

## THE ROLE OF GINGER SOFTWARE IN SUPPORTING SELF-CORRECTION IN SPEAKING: A PERSPECTIVE OF ENGLISH DEPARTMENT

Nadya Dinul Qoyyimah <sup>a\*)</sup>, Deasy Yunita Siregar <sup>a)</sup>

<sup>a)</sup> Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

<sup>\*)</sup>Corresponding Author: [nadyadinulq@gmail.com](mailto:nadyadinulq@gmail.com)

Article history: received 01 June 2025; revised 12 August 2025; accepted 26 September 2025

DOI : <https://doi.org/10.33751/jmp.v13i2.12803>

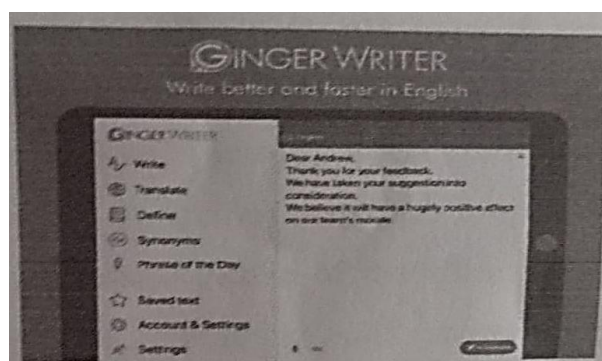
**Abstract.** This study aims to examine the role of Ginger Software in supporting the self-correction process of English majoring students in speaking skills. The background of this research lies in the limited ability of students to recognize and correct language errors independently during oral communication. This study employed a qualitative method with a case study approach. Fifteen fourth-semester students who had actively used Ginger Software for at least one semester were selected as participants. Data were collected through interviews, direct observation, and documentation using a Google Form designed to capture students' use of Ginger during speaking practice. The findings revealed that Ginger assisted students in identifying linguistic errors, enhancing metacognitive awareness, and improving confidence and motivation in English speaking. Furthermore, Ginger encouraged collaborative learning. These findings indicate that Ginger Software is an effective technological tool for supporting self-correction and the development of speaking skills among English Department students.

**Keywords:** Ginger Software, self-correction, speaking skills, English language learning

### I. INTRODUCTION

Ginger Software is a tool to improve the ability to write advanced levels developed to assist users in improving their writing skills through grammatical examination features, spelling examinations, and rearrangement of sentences. This software was originally launched by Ginger Software Inc., an Israeli company founded in 2007. This software is available both as a desktop application and as a browser or cellular extension, so that it can be accessed by students, professionals, and general users. Ginger Software uses Natural Language Processing (NLP) technology to analyze written texts and provide advice directly to improve grammar, punctuation, and style (Setiawan, R, 2023). In addition to the correction tool, Ginger also offers translations in more than 60 languages, text readers functions, and personal coach features to help users learn from their mistakes. The user -friendly software ginger interface, usually displays the main text input area where the user can stick or type their text. After the text is entered, the software highlights grammar or spelling errors and offers correction options (Rahmawati F, 2022).

Users simply click on the recommended correction to apply it. The ability to communicate in English verbally is a basic skill that must be mastered by students majoring in English, given the role of English as Lingua Franca in an increasingly integrated global context (Sari & Putri, 2021). Self -confidence and tension in speaking English are crucial competencies that have a significant impact on student academic and professional success (Utami, 2021). In mastering speaking skills, aspects of smoothness and accuracy which include grammar, pronunciation, and vocabulary selection must be developed in a balanced manner (Rahmawati, 2022). However, in practice, students often have difficulty making self -correction spontaneously when speaking, which hinders their ability to convey messages effectively and accurately (Widiyanti, 2021).



**Figure 1. Ginger Software**

Self-correction or self-correction in the language learning process is one of the learning strategies that reflects the linguistic awareness and metacognitive maturity of students in recognizing and correcting mistakes that occur during language production (Putra & Lestari, 2022). This strategy is very instrumental in building learning independence, but the development of self-correction skills is often constrained by the minimum support of tools and conducive learning environments (Fauzi & Anggraini, 2021). Language learning technology, especially artificial intelligence-based software, has been identified as an innovative solution to overcome these obstacles by providing fast and accurate feedback (Hidayat, 2020).

One of the software that is the center of attention in learning English is Ginger Software. This device is designed to help users in correcting grammar, spelling, and language styles automatically, as well as providing supporting features of speaking skills such as text-to-speech and pronunciation training (Sutrisno & Lestari, 2024). With this ability, Ginger can play a role not only as a text corrector, but also as a learning medium that supports the practice of self-correction in a reflective and systematic manner (Pratama, 2021). The use of ginger provides opportunities for technological integration in learning language that is more interactive and personal, so students can independently recognize and correct repeated mistakes in speaking (Dewi, 2021).

Although Ginger's potential in supporting speaking skills is very large, empirical studies of the perceptions and experiences of English majoring in using this device are still very limited (Rahman & Anwar, 2025). In fact, understanding of student perspectives is very important to explore the extent to which this technology is effective in improving the ability of self-correction and the quality of oral communication (Wulandari, 2021). In addition, previous studies focused more on writing and reading skills, while the aspects of self-correction in speaking were still lacking attention (Nugroho, 2023).

Therefore, This research is directed to explore the role of Ginger Software in supporting the self correction process of English majoring in language skills. The main focus of this research is to understand student experience and perception of the use of ginger. This study was melly or 15 students semester 4 who had used ginger actively for at least one semester. The number of participants was chosen because it was in accordance with the qualitative approach of case studies, which emphasized the depth of data and variations of experience, not large amounts. Through the perspective of these students, research is expected to provide a comprehensive picture of the effectiveness of ginger in supporting self correction and improving English speaking skills.

The integration of technology has gained prominence in the domain of English language education, particularly with the emergence of artificial intelligence (AI) powered resources. An exemplary instance is Ginger Software, a tool designed to assess grammatical precision, lexical accuracy, and syntactic arrangement, additionally presenting text-to-speech functionalities aimed at facilitating students' verbal communication abilities (Setiawan, 2023; Rahmawati, 2022). Despite its initial intention to refine writing

proficiency, research indicates Ginger's growing applicability in bolstering speaking exercises (Sutrisno & Lestari, 2024).

The capacity for self-correction holds substantial significance in the acquisition of speaking proficiencies. The concept of self-correction embodies students' aptitude to identify and rectify their individual errors, thereby manifesting both linguistic understanding and metacognitive capabilities (Putra & Lestari, 2021). This specific skill fosters greater autonomy among students in their learning endeavors. Nevertheless, it's observed that numerous students face difficulties in self-correction without external aid, attributable to limitations in both the educational setting and available resources (Fauzi & Anggraini, 2021). Ginger can serve as a viable remedy in this context, delivering swift and comprehensible evaluations that enable students to discern their errors with enhanced ease (Hidayat, 2020).

Corroborating evidence arises from prior investigations. For instance, the investigations conducted by Wulandari (2021) and Rahman & Wulandari (2022) have ascertained that automated correction instruments can amplify students' self-assurance and self-reliance within the framework of English language learning. Santoso's (2021) findings have equally demonstrated Ginger's assistance to students in refining their presentation delivery, whereas Pratama (2021) has underscored Ginger's utility in promoting reflective learning, thereby enabling students to perceive and derive insights from their errors.

Nonetheless, inherent shortcomings persist within Ginger's functionalities. Its capacity to completely comprehend cultural nuances, idiomatic expressions, or vocal elements like intonation and rhythm remains constrained (Widiyanti, 2021). Therefore, rather than substituting genuine interpersonal interactions and pedagogical guidance, Ginger's role should be seen as supplementary support within the educational trajectory.

To summarize, the available research indicates a constructive influence of Ginger on the enhancement of accuracy, awareness, and confidence pertaining to English speaking abilities. Its optimal application, however, lies in its capacity as a supportive instrument, rather than an alternative to authentic communication engagements with fellow individuals.

## **II. RESEARCH METHOD**

This investigation adopted a qualitative strategy utilizing a case study framework. This framework was adopted as the researcher sought to acquire a comprehensive grasp of the experiences of students using Ginger Software to aid their self-correction during English speaking. Utilizing a case study, the phenomenon could be scrutinized with greater granularity, enabling the data to mirror both prevalent patterns and the genuine lived realities of those involved.

The individuals taking part in this investigation comprised 15 students in their fourth semester, studying English, all of whom had been consistently utilizing Ginger Software for a minimum of one academic semester. This quantity was deemed adequate to offer a spectrum of varied experiences and viewpoints, concurrently permitting the researcher to secure exhaustive data while maintaining a clear emphasis on the goals of the investigation.

Information was gathered by employing interviews that were somewhat structured, firsthand observation, and written records. Interviews were implemented to delve into the attitudes and sentiments of students regarding their use of Ginger. Observations were executed to perceive the manner in which students employed the software while practicing their speaking abilities. Written records, manifested as student information via Google Forms and recordings of learning exercises, were additionally implemented to augment the information. The amalgamation of these methodologies was conceived to render the results more thorough and dependable.

The accumulated information underwent scrutiny across three distinct phases: condensation of information, presentation of information, and formulation of conclusions. During the phase of condensing information, the researcher pinpointed and refined the information to align with the study's central focus.

Subsequently, the information was showcased through descriptive narratives, snippets from interviews, and outcomes of observations. Ultimately, conclusions were ascertained via the examination of the correlation between the discoveries and the aims of the investigation, with the intention of delineating the function of Ginger Software in bolstering students' self-correction capabilities and its resultant effects on their self-assurance and competence in speaking.\

### **III. RESULTS AND DISCUSSION**

#### **1. The Role of Ginger Software in Supporting Self-Correction**

The results of this investigation highlight that Ginger Software is instrumental in aiding learners to rectify their errors while honing their English speaking abilities. The Grammar Checker function was utilized most often, as it enabled learners to pinpoint problems related to verb tense, articles, and prepositions. Numerous learners acknowledged that before using Ginger, they found it challenging to recognize these errors, particularly when speaking spontaneously.

Furthermore, the Text-to-Speech function enabled learners to listen to the accurate pronunciation of words and sentences. This afforded them an opportunity to refine not only their grammar, but also their pronunciation skills. Through this procedure, learners cultivated greater attentiveness and meticulousness when formulating speeches or presentations.

#### **2. Language Awareness and Independent Learning**

The implementation of Ginger also fostered learners' understanding of linguistic elements. As they composed drafts and assessed them using the application, they commenced recognizing recurring errors in their sentences. Certain learners frequently encountered difficulties with verb tenses, while others routinely committed errors in prepositions or word order. By discerning these patterns, learners grew more cognizant of their individual shortcomings.

As time progressed, several learners conveyed that they could implement corrections independently, even without the application. This underscores that Ginger transcends merely delivering immediate assistance, but also fosters the advancement of self-correction proficiencies and autonomous learning, which are indispensable in contemporary education.

#### **3. Impact on Students' Confidence**

Among the most noteworthy outcomes of this investigation is the augmentation in learners' self-assurance when speaking English. Prior to utilizing Ginger, numerous learners experienced unease and hesitation, harboring concerns that their grammar or sentence construction was flawed. This frequently precipitated reduced fluency and diminished confidence in their speech.

Following practice with Ginger, however, learners felt more secure because they were assured that their sentences had already undergone correction. This heightened confidence manifested during classroom presentations, discussions, and speaking exercises. They felt better equipped, more organized, and less apprehensive about committing errors.

#### **4. Motivation and Consistency in Practice**

In addition to enhancing confidence, Ginger also amplified learners' drive. Numerous learners indicated that they felt more enthusiastic about practicing due to their ability to perceive tangible advancement. For instance, they observed that the frequency of errors identified by the software gradually diminished following repeated application. This apparent enhancement spurred them to sustain consistent practice.

Certain learners even integrated Ginger into their everyday learning regimen. They would compose brief notes, amend them using the application, and subsequently engage in vocal practice. This exemplifies how technology can foster dependable learning behaviors.

## **5. Limitations of Ginger Software**

Despite its numerous advantages, Ginger still possesses certain constraints. The application lacks the capacity to completely comprehend cultural subtleties, idiomatic expressions, or pragmatic facets of communication. For instance, when learners employed informal expressions or idioms, the software occasionally proposed corrections that lacked contextual suitability.

Moreover, Ginger does not furnish feedback pertaining to prosodic attributes such as intonation, rhythm, or the seamlessness of speech, all of which are pivotal for verbal communication. Consequently, while beneficial, Ginger cannot substitute interactive speaking sessions with peers or feedback from instructors.

## **6. Cooperative Education Via Ginger**

An intriguing discovery involves the way learners incorporated Ginger into their group dialogues. Besides utilizing it on their own, they also exchanged their revised documents with classmates. By contrasting the fixes provided by the program, they acquired knowledge from each other's errors.

This cooperative employment of Ginger fostered a livelier and more participatory educational setting. Learners gained advantages not just from fixing their personal faults but as well from noticing and talking about their fellow students' slips. This bolsters their complete language expertise and renders education more stimulating.

## **7. Significance Regarding Spoken Tests and Upcoming Vocations**

Another aspect underscored by those involved was Ginger's value in getting ready for spoken skill evaluations like TOEFL and IELTS. The tool aided them in structuring their replies in a clearer manner and with superior grammar, which boosted their self-assurance while studying for tests.

Looking past scholastic intentions, the enhancement in speaking self-belief and correctness is additionally highly pertinent to skilled circumstances. Expressive and exact English talking is a crucial capability in numerous work environments. Consequently, the rewards of using Ginger go further than merely learners' scholastic outcomes to also encompass their upcoming vocations.

## **IV. CONCLUSION**

In conclusion, Ginger Software proved to be an effective tool in supporting self-correction for English majoring students, particularly in improving grammatical accuracy, pronunciation, and overall speaking confidence. The features of Grammar Checker and Text-to-Speech not only helped students identify errors but also encouraged the development of metacognitive awareness, allowing them to become more independent in correcting themselves. Students' perceptions also showed increased motivation and reduced anxiety when speaking, supported by both individual and collaborative use of the application. However, Ginger still has limitations, especially in addressing cultural context, idiomatic expressions, and prosodic features such as intonation and rhythm. Therefore, Ginger should be seen as a complementary aid that enhances reflective practice and speaking performance, while still requiring integration with interactive learning and teacher guidance.

## **V. REFERENCE**

Dewi, R. (2021). Utilization of Technology in Learning English: Case Study of the Use of Ginger Software. *Journal of English Education*, 7 (2), 123–135.

- Fauzi, A., & Anggraini, S. (2021). The influence of the learning environment on students' self-correction abilities in speaking English. *Journal of Applied Linguistics*, 9 (1), 45-58.
- Hidayat, M. (2020). Integration of Artificial Intelligence in Learning English: Opportunities and Challenges. *Journal of Educational Technology*, 10 (1), 77-88.
- Nugroho, T. (2023). Study of self correction in English learning: focus on speaking skills. *Journal of Language and Literature*, 12 (3), 201-214.
- Prasetyo, H. (2023). Analysis of the Effectiveness of Automatic Correction in Linguistic Software: Case Study of Ginger Users among Students. *Journal of Linguistics and Language Education*, 11 (1), 55-67.
- Pratama, Y. (2021). Ginger software as a technology-based English learning medium. *Journal of English Education Innovation*, 8 (1), 56-67.
- Putra, In, & Lestari, D. (2021). Self-correction and learning independence in learning English. *Journal of Indonesian Language and Literature Education*, 15 (2), 89-101.
- Rahmawati, F. (2022). Development of aspects of smoothness and accuracy in speaking English. *Journal of English Education*, 6 (1), 14-26.
- Rahman, M., & Anwar, S. (2025). Student perception of AI-based English learning software. *Journal of Technology and Learning*, 11 (2), 99-110.
- Rahman, M., & Wulandari, A. (2022). Independence Learning English through Automatic Correction Applications: Student Explorative Study. *Journal of Language and Literature Education*, 9 (2), 88-97.
- Santoso, D. (2021). The Effect of Ginger Application on Student Speech Planning in English Presentation. *Journal of Learning Technology and Language*, 8 (1), 12-21.
- Sari, M., & Putri, A. (2021). The importance of the ability to speak English in the era of globalization. *Journal of Education and Culture*, 9 (3), 67-79.
- Sari, P. (2022). Increasing the ability to choose to register English through automatic correction. *Journal of Language Innovation*, 7 (2), 103-111.
- Setiawan, R., & Lestari, I. (2021). The use of the Grammar Checker application to improve students' speaking skills. *Journal of Applied Linguistic Studies*, 6 (1), 44-56.
- Sutrisno, B., & Lestari, R. (2024). Evaluation of Ginger Software features in English learning. *Journal of Educational Information Systems*, 5 (1), 42-53.
- Utami, D. (2021). Student English Speaking Competence: Overview of aspects of self-confidence and accuracy. *Journal of Foreign Language Education*, 14 (1), 12-25.
- Widiyanti, N. (2021). Barriers to self-correction in learning to speak English. *Journal of Language and Education*, 13 (2), 150-162.
- Wulandari, L. (2021). Student perspective on the use of technology in learning English. *Journal of Modern Education*, 10 (4), 88-97.

