mengetahui Kepala sekolah/Instansi

Andi Nurwidah Galigo, S.Pd., M.Pd
NIP. 197408142006042012

APPENDIX 8.

SURAT KETERANGAN TELAH

MELAKUKAN PENELITIAN

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMK NEGERI 6 MAKASSAR
|SMK PUSAT KEUNGGULAN|
KOMPETENSI KEAHLIAN :
BUSANA|PERHOTELAN|KULINER|TATA KECANTIKAN KULIT & RAMBUT|AKUNTANSI|DESAIN KOMUNIKASI VISUAL
Jl. Andi Djemma No.132 Telp. (0411) 854636 Fax (0411) 854636 Makassar 90222
Website : www.smkn6mks.sch.id Email : smkn6makassar@gmail.com

SURAT KETERANGAN
No. 421.5/425/SMKN6/X/2024

Yang bertanda tangan dibawah ini :

Nama : **ANDI NURSYIDAH GALIGO S.Pd M.Pd**
Jabatan : Kepala Sekolah SMK Negeri 6 Makassar
Alamat : Jl. Andi Djemma No.132

Berdasarkan Surat Izin Penelitian dari **DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU** dengan Nomor : **23800/S.01/PTSP/2024**, untuk melakukan penelitian kepada :

Nama : **SAHRA RAMADANA**
Nomor Pokok : 105351105620
Program Studi : Pendidikan Bahasa Inggiris – (S1)
Alamat : Jl. Slt Alauddin No.259

Benar telah melakukan Penelitian di SMK Negeri 6 Makassar dalam rangka Penyusunan SKRIPSI dengan judul **"THE INFLUENCE OF GINGER WRITER ON GRAMMATICAL ACCURACY IN RECOUNT TEXT WRITING: A QUANTITATIVE RESEARCH".**

Makassar, 21 Oktober 2024
Kepala Sekolah,

Pemerintah Provinsi
Sulawesi Selatan
Dokumen ini ditandatangani secara digital

ANDI NURSYIDAH GALIGO S.Pd M.Pd
Pangkat : Pembina Tk. I
NIP. 19750503 200012 2 001

Catatan :
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LETTER OF ACCEPTANCE

SURAT KETERANGAN PENERBITAN ARTIKEL (LOA)

Nomor Surat : 7358 / DR / Pendas / XII / 2024

Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : **The Influence of Ginger Writer on Grammatical Accuracy in Recount Text Writing: A Quantitative Research** dan identitas penulis sebagai berikut.

Nama Penulis   : Sahra Rahmadana, Sitti Maryam Hamid, Ika Sastrawati
Asal Institusi   : Universitas Muhammadiyah Makassar
Penerbitan   : Volume 09 No. 4, Desember 2024

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat **Akhir Desember.**
Demikian agar yang berkepentingan maklum. Terima kasih.

Bandung, 12 Desember 2024
Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar

Acep Roni Hamdani, M.Pd.
NIDN. 0418048903

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e-mail : jurnalilmiahpendas@unpas.ac.id
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Sertifikat Ini Diberikan Kepada:
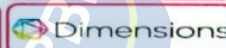
Sahra Rahmadana, Sitti Maryam Hamid, Ika Sastrawati

Atas Dedikasinya Mengirimkan Artikel dengan Judul:
The Influence of Ginger Writer on Grammatical Accuracy in Recount Text Writing: A Quantitative Research yang terbit di Pendas: Jurnal Ilmiah Pendidikan Dasar pada **Volume 09 No. 4, Desember 2024**

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SURAT KETERANGAN TELAH MENGIRIMKAN ARTIKEL

Nomor Surat : 7358 / DR / SKA / Pendas / XII / 2024

Saya yang bertanda tangan di bawah ini dengan identitas sebagai berikut:
Nama   : Acep Roni Hamdani, M.Pd.
Jabatan   : Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar
Pekerjaan   : Dosen Universitas Pasundan

Dengan ini menerangkan bahwa.
Nama   : Sahra Rahmadana, Sitti Maryam Hamid, Ika Sastrawati
Asal Institusi : Universitas Muhammadiyah Makassar

Telah Mengirimkan Artikel dengan Judul: The Influence of Ginger Writer on Grammatical Accuracy in Recount Text Writing: A Quantitative Research yang terbit di Pendas: Jurnal Ilmiah Pendidikan Dasar pada Volume 09 No. 4, Desember 2024

Demikian surat keterangan ini saya buat dengan sungguh-sungguh agar dapat dipergunakan sebagaimana mestinya.
Atas perhatian dan Kerjasama Bapak/Ibu, kami ucapkan terima kasih.

Bandung, 12 Desember 2024
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DOCUMENTATION

Giving A Pretest

Providing material about "Recount Text And Simple Past Tense"

Introducing of Ginger Writer Application

Implementation of Ginger Writer Application

Post - Test at the end of Meeting

CURRICULUM VITAE

Sahra Ramadana was born on Latawaro, November 7th 2001. She is the forth children of Sudirman and Esse Riani. She started her education in elementary school at SDN 1 Latawaro in 2007 and graduated in 2013. Then the author continued her study in Junior High School at Mts Negeri 3 Kolaka Utara and graduated in 2016. After that, the author continued her Senior High School at SMK Negeri 1 Lasusua in 2016 and graduated in 2019. Futhermore, she continued her bachelor's degree at Universitas Muhammadiyah Makassar, with the major English Education Department, Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar, and was able to complete her thesis with the tittle **"The Influence of Ginger Writer on Grammatical Accuracy In Recount Text Writing: A Quantitative Research"**.