THE EFFECTIVENESS OF USING CHATGPT AS A WRITING ASSISTANT ON ELEVENTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING SKILLS AT SMK NEGERI 6 SAMARINDA

THESIS

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FACULITY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF WIDYA GAMA MAHAKAM SAMARINDA

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Submitted in fulfilment of requirements for the Bachelor degree of English Language Education Department Faculty of Teacher Training and Education University of Widya Gama Mahakam

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CURRICULUM VITAE



The writer, Alda Lia, was born in Peninggir on June 28, 2004. The writer is the third child of three siblings, the daughter of Rayung and Liun. The writer began her formal education at SDN Rikong, then continued her elementary education at SDN 001 Siluq Ngurai in the second grade and graduated in 2016. The writer then continued her study at SMPN 001 Siluq Ngurai from 2016 to 2019. After graduating from junior high school, the writer pursued her senior high school education at SMA Negeri 1 Siluq Ngurai from 2019 to 2022. In 2022, the writer enrolled in the English Language Education Program, Faculty of Teacher Training and Education, Universitas Widya Gama Mahakam Samarinda. The writer completed her undergraduate study and earned her Bachelor's degree in English Education in 2026.

DECLARATON OF AUTHORSHIP

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hereby declares that the undergraduate thesis entitled " The Effectiveness of Using Chatgpt as A Writing Assistant on Eleventh Grade Students' Descriptive Text Writing Skills at Smk Negeri 6 Samarinda" The Thesis is the writer's own original work. All ideas, data, and findings presented in this thesis were obtained and developed by the writer. Any information, quotations, or references taken from the works of other authors have been properly acknowledged and cited in accordance with academic writing standards.

The writer further declares that this thesis has never been submitted, either in whole or in part, to fulfil the requirements for any academic degree at this or any other higher education institution.

This declaration is made truthfully and with full responsibility. Should this statement be proven otherwise in the future, the writer is willing to accept any academic consequences in accordance with the regulations of Universitas Widya Gama Mahakam Samarinda.

Samarinda, 13 August 2026

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ABSTRACT

Lia, Alda, 2026. "The Effectiveness of Using ChatGPT as a Writing Assistant on Eleventh Grade Students' Descriptive Text Writing Skills at SMK Negeri 6 Samarinda." Bachelor Thesis, English Education Department, Widya Gama Mahakam Samarinda University. Advisor: (1) Dr. Arbain, M.Pd. (2) Godefridus Bali Geroda, M.Pd.

This study aimed to investigate the effectiveness of using ChatGPT as a writing assistant on the descriptive text writing skills of eleventh-grade students at SMK Negeri 6 Samarinda. This study employed a quantitative approach using a quasi-experimental method with a Non-Equivalent Control Group Design. The sample consisted of 48 students, with 24 students in the experimental class and 24 students in the control class. Data were collected through pre-tests and post-tests and analyzed using descriptive statistics, paired-samples t-tests, and an independent-samples t-test. The results showed that the mean score of the experimental class increased from 68.04 in the pre-test to 80.33 in the post-test, while the mean score of the control class increased from 71.50 to 76.00. The independent-samples t-test showed a significant difference in post-test scores between the experimental and control classes (Sig. = 0.001 < 0.05). The effect size for the experimental class was 1.63, which was categorized as a large effect. These results indicate that the use of ChatGPT as a writing assistant was effective in improving the descriptive text writing skills of eleventh-grade students at SMK Negeri 6 Samarinda.

Keywords: *ChatGPT, writing assistant, descriptive text, writing skills, English language learning*

MOTTO

“It does not matter how slowly you go as long as you do not stop.”

---Kong Fu Zi---

DEDICATION

My Lord Jesus Christ, for His endless blessings, love, and guidance. Thank You for giving me strength, hope, and courage to complete this journey.

My beloved parents, Mr. Rayung and Mrs. Liun, who have always been my greatest source of strength. Thank you for your endless love, prayers, patience, financial support, and sacrifices. Your support has helped me continue my journey, even during difficult times. This achievement is not only mine, but also yours.

My beloved family and friends, who have given me encouragement, care, and support throughout my academic journey. Thank you for being part of my story and making this journey more meaningful.

Last but not least, I dedicate this thesis to myself. Thank you for not giving up, for staying strong through every challenge, and for believing that every small step would lead to something meaningful. This journey has taught me to be patient, brave, and grateful.

PREFACE

First and foremost, the author would like to express gratitude to God Almighty for His blessings, grace, and guidance, which have enabled the author to complete this thesis entitled "The Effectiveness of Using ChatGPT as a Writing Assistant on Eleventh-Grade Students' Descriptive Text Writing Skills at SMK Negeri 6 Samarinda." This thesis is submitted as one of the requirements for obtaining a Bachelor of Education degree in the English Language Education Program, Faculty of Teacher Training and Education, Universitas Widya Gama Mahakam Samarinda.

The completion of this thesis would not have been possible without the support, guidance, motivation, prayers, and assistance of many people. Therefore, the author would like to express sincere gratitude and appreciation to:

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The author realizes that this thesis still has limitations and shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis. The author hopes that this thesis will be useful for readers, particularly students, teachers, and future researchers who are interested in English language learning and the use of artificial intelligence technology, especially ChatGPT, in writing instruction.

Finally, the author would like to express sincere gratitude to everyone who has supported, encouraged, and assisted the author throughout the process of completing this thesis. May all the kindness, prayers, support, and assistance given to the author be repaid with abundant blessings by God Almighty.

Samarinda, Kamis 13 Agustus 2026

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the essential skills in learning English that students must master. However, in reality, writing is still considered one of the most difficult skills to learn. This is because writing involves complex cognitive processes, ranging from organizing ideas to mastering linguistic aspects such as grammar and vocabulary Polakova & Ivenz (2024). At the vocational high school level, particularly in learning descriptive text, students are required to describe objects clearly, in detail, and systematically. However, many students still face difficulties in developing ideas, constructing sentences, and producing well-structured texts.

One of the main problems in teaching writing is the limited provision of immediate and personalized feedback to students. In conventional classroom settings, teachers have limited time to provide detailed corrections for each student's writing Alanazi et al. (2025). As a result, students tend to repeat the same mistakes and do not fully understand their weaknesses. This condition also leads to low motivation in writing activities.

Along with the development of technology, Artificial Intelligence (AI), particularly ChatGPT, has emerged as an alternative solution in language learning. ChatGPT can function as a writing assistant that is accessible anytime and anywhere as long as there is an internet connection. This technology is capable of providing automatic feedback, including grammar correction, vocabulary suggestions, and assistance in organizing ideas

logically. Furthermore, the use of ChatGPT allows students to revise their writing independently before submitting their final work, creating a more interactive and student-centered learning process Diasamidze & tedoradze (2024); Polakova & Ivenz (2024)

Several previous studies have shown that the use of ChatGPT has a positive impact on students' writing skills. Song & Song (2023) found that ChatGPT improved students' organization, grammar, vocabulary, and motivation in writing. In addition, Xiao (2024) reported that students who used ChatGPT performed better in content development and text organization compared to those who did not use it. Furthermore, Zhai (2022) stated that ChatGPT can assist students in generating ideas and revising their writing. These findings indicate that ChatGPT has significant potential as a supportive tool in English writing instruction.

In addition to improving linguistic aspects, the use of ChatGPT also helps reduce students' cognitive load during the writing process. Students often feel overwhelmed because they must think about complex grammatical structures while simultaneously developing ideas. With the support of AI handling technical language aspects, students can focus more on content development, imagination, and creativity in writing. This is in line with Polakova & Ivenz (2024) , who stated that automated feedback can increase students' confidence in exploring more complex ideas.

However, there is still a gap between curriculum demands and students' actual abilities in the field. At SMK Negeri 6 Samarinda, students are prepared to have practical competencies relevant to the workplace, including the ability to describe products, services, or procedures in English. However, limited classroom time often prevents students from

getting sufficient writing practice. Therefore, an innovative learning approach is needed to support students in learning independently outside the classroom.

A preliminary study was conducted at SMK Negeri 6 Samarinda through classroom observation and an interview with an English teacher. The observation focused on students' writing activities, while the interview was conducted to obtain information about students' difficulties in writing descriptive texts and the challenges faced by the teacher during writing instruction. The preliminary study indicated that some students experienced difficulties in developing ideas, organizing their writing, using appropriate vocabulary, and applying correct grammatical structures. The English teacher also explained that providing immediate and detailed feedback to all students was challenging because of the limited classroom time. These findings indicate the need for additional instructional support to improve students' descriptive text writing performance

Although previous studies have demonstrated the benefits of using ChatGPT in writing instruction, several significant research gaps remain. Most existing studies have focused on university students and general or academic writing contexts, without specifically examining particular text types such as descriptive text. Furthermore, research conducted at the Vocational High School (SMK) level is still very limited, even though vocational students have distinct learning characteristics and competency needs compared to university students, particularly in using English for workplace and industry purposes. Moreover, the majority of previous studies were conducted in ESL (*English as a Second Language*) contexts, whereas research in EFL (*English as a Foreign Language*) settings such as Indonesia, especially at the vocational high school level, remains scarce. From a methodological standpoint, studies employing a quasi-experimental design with a control

group in a formal classroom setting to measure the effectiveness of ChatGPT in a systematic and measurable manner are also still limited. Therefore, this study aims to fill these gaps by investigating the effectiveness of using ChatGPT as a writing assistant in improving eleventh-grade students' descriptive text writing skills at SMK Negeri 6 Samarinda, employing a structured quasi-experimental approach within an EFL learning context in Indonesia.

B. Identification of The Problem

Based on the background of the study, the problems can be identified as follows:

1. Students experience difficulties in developing ideas when writing descriptive texts.
2. Students experience difficulties in organizing their ideas into well-structured descriptive texts.
3. Students have difficulties using appropriate vocabulary and grammatical structures in their writing.
4. Students have limited opportunities to receive immediate and detailed feedback during the writing process.

There is a need to examine whether the use of ChatGPT as a writing assistant can improve students' descriptive text writing performance.

C. Delimitation of The Problem

This study is limited to eleventh-grade students of SMK Negeri 6 Samarinda, specifically students from classes XI GP1 and XI GP2, with a total of 48 students. The study focuses on students' descriptive text writing skills. The students' writing performance is assessed based on five components: content, organization, vocabulary, grammar, and

mechanics. The study examines the use of ChatGPT as a writing assistant in the experimental class, while the control class receives conventional writing instruction. The treatment is conducted in three meetings. The research is conducted at SMK Negeri 6 Samarinda during the 2025/2026 academic year.

D. Research Question

Based on the background of the study above, the research question of this study is formulated as follows:

Is there a significant difference in the descriptive text writing skills of eleventh-grade students between the experimental class using ChatGPT as a writing assistant and the control class receiving conventional writing instruction at SMK Negeri 6 Samarinda?

E. Research Objectives

Is to determine whether there is a significant difference in the descriptive text writing skills of eleventh-grade students between the experimental class using ChatGPT as a writing assistant and the control class receiving conventional writing instruction at SMK Negeri 6 Samarinda.

F. Significance of The Study

The findings of this study are expected to provide both theoretical and practical contributions. Theoretically, this research may enrich the literature on the integration of Artificial Intelligence in English language teaching, particularly in writing instruction. Practically, the results may provide insights for English teachers regarding the use of

ChatGPT as an alternative learning tool to support students' writing development. Additionally, this study may serve as a reference for future researchers who are interested in investigating the use of AI-based tools in vocational school.

CHAPTER II

LITERATURE RIVIEW

A. Conceptual Description

This section presents the conceptual description of the main variables involved in this study. It discusses the theoretical concepts underlying writing skill, descriptive text, and the use of ChatGPT in English language learning. The purpose of this section is to provide a clear conceptual foundation that explains how these concepts are interconnected and how they support the formulation of the research variables.

1. The Writing Process

Writing skills are considered one of the productive skills in English language learning and are often regarded as more complex than other language skills. Writing is not merely the act of putting words into written form; rather, it involves critical thinking processes, the organization of ideas, and the ability to construct appropriate linguistic structures according to established grammatical rules. According to Brown (2004) writing is a process that integrates various components of language ability, such as grammar, vocabulary, and discourse competence, in order to produce a text that is comprehensible to readers. Therefore, writing skills require students to simultaneously combine both linguistic and cognitive aspects in producing meaningful written communication.

Furthermore, Hyland (2003) states that writing is a social communicative activity that involves indirect interaction between the writer and the reader through a written text. In this context, writers must consider the purpose of communication, the target audience, and the

situational context in which the language is used. This implies that writing skill is not solely a technical ability to apply grammatical rules but also the capacity to convey meaning effectively and coherently. Consequently, writing ability serves as an important indicator in measuring students' English proficiency, particularly in academic settings where structured and meaningful written expression is essential.

In this study, writing skill specifically refers to students' ability to produce descriptive texts. Although writing consists of various genres and text types, this research focuses on descriptive text as required in the eleventh-grade vocational high school curriculum. Therefore, the components of writing assessment, including content, organization, vocabulary, grammar, and mechanics, are applied in evaluating students' descriptive text writing performance. This specification ensures that the concept of writing discussed in this study is directly connected to the type of text being investigated.

Writing is widely understood as a staged process that requires careful planning and continuous revision. Harmer (2004) explains that the writing process consists of several main stages, namely planning, drafting, revising, and editing. During the planning stage, students determine the topic and develop the main ideas that will be included in their writing. This stage plays a crucial role because it forms the foundation for constructing a systematic and coherent text. Without proper planning, written work tends to lack direction and logical organization.

The drafting stage involves transforming ideas into paragraphs. At this stage, students focus on developing their ideas without being overly concerned about language errors. The next stage, revising, aims to improve the content and organization of the text to ensure clarity and coherence. Finally, the editing stage focuses on correcting grammatical errors,

spelling, punctuation, and other mechanical aspects of writing. These stages demonstrate that writing is not a one-step activity but rather a recursive process that requires evaluation and continuous improvement. In this study, the use of ChatGPT is expected to assist students particularly in the revising and editing stages, thereby enhancing the overall quality of their writing.

2. Components of Writing Assessment

Writing ability is generally assessed based on several key components that reflect the overall quality of a written text. Brown (2004) suggests that writing assessment includes aspects such as content, organization, vocabulary, grammar, and mechanics. Content refers to the relevance, clarity, and development of ideas in accordance with the given topic. Organization relates to the writer's ability to arrange paragraphs logically and systematically so that readers can follow the flow of ideas easily.

Language use involves grammatical accuracy and appropriate vocabulary selection within the text. Repeated grammatical errors may reduce clarity and negatively affect the overall quality of writing. Mechanics include spelling, punctuation, and formatting conventions. These four components are interrelated and serve as operational indicators in this research. By employing an assessment rubric that encompasses these aspects, the researcher can quantitatively measure students' improvement in writing skills through pre-test and post-test scores.

3. The Structure and Language Features of Descriptive Text

Descriptive text is one of the text types taught in English language learning that aims to describe a particular object in detail and clearly so that readers can form a concrete image of the object being described. The object can be a person, place, animal, or specific thing. According to Gerot & Wignell (2013) the social purpose of descriptive text is to describe the particular characteristics of a specific entity. This means that the text focuses on one specific object and elaborates on its features in detail, rather than telling events or experiences as in narrative or recount texts. Furthermore, Knapp & Watkins (2005) explain that descriptive text functions to build a visual representation through language by using systematically organized details. In descriptive writing, students are required to carefully select appropriate words so that readers can clearly imagine the object being described.

Therefore, the ability to write descriptive text does not only depend on grammatical mastery but also on appropriate vocabulary choice and the ability to arrange details coherently. In addition, Hyland (2003) states that in the genre-based approach, each text type has its own social purpose and distinctive structure, including descriptive text, which is oriented toward portraying the characteristics of an object. In the context of English language learning, descriptive text becomes an essential early form of writing practice because it helps students develop fundamental skills in organizing ideas, using adjectives accurately, and maintaining focus on a single topic. Thus, descriptive text plays a significant role in building students' foundational writing ability.

Structurally, descriptive text consists of two main parts: identification and description. Gerot & Wignell (2013) explain that identification serves to introduce or identify the object to be described, while description provides detailed information about the physical features, qualities, or specific characteristics of the object. This structure must be arranged

systematically so that readers can clearly understand the focus of the text from the beginning and follow the development of information logically. A clear identification helps establish the topic, while a well-developed description strengthens the clarity and completeness of the text.

Moreover, Knapp & Watkins (2005) emphasize that the description section is usually developed into several paragraphs, each explaining different aspects of the object, such as physical appearance, personality traits, or specific parts. Consistency of focus is a crucial aspect of descriptive text. If the writer shifts between different objects or fails to maintain a consistent description, the text may lose its coherence. Therefore, the ability to organize ideas systematically becomes an important indicator in assessing writing skills. From the language perspective, descriptive text commonly uses the simple present tense because it describes general facts or relatively permanent conditions Gerot & Wignell (2013) The use of adjectives is dominant to clarify descriptions, such as words indicating color, size, shape, and other qualities. Linking verbs such as “is,” “are,” and “has” are frequently used to connect the subject with its attributes. Additionally, appropriate conjunctions and clear references help create coherence between sentences, ensuring that the text flows smoothly and logically.

4. The Operational Definition of Writing Skill in Descriptive Text

In this study, writing skill in descriptive text is defined as students’ ability to produce a text that appropriately and systematically fulfills the structure of identification and description. Students are also expected to consistently use the simple present tense and select suitable descriptive vocabulary according to the object being described. According

to Brown (2007) writing assessment should cover several main aspects, namely content, organization, vocabulary, grammar, and mechanics. Therefore, students' ability to write descriptive text in this research is evaluated based on these four aspects

The content aspect measures how well students develop relevant and sufficiently detailed ideas according to the topic. The organization aspect assesses the clarity and systematic arrangement of the text structure, including the identification and the development of the description section. The language use aspect includes grammatical accuracy and appropriate vocabulary selection, while mechanics involve spelling, punctuation, and capitalization. By applying a systematic scoring rubric, the researcher can obtain objective quantitative data regarding the quality of students' writing.

The writing scores are obtained through writing tests administered before and after the treatment using ChatGPT. The comparison between pre-test and post-test scores is used to determine whether there is an improvement in students' writing ability. Thus, the dependent variable in this study specifically measures students' ability to write descriptive text according to the theoretical characteristics explained by experts, rather than measuring writing ability in general.

5. The Definition of ChatGPT

ChatGPT is an artificial intelligence–based language model developed by OpenAI and designed to generate text automatically based on user prompts. As part of Generative Artificial Intelligence technology, ChatGPT works by processing and predicting language patterns from extensive training data, enabling it to produce contextual and coherent responses. In the educational context, ChatGPT can be utilized as a learning support tool

that provides ideas, example sentences, and feedback on students' writing. That Research is conducted by Kasneci et al. (2023) who indicates that systems based on Large Language Models, such as ChatGPT, have the potential to support the learning process through instant feedback and personalized instruction. Furthermore, Cotton et al. (2024) emphasize that the use of generative AI in education can enhance the quality of students' writing when applied purposefully and accompanied by appropriate pedagogical guidance.

6. The Use of ChatGPT in Teaching Descriptive Text

In teaching descriptive text, ChatGPT can assist students during the brainstorming stage, drafting process, and final revision. Students would ask for feedback on their descriptive texts work, question about the generic structure (identification and description), and ask for revision on their writing. This is in line with the findings of Nazari et al. (2021) who state that the use of AI-based tools in language learning can improve writing skills through formative automated feedback.

Theoretically, the use of ChatGPT in learning can also be associated with the social constructivism theory proposed by Vygotsky (1978) which emphasizes that learning occurs through interaction with a mediator who helps individuals reach the Zone of Proximal Development (ZPD). In this context, ChatGPT functions as a digital mediator that provides scaffolding or help in structure or basics in the writing process.

Through this interaction, students can get support to identify errors, revised their sentence structures, and gradually improved the quality of their writing. Therefore, ChatGPT does not replace the teacher's role but serves as a supportive tool to help students understand the structure and linguistic features of descriptive texts more deeply.

7. Academic Risks of Generative AI Use

Despite its potential to support students' writing, the use of generative AI such as ChatGPT also involves several academic risks. Alsadoon (2026) found that EFL students generally viewed ChatGPT more positively than teachers and used it mainly for brainstorming and editing. However, some students relied heavily on AI-generated text, and greater copying was associated with weaker academic integrity beliefs. This indicates that excessive reliance on ChatGPT may reduce students' independent engagement in writing and may make it difficult to distinguish between students' own writing ability and AI-generated work. The use of AI also raises concerns about the accuracy of generated information, authorship, and academic integrity because students may accept or reproduce AI-generated content without sufficiently evaluating it. Therefore, ChatGPT should be treated as a supporting tool rather than a substitute for students' own writing and thinking.

Teacher supervision is consequently important in ensuring that ChatGPT is used appropriately. In the study by Alsadoon (2026) , clearer awareness of appropriate AI use and greater revision of AI-generated content were associated with stronger ethical views. The study therefore recommends clearer guidance, process-based assessment, and AI literacy to encourage responsible use. In the present study, ChatGPT was used as a writing assistant during the treatment, while students were guided and monitored by the researcher during brainstorming, drafting, and revision. Furthermore, the post-test was completed independently without ChatGPT assistance. This procedure helps ensure that the treatment supports students' writing development while allowing their actual writing performance to be assessed.

8. Operational of the Use of ChatGPT

In this study, ChatGPT is operationally defined as a treatment given to students in the process of learning to write descriptive texts. The use of ChatGPT includes activities in which students utilize the application to generate initial ideas (brainstorming), construct sentences according to the generic structure of descriptive texts, and revise their drafts based on the feedback obtained. The interaction between students and ChatGPT focuses on improving language aspects such as grammar, vocabulary, text organization, and writing mechanics. The effectiveness of ChatGPT is measured by comparing students' writing scores before and after the treatment using a writing test instrument. The assessment is conducted based on writing skill criteria covering content, organization, vocabulary, grammar, and mechanics as proposed by Brown (2004) Thus, the independent variable in this study is the use of ChatGPT as an artificial intelligence–based learning tool, while the dependent variable is students' ability to write descriptive texts, as measured by the improvement in their writing scores.

Based on the conceptual descriptions above, writing skill in this study is understood as a structured and process-oriented activity that involves idea development, organization, grammatical accuracy, and appropriate vocabulary use within the framework of descriptive text. Descriptive text requires systematic identification and detailed description supported by specific linguistic features. Therefore, students' writing ability in this research is evaluated based on their capacity to organize ideas clearly and apply appropriate language forms according to the characteristics of descriptive text

B. Relevant research study

Research on the use of Artificial Intelligence (AI), particularly ChatGPT, in English language learning has grown rapidly in recent years, especially in the context of writing instruction. Several previous studies have investigated the effectiveness of ChatGPT as a writing assistant and have reported positive impacts on students' writing skills. This section presents relevant previous studies that serve as the theoretical and empirical foundation for the present research.

Table 2. 1 Research Study

Author/Year	Participants/Context	Design	Treatment/Use of ChatGPT	Instrument	Statistical Analysis	Findings	Limitation	Position of Current Study
Song & Song (2023)	50 EFL university students	Mixed-methods	ChatGPT-assisted writing	Writing tests, interviews	Quantitative analysis	Improved writing performance and motivation	University context	Extends research to vocational high school descriptive writing
Xiao (2024)	51 EFL university students	Quasi-experimental	ChatGPT during pre- and post-writing	Writing tests	Statistical comparison	Experimental group performed better	No specific descriptive-text focus	Examines descriptive writing in vocational school
Amini & Susanti (2024)	68 Indonesian junior high school students	Quasi-experimental	Grammar, vocabulary, ideas, mechanics	Essay writing test	Independent-samples t-test	Significant improvement	Junior high school context	Extends to vocational high school
Zul Haziz et al.	30 Indonesian EFL senior high school students	Qualitative case study	Idea generation, grammar, revision	Questionnaire, interviews	Qualitative analysis	Benefits reported, teacher guidance needed	No quantitative pre/post measurement	Adds quantitative measurement of descriptive writing

C. Theoretical Framework

The theoretical framework of this study is grounded in writing theory, the characteristics of descriptive text, and the use of artificial intelligence technology in language learning. Writing is a complex cognitive process that involves several stages, namely planning, drafting, revising, and editing" Hyland (2003). These stages are interconnected and require higher-order thinking skills. In the context of English as a Foreign Language (EFL) learning, writing is often considered one of the most challenging language skills because students must integrate ideas, vocabulary, and grammatical accuracy simultaneously.

Writing is a process of developing and expressing ideas in written form. In descriptive writing, students develop ideas and organize them into a clear text. Kusmiati et al. (2025) asked 21 junior high school students to write a descriptive text based on the prompt "Describe your favorite place!" and provided sufficient time to complete the task. Similarly, in the present study, students develop descriptive texts through brainstorming, drafting, and revising, with ChatGPT used as a supporting tool during the treatment.

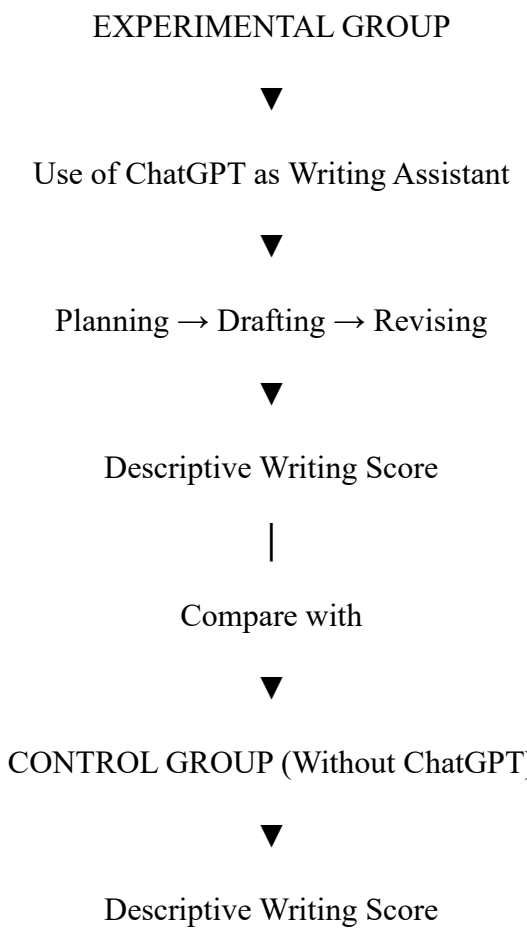
Writing assessment evaluates students' writing based on specific criteria. Kusmiati et al. (2025) assessed descriptive texts using five aspects: content, organization, vocabulary, grammar, and mechanics. These criteria are also used in the present study to evaluate students' descriptive writing performance. However, this study compares students' performance through pre-test and post-test scores to examine the effect of ChatGPT treatment.

“Descriptive text is a genre that aims to describe people, places, or objects clearly and in detail by employing specific text structures and linguistic features” Knapp & Watkins (2013). Writing descriptive text requires students to organize detailed information systematically, use precise vocabulary, and apply appropriate grammatical patterns. Consequently, teaching descriptive writing demands instructional support that facilitates idea development and enhances language accuracy so that the resulting texts meet the characteristics of the descriptive genre.

ChatGPT, as an artificial intelligence-based writing assistant, is capable of generating text, providing sentence examples, and assisting students in correcting grammar and vocabulary Kasneci et al. (2023). In this study, ChatGPT functions as the independent variable and is used as a writing assistant during the planning, drafting, and revising stages. Through these functions, ChatGPT provides instructional support that helps students generate ideas, organize information, improve vocabulary and grammar, and revise their writing. Therefore, the use of ChatGPT is conceptually expected to influence students’ descriptive writing performance as the dependent variable.

Based on the theories above, students’ difficulties in developing ideas, organizing information, applying grammatical rules, and selecting appropriate vocabulary indicate the need for structured support during the writing process. ChatGPT provides such support by assisting students at different stages of writing. This support is expected to improve the quality of students’ writing in terms of content, organization, vocabulary, grammar, and mechanics. Thus, the causal relationship in this study is that the use of ChatGPT as a writing assistant

(independent variable) provides instructional support during the writing process, which is expected to lead to improved descriptive writing performance (dependent variable). This relationship forms the conceptual basis for examining whether students who receive ChatGPT-assisted instruction demonstrate changes in their descriptive writing achievement.



D. Research Hypothesis

Based on the theoretical framework and previous empirical findings, the use of ChatGPT is assumed to provide instructional support that may improve students'

descriptive writing skills. Therefore, the hypotheses of this study are formulated as follows:

1 H_0: There is no significant difference in descriptive writing achievement between students taught using ChatGPT and those taught without ChatGPT.

2 H_1: There is a significant difference in descriptive writing achievement between students taught using ChatGPT and those taught without ChatGPT.

These hypotheses are tested using a quasi-experimental design with a non-equivalent control group. The primary basis for determining the effectiveness of ChatGPT is the comparison of students' writing outcomes between the experimental group and the control group after the treatment. Therefore, an improvement within the experimental group alone is not sufficient to establish the effectiveness of ChatGPT, as changes may also occur due to regular instruction or other factors. The effectiveness of the treatment is determined by whether the experimental group demonstrates a statistically significant difference in writing achievement compared with the control group

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative approach with a quasi-experimental design, specifically the Non-equivalent Control Group Design. Quantitative research involves the collection of numerical data that can be measured and statistically analyzed to support or refute claims of knowledge Leedy et al. (2019) In this study, numerical data obtained from pre-test and post-test scores were analyzed to examine the effect of using ChatGPT as a writing assistant on students' descriptive writing performance at SMK Negeri 6 Samarinda.

The quasi-experimental design was selected because the participants were already organized into predetermined classes by the school. Therefore, the researcher did not assign individual students randomly to the experimental and control groups. Instead, two existing classes were selected as the experimental and control classes. As explained by Isnawan (2020) a quasi-experimental design is used when participants are already in a predetermined group (such as a class determined by the school) and the selection process is carried out non-randomly. The Experimental class received treatment using chatGPT as a writing assistant, while the control group did not use chatGPT as a writing assistant.

The second group then underwent a pre-test and a post-test to measure changes in descriptive writing skills. The design used in this study is Pre-Test and Post-Test with Non-Equivalent Control-Group Design. This design requires two sample classes: an experimental class and a control class.

"The experimental class is the class that will be given treatment, and the control class is the class that will not be given treatment (usually using conventional approaches)" Isnawan (2020). Furthermore, both classes were given tests before learning activities (pre-test) and given tests after learning activities (post-test).

Table 3. 1 Reseach Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3	–	O_4

O_1 = pre-test administered to the experimental class

O_2 = post-test administered to the experimental class

O_3 = pre-test administered to the control class

O_4 = post-test administered to the control class

X = treatment using ChatGPT as a writing assistant

– = no treatment using ChatGPT as a writing assistant

The experimental class received treatment using ChatGPT as a writing assistant, while the control class did not use ChatGPT as a writing assistant. Both groups were administered a pre-test before the learning activities and a post-test after the learning activities to measure changes in students' descriptive writing performance. Since the two groups were formed from existing classes and were not established through individual random assignment, the design was considered a Non-equivalent Control Group Design.

B. Place and Time of Research

This research was conducted at SMK Negeri 6 Samarinda, located at Jl. Batu Cermin No. 40, North Samarinda District, Samarinda City, East Kalimantan. The study was conducted during the 2025/2026 academic year, from April 13, 2026, to May 11, 2026.

C. Population and research Sample

The population in this study was all eleventh-grade students of SMK Negeri 6 Samarinda in the 2025/2026 academic year who were taking English. Based on school data, the population consisted of several parallel classes with a relatively balanced number of students in each class.

From this population, the research sample was determined to be two classes, namely one class as an experimental class and one class as a control class, with the sample consisted of 48 students, including 24 students in the experimental class and 24 students in the control class.

Class selection was carried out using a purposive sampling technique, because the researcher did not randomize individuals, but rather used classes that had already been administratively formed. “This technique is in accordance with the characteristics of quasi-experimental research, where research subjects are in pre-existing groups and does not allow for full randomization” Creswell (2012) By using two classes that have relatively equal academic characteristics, The eleventh-grade population was selected because descriptive text writing was included in the students’ English learning activities and was relevant to the objectives of the study.

In practice, the control class, or conventional class, was taught using the learning methods commonly used by teachers in schools. In this class, researchers delivered

descriptive text material through direct explanations, examples from textbooks, and class discussions. Students were asked to write descriptive texts independently based on a given topic, and the teacher then provided general feedback without the aid of AI-based technology.

In contrast, in the experimental class, learning was conducted using ChatGPT as a writing assistant. Researchers guided students using ChatGPT during the planning, drafting, and revising stages of descriptive texts, such as soliciting ideas, correcting grammar, and enriching vocabulary. Before the treatment was administered, both classes first took a pre-test, which involved writing descriptive text without the aid of ChatGPT, to determine students' initial abilities. After the entire learning series was completed, both classes were given a post-test with the same type of task to measure students' writing skills. The differences in pre-test and post-test scores between the experimental and control classes were then analyzed to determine the effectiveness of using ChatGPT in teaching descriptive text writing. “This procedure aligns with the principles of quasi-experimental research, which emphasizes systematic and controlled comparisons of learning outcomes between the treatment and control groups” Creswell (2012)

Table 3. 2 Population and Sample

No	Class	Group	Number Of Student
1	XI GP 2	Experimental Class	24 students
2	XI GP 1	Control Class	24 students
		Total	**48 students**

D. Research Variables

This study involved two main variables: the independent variable and the dependent variable. The independent variable in this study was the use of ChatGPT as a writing assistant in descriptive text learning, while the dependent variable was students' descriptive

text writing skills. “In quasi-experimental research, the independent variable is the variable manipulated by the researcher to observe its effect on the dependent” Creswell (2012) Therefore, this study focused on the effect of ChatGPT use on students' writing skills.

The independent variable, the use of ChatGPT as a writing assistant, is defined as the use of artificial intelligence technology to assist students in their writing process. According to Brown (2004) writing assistants can help language learners develop ideas, improve grammatical accuracy, and enrich vocabulary. In the context of this study, ChatGPT was used as a learning medium to assist students in composing descriptive texts by providing examples, sentence corrections, and suggestions for language usage. This variable was applied as a treatment in the experimental class, while the control class used conventional learning methods without the assistance of ChatGPT.

The dependent variable in this study was students' descriptive text writing skills. Writing skills are defined as students' ability to express ideas in writing while paying attention to content, text organization, vocabulary, grammar, and writing mechanics. According Hyland (2003) writing skills are complex skills that involve mastery of text structure, vocabulary choice, and grammatical accuracy. In this study, students' writing skills were measured through descriptive text writing tests given at the pre-test and post-test stages, then assessed using a writing assessment rubric that covers aspects of content, organization, vocabulary, grammar, and mechanics.

Although the topics of the pre-test and post-test were different, both writing tests were designed to be equivalent in terms of structure, level of difficulty, word limit (150–200 words), and scoring criteria. Each test required students to produce a descriptive text consisting of identification and description sections, using the simple present tense and

appropriate descriptive vocabulary. The assessment of both tests was conducted using the same standardized scoring rubric covering content, organization, vocabulary, grammar, and mechanics.

The use of different topics was intentionally applied to minimize the possibility of practice effects, memorization bias, and test familiarity. If identical topics were used in both tests, students might reproduce previously written texts or recall prior feedback, which could affect the validity of the post-test results. Therefore, employing equivalent but different topics ensures that any improvement in students' writing performance reflects their actual development in writing skills rather than repetition or recall of earlier responses.

E. Data Collection Technique and Instrument

In this study, data were collected using tests as the primary instrument. As stated by Brown (2004) ,a test is a method for measuring a person's ability, knowledge, or performance in a particular field. Leedy et al. (2019) explain that in quantitative research, data collection must be carried out systematically and structured to ensure the validity and reliability of research results. In this study, written tests were used as pre-test and post-test instruments for the experimental and control groups. The pre-test was used to measure students' initial ability in writing descriptive texts before receiving any treatment, while the post-test was conducted to determine the impact of using ChatGPT on students' writing skills after receiving the treatment. According to Isnawan (2020) ,in a quasi-experimental research design, the pre-test and post-test do not have to use the same questions, but rather equivalent items. Equivalence in this case is defined as the pre-test and post-test having the same question pattern with the same level of difficulty.

The data collection procedure was carried out in two groups: the experimental class and the control class. The experimental class received treatment involving the use of ChatGPT as a writing assistant, while the control class continued learning with traditional or conventional teaching methods. After the treatment phase was completed, both groups completed a post-test. Leedy et al. (2019) emphasize that data collection planning must consider the nature and role of the data in the study to ensure relevance to the research questions.

1. Data Collection Process in the Experimental Class

The data collection process in the experimental class consisted of three stages: pre-test, treatment, and post-test. According to Isnawan (2020) the pre-test is administered before the treatment to measure students' initial ability, while the post-test is conducted after the treatment to determine the effect of the intervention.

a. pre-test

In the first stage, the researcher administered a pre-test to measure students' initial ability in writing descriptive texts before receiving the treatment. Students were asked to write a descriptive text based on the topic provided by the researcher within the allocated time. The pre-test results were used as baseline data to determine students' writing ability before the implementation of ChatGPT as a writing assistant.

b. Treatment

After the pre-test, the treatment was conducted in the experimental class. The students learned descriptive text writing with the assistance of ChatGPT. The researcher explained the concept, generic structure, language features, and examples of descriptive text. Students were then guided to use ChatGPT to generate ideas, develop descriptions, improve

vocabulary, check grammar, and receive feedback on their writing. During the learning process, the researcher monitored and guided students to ensure that ChatGPT was used appropriately to support their writing activities. According to Creswell (2012) treatment is an intervention given to the Experimental class to determine its effect on the dependent variable being studied. The treatment was conducted using chatGPT on students smartphone. Internet access was provided through data. Students used chatGPT free guest account. These conditions were maintained as consistently as possible throughout the three treatment meetings.

c. post-test

In the final stage, a post-test was administered to measure students' writing ability after receiving the treatment. Students were asked to write a descriptive text independently without the assistance of ChatGPT. The post-test results were then compared with the pre-test results to determine the effectiveness of ChatGPT in improving students' descriptive text writing skills.

2. Data Collection Process in the Control Class

The data collection process in the control class also consisted of three stages: pre-test, treatment, and post-test. According to Isnawan (2020), the pre-test is used to measure students' initial ability before the treatment, while the post-test is conducted to determine students' achievement after the learning process.

a. Pre-Test

In the first stage, the researcher administered a pre-test to the students in the control class. The purpose of the pre-test was to measure students' initial ability in writing

descriptive texts before the learning process was conducted. Students were asked to write a descriptive text based on the topic provided by the researcher within the allocated time. The pre-test results were used as baseline data to identify students' writing ability before receiving instruction.

b. Treatment

After the pre-test, the treatment was conducted in the control class. The students learned descriptive text writing through conventional teaching methods without the use of ChatGPT. The researcher explained the material, including the definition, purpose, generic structure, language features, and examples of descriptive text. Students were then asked to write descriptive texts independently based on the instructions given by the researcher. During the learning process, the researcher provided explanations, guidance, and feedback on students' writing. According to Creswell (2012) the control group does not receive the experimental treatment and serves as a comparison group to determine the effectiveness of the intervention given to the Experimental class.

c. post-test

In the final stage, a post-test was administered to the students in the control class. The purpose of the post-test was to measure students' writing ability after participating in the learning process. Students were asked to write a descriptive text independently based on the topic provided by the researcher. The post-test results were then compared with the pre-test results to identify the improvement in students' descriptive text writing skills after learning through conventional teaching methods.

F. Validity and Reliability of Instrument

In this quasi-experimental research, the instrument used was a writing test in the form of a descriptive text. Therefore, it was essential to ensure that the instrument was appropriate, accurate, and consistent in measuring students' writing ability. To guarantee the quality of the instrument, this research considered two important aspects: validity and reliability.

Validity refers to the extent to which an instrument measures what it is intended to measure. According to Brown (2004) validity concerns how well a test actually measures the language ability it claims to measure. If the research aims to measure students' ability in writing descriptive text, then the instrument must truly assess that specific writing skill, not other language skills such as reading or speaking. Similarly. Bachman (2004) States that validity is the most fundamental consideration in language testing because it determines the accuracy and appropriateness of test score interpretations. Without adequate validity, the findings of a study may be questionable. This research applied Content validity ensures that the test content represents the learning indicators and competencies being measured. The writing test was constructed based on the eleventh-grade curriculum and the indicators of descriptive text writing, which include the ability to clearly identify the object (identification), describe its characteristics in detail (description), use the simple present tense appropriately, and apply suitable vocabulary and adjectives. To ensure content validity, the instrument was consulted with Mr. Guritno, S.Pd. at SMK Negeri 6 Samarinda as an expert validator. The validator examined the relevance of the topic to the curriculum, the clarity of instructions, the level of difficulty, and the suitability of the scoring rubric. This process was conducted to ensure that the instrument accurately

represented students' descriptive writing ability. Based on the validation results, the instrument was considered appropriate for use in this research. Therefore, the validity of the instrument was ensured through alignment with theoretical frameworks, learning indicators, and expert judgment.

In addition to validity, an instrument must also be reliable. Reliability refers to the consistency of a measurement. According to Alderson (1995) reliability concerns the consistency of test results when the assessment is conducted under similar conditions. A reliable test produces stable and consistent scores. Since this research used an essay-type writing test, reliability was not measured using Cronbach's Alpha, which is commonly used for multiple-choice tests. Instead, this study employed Inter-rater reliability is used in writing assessment because scoring writing can be subjective and requires more than one evaluator to reduce bias. In this research, two raters were involved:

1. Rater 1: Alda Lia, researcher
2. Rater 2: Guritno Aditya Warman, S.Pd.

Both raters used the same scoring rubric adapted from Brown (2007), which evaluates five aspects of writing: content, organization, vocabulary, grammar, and mechanics. Using the same standardized rubric helped maintain objectivity and consistency in scoring. After both raters assessed the students' writing, their scores were compared to determine the level of consistency. If the scores showed a high level of agreement, the instrument was considered reliable. The involvement of two raters and the use of a standardized scoring rubric strengthened the reliability of the instrument in this research.

1. Data Analysis Technique

In this study, the data will be analyzed using the Brown (2004) assessment rubric. The data is shown in the table below.

Table 3. 3 Assesment Rubric

Aspect	Level	Score Range	Criteria
Content (30%)	Excellent – Very Good	27–30	Ideas are relevant, clear, and well developed according to the topic.
	Good – Average	22–26	Ideas are mostly relevant but lack detail.
	Fair – Poor	17–21	Limited development of ideas; some irrelevant parts.
	Very Poor	13–16	Ideas are unclear and mostly irrelevant.
Organization (20%)	Excellent – Very Good	18–20	Well organized, logical sequence, coherent paragraphs.
	Good – Average	14–17	Generally organized but some ideas not well connected.
	Fair – Poor	10–13	Poor organization; ideas confused.
	Very Poor	7–9	No clear organization.
Vocabulary (20%)	Excellent – Very Good	18–20	Appropriate and varied vocabulary; meaning clear.
	Good – Average	14–17	Some errors but meaning understandable.
	Fair – Poor	10–13	Frequent vocabulary errors;

			meaning sometimes unclear.
	Very Poor	7–9	Very limited vocabulary; meaning unclear.
Grammar (20%)	Excellent – Very Good	18–20	Few grammatical errors; sentences mostly correct.
	Good – Average	14–17	Some grammatical errors but do not hinder meaning.
	Fair – Poor	10–13	Frequent grammatical errors.
	Very Poor	7–9	Dominant grammatical errors; difficult to understand.
Mechanics (10%)	Excellent – Very Good	9–10	Correct spelling, punctuation, capitalization.
	Good – Average	7–8	errors in mechanics.
	Fair – Poor	5–6	Frequent errors in mechanics.
	Very Poor	3–4	Serious errors in mechanics.

Once the assessment rubric is obtained, the next step is to systematically process the data. First, the research data is calculated using Microsoft Excel, then analyzed using SPSS, with a significance level set at 0.05. These steps are detailed as follows:

1. Normality Test: Used to determine whether the data is normally distributed. Researchers use the Shapiro-Wilk formula (because samples are usually <50 students). If the sig value is >0.05, the data is normal.
2. Homogeneity Test: The homogeneity test using Levene’s Test was conducted to determine whether the variances of the two groups were equal as a requirement for the Independent Sample t-test. Researchers use Levene's Test.

3. Descriptive Statistical Analysis

Researchers will calculate the average (mean), standard deviation, highest score, and lowest score of students' descriptive text writing scores.

4. The Hypothesis Test

After the data were confirmed to be normally distributed and homogeneous through normality and homogeneity tests, hypothesis testing was conducted. The comparison of scores between the Experimental class and the control group was analyzed using parametric statistical methods with SPSS. The hypothesis was tested using an Independent Sample t-test. If the assumption of equal variances was violated, the “Equal variances not assumed” result was interpreted. This test aims to determine whether there is a significant difference in post-test results between the two groups. Then, to determine the strength of the treatment effect, the researcher calculated the effect size using Cohen's d through SPSS 29. The effect size results were then interpreted based on (Ngo T, 2023) criteria.

μ_1 = mean experimental group

μ_2 = mean control group

1 $H_1: \mu_1 \neq \mu_2$

If the Sig. (p-value) < 0.05, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that the use of ChatGPT as a learning medium has a significant effect on students' ability to write descriptive texts.

2 $H_0: \mu_1 = \mu_2$

If the Sig. (p-value) > 0.05, the null hypothesis is accepted and the alternative hypothesis is rejected. This indicates that the use of ChatGPT does not have a significant effect on students' ability to write descriptive texts.

This study followed ethical procedures for research involving school students. Permission to conduct the research was obtained from the relevant school authority before data collection.

Students were informed about the purpose and procedures of the study. Participation and data collection were conducted in accordance with the requirements established by the school and the research institution.

Students' identities were kept confidential in the research dataset and reporting. Student names were not presented in the results, and individual writing scores were used only for research purposes.

Because the treatment involved an AI-based writing tool, students were instructed not to enter unnecessary personal or sensitive information into ChatGPT. They were also informed that ChatGPT was used only as a learning assistant and that they remained responsible for the content of their writing.

During the post-test, ChatGPT was not permitted. This ensured that the assessment measured students' independent descriptive writing performance after the instructional treatment.

The research data, including students' writing scores and assessment records, were stored and handled by the researcher for academic research purposes and were not disclosed in a way that could identify individual students.

CHAPTER IV

FINDINGS AND DISSCUSION

A. Research Findings

This section provides empirical data on the effectiveness of using ChatGPT as a writing assistant in improving students' descriptive text writing skills. Data were obtained from pre-test and post-test scores in the experimental and control classes.

1. Data of Experimental Class

The experimental class consisted of 24 students of class XI GP2 of SMK Negeri 6 Samarinda who received treatment in the form of using ChatGPT as a writing assistant during the learning process. To measure students' writing abilities, a pre-test was given before the treatment, while a post-test was given after the treatment. The scores obtained from both tests were analyzed to determine the effectiveness of using ChatGPT in improving students' descriptive text writing skills. The results of the data analysis are presented as follows.

Table 4. 1 The Pre-test and Post-test of Experimental Class

STUDENT NUMBER	**SCORE**	
	PRE-TEST	POST-TEST
1	56	82
2	70	82
3	80	85
4	72	76
5	60	77
6	68	83
7	73	78
8	60	82
9	65	79
10	67	83
11	75	75
12	63	77

13	62	80
14	59	80
15	56	79
16	65	77
17	72	82
18	71	83
19	61	79
20	66	80
21	70	84
22	78	78
23	81	82
24	83	85
Maximum	83	85
Minimum	56	75
mean	68,04167	80,33333

Based on Table above, the pre-test score in the experimental class shows that the lowest score was 56 and the highest score was 83. The average score obtained by students was 68.04. After being given treatment using ChatGPT, the post-test score increased with the lowest score being 75 and the highest score being 85. The average score also increased to 80.33. These results indicate that students' ability to write descriptive texts improved after using ChatGPT. The graph below presents the minimum, maximum, and average scores on the pre-test and post-test.

2. Data of Control Class

Similar to the experimental class, the control class also consisted of 24 students. The data were collected through pre-tests and post-tests. After analyzing the scores obtained by the students in the control class, the results are presented as follows:

Table 4. 2 The Pre-test and Post-test of Control Class

STUDENT NUMBER	SCORE	
	PRE-TEST	POST-TEST
1	85	82
2	70	70
3	71	75
4	69	69
5	73	81
6	77	82
7	75	85
8	69	72
9	73	72
10	68	79
11	71	74
12	66	83
13	74	78
14	79	77
15	66	77
16	75	78
17	64	73
18	67	77
19	67	81
20	78	68
21	70	76
22	68	75
23	72	68
24	69	72
Maximum	85	85
Minimum	64	68
mean	71,5	76

Based on table above, the pre-test results of the control class showed that the lowest score was 64 and the highest score was 85. The mean score obtained by the students was 71.5. After the teaching and learning process, the post-test results indicated an improvement in students' performance. The lowest score increased to 68, while the highest score remained the same at 85. The mean score also increased to 76. These findings show that the

students in the control class improved their ability to write descriptive texts after participating in the learning activities.

B. Descriptive Statistics

Descriptive statistics are used to provide an overview of the research data before conducting further statistical analyses. This analysis aims to describe the characteristics of students' descriptive text writing scores in both the control group and the Experimental class. The descriptive statistics include the number of participants, minimum score, maximum score, mean score, and standard deviation. Through this analysis, the researcher can identify the general pattern of students' writing achievement before and after the treatment. The descriptive statistics in this study were calculated for the pre-test and post-test scores of both groups. The results are presented in table below.

Table 4. 3 Descriptive Statistics of Students' Descriptive Text Writing Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Kontrol	24	64.00	85.00	715.000	489.898
Postest Kontrol	24	68.00	85.00	760.000	4.120
Pre-test Eksperimen	24	56.00	83.00	680.417	777.666
Postest Eksperimen	24	75.00	85.00	803.333	286.913
Valid N (listwise)	24				

Source: SPSS Output, Processed by the Researcher (2026)

Based on table above, the control group (XI GP 1) obtained a mean pre-test score of 71.50 and a mean post-test score of 76.00. This finding indicates an improvement of 4.50 points after the learning process. Meanwhile, the Experimental class (XI GP 2) obtained a

mean pre-test score of 68.04 and a mean post-test score of 80.33, indicating an improvement of 12.29 points.

The results also show that the Experimental class achieved a greater increase in scores compared to the control group. Furthermore, the standard deviation in the Experimental class decreased from 7.78 in the pre-test to 2.87 in the post-test, indicating that students' writing performance became more consistent after the implementation of ChatGPT as a writing assistant. Therefore, the descriptive statistics provide preliminary evidence that the use of ChatGPT positively influenced students' descriptive text writing skills.

1. Normality Test

The normality test is conducted to determine whether the data are normally distributed. This test is important because normal distribution is one of the assumptions required for parametric statistical analyses, such as the paired samples t-test and independent samples t-test. In this study, the Shapiro-Wilk test was used because the sample size in each group was fewer than 50 students. The results of the normality test for both pre-test and post-test scores in the control and Experimental classs are presented in table below.

Table 4. 4 Results of The Normality Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelompok	statistic	f	ig.	statistic	f	ig.
Pretest	Kontrol	.124	4	200*	944	4	202
	Eksperimen	075	4	200*	966	4	567
Postest	Kontrol	097	4	200*	968	4	622
	Eksperimen	178	4	048	956	4	366

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: SPSS Output, Processed by the Researcher (2026)

Based on Table above, the significance value of the pre-test scores in the control group was 0.202, while the Experimental class obtained a significance value of 0.567. Since both values were greater than 0.05, the pre-test data in both groups were normally distributed.

For the post-test scores, the control group obtained a significance value of 0.622 and the Experimental class obtained a significance value of 0.366. These values were also greater than 0.05, indicating that the post-test data were normally distributed. Therefore, all datasets met the assumption of normality and could be analyzed using parametric statistical tests.

C. Inter-rater Reliability

1. Inter-rater Reliability Class Control

The inter-rater reliability analysis was conducted to determine the consistency between Rater 1 and Rater 2 in assessing the students' writing performance in the control class. Based on the pre-test results, the Pearson correlation coefficient between the two raters was 0.962, with a significance value of < 0.001 and a total of 24 students. The correlation coefficient of 0.962 indicates a very strong positive relationship between the scores given by Rater 1 and Rater 2. This means that the two raters showed a high level of agreement when assessing the students' descriptive text writing in the pre-test. Therefore, the assessment results from the two raters were highly consistent.

For the post-test, the Pearson correlation coefficient between Rater 1 and Rater 2 was 0.957, with a significance value of < 0.001, based on the same 24 students. The coefficient

of 0.957 also shows a very strong positive correlation between the two raters. Although the correlation coefficient in the post-test was slightly lower than the pre-test, the difference was very small and the level of agreement remained very strong. These findings indicate that Rater 1 and Rater 2 consistently assessed the students' writing performance in the control class. This, both the pre-test and post-test assessment results can be considered to have strong inter-rater reliability.

Table 4. 5 Pearson Correlation Pre-Test Class Control

	Rater 1	Rater 2
Rater1 Pearson Correlation	1	.962
Sig. (2-tailed)	—	< .001
N	24	24
Rater2 Pearson Correlation	.962	1
Sig. (2-tailed)	< .001	—
N	24	24

Table 4. 6 Pearson Correlation Post-test Class Control

	Rater 1	Rater 2
Rater1 Pearson Correlation	1	.957
Sig. (2-tailed)	—	< .001
N	24	24
Rater2 Pearson Correlation	.957	1
Sig. (2-tailed)	< .001	—
N	24	24

2. Inter-rater Reliability Experiment Class

The inter-rater reliability analysis was also performed for the experimental class to examine the consistency of the scores provided by the two raters. In the pre-test, the Pearson correlation coefficient between Rater 1 and Rater 2 was 0.975, with a significance value of < 0.001 and a total of 24 students. The correlation coefficient of 0.975 indicates a very strong positive relationship between the scores from the two raters. This result shows that Rater 1 and Rater 2 had a very high level of agreement in assessing the students'

descriptive text writing before the treatment was given. Therefore, the pre-test scores in the experimental class showed a high level of consistency between the two raters.

In the post-test, the Pearson correlation coefficient was 0.919, with a significance value of < 0.001, also based on 24 students. The result indicates a very strong positive correlation between Rater 1 and Rater 2. Compared with the pre-test correlation of 0.975, the post-test correlation decreased to 0.919; however, the relationship between the two raters was still very strong. This means that the raters continued to provide consistent assessments of the students' writing performance after the treatment. Overall, the pre-test and post-test results demonstrate that the assessment of the experimental class had strong inter-rater reliability, supporting the consistency of the writing scores used in the study.

Table 4. 7 Pearson Correlation Pre-Test Experiment Class

		Rater 1	Rater 2
Rater1	Pearson Correlation	1	.975
	Sig. (2-tailed)	—	< .001
	N	24	24
Rater2	Pearson Correlation	.975	1
	Sig. (2-tailed)	< .001	—
	N	24	24

Table 4. 8 Pearson Correlation Pre-Test Experiment Class

		Rater 1	Rater 2
Rater1	Pearson Correlation	1	.919
	Sig. (2-tailed)	—	< .001
	N	24	24
Rater2	Pearson Correlation	.919	1
	Sig. (2-tailed)	< .001	—
	N	24	24

3. Homogeneity Test

The homogeneity test is conducted to determine whether the variances of the groups being compared are equal. This test is necessary before performing an independent samples t-test because it helps identify the appropriate row of output to be interpreted. In this study, Levene's Test was used to assess the homogeneity of variance between the control and Experimental classs. The results of the homogeneity test for both pre-test and post-test scores are presented in table below.

Table 4. 9 Results of The Homogeneity Test

		Levene's Test for Equality of F	Sig.
Pretets	Equal variances assumed	5.825	.020
	Equal variances not assumed		

		Levene's Test for Equality of F	Sig.
Postest	Equal variances assumed	6.363	.015
	Equal variances not assumed		

Based on table above, the pre-test scores obtained a significance value of 0.020. Since this value was lower than 0.05, the variances of the control and Experimental classs were not homogeneous. Similarly, the post-test scores obtained a significance value of 0.015, which was also lower than 0.05. Therefore, the variances of the two groups were not homogeneous.

As a result, the interpretation of the independent samples t-test should be based on the "Equal Variances Not Assumed" row. Despite the violation of the homogeneity assumption, the independent samples t-test remains robust and can still be conducted using the appropriate adjustment provided by SPSS.

4. Paired Samples t-Test

The paired samples t-test is used to determine whether there is a significant difference between students' pre-test and post-test scores within the same group. This analysis aims to measure the improvement in students' descriptive text writing skills after the learning process. In this study, separate paired samples t-tests were conducted for the control group and the Experimental class. The results of the paired samples t-test for the control group are presented in table below.

Table 4. 10 Results of the Paired Samples t-Test for the Control Group (XI GP 1)

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Lower	Upper			
Pair 1	Pre-test Kontrol - Postest Kontrol	-450.000	623.455	127.262	-713.262	-186.738	-3.536	23	.002

Based on Table above, the control group obtained a mean difference of -4.50, with a t-value of -3.536 and a significance value of 0.002. Since the significance value was lower than 0.05, there was a statistically significant difference between the pre-test and post-test scores. This result indicates that students in the control group improved their descriptive text writing skills after participating in the learning activities. The results of the paired samples t-test for the Experimental class are presented in table below.

Table 4. 11 Results of the Paired Samples t-Test for the Experimental Class (XI GP 2)

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-test Eksperimen - Postest Eksperimen	-1.229.167	754.395	153.990	-1.547.720	-910.613	-7.982	23	.000

Based on table above, the Experimental class obtained a mean difference of -12.29, with a t-value of -7.982 and a significance value of 0.000. Since the significance value was lower than 0.05, there was a statistically significant difference between the pre-test and post-test scores.

The improvement observed in the Experimental class was substantially greater than that of the control group. This finding suggests that the use of ChatGPT as a writing assistant effectively enhanced students' descriptive text writing skills by supporting idea development, vocabulary use, grammatical accuracy, and text organization.

5. Independent Samples t-Test

The independent samples t-test is conducted to determine whether there is a significant difference between the mean scores of two independent groups. In this study, the test was used to compare the descriptive text writing skills of students in the control group (XI GP 1) and the Experimental class (XI GP 2) before and after the implementation of ChatGPT as a writing assistant.

Table 4. 12 Results of the Independent Samples t-Test for Pre-test Scores

Independent Samples Test

		Levene's Test for Equality of		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Pretets	Equal variances	5.825	.020	1.843	46	.072	345.833	187.613	-.31811	723.478
	Equal variances			1.843	38.771	.073	345.833	187.613	-.33721	725.387

Based on Table above, the significance value obtained from the "Equal Variances Not Assumed" row was 0.073. Since this value was greater than 0.05, there was no statistically significant difference between the pre-test scores of the control and Experimental classs. This finding indicates that both groups had relatively similar levels of descriptive text

writing ability before the treatment was administered. The results of the independent samples t-test for the post-test scores are presented in Table below.

Table 4. 13 Results of the Independent Samples t-Test for Post-test Scores

Independent Samples Test

		Levene's		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differen	Std. Error Difference	95% Confidence Lower	Upper
Postest	Equal variances assumed	6.363	.015	-3.749	46	.000	-433.333	115.575	-665.973	-200.694
	Equal variances not assumed			-3.749	37.198	.001	-433.333	115.575	-667.468	-199.199

Based on Table above, the significance value obtained from the "Equal Variances Not Assumed" row was 0.001. Since this value was lower than 0.05, there was a statistically significant difference between the post-test scores of the control and Experimental classs. The Experimental class achieved a higher mean score than the control group after receiving instruction supported by ChatGPT. This finding indicates that the use of ChatGPT as a writing assistant was effective in improving eleventh-grade students' descriptive text writing skills at SMK Negeri 6 Samarinda. The significant difference in post-test performance provides empirical evidence supporting the effectiveness of ChatGPT in enhancing students' writing achievement.

6. Effect Size Analysis

Effect size analysis was conducted to determine the magnitude of the treatment effect of using ChatGPT as a writing assistant on students' descriptive text writing skills. While the paired samples t-test indicates whether the improvement is statistically significant, the effect size provides information about how substantial the improvement is in practical

terms. In this study, Cohen's d was calculated using the mean difference divided by the standard deviation of the paired differences. The interpretation criteria proposed by Cohen (19) are as follows:

1. 0.20 = Small Effect
2. 0.50 = Medium Effect
3. 0.80 = Large Effect

The results of the effect size calculation are presented in Table below.

Table 4. 14 Effect Size of Students' Descriptive Text Writing Scores

Group	Mean Difference	Standard Deviation	Cohen's d	Category
Control Group (XI GP 1)	4.50	623.455	0.72	Medium
Experimental class (XI GP 2)	12.29	754.395	1.63	Large

The effect size for the control group (XI GP 1) was calculated by dividing the mean difference (4.50) by the standard deviation of the paired differences (6.23455), resulting in a Cohen's d value of 0.72. Based on Cohen's criteria, this value falls within the medium effect category. This finding indicates that the conventional learning process provided a moderate improvement in students' descriptive text writing skills.

Meanwhile, the effect size for the Experimental class (XI GP 2) was calculated by dividing the mean difference (12.29) by the standard deviation of the paired differences (7.54395), resulting in a Cohen's d value of 1.63. According to Cohen's interpretation guidelines, this value is classified as a large effect. This result demonstrates that the use of ChatGPT as a writing assistant had a strong practical impact on students' descriptive text writing achievement.

Comparing the two groups, the Experimental class achieved a considerably larger effect size than the control group. The difference between the effect sizes suggests that students who learned with the assistance of ChatGPT experienced greater improvement in their writing skills than those who learned through conventional instruction. Therefore, the findings provide strong evidence that ChatGPT was not only statistically effective but also educationally meaningful in enhancing students' descriptive text writing skills.

D. Discussion

The findings of this study indicate that the use of ChatGPT as a writing assistant had a positive effect on the descriptive text writing skills of the eleventh-grade students at SMK Negeri 6 Samarinda. Students who learned through the integration of ChatGPT demonstrated better writing performance than those who received conventional instruction. This finding suggests that ChatGPT can effectively support students in improving the quality of their descriptive writing and achieving better learning outcomes. Therefore, the results confirm that ChatGPT is an effective instructional tool for teaching descriptive text writing in an EFL classroom.

The improvement in students' writing skills can be explained by the role of ChatGPT throughout the writing process. During the learning activities, ChatGPT assisted students in generating ideas, organizing their thoughts, revising drafts, and correcting language errors. The immediate feedback provided by ChatGPT enabled students to recognize their weaknesses and revise their writing more independently. In addition, students who previously experienced difficulties in starting their writing or developing ideas became more confident because ChatGPT provided guidance and suggestions that supported the

writing process. As a result, students were able to produce descriptive texts that were more organized, coherent, and linguistically accurate.

These findings are consistent with Harmer (2004) theory, which states that writing is a process consisting of planning, drafting, revising, and editing. In this study, ChatGPT supported students throughout these stages, particularly during the revising and editing processes. The AI-based feedback helped students identify grammatical errors, improve vocabulary selection, and organize ideas more effectively. Consequently, students were able to refine their writing before producing the final version.

The findings are also supported by Vygotsky (1978) Social Constructivist Theory, particularly the concept of the Zone of Proximal Development (ZPD). According to this theory, students can achieve higher levels of learning when they receive appropriate guidance or scaffolding. In the present study, ChatGPT functioned as a form of digital scaffolding by providing suggestions, examples, and corrective feedback during the writing process. This support enabled students to accomplish writing tasks more successfully while gradually developing greater independence and confidence in their writing ability.

Furthermore, the findings of this study are in line with several previous studies. Song & Song (2023) reported that the use of ChatGPT improved students' writing quality, particularly in organization, grammar, vocabulary, and learning motivation. Similarly, the present study demonstrates that ChatGPT facilitates students in producing more structured and accurate descriptive texts through continuous feedback and writing support.

The present findings also support the study conducted by Xiao (2024), which found that students who used ChatGPT achieved better performance in content development and text organization than those who learned without AI assistance. This similarity indicates

that ChatGPT not only helps students correct language errors but also supports them in developing ideas systematically and organizing their writing more effectively.

In addition, the findings are consistent with the study conducted by Amini and Susanti, which concluded that ChatGPT is effective in improving EFL students' descriptive writing skills. Although their research was conducted at a different educational level, both studies demonstrate that ChatGPT assists students in generating ideas, enriching vocabulary, improving grammar, and enhancing the overall quality of their writing. These consistent findings strengthen the evidence that ChatGPT can be effectively integrated into English writing instruction across different educational contexts.

The findings of this study also have important implications for English language teaching. ChatGPT should not be viewed as a replacement for teachers but rather as a supporting instructional tool that complements classroom learning. Teachers continue to play a crucial role in guiding students, monitoring the learning process, and encouraging the responsible and critical use of artificial intelligence. When integrated appropriately, ChatGPT can promote learner autonomy by allowing students to practice writing independently while receiving immediate feedback that supports continuous improvement.

Overall, this study demonstrates that integrating ChatGPT into descriptive writing instruction provides meaningful benefits for students' writing development. The findings suggest that ChatGPT can serve as an effective AI-based learning tool that promotes a more interactive, student-centered, and effective writing learning process in EFL classrooms.

E. Research Limitation

Although this study was conducted systematically using a quasi-experimental research design, the researcher recognizes that several limitations may affect the generalization and interpretation of the findings. These limitations are described as follows.

1. Limitation of Sample and Research Setting

This study involved a limited number of participants, consisting of two classes with a total of 48 eleventh-grade students at SMK Negeri 6 Samarinda (24 students in the experimental class and 24 students in the control class). Since the participants came from only one vocational high school, the findings may not fully represent students from other schools, educational levels, or different learning environments. Therefore, the generalizability of the results is limited.

2. Limitation of Time and Treatment Duration

The implementation of the treatment was limited to three instructional meetings due to the school's academic schedule and the limited time available for English lessons. As a result, this study only examined the short-term effect of using ChatGPT as a writing assistant. The long-term impact of ChatGPT on students' writing ability, learning independence, and writing retention could not be investigated within the available research period.

3. Limitation of Research Scope and Assessment

This study focused only on students' descriptive text writing skills. Therefore, the findings cannot be generalized to other English text genres, such as narrative, recount, exposition, or argumentative texts, which require different writing skills and levels of

cognitive complexity. In addition, students' writing performance was assessed using a writing test and a scoring rubric. Although the assessment followed clear scoring criteria and was validated before use, writing assessment still involves a certain degree of subjectivity in scoring.

F. Validity of The Findings

Despite these limitations, the findings of this study remain valid and provide meaningful contributions to English language teaching, particularly in the use of Artificial Intelligence (AI) as a writing assistant. The internal validity of the study was maintained through the use of a quasi-experimental design with an Experimental class and a control group that received the same learning objectives but different instructional approaches. In addition, the research instruments were validated before data collection, and both groups completed the same research procedures, including the pre-test and post-test. These procedures helped ensure that the differences in students' writing performance were mainly influenced by the treatment rather than by external factors.

G. Recommendations for Future Research

Based on the limitations identified in this study, future researchers are recommended to involve larger samples from different schools or educational levels to improve the generalizability of the findings. Future studies should also extend the duration of the treatment to examine the long-term effects of ChatGPT on students' writing development and learning independence. Furthermore, researchers are encouraged to investigate the effectiveness of ChatGPT in teaching other English text genres and to combine quantitative

and qualitative approaches, such as interviews or questionnaires, to gain a deeper understanding of students' experiences, perceptions, and challenges when using AI-assisted writing tool.

CHAPTER V

CONCLUTION AND SUGESTION

A. Conclusion

Based on the findings and discussion of the study, the conclusions can be drawn as follows:

1 The use of ChatGPT as a writing assistant was effective in improving eleventh-grade students' descriptive text writing skills at SMK Negeri 6 Samarinda. This was indicated by the increase in the Experimental class's mean score from 68.04 in the pre-test to 80.33 in the post-test.

2 There was a statistically significant difference between the descriptive text writing achievement of students who learned using ChatGPT and those who learned through conventional methods. The Independent Samples t-test showed a significance value of 0.001, which was lower than 0.05. Therefore, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected.

3 The effect size analysis showed a Cohen’s dz value of 1.63 in the Experimental class, which falls into the large effect category. This value represents group improvement from the pre-test to the post-test and should not be interpreted as the direct treatment effect between the Experimental and control groups. The comparison of gain scores showed a between-group effect size of approximately Cohen’s d = 1.13, indicating a difference in improvement between the two groups.

4 The findings support writing process theory proposed by Harmer (2004) and Vygotsky's social constructivism theory (1978). ChatGPT functioned as a form of

scaffolding that helped students generate ideas, improve grammar and vocabulary, revise their drafts, and organize descriptive texts more effectively.

5 This study did not directly measure students' learning independence, motivation, confidence, digital literacy, or attitudes toward AI. Therefore, no conclusion can be drawn regarding whether the use of ChatGPT improved these factors. These variables may be considered as potential factors for further investigation rather than outcomes established by the present study.

B. Suggestion

Based on the conclusions above, several suggestions are proposed:

1. For English Teachers

English teachers are encouraged to use ChatGPT as a supplementary writing assistant while maintaining the teacher's role in guiding and evaluating students' writing. Teachers should establish clear guidelines for AI use, including appropriate prompt guidance, verification of ChatGPT's feedback, and a prohibition against submitting fully AI-generated texts as students' own work. Students should be encouraged to evaluate the suggestions provided by ChatGPT and revise their writing reflectively rather than accepting the generated feedback without consideration

2. For Students

Students are encouraged to use ChatGPT responsibly and critically when using it as a writing assistant. ChatGPT may be used to support activities such as generating ideas,

reviewing language, and revising drafts. However, students should develop their own ideas and writing, verify the suggestions provided by ChatGPT, and avoid relying on AI to produce their final texts.

3. For Schools

Schools should support the integration of educational technology by providing adequate facilities and guidance for the appropriate use of Artificial Intelligence tools in English learning activities.

4. For Future Researchers

Future researchers are recommended to investigate the effectiveness of ChatGPT in other writing genres, such as narrative, recount, procedure, or argumentative texts. Further studies may also involve larger samples, different educational levels, and longer treatment periods to examine the long-term effects of ChatGPT on students' writing development. Additionally, future research may explore other variables, such as learning motivation, digital literacy, and students' perceptions of using Artificial Intelligence in language learning

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APPENDIX

Research Permission Letter

PEMERINTAH PROVINSI KALIMANTAN TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 6 SAMARINDA
Jalan Batu Cermin RT 05 No. 40, Kel. Sempaja Utara, Kec. Samarinda Utara, Samarinda, Kalimantan Timur 75119
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SURAT KETERANGAN
Nomor : 400.3.8.1/0719/SMKN6SMD

Yang bertanda tangan di bawah ini :

Nama	: **Muhammad Adnan, M.Pd.**
NIP	: 197605132000121002
Pangkat/Gol. Ruang	: Penata Tk.I, III/d
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama	: **Alda Lia**
NPM	: 2288203012
Program Studi	: S1 - Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Perguruan Tinggi	: Widyagama Mahakam Samarinda

Berdasarkan surat nomor 027/UWGM/FKIP-BING/II/2026, perihal: Permohonan Ijin Penelitian, maka dengan ini menerangkan bahwa nama yang tercantum di atas diberikan IZIN untuk menyelesaikan penelitian skripsi dengan judul "The effectiveness of using chatgpt as a writing assistant on eleventh grade students' descriptive text writing skills at SMK Negeri 6 Samarinda"..

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Samarinda, 28 April 2026
Kepala Sekolah SMK Negeri 6 Samarinda,

Muhammad Adnan, M.Pd.
Penata Tk.I, III/d
NIP. 197605132000121002

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Instrument Validation Sheet

LEMBAR VALIDASI
INSTRUMEN PENELITIAN DAN RUBRIK PENILAIAN KEMAMPUAN MENULIS DESCRIPTIVE TEXT

A. Identitas Validator

Nama Validator : Guritno Aditya Warman, S.Pd.
Jabatan : Guru Bahasa Inggris
Instansi : SMK Negeri 6 Samarinda
Judul Penelitian : The effectiveness of using chatgpt as a writing assistant on eleventh grade students' descriptive text writing skills at smk negeri 6 samarinda

B. Pengantar

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/ibu terhadap instrumen penelitian (pre-test dan post-test) yang telah saya susun. Saya ucapkan terimakasih atas kesediaan Bapak/ibu menjadi validator dan mengisi lembar validasi ini

C. Petunjuk penilaian

1. Peneliti memohon kesediaan Bapak/Ibu untuk memberikan skor penilaian sesual dengan kriteria penilaian yang sudah disediakan dengan membubulkan tanda checklist (✓) pada lembar isian yang telah disediakan.

KETERERANGAN :

Keterangan	Score
Sangat Baik(Sb)	4
Baik	3
Kurang	2
Sangat Kurang (Sk)	1

2. Peneliti memohon kesediaan Bapak/Ibu untuk memberikan keterangan dan saran terhadap bagian yang salah, serta masukan untul instrumen penelitian pada kolom yang tersedia

D. Aspek penilaian

1. Lembar pre-test dan post-test

No	ASPEK YANG DINILAI	SCORE			
		1	2	3	4
1	Soal sesuai dengan tujuan penelitian			✓	
2	Soal mampu mengukur kemampuan menulis teks deskriptif				✓
3	Petunjuk pengerjaan jelas dan mudah dipahami				✓
4	Gambar yang digunakan sesuai dengan tingkat kemampuan siswa			✓	
5	Soal mendorong siswa mengembangkan ide tulisan			✓	

6	Batas jumlah kata sesuai dengan kemampuan siswa			✓	
7	Tingkat kesulitan soal sesuai untuk siswa kelas XI			✓	
8	Soal dapat mengukur aspek isi (content)				✓
9	Soal dapat mengukur aspek organisasi (organization)				✓
10	Soal dapat mengukur aspek tata bahasa dan kosakata				✓
11	Kesesuaian rubrik penilaian dengan tujuan penelitian				✓

2. Rubik penilaian

NO	ASPEK YANG DINILAI	Score			
		1	2	3	4
1	Rubrik penilaian sesuai dengan tujuan penelitian				✓
2	Aspek Content (Isi) sudah sesuai untuk menilai teks deskriptif.			✓	
3	Aspek Organization (Organisasi) sudah sesuai untuk menilai teks deskriptif.				✓
4	Aspek Vocabulary (Kosakata) dan Grammar (Tata Bahasa) sudah sesuai.			✓	
5	Aspek Mechanics (ejaan, tanda baca, kapitalisasi) sudah sesuai			✓	
6	Kriteria dan rentang skor mudah dipahami.				✓
7	Rubrik dapat digunakan untuk menilai hasil tulisan siswa secara objektif.			✓	

E. Catatan untuk soal perbaikan pre-test dan pos test oleh validator

F. Kesimpulan

Mohon lingkari nomor yang sesuai dengan kesimpulan penilaian Bapak/Ibu terhadap instrumen penilaian pre-fest dan post-test:

1. Layak digunakan
2. Layak digunakan dengan revisi
3. Tidak layak digunakan

Mengetahui,

Samarinda, 10 April 2026
Validator



Guritno Aditya Warman, S.Pd
NI PPPK 198710102025211040

Lesson Plan (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

BAHASA INGGRIS
MATA PELAJARAN : Bahasa Inggris
KELAS : XI (Sebelas)
MATERI : Descriptive Text
WAKTU : 1 kali pertemuan (2 x 45 menit)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial.
KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif	Siswa mampu mengidentifikasi fungsi sosial teks deskriptif
Menyusun teks deskriptif lisan dan tulis	Siswa mampu menulis teks deskriptif sederhana dengan struktur dan bahasa yang tepat

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial dan struktur teks deskriptif.
2. Menjelaskan ciri kebahasaan teks deskriptif.
3. Menulis teks deskriptif sederhana dengan bantuan ChatGPT.

D. Materi Pembelajaran

- Pengertian teks deskriptif
- Fungsi sosial teks deskriptif
- Struktur teks deskriptif (Identification dan Description)
- Unsur kebahasaan: simple present tense, adjective, linking verb

E. Pendekatan, Model, dan Metode Pembelajaran

Pendekatan: Saintifik
Model: Pembelajaran Berbasis Teknologi (AI-Assisted Learning)
Metode: Ceramah, tanya jawab, diskusi, penugasan

F. Media, Alat, dan Sumber Pembelajara

Media

- ChatGPT
- Kamus
- Papan tulis dan spidol
- Slide presentasi

Alat

- Smartphone/laptop
- Proyektor

Sumber Pembelajaran

- Buku teks Bahasa Inggris kelas XI
- Materi online tentang descriptive text

G. Langkah-Langkah Pembelajaran

PERTEMUAN 1	
Pendahuluan (10 menit)	• Guru membuka pelajaran dengan salam dan doa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (65 menit)	• Pre test
Penutup (10 menit)	• Siswa mengumpulkan pre-test mereka • Guru memperkenalkan materi descriptive text dengan AI untuk persiapan pertemuan ke 2
PERTEMUAN 2	
Pendahuluan (10 menit)	• Guru membuka pelajaran dengan salam dan doa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (65 menit)	• Guru menjelaskan materi teks deskriptif.

	• Guru memberikan contoh teks deskriptif. • Siswa mengidentifikasi struktur teks dan diskusi tentang ciri kebahasaan
Penutup (10 menit)	• Guru dan siswa menyimpulkan materi. • Guru memberikan umpan balik. • Guru menutup pembelajaran. **Tindak Lanjut** • Siswa diminta belajar memakai chatGPT sebagai bentuk perkenalan
PERTEMUAN 3	
Pendahuluan (10 menit)	• Guru membuka pelajaran dengan salam dan doa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran(mereview materi pertemuan sebelumnya dan guru menjelaskan bahwa hari ini menggunakan ChatGPT
Kegiatan Inti (65 menit)	• Guru menjelaskan fungsi ChatGPT dan tahapan menulis menurut Jeremy Harmer: planning, drafting, revising. • Guru mencontohkan prompt: "Give me ideas to write a descriptive text about a tourist attraction." Siswa memamakai ChatGPT untuk membuat topik dan membuat 5 poin ide utama. Siswa menulis draf dan guru berkeliling memberi arahan. Siswa boleh bertanya grammer & vocaboluray ke chatGPT
penutup	Siswa menyimpan draf Refleksi: Apakah ChatGPT membantu?
PERTEMUAN	

Pendahuluan 10 menit	• Guru membuka pelajaran dengan salam dan doa. • Guru mengecek kehadiran siswa. Guru mengulas kembali struktur descriptive text dan menjelaskan pentingnya revising
Kegiatan inti 65 menit	• Siswa memasukkan draft ke ChatGPT dengan prompt:"Please check my descriptive text. Correct grammar and improve vocabulary." • Siswa merevisi Grammar corrections, Vocabulary improvements,Organization suggestions • Siswa menulis ulang versi final
Penutup	• Refleksi akhir
PERTEMUAN 4	
Pendahuluan 10 menit	• Guru membuka pelajaran dengan salam dan doa. • Guru mengecek kehadiran siswa. Dan mempersiapkan kelas untuk post-test
Kegiatan inti 65 menit	• Post-tets
Penutup 10 menit	• Guru mengumpulkan lembar jawaban siswa • selesai

Penilaian

a. Sikap: Keaktifan dan tanggung jawab siswa

b. Pengetahuan: Hasil LKPD

c. Keterampilan: Hasil tulisan teks deskriptif

Samarinda, 29 April 2026

Mengetahui

Guru Mata Pelajaran Bahasa Inggris	Peneliti
Guritno Aditya Warman, S.Pd	Alda Lia
NI PPPK: 198710102025211040	NPM: 2288203012

Kepala Sekolah

Muhammad Adnan M.Pd

NIP. 197605132000121002

LKPD Assessment Rubric

Aspect	Level	Score Range	Criteria
Content (30%)	Excellent – Very Good	27–30	Ideas are relevant, clear, and well developed according to the topic.
	Good – Average	22–26	Ideas are mostly relevant but lack detail.
	Fair – Poor	17–21	Limited development of ideas; some irrelevant parts.
	Very Poor	13–16	Ideas are unclear and mostly irrelevant.
Organization (20%)	Excellent – Very Good	18–20	Well organized, logical sequence, coherent paragraphs.
	Good – Average	14–17	Generally organized but some ideas not well connected.
	Fair – Poor	10–13	Poor organization; ideas confused.
	Very Poor	7–9	No clear organization.
Vocabulary (20%)	Excellent – Very Good	18–20	Appropriate and varied vocabulary; meaning clear.
	Good – Average	14–17	Some errors but meaning understandable.
	Fair – Poor	10–13	Frequent vocabulary errors; meaning sometimes unclear.
	Very Poor	7–9	Very limited vocabulary; meaning unclear.
Grammar (20%)	Excellent – Very Good	18–20	Few grammatical errors; sentences mostly correct.
	Good – Average	14–17	Some grammatical errors but do not hinder meaning.
	Fair – Poor	10–13	Frequent grammatical errors.
	Very Poor	7–9	Dominant grammatical errors; difficult to understand.
Mechanics (10%)	Excellent – Very Good	9–10	Correct spelling, punctuation, capitalization.
	Good – Average	7–8	Minor errors in mechanics.

	Fair – Poor	5–6	Frequent errors in mechanics.
	Very Poor	3–4	Serious errors in mechanics.

Content + Organization + Vocabulary + grammar + Mechanics =

Score ……. + ……. + …… + ……. + ……. = …

NO	NAME	ASPECT					TOTAL
		C	O	V	G	M	
1							
2							
……							

Teaching Module
Materi deskriptive text Kelas Kontrol
Meeting 1: Introduction to Descriptive Text
Learning Objectives

Students are able to:

- Identify the definition of descriptive text.
- Identify the social function of descriptive text.
- Identify the generic structure.
- Identify language features.

Material

1. Definition

Descriptive text is a text that describes a particular person, place, animal, or thing.

2. Social Function

To describe a person, place, animal, or thing in detail.

3. Generic Structure

Identification

- Introduces the object.

Description

- Describes characteristics, appearance, qualities, and parts.

Language Features

- Simple Present Tense
- Adjectives
- Linking Verbs (is, am, are, has, have)

Example Text

My School Library

My school library is one of my favorite places in school. It is located on the second floor near the teachers' office.

The library is clean, quiet, and comfortable. It has many bookshelves filled with various books. There are several tables and chairs for students. The room is bright because it has large windows. Many students visit the library during break time to read books or do assignments.

Student Activity

- Read the text.
- Identify Identification and Description.
- Answer teacher questions.

Meeting 2: Writing Practice

Learning Objectives

Students are able to:

- Generate ideas.
- Make an outline.
- Write a descriptive text draft.

Material

How to Write Descriptive Text

Step 1: Choose the Object

Example:

- School
- Classroom
- Library
- Laboratory
- Tourist Attraction

Step 2: Make an Outline
Example:
Topic: School Library
Identification

- Location
- Name

Description

- Physical appearance
- Facilities
- Activities

Step 3: Write the Draft
Useful Vocabulary

Adjective	Meaning
Clean	Bersih
Spacious	Luas
Comfortable	Nyaman
Beautiful	Indah
Modern	Modern
Large	Besar

Student Activity

- Choose one place.
- Make an outline.
- Write a draft (100–150 words).
- Teacher gives feedback.

Meeting 3: Revising and Editing

Learning Objectives
Students are able to:

- Revise grammar.
- Improve vocabulary.
- Produce a final descriptive text.

Material
Common Grammar Errors
Wrong:

- My classroom have many chairs.

Correct:

- My classroom has many chairs.

Wrong:

- The library are clean.

Correct:

- The library is clean.
  Editing Checklist
  ✓ Identification available
  ✓ Description available
  ✓ Simple Present Tense
  ✓ Correct spelling
  ✓ Correct punctuation
  Student Activity
- Revise draft.
- Peer discussion.
- Write final version.
- Post-test.

Materi untuk kelas eksperimen

Meeting 1: Introduction to Descriptive Text and ChatGPT

Learning Objectives
Students are able to:

- Understand descriptive text.
- Understand how ChatGPT can assist writing.

Material
Descriptive Text
(Same material as control class)
Introduction to ChatGPT
ChatGPT is an AI-based writing assistant. It can help students:

- Generate ideas.
- Improve vocabulary.
- Check grammar.
- Organize paragraphs.

Example Prompt
Prompt:
"Give me ideas to write a descriptive text about a tourist attraction."
Student Activity

- Learn descriptive text.
- Learn basic ChatGPT functions.
- Do pre-test.

Meeting 2: Writing with ChatGPT

Learning Objectives
Students are able to:

- Use ChatGPT for brainstorming.
- Create a draft using ChatGPT assistance.

Material
Writing Process
Planning
Prompt:
"Give me five ideas to describe my school library."
Drafting
Prompt:
"Help me make an outline for a descriptive text about a school library."
Example Outline:
Identification

- School library location

Description

- Books
- Facilities
- Activities
- Atmosphere

Vocabulary Support

Prompt:

"Give me adjectives to describe a library."

Result:

- Clean
- Quiet
- Comfortable
- Spacious
- Modern

Student Activity

- Use ChatGPT to brainstorm.
- Make outline.
- Write first draft.

Meeting 3: Revising with ChatGPT

Learning Objectives

Students are able to:

- Revise writing using ChatGPT feedback.
- Produce better descriptive text.

Material

Revising Grammar

Prompt:

"Please check my grammar and correct mistakes."

Improving Vocabulary

Prompt:

"Improve the vocabulary in my descriptive text."

Improving Organization

Prompt:

"Check whether my text has Identification and Description."

Student Activity

- Upload draft to ChatGPT.
- Analyze feedback.
- Revise text.
- Write final version.
- Do post-test without ChatGPT.

Pre-test & Post-test

Pre-test

Name	:
Class	:
Date	:



Instruction:

Write a descriptive text based on the picture.

Write 100–150 words.

Guidelines:

Your text can include:

1. What place is shown in the picture
2. What the students are doing
3. Physical appearance (objects in the classroom)
4. The condition of the classroom
5. Why the activity is important for students

Write a descriptive text based on the picture.

Write **100–150 words**

Post test



Instructions

Write a descriptive text based on the picture.

Write **100–150 words**.

Guidelines:

Your text can include:

1. What place is shown in the picture
2. What the students are doing
3. Physical appearance (objects in the classroom)
4. The condition of the classroom
5. Why the activity is important for students

Documentation









REVISION SHEET

LEMBAR REVISI SKRIPSI
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Email: fkip@uwgm.ac.id

NAMA : Alda Lia

NPM : 2288203012

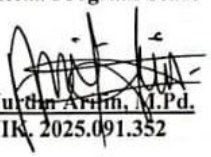
PROGRAM STUDI : S1 Pendidikan Bahasa Inggris

JUDUL SKRIPSI : The Effectiveness of Using Chatgpt as a Writing Assistant on Eleventh Grade Students' Descriptive Text Writing Skills at SMK Negeri 6 Samarinda

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Arbain, M.Pd.	1. Perbaiki dan sesuaikan daftar isi dengan nomor halaman pada naskah skripsi. 2. Sesuaikan penggunaan spasi dengan pedoman penulisan skripsi. 3. Periksa kembali sitasi dan daftar pustaka menggunakan Mendeley sesuai format APA 7.	
2	Pembimbing II Godefridus Bali Geroda, M.Pd.	1. Bagian Awal: Perbaiki cover, abstract, konsistensi istilah, dan penomoran tabel serta daftar isi. 2. Perkuat latar belakang, research gap, batasan masalah, dan konsistensi rumusan masalah, tujuan, serta hipotesis. 3. Perbaiki landasan teori, konsistensi indikator penilaian writing, penelitian terdahulu, dan kerangka konseptual. 4. Perjelas desain dan sampling penelitian, prosedur treatment, instrumen, reliabilitas rater, teknik analisis statistik, dan etika penelitian. 5. Lengkapi analisis statistik, perbaiki interpretasi effect size, pisahkan findings dan discussion, serta sesuaikan klaim dengan variabel yang diukur. 6. Sesuaikan kesimpulan dengan hasil uji antar kelompok dan perbaiki saran berdasarkan keterbatasan penelitian. 7. Periksa kesesuaian referensi, format APA	

		7, grammar, typo, dan konsistensi format penulisan.	
3	Penguji Dr. Ariyanti, M.Pd.	1. Perbaiki dan sesuaikan daftar isi dengan nomor halaman pada naskah skripsi. 2. Sesuaikan penggunaan spasi dengan pedoman penulisan skripsi. 3. Perbaiki format, penomoran, dan tata letak tabel agar konsisten. 4. Periksa kembali sitasi dan daftar pustaka menggunakan Mendeley sesuai format APA 7.	

Mengetahui
Ketua Program Studi



Nurdin Arsim, M.Pd.
NIK. 2025.091.352

NB:
Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.