

**THE EFFECTIVENESS OF GENERATIVE PRE-TRAINED  
TRANSFORMER (GPT) CHAT IN IMPROVING  
STUDENTS' WRITING SKILLS  
AT SMK PGRI 2 PONOROGO**

**THESIS**



**ENGLISH LANGUAGE TEACHING DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PONOROGO  
2024**

## ABSTRACT

**Listianingsih, Rita Nur.** 2024. *The Effectiveness of Generative Pre-trained Transformer (GPT) Chat in Improving Students' Writing Skills at SMK PGRI 2 Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M.Pd.

**Keywords:** *GPT Chat, Writing skill, Students'*

Writing skill is an important ability that every individual must have, especially in the field of education. Writing skill involve the ability to convey ideas, information, and thoughts in writing clearly, cohesively, and persuasively which includes the ability to construct sentences correctly, organize ideas systematically, use appropriate vocabulary, and write in a style appropriate to the purpose of communication. In line with the current era of technological advances, it is very important to utilize technology in learning, such as using GPT Chat or Generative Pre-trained Transformer which is supported by artificial intelligence which can provide an interactive and interesting learning experience for students to improve students' writing skills.

This research aims to find out whether students who were taught using Generative Pre-trained Transformer (GPT) Chat media obtained better writing test scores than students who were not taught at SMK PGRI 2 Ponorogo. The research question is, do students who are taught using Generative Pre-trained Transformer (GPT) Chat get better scores in writing test than those who are not?.

This research used a quantitative approach with a quasi-experimental design. Data collection techniques used tests and documentation. The sample for this research was class exsperiment X TKR 1 and class control was TKR 2 students, totaling 30 students each. Analysis of this research data used independent sample statistical tests.

The research results show that the implementation of the GPT Chat strategy significantly improve students' writing skills. The statistical test results show that the p or sig value obtained is 0.003, which is significant maller than 0.05. This shows that there are differences between the experimental class and the control class, in terms of the writing ability of the control and experimental class students. Students who follow learning with this strategy show greater results improvement compared to the control group. So, it can be concluded that the application of GPT Chat media in learning English at SMK PGRI 2 Ponorogo has an influenceand can be enriches students' learning experience, but also helps them develop better writing skill.

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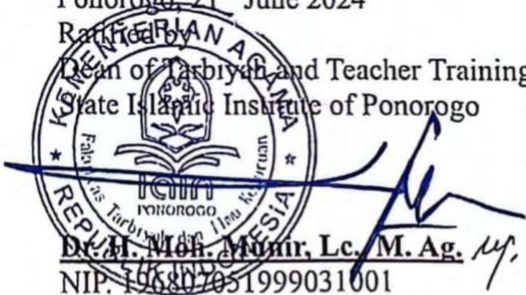
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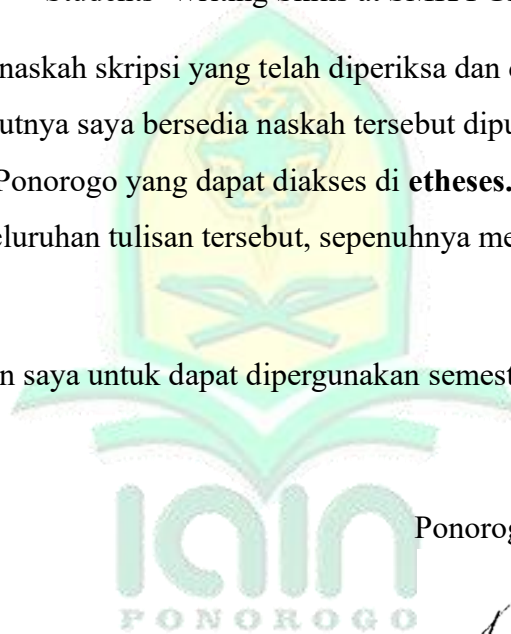
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I, hereby declare that the submitted thesis is entirely my original work Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

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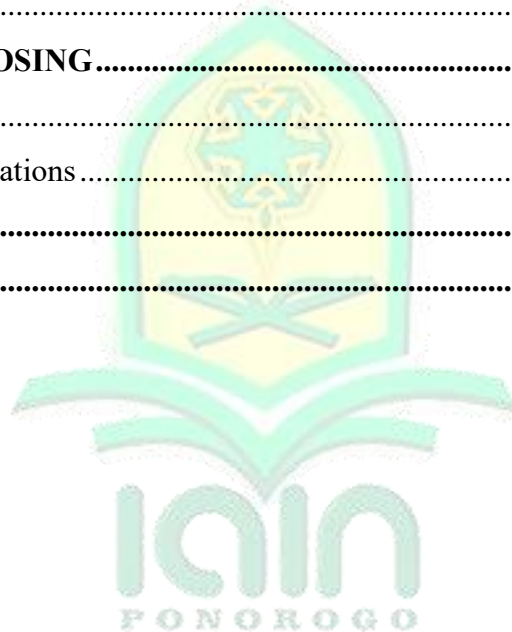


Rita Nur Listianingsih

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>APROVAL SHEET</b> .....	<b>iii</b>
<b>RATIFICATION SHEET</b> .....	<b>iv</b>
<b>LETTER OF AUTHENTICITY</b> .....	<b>v</b>
<b>DEDICATION SHEET</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF FIGURES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Problems.....	4
C. Limitation of the Study .....	5
D. Statement of the Problem.....	5
E. Objective of the Study.....	5
F. Significances of the Study.....	6
G. Organization of the Study .....	7
<b>CHAPTER II: LITERATURE REVIEW</b> .....	<b>8</b>
A. Theoretical Background .....	8
a. Writing skill.....	8
b. AI Media .....	24
c. GPT Chat Media.....	25
B. Previous Research Findings .....	33
C. Theoretical Framework .....	36
D. Hypothesis.....	38
<b>CHAPTER III: RESEARCH METHODS</b> .....	<b>40</b>
A. Approach and Type of Research .....	40

B. Location and Time of Research .....	42
C. Population and Sample of Research.....	43
D. Operational Definition of Research Variables.....	44
E. Data Collection Tecniques and Instruments.....	45
F. Validity and Reliability .....	49
G. Data Analysis Tecnique.....	53
<b>CHAPTER IV: RESEARCH RESULT AND DISCUSSION.....</b>	<b>57</b>
A. General Description and Research Location.....	57
B. Description of Research Results .....	59
C. Data Analysis and Hypothesis Testing.....	73
D. Discussion .....	76
<b>CHAPTER V: CLOSING.....</b>	<b>79</b>
A. Conclusion .....	79
B. Recommendations .....	80
<b>BIBLIOGRAPHY .....</b>	<b>81</b>
<b>APPENDICES .....</b>	<b>84</b>





## LIST OF TABLES

Table 2.1 Scoring Rubric Essay Assessment .....	22
Table 3.1 Schedules of Control Class and Experimental Class .....	43
Table 3.2 Research Instrument.....	46
Table 3.3 Blueprint of the Test Instrument .....	47
Table 3.4 Scoring Rubric Essay Assessment .....	48
Table 3.5 Pre-test validity results for writing ability .....	50
Table 3.6 Post-test validity results for writing ability.....	51
Table 3.7 Reliability Pre-Test .....	52
Table 3.8 Reliability Post-Test.....	52
Table 4.1 Experimental Class Pre-test and Post-test Scores .....	62
Table 4.2 Frequency Distribution of Pre-Test and Post-Test in Experimental Class .....	63
Table 4.3 Frequency Distribution of Pre-Test in Experimental Class .....	64
Table 4.4 Frequency Distribution of Post-Test in Experimental Class.....	65
Table 4.5 Control Class Pre-test and Post-test Scores .....	68
Table 4.6 Frequency Distribution of Pre-Test and Post-Test in Control Class	69
Table 4.7 Frequency Distribution of Pre-Test in Control Class.....	70
Table 4.8 Frequency Distribution of Pre-Test in Control Class.....	71
Table 4.13. Normality Testing .....	73
Table 4.14 Homogeneity Test of Experimental and Control Class Test of Homogeneity of Variance .....	74
Table 4.15 Mean Score of Experimental Class Group Statistics .....	74
Table 4.16 Mean Score of Experimental Class Independent Samples Test.....	75

## LIST OF FIGURES

Figure 2.1. Example of heading from GPT Chat .....	27
Figure 2.2 Example of coding from GPT Chat .....	28
Figure 2.3 Example of Create a Marketing Strategy.....	29
Figure 2.4 Example of Create a Cover Letter .....	30
Figure 2.5. Example summarizing the Text .....	31
Figure 2.6. Theoretical Framework.....	38
Figure 4.1 Usage of GPT Chat in Experimental Class.....	61
Figure 4.2 Histogram of Pre-Test in Experimental Class .....	64
Figure 4.2 Histogram of Post-Test in Experimental Class.....	66
Figure 4.3 Histogram of Pre-Test in control Class.....	71
Figure 4.4 Histogram of Post-Test in control Class .....	72



## LIST OF APPENDICES

Appendix 1. Assessment Instrument .....	91
Appendix 2. Instrument Validation Results .....	110
Appendix 3. Tabulation of Research Data .....	155
Appendix 4. Results of Descriptive and Inferential Statistical Tests .....	157
Appendix 5. Research permission letter.....	164
Appendix 6. Letter of Conducting Research.....	165
Appendix 7. Curriculum Vitae .....	166
Appendix 8. Plagiarsm Result.....	167



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Revolution industrial 4.0 has brought significant changes in the way people learn and teach.<sup>1</sup> As technology becomes more sophisticated, the learning process will become more interactive, flexible, and focused on developing 21st century skills.<sup>2</sup> Considering the fact, therefore, educational field has also got its impact. Teachers are not simply conveying information to students, they also become learning facilitator who encourage students to actively participate in the learning process. The role of teacher is also not limited to being a source of knowledge and providing information, but as a director, facilitator and guide for students in the teaching and learning process as well.<sup>3</sup>

In this digital era, teachers should be able to integrate technology to facilitate students in acquiring knowledge in a more interactive and fun way. Teacher must also be a mentor who is able to help students develop 21st century skills, such as collaboration, creativity and problem solving skills.<sup>4</sup> Thus, teachers as learning facilitators in the current era must have good communication skills, the ability to adapt to technological developments, and the willingness to continue learning and developing themselves.<sup>5</sup> Through this role,

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<sup>1</sup> Anissa Lestari Kadiyono et al., "Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era," *Systematic Reviews in Pharmacy* 11, no. 9 (2020): 363–73, <https://doi.org/10.31838/srp.2020.9.52>.

<sup>2</sup> Tumas YULIANTO, Ikrar PRAMUDYA, and Isnandar SLAMET, "Effects of the 21st Century Learning Model and Problem-Based Models on Higher Order Thinking Skill," *International Journal of Educational Research Review* 4 (2019): 749–55, <https://doi.org/10.24331/ijere.629084>.

<sup>3</sup> Rezky Uspayanti, "Challenges and Teaching Strategies in Industrial," *EDUVELOP Journal of English Education and Development* 4, no. 2 (2021): 88–98.

<sup>4</sup> S., S Durga and C S Rao, "Developing Students' Writing Skills in English-A Process Approach," *Journal for Research Scholars and Professionals of English Language Teaching* 2, no. 6 (2018): 1–5.

<sup>5</sup> Fourth Industrial Revolution and Higher Education, 2019.

teachers can help to create a generation that is ready to face future challenges with comprehensive and relevant abilities.<sup>6</sup>

In the teaching and learning process, there are four skills, namely listening, speaking, reading and writing. These four skills are the foundation for learning and using English effectively. Listening skills are important for understanding conversations, interviews, and various audio in English. Speaking skills involve the ability to express ideas or thoughts. Reading skills to understand the text. Writing skills involve the ability to compose texts and various writings. Among these skills, writing is considered the most important because of its ability to convey information in a permanent, structured and in-depth manner.<sup>7</sup>

Writing is an effective way to convey ideas with clarity and consistency. Writing with clarity involves the ability to convey ideas, information, or arguments in a structured manner that is easily understood by readers. In addition, consistency in writing involves using correct grammar, choosing the right words, and developing a logical storyline or argument from the beginning to the end of the writing.<sup>8</sup> By mastering writing skill, someone can convey messages effectively, minimize reader confusion, and increase the attractiveness and effectiveness of their writing.

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<sup>6</sup> Ester Hutabarat, Ipts Institut, and Pendidikan Tapanuli, "THE EFFECT OF STAD METHOD IN WRITING DISCUSSION TEXT ABILITY AT THE XII GRADE STUDENTS OF SMA NEGERI 1 SIPIROK," n.d., 126–38.

<sup>7</sup> Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education & Social Sciences* 4, no. 2 (2016): 83–94, <https://doi.org/10.20547/jess0421604201>.

<sup>8</sup> Rika Arista, Dewi Yana, and Sri Sugiharti, "Error Analysis of Students' Sentence Structure in Writing Application Letter," *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 7, no. 2 (2015): 94, <https://doi.org/10.33373/anglo.v7i2.509>.

Unfortunately, based on the preliminary observation at SMK PGRI 2 Ponorogo, the students' writing skills are still poor.<sup>9</sup> Many of them still have difficulty in composing good texts. At the same time, as a secondary school, SMK PGRI 2 Ponorogo is committed to educational progress and open to the application of technology in the learning process.<sup>10</sup> Therefore, this school is an ideal place to conduct research with technological advances and a commitment to improving the quality of education.

As has been clarified earlier to make it easier for students to improve their writing skill, technology should also be used. One technology that is interesting to use in improving students' writing skill is GPT Chat. Generative Pre-Trained Transformer (GPT) Chat is a robot or chatbot that will be released in 2022. This technology utilizes artificial intelligence or OpenAI which can provide interaction and help humans in carrying out various tasks and answering various questions given by humans. According to Zhai, GPT chat is coherent, relatively (partially) accurate, informative and systematic. Apart from that, to expand understanding of writing skills.<sup>11</sup>

Therefore, this research aims to determine the effectiveness of using GPT Chat to improve students' writing skills at SMK PGRI 2 Ponorogo. It is hoped that this research can contribute to the development of English language learning strategies at SMK PGRI 2 Ponorogo, as well as provide useful information for teachers and teaching staff in improving the quality of education. Apart from that, the readiness of teachers and students to face the industrial revolution 4.0.

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<sup>9</sup> The results of observations and interviews with teachers at SMK PGRI 2 Ponorogo, on January 30, 2024

<sup>10</sup> The results of observations and interviews with teachers at SMK PGRI 2 Ponorogo, on January 30, 2024

<sup>11</sup> Xiaoming Zhai, "ChatGPT User Experience: Implications for Education," *SSRN Electronic Journal*, 2023, <https://doi.org/10.2139/ssrn.4312418>.

Based on the description above, the researcher intended to conduct a thesis about "The Effectiveness of Generative Pre-trained Transformer (GPT) Chat in Improving Students' Writing Skills at SMK PGRI 2 Ponorogo".

## **B. Identification of the Problem**

Identification of problems in research regarding the "Effectiveness of Generative Pre-trained Transformer (GPT) Chat in Improving Students' Writing Skills at SMK PGRI 2 Ponorogo" can include several aspects needed to be researched according to Yulianto Tumas, explained that including: The role of teachers in the era of education 4.0 is to prepare students to compete with machine technology, as the challenges currently occurring include:<sup>12</sup>

1. Lack of students' writing skills: The main problem in this research is the lack of students' writing skills. At SMK PGRI 2 Ponorogo, there is still a lack of writing skill. This can affect students' ability to convey ideas and ideas effectively through writing.
2. Challenges in using the GPT Chat: The used GPT Chat tool can face certain challenges. For example, students may have difficulty adapting to technology or understanding how to use GPT Chat properly. In addition, the effectiveness of GPT Chat can also be influenced by other factors such as student motivation, interaction between students, and the availability of adequate resources.

## **C. Limitation of the Study**

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<sup>12</sup> YULIANTO, PRAMUDYA, and SLAMET, "Effects of the 21st Century Learning Model and Problem-Based Models on Higher Order Thinking Skill." (2019)

From the various descriptions presented in the background of the problem above, the limitation of this study are:

1. This research used GPT Chat for media AI in writing skill.
2. This research focused on the effectiveness of using GPT Chat to improve students' writing skills.
3. This study did not evaluate other factors that may influence student performance.
4. This research focused on the effectiveness of using GPT Chat to improve students' writing skills in learning English, and does not evaluate the effectiveness in learning other subjects especially in text recount materials.

#### **D. Statement of the Problem**

From the various descriptions that have been put forward in the background problem above, the problems can be identified: Do students who are taught using Generative Pre-trained Transformer (GPT) Chat get better scores in writing test than those who are not?

#### **E. Objective of the Study**

Based on the question in the explanation above, the objective of this research is to find out whether or not students who are taught using Generative Pre-trained Transformer (GPT) Chat get better scores in writing test than those who are not.

#### **F. Significances of the Study**

The research is expected to be beneficial:

1. Theoretical Significances



It is hoped that the results of this research can provide additional knowledge in utilizing technology for English language learning. One of the advanced technologies is GPT Chat which was developed by OpenAI. Apart from that, to make it easier for students to improve their understanding of the material. This method is very suitable to be applied because students will exchange ideas, understanding and knowledge that perhaps one of them does not yet know. By collaborating with these two, it is hoped that it can provide practical implications for the world of education in designing innovative and effective learning in improving writing skill.

## 2. Practical Significances

There are several practical benefits including:

- a Educational Implementation: This research is expected to provide additional knowledge and insight for educators, especially at SMK PGRI 2 Ponorogo. In utilizing technology in the learning process, namely GPT Chat to improve writing.
- b Curriculum Policy: This research is expected to provide an overview and information regarding the use of technology in learning, one of which is GPT Chat to improve students' writing skills as an AI media. considering the impact of the application of these two on students' writing abilities.
- c Student Progress: By utilizing GPT Chat technology for learning and applying GPT Chat to improve student understanding can help students in good English writing skill.

## G. Organization of the Study

In preparing this research, divided five systematic parts consisting of:

1. CHAPTER I, contains an introduction which includes background of the study, identification of the problem, limitation of the study, statement of the problem, objective of significances of the study, and organization of the study.
2. CHAPTER II, contains theoretical studies on Writing skill, and GPT Chat media, contains a review of previous research, framework of thinking and research hypotheses.
3. CHAPTER III, contains research approaches and types, research location and time, research population and samples, operational definitions of research variables, data collection techniques and instruments, validity and reliability, and data analysis techniques.
4. CHAPTER IV, contains research results and discussion of evaluation in the form of a general background description, description of final results, research results and discussion.
5. CHAPTER V, is the closing chapter which contains conclusions and suggestions from the research results. The conclusion contains answers to the problem formulation stated in chapter I. The suggestions contain recommendations for further research related to this research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Background

In the discussion about theoretical background, the researcher discusses the variables, namely writing skill, and GPT Chat media.

##### 1. Writing Skill

In this variable, the researcher discusses the definition of writing, purpose of writing, writing function, writing stages, skills in writing ability, assessing of writing skill.

###### a. Definition of Writing

According to James Britton, an English language education expert, writing is "a creative personal activity involving the construction of text or written language." Writing is a text construction process that involves selecting words (diction), composing sentences, and conveying an idea. Writing is indeed a complex cognitive activity. This activity requires the writer to control various variables simultaneously, such as understanding the topic being written about, mastery of language and grammar, and the ability to organize and convey thoughts logically and coherently.<sup>13</sup> so it can be concluded that writing is something language skills that a person uses to pouring ideas, notions, thoughts into form letters, symbols and symbols so that someone is able to understand them the meaning that has been expressed.<sup>14</sup>

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<sup>13</sup> Durga and Rao, "Developing Students' Writing Skills in English-A Process Approach."

<sup>14</sup> Hutabarat, Institut, and Tapanuli, "THE EFFECT OF STAD METHOD IN WRITING DISCUSSION TEXT ABILITY AT THE XII GRADE STUDENTS OF SMA NEGERI 1 SIPIROK."

In writing, a writer must pay attention to important things when writing, namely First, the writer must have a deep understanding of the writing.<sup>15</sup> A writer must know what they want to write on their blank sheet. This involves factual knowledge, conceptual understanding, and understanding how the information is related. Second, the writer must have a good command of language and grammar. This includes knowledge of syntax, vocabulary, and writing conventions, as well as the ability to use these effectively in writing. Third, a writer must be able to organize and convey their thoughts logically and coherently. hereby involves the ability to plan text structure, develop arguments, and use transitions and dialogue to guide readers through the text.

Of these three points, the most important point in writing is that it requires high level cognitive skills and often lots of practice. Therefore, writing is often considered one of the most challenging cognitive activities.<sup>16</sup> However, with practice and dedication, anyone can become an effective writer. Strong writing skill can increase a student's chances of success. Writing is an important factor in language, and good writing is necessary for all students to achieve their educational and occupational requirements.<sup>17</sup> This process approach emphasizes writing activities that move students from utilizing ideas and thoughts to data collection to finished published texts. The process approach is

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<sup>15</sup> Arista, Yana, and Sugiharti, "Error Analysis of Students' Sentence Structure in Writing Application Letter."

<sup>16</sup> Wahyu Hidayat, Arifuddin Arifuddin, and Kamaluddin Yusra, "Varieties and Accessibilities of Online Materials for Oral and Written English Skills" 465, no. Access 2019 (2020): 52–54, <https://doi.org/10.2991/assehr.k.200827.014>.

<sup>17</sup> Durga and Rao, "Developing Students' Writing Skills in English-A Process Approach." *Journal for Research Scholars and Professionals of English Language Teaching* 2, no. 6 (2018): 1–5.

learning that is centered on the needs, hopes, goals, learning styles, skills and knowledge of students consider.

Writing skill can be described as part of a person's ability to express an idea in writing so that it is easily understood by the writer himself or other people who want to understand the similarities in a developmental process.<sup>18</sup> Obtained from experience, opportunity, time, agreement, and practice and so on. Writing skill has several types, including the skill of writing poetry, writing speeches, essays, writing essays and others. In the ability to write essays, a person is not only able to express their ideas in written form, but they must really understand the aspects of writing.<sup>19</sup>

#### **b. Purpose of Writing**

Every piece of writing has a specific aim or purpose, which can include providing information, expressing feelings, entertaining and so on<sup>20</sup>. The following is a description of the various purposes of someone's writing:

##### **1. Assignment purpose**

The purpose of writing is done because there is a task or being assigned to write something, not because of one's own will. For example, students are assigned to write a book report for a secretary to make a meeting.<sup>21</sup>

##### **2. Altruistic purpose**

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<sup>18</sup> Dewi Safira Maulida et al., "A Review of the Blended Learning as the Model in Improving Students' Paragraph Writing Skills," *Abjadia : International Journal of Education* 7, no. 1 (2022): 59–72, <https://doi.org/10.18860/abj.v7i1.15901>.

<sup>19</sup> Fareed, Ashraf, and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions."

<sup>20</sup> Akiko Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students" 26, no. 3 (2022): 1–28.

<sup>21</sup> Akiko Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students" 26, no. 3 (2022): 1–28.

A writer aims to please readers, wants to help readers understand, appreciate his feelings and reasoning in his work.<sup>22</sup> Apart from that, people want to make readers' lives easier and more enjoyable.

**3. Persuasive purpose**

This article aims to convince readers of the truth of the ideas expressed.<sup>23</sup>

**4. Informational purpose**

Article aims to provide enlightening information to readers.<sup>24</sup>

**5. Self expressive purpose**

This article aims to introduce or express the author's pleasure to the reader.<sup>25</sup>

**6. Creative purpose**

The purpose of this writing is closely related to self-statement.<sup>26</sup>

However, here it is more about expressing oneself, involving oneself with the desire to achieve norms, artistic or ideal art, dream art.

**7. Problem solving purpose**

**8. To solve the problems faced by the author**

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<sup>22</sup> Nagao., "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students."

<sup>23</sup> Akiko Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students" .

<sup>24</sup> Akiko Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students".

<sup>25</sup> Akiko Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students".

<sup>26</sup> Yuli Ifana Sari et al., "The Effect of Problem Based Learning on Problem Solving and Scientific Writing Skills," *International Journal of Instruction* 14, no. 2 (2021): 11–26, <https://doi.org/10.29333/iji.2021.1422a>.

The author wants to explain, clarify and deepen, carefully examine his own thoughts and ideas so that they can be understood and accepted by the reader.<sup>27</sup>

### c. Writing Function

The function of writing is based on the relationship with the function of language because language is a medium for writing skill. The function of writing can be seen from two aspects, namely; Use function and role function.<sup>28</sup> The explanation of the two functions is as follows:

#### 1) Usability Function

##### a. Describe

In writing, a writer describes an object or situation.<sup>29</sup> So that readers can imagine what the author depicts or describes in his work.

##### b. Instructions

In article, an author provides instructions on how to carry out something.<sup>30</sup> Readers can follow these instructions if they want to succeed as the author hopes.

##### c. Order

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<sup>27</sup> Akiko Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students" 26, no. 3 (2022): 1–28.

<sup>28</sup> Arista, Yana, and Sugiharti, "Error Analysis of Students' Sentence Structure in Writing Application Letter." *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>29</sup> Arista, Yana, and Sugiharti.

<sup>30</sup> Arista, Yana, and Sugiharti. *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

A writer in his essay gives an order, request, suggestion, advice, so that the reader fulfills the writer's wishes.<sup>31</sup>

d. Remembering

A writer in his essay will record events, circumstances, information, with the aim of remembering or not forgetting important things.<sup>32</sup>

e. Correspond

In essays, write letters, they inform, ask, order or request something from the person they are writing to, and expect that person to fulfill what is stated and reply in writing as well.<sup>33</sup>

2) Role Function

a. Structuring function

When a work is created, a writer can use his time to organize his ideas, thoughts, opinions, imagination, and organize the use of language to create the writing, then these thoughts, ideas.<sup>34</sup>

are realized in a structured manner so that he can meet the achievement targets.

b. Preservation function

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<sup>31</sup> Arista, Yana, and Sugihart. *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>32</sup> Arista, Yana, and Sugiharti. *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>33</sup> Arista, Yana, and Sugiharti. *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>34</sup> Anna Berestova et al., "Academic Motivation as a Predictor of the Development of Critical Thinking in Students," *Journal of Applied Research in Higher Education* 14, no. 3 (January 1, 2022): 1041–54, <https://doi.org/10.1108/JARHE-02-2021-0081>.



Evaluating one's own artistic work as a form of self-valuation, to avoid what might happen unexpectedly.<sup>35</sup>

c. Creation function

In creating a new work, the ideas, thoughts, opinions or imagination may not have existed before or may not be arranged in the same way.<sup>36</sup>

d. Delivery function

Ideas, thoughts and imagination that have been organized and preserved in written form can be read or conveyed to other people.<sup>37</sup>

**d. Writing Stages**

Donald Murray, a writing expert, describes the process of writing stages that inspire so that creating a work of art can run well and smoothly. Writing provides a continuous thinking process, experimentation process, and review process.<sup>38</sup> There are three stages of writing activity, namely; planning Stage b, concept preparation stage, and improvement stage. Then it was further developed by experts into five series of writings, including:

**1. Prewriting**

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<sup>35</sup> Edgar Díaz, "Constructing Cohesive Meaning: A Textual Analysis of Diseases in an 11th-Grade U.S. History Textbook," *International Journal on Social and Education Sciences* 3, no. 2 (2021): 197–215, <https://doi.org/10.46328/ijonses.84>.

<sup>36</sup> Edgar Díaz, "Constructing Cohesive Meaning: A Textual Analysis of Diseases in an 11th-Grade U.S. History Textbook,"

<sup>37</sup> Edgar Díaz, "Constructing Cohesive Meaning: A Textual Analysis of Diseases in an 11th-Grade U.S. History Textbook,"

<sup>38</sup> Durga and Rao, "Developing Students' Writing Skills in English-A Process Approach." *Journal for Research Scholars and Professionals of English Language Teaching* 2, no. 6 (2018): 1–5.

At the prewriting stage, students carry out activities including; choosing a topic, determining the purpose of writing, identifying thoughts related to the topic and planning its organization, choosing the right form of essay based on the reader and the purpose that has been determined.<sup>39</sup>

## 2. Preparation of written drafts

In this activity, students carry out at this stage: expressing ideas, thoughts and feelings in a rough draft, and emphasizing the content more than the writing.<sup>40</sup>

## 3. Repair

Several activities in the revision stage, namely: adding information, sharpening the formulation, changing the order of thoughts, discarding irrelevant information, combining thoughts, and so on.<sup>41</sup>

## 4. Editing

The editing stage includes things including; read the entire article, correct inappropriate word choices, correct typos, improve numbering techniques, and correct spelling and punctuation.<sup>42</sup>

## 5. Publication

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<sup>39</sup> Arista, Yana, and Sugiharti, "Error Analysis of Students' Sentence Structure in Writing Application Letter." *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>40</sup> Arista, Yana, and Sugiharti. *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>41</sup> Edgar Díaz, "Constructing Cohesive Meaning: A Textual Analysis of Diseases in an 11th-Grade U.S. History Textbook,"

<sup>42</sup> Arista, Yana, and Sugiharti. *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

The publication stage is the last stage in the writing process.<sup>43</sup> At this stage, learners; publish his writing through various possibilities, for example sending it to publishers, magazine editors, and so on, then sharing the resulting writing with other readers.

#### **e. Skills in Writing Ability**

Writing skills are the ability to express thoughts and ideas in writing clearly, effectively and regularly. Writing skill cover various aspects, including grammar, vocabulary, sentence structure, coherence and writing cohesion.<sup>44</sup> One way to improve writing skills is to write recount text. Recount text is a type of text that retells events or experiences that have occurred chronologically. Usually, recount text uses past tense and third person point of view.

This text aims to provide information to the reader or listener, this information is conveyed about events clearly and in accordance with the actual chronology.<sup>45</sup> That way the public, listeners or readers. Recount text writing skills involve several important aspects, including as stated by Brown, regarding writing assessment categories to evaluate the quality of someone's writing. Following are the categories introduced by Brown<sup>46</sup>:

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<sup>43</sup> Edgar Díaz, "Constructing Cohesive Meaning: A Textual Analysis of Diseases in an 11th-Grade U.S. History Textbook,"

<sup>44</sup> Arista, Yana, and Sugiharti. "Error Analysis of Students' Sentence Structure in Writing Application Letter". *Journal anglo-saxon* vol. 7 (2016) ISSN: 2301 5292

<sup>45</sup> Arista, Yana, and Sugiharti, "Error Analysis of Students' Sentence Structure in Writing Application Letter." *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>46</sup> Douglas Bown. "Teaching & Principles: An Interactive Approach o Language Pedagogy." San Francisco State University. (2001) vol.248

- a. Focus and Goals is a category that assesses whether the writing has a clear focus and well-defined goals.<sup>47</sup> Good writing must have a consistent focus and a clear purpose for the reader so that it makes it easier for the reader to understand the writing.
- b. Content and Development is a category that assesses the richness and clarity of the content of the writing as well as the writer's ability to develop main ideas coherently.<sup>48</sup> In the context of writing a recount text, a writer must be able to highlight the qualifications and experience of retelling and explore in detail the events or experiences that occurred chronologically. The writer must be able to determine what is most important and relevant to convey to the reader, as well as the best way to convey it.
- c. Structure and Organization This category assesses the overall layout and organization of the writing. Good writing must have an orderly structure and be easy for readers to follow.<sup>49</sup> The recount text structure has 3 important parts, first, orientation, which is the part that introduces the reader to who, what, where and when the incident occurred. Orientation provides a general overview of the context of the story so that readers can understand the background of events.

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<sup>47</sup> Douglas Bown. "Teaching & Principles: An Interactive Approach o Language Pedagogy." San Francisco State University. (2001) vol.248

<sup>48</sup> Kadek Erlita Dwiyanti and Ni Komang Arie Suwastini, "Assessment For Writing Skills in Online Learning," *Lingua Scientia* 28, no. 1 (2021): 8–19.

<sup>49</sup> Douglas Bown. "Teaching & Principles: An Interactive Approach o Language Pedagogy." San Francisco State University. (2001) vol.248

Secondly, events is a section that contains the chronological sequence of events that occurred during the event or experience being told. Each event is usually explained in detail and sequentially, from the beginning to the end.<sup>50</sup> Third, reorientation which is the conclusion or closing of the story which provides a new understanding or message that can be learned from the experience. Reorientation can be a lesson learned, feelings after an event, or the conclusion of a story.

- d. Style and use of language is a category for assessing effective and creative use of language in writing. Good writing must used a language style that is appropriate to the context and audience, the writer must avoid using language that is biased or one-sided, and must be able to convey information in a way that is easy for readers to understand.<sup>51</sup>
- e. Grammar and Spelling is a category that assesses the writer's skill in using correct grammar and spelling. Good writing should be free from grammatical and spelling errors that interfere with understanding.

Apart from the important aspects listed above, recount text writers must pay attention to these things when writing news:<sup>52</sup>

#### 1) Clear Facts

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<sup>50</sup> Arista, Yana, Sugiarti.

<sup>51</sup> Dauglas Bown. "Teaching & Principles: An Interactive Approach o Language Pedagogy." San Francisco State University. (2001) vol.248

<sup>52</sup> Fareed, Ashraf, and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions."

- a) Make sure the facts conveyed in the news text are accurate and trustworthy.
- b) Identify basic information such as who, what, when, where, why, and how.

## 2) Timeliness

- a) Make sure the news text provides the latest and relevant information.
- b) Use time order correctly to organize events or author redibility information.
- c) The timeline of events is also important. It helps readers understand how an event developed and what might happen next.

## 3) Appropriate language style

- a) The news writing style must be consistent and easy to understand.<sup>53</sup>  
This includes using an interesting and informative title that can catch the reader's attention.
- b) The language used must be clear and direct. Avoid using words or phrases that might confuse readers

## 4) Clear Structure

- a) News should be organized in a logical and easy to understand way. Typically, this means starting with the most important or interesting information, and then providing additional details.

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<sup>53</sup> areed, Ashraf, and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions."

- a) Paragraphs should be short and clear, with one main idea per paragraph. This helps readers understand and digest the information more easily.<sup>54</sup>

#### 5) Editorial (Headline)

- a) The headline must be interesting and reflect the essence of the news. A good title can catch the reader's attention and encourage them to read further.
- b) It is important to avoid misleading or sensationalist titles, such titles can damage the credibility of the author and the media.

#### 6) Neutral Writing Style

- a) In recount text writing, it is important to separate facts from opinions.<sup>55</sup> Recount text writers should avoid giving their personal opinions and instead focus on presenting the facts objectively.
- b) The objective and neutral writing style allows readers to make their own judgment about the events.

#### 7) Choosing the Right Words:

- a) Choosing the right words is very important in writing.<sup>56</sup> The right words can help the writer describe events accurately and make it easier for readers to understand them.

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<sup>54</sup> Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students."

<sup>55</sup> Maulida et al., "A Review of the Blended Learning as the Model in Improving Students' Paragraph Writing Skills."

<sup>56</sup> areed, Ashraf, and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions."

b) The use of excessive or doubtful words should be avoided. This can make news text appear unprofessional and damage the author's credibility.

8) Quotations

a) Quotes from relevant and competent sources can provide additional perspective and deepen the reader's understanding of the event.<sup>57</sup>

b) It is important to use quotation marks correctly when quoting someone. This helps maintain the integrity of their words and respect copyright.

**f. Assessing Writing Skill**

Writing skill assignments refer to assignments or projects given to students to improve writing skill in students. These assignments are designed to help students develop and improve their writing skill, including grammar, vocabulary, sentence structure, coherence, and overall communication.<sup>58</sup> The purpose of giving writing assignments is to enable students to express their thoughts and ideas effectively through written communication. This help students development the ability to organize their thoughts logically and coherently.<sup>59</sup>

Writing assignments can take many forms, such as essays, research papers, reports, journal entries, creative writing, and more. They can be assigned in a variety of subjects, including English, literature, history, science, and social

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<sup>57</sup> areed, Ashraf, and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions."

<sup>58</sup> Dwiyanti and Suwastini, "Assessment For Writing Skills in Online Learning."

<sup>59</sup> Fareed, Ashraf, and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions."



studies.<sup>60</sup> When working on a writing assignment, students are usually given specific guidelines and topics to write about. They are expected to conduct research, gather relevant information, analyze and interpret data, and present their findings clearly and concisely.

To assess the instrument above, the researcher used 5 assessment criteria to measure the respondent's attitudes, opinions or perceptions of a statement or event given by the instructor.<sup>61</sup> The following is a table of assessment criteria:

**Table 3.6 Scoring Rubric Essay Assessment**

Aspects	Score	Description
Focus and Goals	5	Clear and specific goals that are fully achieved, maintaining a strong focus throughout the text.
	4	Mostly clear goals that are achieved with minor deviations in focus.
	3	Partially clear goals that are somewhat achieved, with noticeable deviations in focus.
	2	Goals are vaguely defined or unachieved, with significant deviations in focus.
	1	Goals are unclear or unachieved, lacking focus entirely.
Content and Development	5	Rich, detailed, and highly relevant content with thorough development.
	4	Substantial content with mostly relevant details and good development.
	3	Adequate content with some relevant details and basic development.
	2	Limited content with few relevant details and weak development.
	1	Minimal or irrelevant content with no development.
Structure and Organization	5	Well-organized, with a clear and effective structure that enhances understanding.
	4	Mostly well-organized, with a coherent structure that generally supports understanding.

<sup>60</sup> Hidayat, Arifuddin, and Yusra, "Varieties and Accessibilities of Online Materials for Oral and Written English Skills." Proceedings of the 1st Annual Conference on Education and Social Sciences (ACCESS 2019) Varieties.

<sup>61</sup> Sugiyono, 110.

	3	Adequately organized, with some lapses in structure that may hinder understanding.
	2	Poorly organized, with a structure that confuses or obstructs understanding.
	1	Completely disorganized, with no discernible structure.
Style and use of language	5	Engaging, varied, and sophisticated language use that enhances the overall quality.
	4	Mostly engaging, with some variety and skillful language use.
	3	Adequate style, with some attempts at variety and appropriate language use.
	2	Awkward or monotonous style, with little variety or inappropriate language use.
	1	Poor style, with repetitive or inappropriate language use
Grammar and Spelling	5	Virtually error-free, with exceptional grammar and spelling.
	4	Few errors, with minor grammar and spelling mistakes.
	3	Some errors, with noticeable grammar and spelling issues.
	2	Many errors, with frequent grammar and spelling mistakes.
	1	Numerous errors, with pervasive grammar and spelling issues.

Value category description:

5 = Very Good

4 = Good

3 = Fair

2 = Poor

1 = Very Poor

In addition to improving writing skill, writing assignments also help students develop other important skills, such as time management, critical thinking, and problem solving. Researchers provide opportunities for students

to practice and perfect their writing skill, receive feedback from their teachers, and learn from their mistakes and improve students' writing skill.<sup>62</sup>

## 2. AI Media

To facilitate the application and understanding of using GPT Chat in learning materials, researchers apply the discussion method to support students to be more active. Discussion is a method of finding similarities between two different concepts, ideas or opinions.<sup>63</sup> In other words, this method discusses topics that have problems by accepting all opinions which will later create deeper knowledge about something. In understanding good writing comprehension, students must have basic skills that are very important for students to master. This includes how to organize letters, words, sentences, or paragraphs with ideas that can result from discussing them.<sup>64</sup>

Discussion is a method of finding similarities between two different concepts, ideas or opinions.<sup>65</sup> In other words, this method discusses topics that have problems by accepting all opinions which will later create deeper knowledge about something. In understanding good writing comprehension, students must have basic skills that are very important for students to master. This includes how to organize letters, words, sentences, or paragraphs with ideas that can result from discussing them.<sup>66</sup>

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<sup>62</sup> Arista, Yana, and Sugiharti, "Error Analysis of Students' Sentence Structure in Writing Application Letter." *Journal anglo-saxon* vol. 7 no. 2 Desember 2016 ISSN: 2301 5292

<sup>63</sup> Maulida et al., "A Review of the Blended Learning as the Model in Improving Students' Paragraph Writing Skills." *Journal Liner (Language Intelligence and Educational Research)*2016. ISSN. 2620-5599

<sup>64</sup> Maulida et al. *Journal Liner (Language Intelligence and Educational Research)*2016. ISSN. 2620-5599

<sup>65</sup> Maulida et al. *Journal Liner (Language Intelligence and Educational Research)*2016. ISSN. 2620-5599

<sup>66</sup> Maulida et al. *Journal Liner (Language Intelligence and Educational Research)*2016. ISSN. 2620-5599

### 3. GPT Chat Media

In this variable, the research discusses the definition of GPT Chat, how to use GPT Chat, benefits of GPT Chat.

#### a. Definition of GPT Chat

GPT Chat (Generative Pre-Trained Transformer) is a robot or chatbot that was released in 2022, this technology utilizes artificial intelligence or artificial intelligence which can provide interaction and help humans in carrying out various tasks and answering various questions given by humans. Lund and Wang<sup>67</sup> stated that GPT Chat has tremendous potential to bring innovation to the academic and library world. However, it is important to think about responsible and ethical ways to utilize this technology.

With proper collaboration and use, these technologies can raise occupational standards, generate new scientific insights, and aid in the education of future generations of professionals. GPT Chat has had significant interest in its capacity to improve student learning by supporting students, assisting students in creating and answering questions.

This, from several parties such as schools, academics prohibits the use of GPT Chat to prevent its misuse that could occur, which may eliminate the potential for its use in improving student learning and writing. However, on the other hand, GPT Chat provides benefits and positive impacts on students. GPT Chat is a technology that has the potential to benefit students in a variety of ways.

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<sup>67</sup> Hao Yu, "Reflection on Whether Chat GPT Should Be Banned by Academia from the Perspective of Education and Teaching," n.d.

## b. How to Use GPT Chat

The way GPT Chat works has been trained using machine learning, which is a branch of artificial intelligence aimed at teaching algorithms to make it easier and carry out their tasks without direction from humans. As for how to operate using GPT Chat for learning, here is how to used GPT Chat.<sup>68</sup>

- 1) Go to the GPT Chat login page
- 2) Create an account by entering your email and password. Then, click Continue.
- 3) Enter the telephone number to verify.
- 4) After receiving the OTP code sent to your telephone number, you can log in and start using GPT Chat.

Examples of implementing GPT Chat in the learning process include the following;

### 1. Create SEO Articles

GPT Chat can be used to help with the task of finding content idea creating article outlines, and creating paragraph text for articles that will be created.<sup>69</sup>

By providing the topic, target audience, and purpose for creating the content.

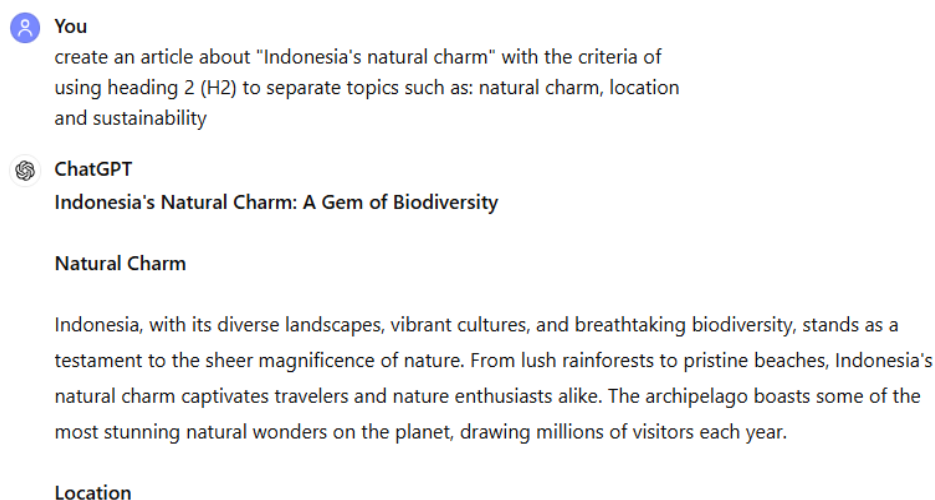
For example; Create a blog article about [focus keyword SEO] with a writing

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<sup>68</sup> Haggag Mohamed Haggag, "A Program Based on Chat Generative Pre-Trained Text Transformer (ChatGPT) for Enhancing EFL Majors' Descriptive Paragraph Writing Skills and Their English Grammar Use," 39 (2023) 1-29, <https://doi.org/10.21608/mfes.2023.315599>.

<sup>69</sup> Haggag Mohamed Haggag, "A Program Based on Chat Generative Pre-Trained Text Transformer (ChatGPT) for Enhancing EFL Majors' Descriptive Paragraph Writing Skills and Their English Grammar Use," 39, no. 6 (2023): 1-29, <https://doi.org/10.21608/mfes.2023.315599>.

style [content writing style].<sup>70</sup> Use the writing format [heading, paragraph, numbering, or other format] with an example of a heading: example of a heading



**Figure 2.1. Example of Heading from GPT Chat.**

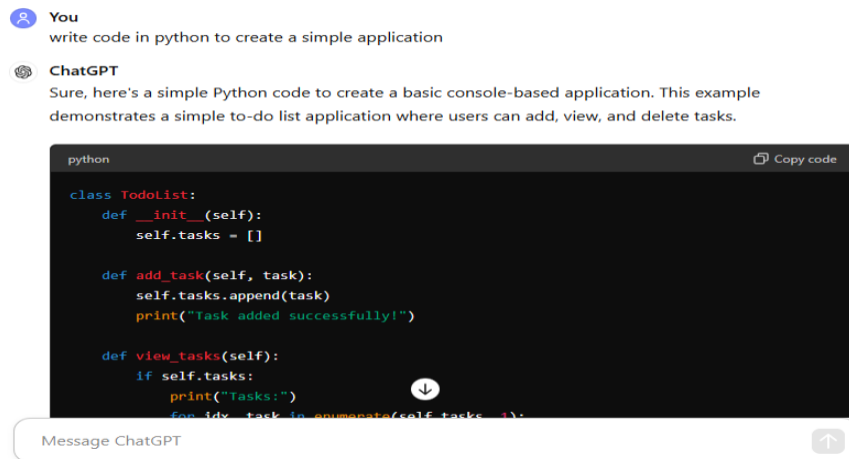
## 2. Coding

Apart from helping answer questions, GPT Chat can help with coding and provide explanations for each step in just a few seconds.<sup>71</sup> Not only does it have the ability to write code in various programming languages, GPT Chat can also translate code into other programming languages.

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<sup>70</sup> Enkelejda Kasneci et al., "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education," *Learning and Individual Differences* 103 (2023): 1–13, <https://doi.org/10.1016/j.lindif.2023.102274>.

<sup>71</sup> Paul Kebble, "A Chat with ChatGPT : The Potential Impact of Generative AI in Higher Education Learning , Teaching and Assessment , with Specific Reference to EAL / D Students" 17, no. 1 (2023): 81–91.




**Figure 2.2 Example of Coding from GPT Chat.**


### 3. Create a Marketing Strategy

GPT Chat can also be used to find and provide ideas for developing marketing strategies, namely by providing instructions that include information such as budget, type of business, target market, and other details. GPT Chat can provide suggestions and ideas that can help in designing an effective marketing strategy.<sup>72</sup> Apart from that, it also helps users get fresh ideas and new perspectives in developing marketing strategies that can help increase the effectiveness of marketing campaigns. With its ability to generate content and ideas based on the information provided, GPT Chat can be a valuable source of inspiration in designing innovative, engaging marketing strategies. Example:

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<sup>72</sup> Kebble.7

 **You**  
explain AIDA's marketing for soft cookie products to increase sales

 **ChatGPT**  
AIDA is an acronym in marketing that stands for Attention, Interest, Desire, and Action. It represents the stages a consumer goes through before making a purchase decision. Let's break down how AIDA can be applied to marketing soft cookie products to increase sales:

1. **Attention:** Grabbing the attention of potential customers is the first step. This can be achieved through various means such as eye-catching packaging, engaging advertisements, social media campaigns, or even product placement in stores. For soft cookie products, visually appealing images showcasing the deliciousness of the cookies could attract attention.
2. **Interest:** Once attention is captured, it's important to generate interest in the product. This can be done by highlighting the unique selling points of the soft cookies, such as their soft and chewy texture, premium ingredients, unique flavors, or any special health benefits (like being gluten-free or organic). Content marketing, such as blog posts or videos, could delve into the story behind the cookies or share creative recipes incorporating them.


Message ChatGPT


### Figure 2.3 Example of Create a Marketing Strategy.

#### 4. Create a Cover Letter

GPT Chat can also be used by people want to find job opportunities and help write an attractive cover letter. Namely by providing a description of the job you want so that GPT Chat knows the requirements needed to apply for the job. For example:



 **You**  
create a cover letter at Pt.sejahtera as admin

 **ChatGPT**  
Certainly! Here's a tailored cover letter for an administrative position at PT.Sejahtera:

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[Your Name]  
[Your Address]  
[City, State, Zip Code]  
[Your Email Address]  
[Your Phone Number]  
[Date]

[Recipient's Name]  
Hiring Manager  
PT.Sejahtera




**Figure 2.4 Example of Create a Cover Letter.**



## 5. Summarizing the Text

GPT Chat can be used to help summarize texts such as articles or research journals. It's very easy to make it, just provide the text people want to summarize and provide any details people want to include in the summary.<sup>73</sup> Then, GPT Chat can generate a summary text containing the main points according to your instructions. For example:

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<sup>73</sup> Keble.

 **You**  
summary of the paragraph  
Meanwhile, according to Huesin Umar, 2001: 238, the background content of a problem is information about a problem and/or opportunity that can be questioned so that it can be followed up through research, including the background matters.  
When writing the background of a scientific paper problem, you also have to have lots of references so that the topic or problem you want to convey is not only limited to one point of view. The book *Theory & Practice of Writing Scientific Papers* by Zainal Aqib has several references that Grameds can use as examples to develop scientific writing that you are currently writing.

 **ChatGPT**  
The paragraph discusses the concept of background content in problem-solving, particularly in the context of scientific paper writing. It mentions the importance of having sufficient references to present various viewpoints on the topic or problem being addressed. Huesin Umar's perspective on background content is cited, emphasizing its role in guiding research. Additionally, it suggests using references from "Theory & Practice of Writing Scientific Papers"  Zainal Aqib as examples to enhance scientific writing.

**Figure 2.5. Example Summarizing the Text**

### c. Benefits of GPT Chat

Using GPT (Generative Pre-trained Transformer) chat has various benefits, and here is a further explanation of these benefits:<sup>74</sup>

- 1) Providing fast and accurate information, GPT Chat is able to provide information quickly and accurately. With super advanced technology, it can respond to user questions in a short time, providing instant access to the information needed.
- 2) Consistency in service, GPT Chat provide consistency in service. They are not affected by emotional factors or mood, so their response always remains the same.

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<sup>74</sup> Muhammad Shidiq, "The Use of Artificial Intelligence-Based Chat-Gpt and Its Challenges for the World of Education; From the Viewpoint of the Development of Creative Writing Skills," *Society and Humanity* 01, no. 01 (2023): 2023.

- 3) Availability of time can be used at any time, GPT Chat can be accessed at any time, so users can get help or information even outside normal working hours.
- 4) Scalability, people can handle many requests from users simultaneously, which makes them a good solution for companies with a large number of users.<sup>75</sup>
- 5) Cost savings, by automating some of the tasks previously performed by human staff, companies can save operational costs.
- 6) Increased efficiency: GPT Chat can be used to automate routine tasks, such as scheduling appointments or processing frequent requests. This increases the efficiency of business processes.
- 7) Better customer service, GPT Chat can help in providing better customer service by provide quick responses to customer questions or problems.
- 8) Education and training, GPT Chat can be used in education and training settings to provide explanations and information to students or trainees.
- 9) Multilingual interaction, GPT Chat can operate in multiple languages, allowing companies to interact with global customers without language barriers.

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<sup>75</sup> Muhammad Shidiq, "The Use of Artificial Intelligence-Based Chat-Gpt and Its Challenges for the World of Education; From the Viewpoint of the Development of Creative Writing Skills," *Society and Humanity* 01, no. 01 (2023): 2023.

- 10) Providing suggestions and recommendations, GPT Chat can provide suggestions and recommendations based on user data and preferences, such as in e-commerce, digital libraries, or recipe sharing applications.
- 11) Data analysis, GPT Chat can help in data analysis by summarizing and explaining the information contained in the data.
- 12) Accessibility, GPT Chat can help individuals with any level of physical or cognitive ability to interact with technology more easily.
- 13) Better user experience, by providing a more interactive and responsive interface, GPT chat can improve user experience on apps, websites, and online services.
- 14) Decision making, GPT Chat can help individuals in decision making by providing relevant information and arguments.

## **B. Previous Research Findings**

Flest is a study with the title " The Effectiveness of Generative Pre-trained Transformer (GPT) Chat in Improving Students' Writing Skills at SMK PGRI 2 Ponorogo" Previous research by Muhammad Shidiq use of GPT Chat on Artificial Intelligence and its Challenges for the world of Education.<sup>76</sup>

This section clarifies the previous research findings used GPT Chat. GPT (Generative Pre-trained Transformer) Chat is an artificial intelligence system or model that uses a deep learning approach and natural language processing techniques to produce relevant and contextual responses to user input in the form of

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<sup>76</sup> Muhammad Shidiq, "The Use of Artificial Intelligence-Based Chat-Gpt and Its Challenges for the World of Education; From the Viewpoint of the Development of Creative Writing Skills," *Society and Humanity* 01, no. 01 (2023): 2023.

conversation.<sup>77</sup> GPT Chat, as implemented in GPT Chat, incorporates transformer technology to efficiently understand and produce text. GPT models are trained on large amounts of text data from multiple sources to gain a deep understanding of the language and context, allowing them to produce responses that often feel natural and contextually appropriate in conversations.

In this research, the researcher discusses and focuses on how the used of GPT Chat can influence the development of creative writing skills in an educational context. The results of data analysis show that there is a significant positive correlation between the use of GPT Chat and increasing students' creative writing skills. However, this research also highlights the challenges faced in the application of artificial intelligence in education, including ethical and technical issues. This is different from the research, the researcher conducted specifically discussing the GPT Chat for students' writing skills at SMK PGRI 2 Ponorogo

Previous research entitled by Hao Yu, researching and explaining the approach to considering whether GPT Chat is prohibited in the context of education and teaching involves various considerations.<sup>78</sup> Benefits of GPT Chat in Education include help with Explanations and Information: GPT Chat can provide clear and useful explanations about complex topics, which can help students understand the material better. However, researchers consider limitations of GPT Chatbots in encouraging critical thinking, such as their inability to access information that is not in their data base or their lack of deep understanding of context. researchers argue that the use of

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<sup>77</sup> Zhai, "ChatGPT User Experience: Implications for Education."

<sup>78</sup> Yu, Hao. "Reflection on Whether Chat GPT Should Be Banned by Academia from the Perspective of Education and Teaching," n.d.

GPT Chat in education is a complex topic that involves considering benefits and risks. Research that focuses on the benefits of GPT Chat for the development of critical scholarship would be an important addition to our understanding of the potential role of technology in education

In the research conducted by Debby R.E. Cotton, Peter A. Cotton & J. Reuben Shipway, 2023 with the title “Chatting and cheating: Ensuring Academic Integrity in the Era of Chat GPT” explains the issue of academic integrity in the context of Chat GPT and some relevant general considerations.<sup>79</sup> The research method used is a research method that includes surveys, case studies, content analysis, interviews, or experiments to evaluate how Chat GPT affects academic integrity. The results of this research can provide guidance to universities and other educational institutions in developing appropriate policies and actions to prevent academic fraud.

Research on "The use of GPT Chat in education is based on an academic ethics perspective" by Muhammad Jafar Maulana<sup>1</sup>, Cecep Darmawan; 2023 using the research methods used may involve surveys, interviews, content analysis, or case studies to gain a better understanding of how GPT Chat is used in educational settings.<sup>80</sup> This research may also include a review of literature related to academic ethics and the use of technology in Education. In this research, the researcher places more emphasis on students' writing skills.

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<sup>79</sup> Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2023). Chatting and Cheating: Ensuring Academic Integrity in the Era of GPT Chat.

<sup>80</sup> Maulana, M. J., & Cecep. (2023). The Use of GPT Chat is based on an academic ethics perspective” Education. Unpublished manuscript.

Research conducted by M. Sallam in 2023 with the title "The Utility of Chat GPT in Health Education, Research, and Practice".<sup>81</sup> This research focuses on exploring the use of GPT Chat in health education, research, and practice in the health sector. Research methods used include surveys, interviews, content analysis, or case studies to gain a better understanding of how GPT Chat is used in health contexts. The strength of this research is identifying the benefits of using GPT Chat in a health education context, such as providing easy-to-understand explanations of complex health topics. The disadvantages are limitations in generalization and limitations in information accuracy because GPT Chat may not always provide completely accurate or relevant information, which can have serious consequences in the health sector.

### **C. Theoretical Framework**

Based on the theory put forward above to clarify the direction and purpose of the research, a framework of thought can be prepared. Teaching and learning activities involve several components, including: 1) a student is someone who acts as a seeker, recipient, and store of learning content needed to achieve goals, 2) a teacher is someone who acts as a processor of teaching and learning activities, a facilitator, and creates effective teaching and learning activities, and 3) the objective, namely a statement about the influence of using GPT Chat in the learning process, proven by its presence before the test and after the test.

Student success in the teaching and learning process is influenced by many factors, one of which is utilizing increasingly sophisticated technology. However, in implementing the online learning media used, it must be directed and monitored by

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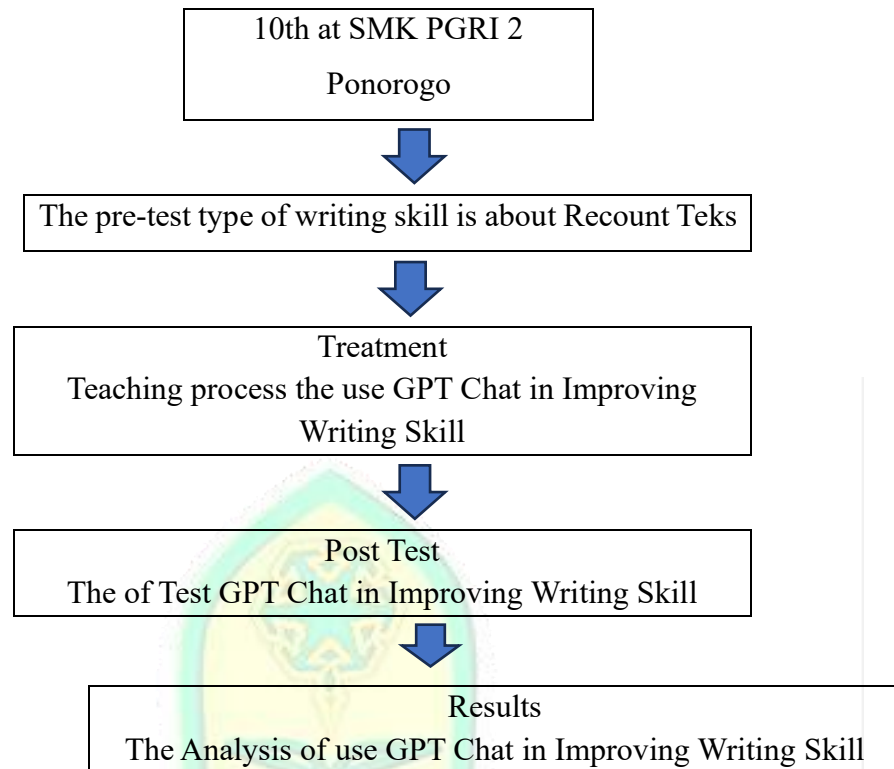
<sup>81</sup> M. Sallam (2023)"The Utility of Chat GPT in Health Education, Research, and Practice.

the teacher so that it can be better directed so that it will make it easier for students to understand the learning material with optimal student learning outcomes. The writing competence at SMK PGRI 2 Ponorogo still needs to be improved in order to achieve optimal writing skill. Thus, the learning method implemented by the teacher has implemented writing skill in combination with the lecture method, but it is still not optimal. To make it easier for students to understand the material, an effective approach to learning. Because by applying this method, students can be more actively involved in the learning process, allowing them to exchange ideas, opinions and understand the material in more depth.

In accordance with the description above, the author asks permission to conduct experiments using technology. The use of this technology is to make it easier for students to understand material that students still do not understand during learning. The learning that will be used is by implementing GPT Chat. This is adjusted to the learning materials or curriculum that applies at school. The basis for developing their imagination and logic for writing.



The following of the theoretical framework:



**Figure 2.6. Theoretical Framework**

#### **D. Hypothesis**

The temporary hypothesis (Ho) and alternative hypothesis (H1) of research regarding ‘‘The Effectiveness of Generative Pre-trained Transformer (GPT) Chat in Improving Students' Writing Skills at SMK PGRI 2 Ponorogo,’’ can be formulated as follows:

Ho (Null Hypothesis): There is no significant difference in students' writing skills between those who are taught by using GPT Chat and those who are not.

H1 (Alternative Hypothesis): There is no significant difference in students' writing skills between those who are taught by using GPT Chat and those who are not.

H1 states that there is a significant difference which shows an increase in writing ability after using GPT Chat. To test this hypothesis, research was conducted by collecting data from students at SMK PGRI 2 Ponorogo before and after using GPT Chat. Writing ability data was collected through tests. After that the data was analyzed using appropriate statistical methods to test significant differences between before and after implementing the with GPT Chat.



## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

This research used a quantitative approach which focuses on collecting and analyzing numerical data from test results carried out to find out whether there are differences in test results by applying using GPT Chat in students' writing abilities at SMK PGRI 2 Ponorogo. The purpose of this approach is to measure the extent to which the independent variable influences the dependent variable. This is an effective way to test research hypotheses that are objective and measurable according to the data.<sup>82</sup> The type of research used is experimental research. An experimental group in a research context is a group of subjects or participants who receive the treatment or intervention they wish to study.<sup>83</sup> This group is a group that experienced changes or influences from the treatment given. The research design that can be used is the two groups, namely the control class and the experimental class.

The visual representation of this design is as follows:

- a. Control class: Pre Test – treatment does not implement GPT Chat - Post test.
- b. Experimental class: Pre Test – Treatment implementing GPT Chat- Post test.

The implementation description of this research is as follows:

- 1 The control group is a part of the scientific experiment where its independent variable is not altered or manipulated. Its function is to provide

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<sup>82</sup> Mingxiao Lu et al., "A Systematic Review of Questionnaire-Based Quantitative Research on MOOCs," *The International Review of Research in Open and Distributed Learning* 22, no. 2 (2021): 285–313, <https://doi.org/10.19173/irrodl.v22i2.5208>.

<sup>83</sup> Christine Davies, "A Quick Guide to Quantitative Research in the Social Sciences," *Cognitive Translation Studies - Theoretical Models and Methodological Criticism* 19 (2020): 1–28.

a baseline for comparing and evaluating the impact of changes applied to the experimental group.

- 2 The experimental group is the group in the research that receives specific treatment or intervention from the researcher, aimed at comparing the effects or differences of such treatment with the control group or comparison group. In this design, there is only one experimental group. Pre-test is a test conducted before the intervention or treatment begins. The purpose of the pre-test is to measure the dependent variable before any treatment is administered.

Treatment for the control class and treatment for the experimental class: after the pre-test, both the control group and the experimental group receive treatment or intervention as learned. However, with different treatments, the control class does not implement GPT Chat at all in the learning process, while the experimental class uses GPT Chat in every lesson as a medium to facilitate understanding of the learning material.

- 3 Post-test: after the treatment, both the control class and the experimental class are given questions as a post-test. The purpose of the post-test is to measure the dependent variable after the treatment in the learning process. Then, in the final stage, the data results are analyzed. The results of the pre-test and post-test are then analyzed to see if there are significant changes in the dependent variable after the treatment.

## **B. Location and Time of Research**

### **1. Location**

Research location refers to the place or area where research is conducted. The research location is chosen based on the research question, research objectives, and population to be studied which can influence the validity and generalization of research results.<sup>84</sup> For the research location, the researcher chose SMK PGRI 2 Ponorogo as the place to carry out this research, because this school is one of the well-known and favorite schools in Ponorogo with complete and adequate facilities, apart from that, it also prioritizes English skills as an international language.

## 2. Time of Research

Research time refers to the time period in which the research is conducted which includes the duration of the research and the specific time when the data was collected. and the goals to be achieved.<sup>85</sup> In addition, research time can also be influenced by external factors such as seasons, special events, or social situations that are relevant to the research until the research is completed.<sup>86</sup> For the research period, the researcher carried out research during the teaching and learning process during English hours. The research schedule conducted by the researcher is:

**Table 3.2 Schedule of Control Class and Experimental Class**

No.	Date	Activity	Control Class	Experimental Class
1.	4 <sup>th</sup> March 2024 and 18 <sup>th</sup> march 2024	Pre-Test	X TKR 2	X TKR 1

<sup>84</sup> *Ibid.*,8

<sup>85</sup> Davies, "A Quick Guide to Quantitative Research in the Social Sciences."

<sup>86</sup> Lu et al., "A Systematic Review of Questionnaire-Based Quantitative Research on MOOCs."

2.	4 <sup>th</sup> March -19 <sup>th</sup> March 2024	Treatment	X TKR 2	X TKR 1
3.	15 <sup>th</sup> March 2024 and 21 <sup>th</sup> March 2024	Post-Test	X TKR 2	X TKR 1

## C. Population and Research Sample

### 1. Population

The population is the entire research subject. The population is all individuals, objects, or events that you want to study and from which samples are taken. It is important to define the population clearly because the research results will be generalized to that population.<sup>87</sup> The population used was all class 10 at SMK PGRI 2 Ponorogo with 25 classes.

### 2. Sample

The sample is partial or representative population studied.<sup>88</sup> It is called sample research if we intend to generalize the results of sample research. Samples are part of population whose characteristics are to be studied and considered representative of the whole population. Sample can also be interpreted as part of the number and characteristics possessed by the population.

A sample is a subset or part taken from a population that represents the population as a whole. The use of samples allows researcher to collect data more efficiently and practically. A good sample must represent the population well so that research results can be generalized to that population. There are several sample selection methods, such as simple random sampling, stratified random

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<sup>87</sup> Davies, "A Quick Guide to Quantitative Research in the Social Sciences."

<sup>88</sup> Sugiyono, 138

sampling, or purposive sampling. In this study, researcher took a Cluster random sampling involving two classes, namely one control class and one experimental class.<sup>89</sup> This method involves selecting similar pairs of subjects from both classes, where one subject is part of the control class and the other subject is part of the experimental class.<sup>90</sup> Pairs of subjects are selected based on the similarity of relevant characteristics that can influence the research results. The sample in this study was 30 students from class 10 TKR 1 for the experimental class and 30 students from class TKR 2 for the control class.

#### **D. Operational Definition of Research Variables**

In the operational definition, there are two variables studied, namely the independent variable and the dependent variable. In conducting this research, researchers need provides an overview and limitations of the variables that will be discussed later. After the variables are classified and identified then the variables. These variables need to be defined operationally. This is necessary because the operational definition will designate which data collection tool is suitable for used. explanation of operational definitions of variables for each

The variables and indicators are as follows:

a) Independent Variable (Independent Variable)

The independent variable in this research is GPT Chat, the influencing variable is Use of GPT Chat (X). On basically, GPT Chat in its application is technology from OpenAI to make it easier for students in the learning process.

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<sup>89</sup> Sugiyono,136

<sup>90</sup> Satishprakash Shukla, *Concept Of Population and Sample* .Gujarat University. 2020

b) Dependent Variable

Variables that explain or are influenced by the dependent variable is writing skill (Y). Writing skill is students' ability to apply ideas or main concepts through handwriting or a work.

## **E. Data Collection Techniques and Instruments**

### **1. Data Collection Techniques**

The data collection technique used to obtain data that is relevant to the problem under study is through the survey method which is a way of obtaining primary data on the research object by directly reviewing the research object. To obtain this data, researcher used the following method following, to measure the improving in writing skill of high school students through the use of GPT Chat, the researcher used the following instruments and data collection techniques:

- 1) Pre-test and Post-test, researcher give writing tests before and after using the GPT Chat. This tests an essay writing assignment or text analysis. Comparison of pre-test and post-test scores will provide an overview of student skill improvement.
- 2) Documentation, namely looking for data regarding things or variables in the form notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agenda, and so on. With documentation observed not living objects but inanimate objects. This technique is used for retrieve internal company data such as company history, profile company, organizational structure.

### **2. Research instrument**



a. Test

The type of test used format with 1 essay question that researcher wants to know about the effectiveness of GPT Chat to improve students' writing skills. As stated by Nurgiyantoro 1988, one form of assignment in writing skill is to write essays involved certain topics with the aim of training students to convey their ideas in an organized and coherent manner.<sup>91</sup>

**Table 3.5. Research Instrument**

No.	variables	Indicators	Instruments
1.	(X) GPT Chat	a. Students are able to improve writing skills b. Students are able to improve writing skills c. Students are able to improve writing skills	Pre-Test Treatment Post-Test Direc Observation
2.	(Y) Writing Skill	Focus and Goal Content and Development Structure and Organization Style and use of language Grammar and Spelling	Assegments Rubic Direc Observation

**Table 3.5 Blueprint of the Test Instrument**

No	Indicators	Theory	Sample of Questions	
			Pre-Test	Post-Test
1.	Focus and Goals	Brown (2001)	Write a recount text about the experience	Write a recount text

<sup>91</sup> Sari et al., "The Effect of Problem Based Learning on Problem Solving and Scientific Writing Skills."

2.	Content and Development	proposed writing assessment categories to evaluate the quality of someone's writing.	you had while practicing light vehicle engines in class with your friends. Include details about your favorite activities or moments during practice! (minimum 3 paragraphs)	about the experience you had while practicing light vehicles last week or during practice. Include details about activities during practice, remember to provide impressions and messages during practice! (minimum 3 paragraphs)
3.	Structure and Organization		Remember to include orientation, sequence of events, and re-orientation sections in the text using good language rules!	Remember to include orientation, sequence of events, and reorientation sections, and use good language rules!
4.	Style and use of language			
5.	Grammar and Spelling			

To assess the instrument above, the researcher used 5 assessment criteria to measure the respondent's attitudes, opinions or perceptions of a statement or event given by the instructor.<sup>92</sup> The following is a table of assessment criteria:

**Table 3.6 Scoring Rubric Essay Assessment**

<sup>92</sup> Sugiyono, 110.

<b>Aspects</b>	<b>Score</b>	<b>Description</b>
Focus and Goals	5	Clear and specific goals that are fully achieved, maintaining a strong focus throughout the text.
	4	Mostly clear goals that are achieved with minor deviations in focus.
	3	Partially clear goals that are somewhat achieved, with noticeable deviations in focus.
	2	Goals are vaguely defined or unachieved, with significant deviations in focus.
	1	Goals are unclear or unachieved, lacking focus entirely.
Content and Development	5	Rich, detailed, and highly relevant content with thorough development.
	4	Substantial content with mostly relevant details and good development.
	3	Adequate content with some relevant details and basic development.
	2	Limited content with few relevant details and weak development.
	1	Minimal or irrelevant content with no development.
Structure and Organization	5	Well-organized, with a clear and effective structure that enhances understanding.
	4	Mostly well-organized, with a coherent structure that generally supports understanding.
	3	Adequately organized, with some lapses in structure that may hinder understanding.
	2	Poorly organized, with a structure that confuses or obstructs understanding.
	1	Completely disorganized, with no discernible structure.
Style and use of language	5	Engaging, varied, and sophisticated language use that enhances the overall quality.
	4	Mostly engaging, with some variety and skillful language use.
	3	Adequate style, with some attempts at variety and appropriate language use.
	2	Awkward or monotonous style, with little variety or inappropriate language use.
	1	Poor style, with repetitive or inappropriate language use
Grammar and Spelling	5	Virtually error-free, with exceptional grammar and spelling.
	4	Few errors, with minor grammar and spelling mistakes.

	3	Some errors, with noticeable grammar and spelling issues.
	2	Many errors, with frequent grammar and spelling mistakes.
	1	Numerous errors, with pervasive grammar and spelling issues.

Value category description:

5 = Very Good

4 = Good

3 = Fair

2 = Poor

1 = Very Poor

b. Documentation

The type of instrument used is documentation by searching for data according to variables in the form of books, data processing, articles, etc.

## F. Validity and Reability

### 1. Validity

Validity is a technique used to measure the extent to which the measuring instrument used can actually measure what it wants to measure. The aim of testing each aspect or instrument used can state that the variables used are stated to be internally consistent for each aspect of the measuring instrument in measuring a variable. Validity is the most important point and the key to effective research. In a study, to find out whether the instrument used by a researcher can reveal something that is measured precisely and accurately through the instrument, the researcher uses construct validity and content validity. In this research, researcher applying content validity which is related to the extent to which the content or material of the measurement instrument

completely covers the concept or content that researcher want to measure because it includes Writing skill, structure, etc.

Researcher created this test based on the subject objectives in the syllabus of SMK PGRI 2 Ponorogo. by creating two questions in the form of essay questions to measure students' writing skill. Apart from that, researcher used face validity, which is one type of validity that can be used to determine the level of an instrument. The formula for finding the reliability value is as follows:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma t^2}{\sigma t^2} \right)$$

Meaning:

$r_{11}$  : The reliability sought

$n$  : Number of items in question

$\sum \sigma t^2$  : The number of score variances for each item

$\sigma t^2$  : Total variance

To measure the validity of the pre-test and post-test questions, researcher used SPSS software and the results were as follows:

**Table 3.7 Pre-test Validity Results for Writing Ability**

No.	Item	“r” count	“r” table	Criteria
1.	Focus and Goals	0,808	0,631	Valid
2.	Content and Development	0,820	0,631	Valid
3.	Structure and Organization	0,783	0,631	Valid
4.	Style and use of language	0,737	0,631	Valid
5.	Grammar and Spelling	0,632	0,631	Valid

Based on the data above, it is stated that the pre-test data is valid. The results of the post-test data are as follows:

**Table 3.8 Post-test Validity Results for Writing Ability**

No.	Item	“r” Count	“r” table	Criteria
1.	Focus and Goals	0,825	0,631	Valid
2.	Content and Development	0,778	0,631	Valid
3.	Structure and Organization	0,772	0,631	Valid
4.	Style and use of language	0,775	0,631	Valid
5.	Grammar and Spelling	0,683	0,631	Valid

Based on the data above, it also states that the post-test data results are valid.

## 2. Reliability

This research utilized SPSS version 22 to analyze the data collected from the provided test questions. After the data is collected, the first step is a validity test which is useful for determining the reliability or truth of each research statement item. According to Sugiyono, the minimum requirement to fulfill the requirements is if  $r = 0.5$ .<sup>93</sup> If an item has a value of less than 0.3 then the item is invalid, and if it has a value of more than 0.3 then it is declared valid. According to Ngatno, the product moment correlation coefficient is declared valid if it is greater than r table ( $r \text{ count} > r \text{ table}$ ) otherwise it is declared invalid.<sup>94</sup> To express consistency in a study by using measuring instruments so that the measurement results are said to be consistently accurate. Reliability in this research results are taken from SPSS as follows:

**Table. 3.7 Reliability Pre Test**

<sup>93</sup> Sugiyono, 147

<sup>94</sup> Dr.Ngatno, *No Title Analisis Data Penelitian Dengan Program GeSCA*, 2nd ed., 2019.

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure

### Reliability Statistics

Cronbach's Alpha	N of Items
.814	5

Based on the data above, jump to item 5 with all valid criteria, and can be said to be reliable with the coefficient =  $0.814 > 0.6$  because more than 0.6 means the data is declared reliable.

**Table. 3.8 Reliability Post-Test**

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.826	5

Based on the post test data above, it is declared reliable with a coefficient of  $r_i = 0.826 > 0.6$  because more than 0.6 means the data is declared reliable.

## G. Data Analysis Technique

Data analysis is an activity of grouping data based on variables and types of respondents, as well as tabulating data based on the variables studied and carrying out calculations to answer problems to test the hypotheses that have been proposed. To test this hypothesis, researchers applied quantitative research analysis using statistical formulas, namely statistical analysis to determine significant differences between the experimental class and the control class. Data were analyzed used SPSS 22.0 for windows, using statistical inference calculations. Inferential statistics is a technique used to analyze sample data and apply the results to the population.

Researcher analyzed the data using the statistical tests formula to determine significant differences in students' writing abilities using by GPT Chat. Then the data is collected using research instruments for analysis. Researcher used the SPSS version 22 program. Before testing the hypothesis, the data met the assumption test. After the pre-test and post-test are given to students, the test results are explained with the assumption test; Their normality and homogeneity were calculated using SPSS. The inferential statistical technique used in this research was simple regression analysis.

#### 1. Normality

The normality test is a statistical test used to determine whether a data sample or data distribution follows a normal distribution or not. The normality test is a test to determine whether the distribution of data, both pre-test and post-test, is normal or not. According to Sugiyono, data said to be normal if the calculation results show the participant is in the middle.<sup>95</sup> In this research, researchers used SPSS version 22 for windows to investigate normality testing. Normality formula:

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<sup>95</sup> Sugiyono, 165



$$X^2 = \sum \frac{(O_i - E_i)}{E_i}$$

Information:

X = X2 value

O<sub>i</sub> = Test value

E<sub>i</sub> = Interval area

2. Homogeneity

3. The homogeneity test is used to determine the similarity of populations. The homogeneity test is used to determine before researcher compare several groups. According to Sugiyono, data is said to be homogeneous if the variance between data groups or the variance within data groups is relatively uniform or the same size.<sup>96</sup> In this research, researcher used the SPSS version 22 program to calculate the homogeneity test for hypothesis testing. Homogeneity formula:

$$S_x^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} \quad S_y^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

Information:

S = Variant

s= Combined group of variants

4. Test the Hypothesis

Hypothesis testing is a statistical analysis technique for testing the truth of a hypothesis using data obtained from research samples. The purpose of hypothesis

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<sup>96</sup> Sugiyono, 172

testing is to determine whether there is a significant difference or relationship between two or more groups, two groups for the t test while more than 2 use the anova test.<sup>97</sup> Hypothesis testing is to find out the results of research regarding this matter. Test the hypothesis formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Information:

Sp = Combined standar deviation

X = Sample average

S2 = Variance in the sample

Researcher used SPSS 22.0 to analyze the Statistic Sample Test. The criteria for hypothesis testing can be determined as follows:

If the t-value < t-table then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected. If the value of t > t table then H<sub>a</sub> is accepted and H<sub>0</sub> is rejected.

- a.) Ho (Null Hypothesis): There is no significant difference in students writing skill between those who are taught by using GPT Chat between students test and those who are not.

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<sup>97</sup> Banda Gerald. A Brief Review of Independent, Dependent and One Sample t-test. International Journal of Applied Mathematics and Theoretical Physics. Vol. 4, No. 2, 2018, pp. 50-54. Doi: 10.11648/j.ijamtp.20180402.13

b.) H1 (Alternative Hypothesis): There is significant difference in students writing skill between those who are taught by using GPT Chat between students test and those who are not.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Description of Research Locations

##### 1. Profile of SMK PGRI 2 Ponorogo

SMK PGRI 2 Ponorogo is one of the Islamic boarding school-based Vocational High Schools in Ponorogo. This school was used as research because researchers were interested in finding out how academic supervision was implemented in improving the quality of teacher competencies, especially pedagogical and professional competencies because these two competencies are directly related to learning activities. Academic supervision activities at SMK PGRI 2 Ponorogo are carried out every year. Apart from that, at SMK PGRI 2 Ponorogo, an academic supervision team has also been formed by the school principal, making implementation easier.

SMK PGRI 2 Ponorogo was founded in 1984 with the name STM PGRI Ponorogo which is located at SD Keniten I and II and opened a department of machinery, electricity and building. In 2005/2006, we received help from one volunteer from Korea. In 2006/2007 it was accredited A. In 2011 it received an ISO 9001:2008 certificate from TUV Nort, and in 2015 SMK PGRI 2 Ponorogo became a reference school.<sup>55</sup> SMK PGRI 2 Ponorogo is located on Jalan Soekarno Hatta Ponorogo, has a strategic location, not far from urban areas so it is very easy to reach by vehicle. Its strategic location is on the main route from Madiun, Pacitan, Magetan, Trenggalek, Purwantoro. Thus a lot of students at

SMK PGRI 2 Ponorogo come from several areas and some even come from outside Java.

## **2. Vision and Mission of SMK PGRI 2 Ponorogo.**

Vision and Mission school vision "Faith and Devotion to God Almighty, Intelligent, Skilled, Competent, Professional, with superior character and environmental culture. School Mission: To prepare graduates who:

- 1) Have faith and devotion to God Almighty.
- 2) Able to follow current and future developments in science and technology.
- 3) Able to master competencies according to the skills package.
- 4) Competency certified and professionally certified.
- 5) Physically and spiritually healthy, highly disciplined and of noble character.
- 6) Ready to be competent and choose a career to develop yourself.
- 7) Able to fill the needs of the business/industrial world in the present and future.
- 8) Having the carrying capacity to preserve nature through conservation measures and preventing environmental damage

SMK PGRI Ponorogo Vocational School opens 8 majors, namely Machining Engineering, Light Vehicle Engineering, Motorcycle Engineering, Heavy Equipment Engineering, Automotive Body Repair Engineering, Computer and Network Engineering, Software Engineering, and Multimedia.

With so many departments being opened, it is not surprising that the number of students at SMK PGRI 2 Ponorogo.

## **B. Description of Research Result**

This research used quantitative research, the data was obtained from carrying out pre-tests and post-tests in the control class and experimental class. The preliminary test is given in class. Before carrying out the test, it is necessary to carry out and take validation of the test questions that will be carried out later along with the material. Students who are asked to act as validation candidates must be different from the class that will be taken for research. After carrying out the pre-test, the experimental group was given recount text material as an introduction by introducing GPT Chat as a medium for understanding recount text. In learning activities, researcher applied by GPT Chat dividing into several groups.

At this stage students look very enthusiastic about the subject in class X TKR 1. Meanwhile, in the control class, namely class X TKR 2, the researcher did not apply this media but instead used power point and book with strategy Genre Based Approach (GBA) in learning. In this control class, the researcher delivered material using the lecture method using whiteboard media and power point presentations. The followings are the results of the pre-test and post-test in the experimental class and control class:

### **1. The Research Procedures in Experimental Class**

In this research, the researcher took an experimental class in class. The research procedure involved several stages, the number of subjects studied was 30 students. The selection was carried out randomly from the population of

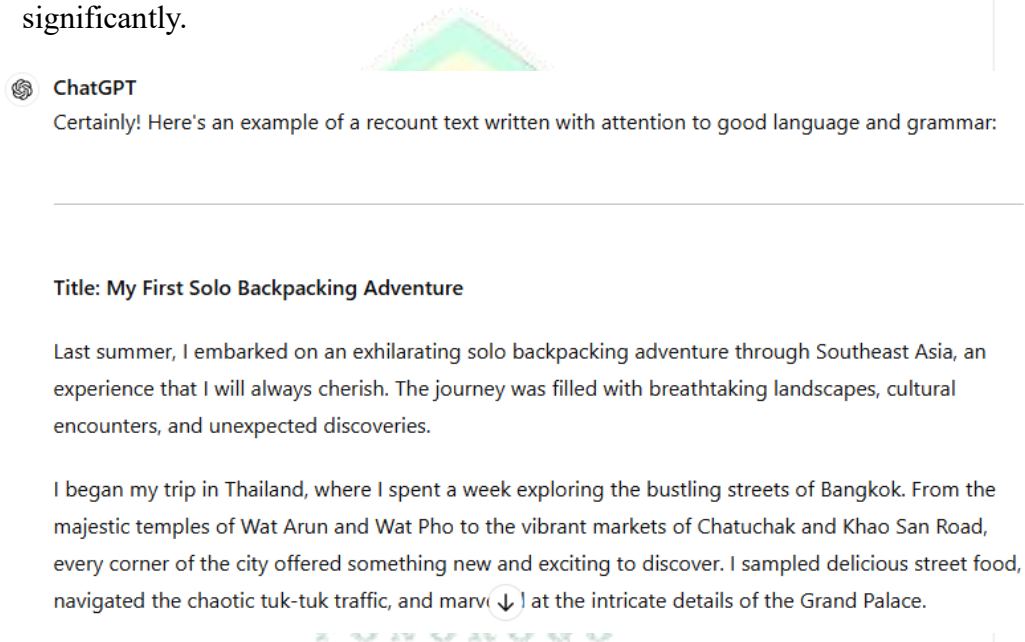
students in class X SMK. This random selection aims to ensure representativeness and reduce bias in the study results. At the first meeting, the researchers main focus was introducing GPT Chat to students writing skill. The researcher provides an explanation of the structure of the text and the various types of writing that will be studied. Students are also given examples of good texts and discussions are held regarding the characteristics of effective texts. After that, implementing the example using GPT chat, after students have finished working on the assignments that have been given, students are encouraged to discuss.

The second meeting involved writing practice on a predetermined topic with the direction of the researcher. Students are asked to work in groups of 4-5 students to create a recount text based on the discussion at the previous meeting using GPT Chat based on the text structure they have learned. Researcher provide guidance and assistance during the writing process, as well as making observations to identify difficulties faced by students. Then discussing the results of their collaboration, the students looked very enthusiastic in doing the assignment.

At the third meeting, students in their respective groups continued to create recount texts and discuss together. This process aims to improve and develop their writing based on the input received. Students are taught how to critically evaluate and revise their writing skill. The fourth meeting focused on finalizing and editing the students' writing, by looking for examples and how to correctly apply recount text in GPT Chat. Apart from that, researcher provide tips on

grammar, spelling and good used of language. Students complete their writing and submit it for grading. The final results of this paper used as data to measure the effectiveness of the teaching methods applied.

These procedures are designed to provide an in-depth and structured learning experience for students, as well as to produce accurate and reliable data in evaluating the effectiveness of writing teaching methods. By going through these stages, it is hoped that students can improve their writing skill significantly.



**Figure 4.1: Usage of GPT Chat in the Experimental Class**

## 2. Results of Student Pre-Test and Post-Test Scores in the Experimental Class

Researchers used essay tests to determine students' writing skill in obtaining this data. This is very important for students in writing skill as well as understanding in expressing the intent and purpose of the question. The table below shows the pretest results of students' abilities before being taught to use GPT Chat and applying the GPT Chat The student scores include:



**Table 4.1 Experimental Class Pre-test and Post-test Scores**

No.	Scores	
	Pre-Test	Post-Test
1.	48	64
2.	52	68
3.	60	76
4.	72	88
5.	56	72
6.	68	84
7.	72	84
8.	76	92
9.	64	80
10.	60	76
11.	60	72
12.	56	72
13.	48	68
14.	56	76
15.	48	68
16.	44	60
17.	52	72
18.	60	76
19.	68	72
20.	72	84
21.	68	80
22.	64	84
23.	68	76
24.	72	84
25.	64	80
26.	72	92
27.	64	84
28.	60	76
29.	64	80
30.	60	72
<b>Total</b>	<b>1848</b>	<b>2312</b>

Based on table 4.1 above, the highest pre-test score is 76, while the lowest pre-test score is 44. The total pre-test score is 1848. While the highest post-test score was 92,

while the lowest pre-test score was 60. The total pre-test score was 2312. The total number of scores between the pre-test and post-test is 464 The following is a table of this explanation.

**Table 4.2 Frequency Distribution of Pre-Test and Post-Test in Experimental Class Statistics**

	Pre-Test Eksperimwnt	Post-Test Eksperiment
N Valid	30	30
Missing	0	0
Mean	61.60	77.07
Std. Error of Mean	1.553	1.421
Median	62.00	76.00
Mode	60	72 <sup>a</sup>
Std. Deviation	8.508	7.786
Variance	72.386	60.616
Skewness	-.335	-.012
Std. Error of Skewness	.427	.427
Kurtosis	-.691	-.265
Std. Error of Kurtosis	.833	.833
Range	32	32
Minimum	44	60
Maximum	76	92
Sum	1848	2312

a. Multiple modes exist. The smallest value is shown

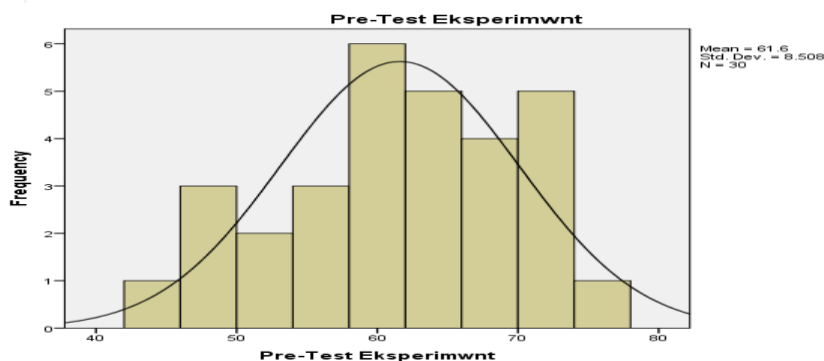
The table above is the frequency distribution of the pre-test and post-test experimental classes, the number of students taken in the experimental class was 30 students. The Pre-test mean obtained was 61.60. Meanwhile, after the test or post-test, the score was 71.07. The median pre-test score was 62 while the post-test was 76. The pre-test mode score was 60, the post-test mode score was 72. The following is a pre-test

frequency distribution table for the experimental class which explains the percentage of test results before carrying out treatment using Chat GPT Chat:

**Table 4.3 Frequency Distribution of Pre-Test in Experimental Class**

Pre-Test Eksperimwnt				
	Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid 44	1	3.3	3.3	3.3
48	3	10.0	10.0	13.3
52	2	6.7	6.7	20.0
56	3	10.0	10.0	30.0
60	6	20.0	20.0	50.0
64	5	16.7	16.7	66.7
68	4	13.3	13.3	80.0
72	5	16.7	16.7	96.7
76	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Students' writing skill scores range from low to high, as seen in table 4.4. there were 3.3% of students who got a score of 44, 10.0% of students who got a score of 48, 6.7% of students who got a score of 52, 20.0% of students who got a score of 60, 16.7% of students who got a score of 68, 13.3% of students got 72 marks, and 3.3% got 76 marks. Based on the following figure, the following histogram is shown below:



**Figure 4.2 Histogram of Pre-Test in Experimental Class**

The researcher classified the scores using the following criteria to determine whether students' writing was good, average or poor, as shown in histogram 4.2 and mean = 61.60, measured value = 8.508. The following are the assessment criteria for the histogram results above:

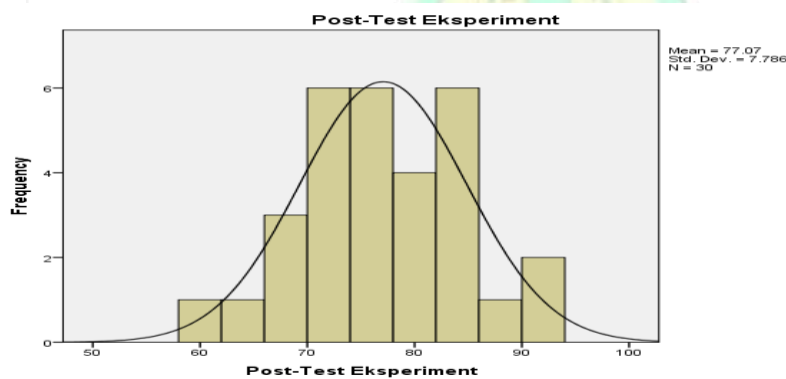
- a.) If the pretest score is less than  $M - 1.SD$  ( $61.60 - 8.508 = 53.092$ ) then it can be classified as low.
- b.) If it is between  $M - 1. SD$  ( $61.60 - 8,508 = 53,092$ ) and  $M + 1. SD$  ( $61.60 + 8,508 = 70,108$ ), then it is classified as moderate.
- c.) If the test score is greater than  $M + 1.SD$  ( $61.60 + 8.508 = 70.108$  then it can be classified as good.

Based on the results, the pre-test score was less than 53.092 relatively low, and the value ranges from 53,092 to 70,108 is considered moderate, and a pre-test score higher than 70.108 is considered good.

**Table 4.4 Frequency Distribution of Post-Test in Experimental Class**

<b>Post-Test Eksperiment</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	3.3	3.3	3.3
64	1	3.3	3.3	6.7
68	3	10.0	10.0	16.7
72	6	20.0	20.0	36.7
76	6	20.0	20.0	56.7
80	4	13.3	13.3	70.0
84	6	20.0	20.0	90.0
88	1	3.3	3.3	93.3
92	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Students' writing skill scores range from low to high, as seen in the table above. There were 3.3% of students who got a score of 60, 3.3% of students who got a score of 64, 10.0% of students who got a score of 68, 20.0% of students who got a score of 72, 20.0% of students who got a score of 76, 13.3% students got 80 marks, 20.0% got 84 marks, 3.3% students got 88 marks, and 6.7% students got 92 marks. From the discussion of the table it can be seen and concluded that the highest percentage, namely 20.0%, obtained a score of 72,72,64 for 6 students each from a total of 30 students. while the lowest presentation was 3.3% which obtained a score of 60,88,92 with a frequency of 1 student each. Based on the following image, the following histogram is shown below :



**Figure 4.3 Histogram of Post-Test in Experimental Class**

Table 4.3 shows that  $M = 77.07$  and  $SD = 7.786$  determine the category of students' writing ability as good, medium or low. Researchers classify scores with the following criteria:

- a.) The posttest score can be classified as low if it is below  $M - 1. SD$  ( $77.07 - 7.86 = 69.21$ ).
- b.) If the score after the test is between  $M - 1. SD$  and  $M + 1. SD$ . It can be classified as average.
- c.)  $SD$  can be classified as positive if the post-test score is greater than  $M + 1. SD$ .

### 3. The Research Procedures in Control Class

Researcher also took a control class in class X TKR 2 but used book and Power Point and served as a comparison to the experimental class. In the control class, the number of subjects studied was 30 students, the same number as the experimental class to maintain consistency and balance in the research. Selection was also carried out randomly from the population of students in class X of the same vocational school. At the first meeting, the researcher introduced the learning objectives and explained the topics to be discussed. Teaching is carried out using a lecture method where researchers provide information about types of texts and writing structures without in-depth interaction or discussion. Students are given reading material and asked to study it independently.

The second meeting involves writing practice on a specified topic. Students are asked to write texts according to the structure they have learned and learning is more one-way, where the researcher only gives assignments without significant observation or intervention. At the third meeting, students collect their writing results and the teacher assesses them individually without any feedback session or group discussion. Researcher provide written comments on students' work but there are no discussion or joint improvement sessions and focused on completing and final editing of the student's writing, but with a more passive approach. Researchers gave general instructions about good grammar and spelling, then students made their own edits. There are no live feedback sessions or individual guidance from teachers.

This procedure reflects used Genre Based Learning with media book and PPT learning methods which are generally more passive and teacher-centered. By comparing the results from the control class and the experimental class, this research can evaluate the effectiveness of the innovative teaching methods implemented in the experimental class. Data from both class used analyzed to see differences in the improvement of students' writing skill, providing more comprehensive insight into the most effective teaching methods.

#### 4. Results of Control Class Students' Pre-Test and Post-Test Scores

The table below shows the scores writing skill of students previously treated in the control class. Student grades are:

**Table 4.5 Control Class Pre-test and Post-test Scores**

No	Scores	
	Pre-Test	Post-Test
1.	68	76
2.	52	64
3.	60	72
4.	48	60
5.	52	60
6.	64	76
7.	72	84
8.	76	80
9.	68	80
10.	64	72
11.	56	68
12.	56	72
13.	44	56
14.	52	68
15.	44	60
16.	48	60
17.	52	68
18.	64	72
19.	60	76
20.	56	68
21.	60	76

22.	56	64
23.	60	72
24.	72	84
25.	60	72
26.	64	80
27.	72	84
28.	56	72
29.	48	68
30.	44	60
<b>Total</b>	<b>1748</b>	<b>2124</b>

Based on table 4.5 above, the highest pre-test score for the control class is 76, while the lowest pre-test score is 44. The total pre-test score is 1748. Meanwhile the highest post-test score is 84, while the lowest post-test score is 56. The total pre-test score is 2124. The score gap between the pre-test and post-test is 376. The following is an explanation table:

**Table 4.6 Frequency Distribution of Pre-Test and Post-Test in Control Class**

		<b>Statistics</b>	
		Pre-Test Kontrol	Post-Test Kontrol
N	Valid	30	30
	Missing	0	0
Mean		58.27	70.80
Std. Error of Mean		1.635	1.450
Median		58.00	72.00
Mode		56 <sup>a</sup>	72
Std. Deviation		8.956	7.941
Variance		80.202	63.062
Skewness		.153	-.035
Std. Error of Skewness		.427	.427
Kurtosis		-.753	-.819
Std. Error of Kurtosis		.833	.833
Range		32	28
Minimum		44	56
Maximum		76	84
Sum		1748	2124



a. Multiple modes exist. The smallest value is shown

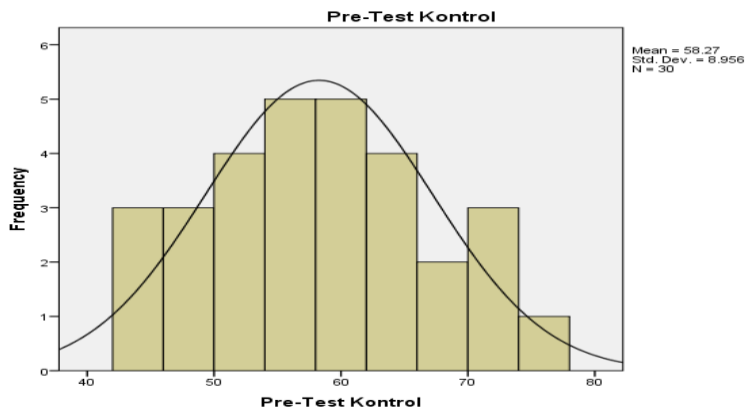
The table above is the pre-test and post-test frequency distribution of the control class which does not use GPT Chat. The number of students taken in the experimental class was also 30 students. The pre-test average obtained was 58.27. Meanwhile, after carrying out the test or Post-Test, a score of 70.80 was obtained. The median pre-test score is 58 while the post-test is 72. The pre-test mode score is 56, the post-test mode score is 72. The following is the pre-test frequency distribution table for the control class with conventional learning methods:

**Table 4.7 Frequency Distribution of Pre-Test in Control Class**

<b>Pre-Test Kontrol</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 44	3	10.0	10.0	10.0
48	3	10.0	10.0	20.0
52	4	13.3	13.3	33.3
56	5	16.7	16.7	50.0
60	5	16.7	16.7	66.7
64	4	13.3	13.3	80.0
68	2	6.7	6.7	86.7
72	3	10.0	10.0	96.7
76	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The percentage of students' writing skill scores ranges from low to high, as seen in table 4.6 in the control class, there were 10.0% of students who got a score of 44, 10.0% of students who got a score of 48, 13.3% of students who got a score of 52, 16.7% of students who got a score of 56, 16.7% of students who got 60 marks, 13.3% students got 64 marks, and 6.7% got 68 marks, 10.0% students got 72 marks, and 3.3% students got

76 marks with valid percent 100% valid. Based on this explanation, it can also be seen from the following image which is a pre-test histogram in the control class.



**Figure 4.4 Histogram of Pre-Test in Control Class**

Histogram 4.3 shows  $M = 58.27$  and  $SD = 8.956$  determining the category of students' writing skill as good, medium or low. Researchers classify scores using the following criteria:

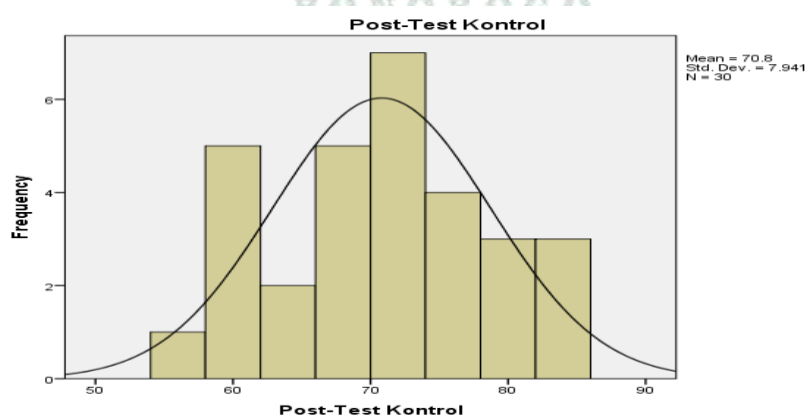
- a.) If the control class pre-test score is less than  $M - 1. SD$  ( $58.27 - 8,956 = 49.314$ ) then it can be categorized as a low score.
- b.) If the pre-test score for the control class is between  $M - 1SD$  ( $58.27 - 8,956 = 49.314$ ) to  $M + 1$  ( $58.27 + 8,956 = 67.226$ ), then it can be categorized as a medium score.
- c.) If the post-test score is more than  $M+1$  ( $58.27 + 8,956 = 67.226$ ). SD can be categorized as good.

**Table 4.8 Frequency Distribution of Pre-Test in Control Class**

Post-Test Kontrol				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	56	1	3.3	3.3	3.3
	60	5	16.7	16.7	20.0
	64	2	6.7	6.7	26.7
	68	5	16.7	16.7	43.3
	72	7	23.3	23.3	66.7
	76	4	13.3	13.3	80.0
	80	3	10.0	10.0	90.0
	84	3	10.0	10.0	100.0
Total		30	100.0	100.0	

The percentage of post test scores on students' writing skill in the control class ranges from low to high, as seen in table 4.8 above. In the control class there were 3.3% of students who got a score of 56, 16.7% of students who got a score of 60, 6.7% of students who got a score of 64, 16.7% of students who got a score of 68, 23.3% of students who got a score of 72, 13.3% of students got a score of 76, and 10.0% of students got a score of 80, and 10.0% of students got a score of 84 with a valid percentage of 100% valid. Based on this explanation, it can also be seen from the following image which is a post-test histogram in the control class.



**Figure 4.5 Histogram of Post-Test in Control Class**

Histogram 4.5 shows that Mean = 70.8 and SD = 7.941 determine the category of students' writing skill as good, medium or low. Researcher classify scores using the following criteria:

- a.) If the control class pretest score is less than  $M - 1 SD$  ( $70.8 - 7.941 = 62.859$ ) then it can be categorized as a low score.
- b.) If the pre-test score for the control class is between  $M - 1SD$  ( $70.8 - 7.941 = 62.859$ ) to  $M + 1SD$  ( $70.8 + 7.941 = 78.741$ ), then it can be categorized as a medium score.
- c.) If the post-test score is more than  $M + 1 SD$  ( $70.8 + 7.941 = 78.741$ ) then it can be categorized as good.

### C. Data Analysis and Hypothesis Testing

To answer this hypothesis, it is necessary to test the data so that the authenticity and responsibility of the answers can be stated. The following are the data results from the students' pre-test and post-test:

#### 1. Normality Test

When assessing the distribution of data in a group of data or variable data, it must be ensured that it is normal. To ensure whether the data obtained is normally distributed or not, a normality test is carried out. The Kolmogorov Smirnov one sample test was carried out using SPSS 22.0 with a significance level of 0.05. The following table shows the results:

**Table 4.13. Normality Testing**

		Tests of Normality		
		Kolmogorov-Smirnov <sup>a</sup>		
	Class	Statistic	df.	Sig.
Scores Result	Pre-Test Experiment	.125	30	.200*
	Post-Test Experiment	.121	30	.200*

Pre-Test Control	.100	30	.200*
Post-Test Control	.127	30	.200*

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

a. Lilliefors Significance Correction

From the table above it can be seen that the sig value. greater than 0.05, namely  $0.200 > 0.05$ , it can be concluded that the data from this study is normal.

2. Homogeneity Test

The homogeneity test is used to determine the similarity of the populations in the data.

The following is a table of homogeneity test results:

**Table 4.14 Homogeneity Test of Experimental and Control Class Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Scores Result	Based on Mean	.017	1	58	.897
	Based on Median	.011	1	58	.915
	Based on Median and with adjusted df	.011	1	57.971	.915
	Based on trimmed mean	.015	1	58	.902

Based on the data in the homogeneity test table above, mean the data is 0.897. Because the value of a statistic is greater ( $0.897 > 0.05$ ), it can be concluded that the data variant is homogeneity.

3. Test the Hypothesis

After the data is declared normal through a normality test and the data is declared homogeneous, the next step is the independent sample T test used by researchers to analyze the data in the SPSS program. The data results are calculated as follows:

**Table 4.15 Mean Score of Experimental Class Group Statistics**

<b>Group Statistics</b>					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Scores Result	Post-Test Experiment Class (using GPT Chat)	30	77.07	7.786	1.421
	Post-Test Control Class	30	70.80	7.941	1.450

**Table 4.16 Mean Score of Experimental Class Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df.	Sig. (2-tailed)
Scores Result	Equal variances assumed	.017	.897	3.086	58	.003
	Equal variances not assumed			3.086	57.977	.003

<b>t-test for Equality of Means</b>				
Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Lower	Upper	
6.267	2.030	2.202	10.331	
6.267	2.030	2.202	10.331	

Based on the data in the table above, the mean score for the experimental class is 77.07, while the control class is 70.80. It can be concluded that there is a difference in the

mean score of students' Post-test between the experimental class and the control class post-test. Next, the researcher must interpret the results of the "Independent Sample Test" research to show whether there are significant differences or not. A number of decisions can be chosen considering the following methods:

- a.) If the value is significant (two-sided)  $\leq 0.05$ , then it is considered that there is a significant difference between students' writing achievement in the control class and the test class, and the hypothesis is considered accepted.
- b.) If the value is significant (two-sided). If  $\geq 0.05$ , it can be observed that there is no significant difference in the achievement of students' writing skills in the control group and the experimental group, or the hypothesis is null.

Find the Sig value in the table above, the value (two-tailed) for the experimental and control classes is 0.003, which indicates that there is a significant difference in the achievement of students' writing skill in the control and experimental classes, or the hypothesis is accepted.

#### **D. Discussion**

In this research, researcher focused on testing students' abilities at SMK PGRI 2 Ponorogo by implementing using GPT Chat ini improving writing skills, not only how to write which is assessed but focus and goal, content and development, structure and organization, style and use of language, and grammar and spelling, especially to assess recount text material.<sup>98</sup> This research was carried out in two groups, namely the experimental group and the control group, each of which was given different treatments. The experimental group received learning by using GPT Chat, while the control group

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<sup>98</sup> Durga and Rao, "Developing Students' Writing Skills in English-A Process Approach."

only used Genre Based Approach (GBA). Learning methods, namely lectures and questions and answers. Researcher collect data by applying tests, then analyze it using descriptive statistical methods to answer the problem formulation that has been created.

Before carrying out treatment, the two groups were confirmed to have comparable abilities which were tested using an independent sample test. Then the experimental class was given treatment and tests. Based on the analysis above, the control group posttest average is 7,708. Meanwhile, the mean student score in the experimental group was 77.07. The results show that the P or sig value is 0,003 smaller than 0,005. This shows that the experimental group's score increased after the researcher gave treatment to the experimental class. The used of GPT Chat in recount text is effective in improving writing skill. With the strategies and media used in class, researchers observed that students in the experimental class turned out to have great motivation in participating in the learning process. This is something new when learning English. Applying GPT Chat helps them remember the details and essence of experiences and stories that they have written on paper. Apart from that, the application of GPT Chat makes students interested in writing about an event or personal experience. Students looked enthusiastic about working on questions and discussing with their groups.

Meanwhile, students in the control class who were taught used Genre Based Approach learning strategies and media seemed less active, only a few students seemed active in the learning process. This can be clearly seen from the participation of students in taking part in these activities in response to instructions from teachers and students who do not understand the material but they try to understand the material well.



The application of GPT Chat media in learning is a new method that can be applied in utilizing this increasingly advanced technology, apart from that, the application of GPT Chat is used by them to understand the material more quickly, they can exchange ideas with each other and can solve problems.<sup>99</sup> problem. This really attracts students' attention in understanding the material well.

Using good technology is an effective way to apply GPT Chat for teaching recount text. With current technological advances, the used of Generative Pre-trained Transformer (GPT) Chat which is supported by artificial intelligence can provide an interactive and interesting learning experience for students. Apart from that, implementing GPT Chat can help students improve their writing skill. Through discussions with GPT Chat, students can practice constructing sentences, composing stories, and developing their ideas creatively. Apart from that, GPT Chat can also provide useful feedback for students to improve their writing skill.<sup>100</sup>

The used in implementing GPT Chat for learning recount text can also increase student involvement in the learning process. By interacting with GPT Chat, students can feel more motivated and actively involved in learning. They can ask questions, share ideas, and discuss certain topics in depth. Apart from that, the application of technology in recount text learning also allows for personalized and adaptive learning. GPT Chat can be tailored to individual student needs, so that each student can learn according to their

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<sup>99</sup> Shidiq, "The Use of Artificial Intelligence-Based Chat-Gpt and Its Challenges for the World of Education; From the Viewpoint of the Development of Creative Writing Skills."

<sup>100</sup> Adi Setiawan and Ulfah Khairiyah Luthfiyani, "Penggunaan ChatGPT Untuk Pendidikan Di Era Education 4.0: Usulan Inovasi Meningkatkan Keterampilan Menulis," *JURNAL PETISI (Pendidikan Teknologi Informasi)* 4, no. 1 (2023): 49–58, <https://doi.org/10.36232/jurnalpetisi.v4i1.3680>.

own level of understanding and learning pace.<sup>101</sup> Thus, the use of good technology, such as GPT Chat, can be an innovative and effective approach in teaching recount text. This not only enriches students' learning experience, but also helps them to develop better writing and critical thinking skills.



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<sup>101</sup> BY Mulu Geta Gencha, "The Impact of Blended Learning on Developing Students' Writing Skills and the Perceptions of English Language Instructors and Students: Hawassa University in Focus" 4, no. May (2016): 20.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the results of research that has been carried out at SMK PGRI 2 Ponorogo in implementing Generative Pre-trained Transformer (GPT) Chat media in learning English, it can be concluded that this media is effective in improving students' abilities, especially in writing skills. The results of this research show that there is a significant difference in the average score between experimental class students who use GPT Chat and control class students who apply conventional learning. Students involved in the experimental class showed a higher increase in their writing skill scores compared to control class students.

The results show that the P or sig value is 0,003 smaller than 0.005. This shows that the experimental group's score increased after the researcher gave treatment to the experimental class. The used of GPT Chat in recount text is effective in improving writing comprehension. With the strategies and media used in class, researchers observed that students in the experimental class turned out to have great motivation in participating in the learning process. This is something new when learning English. Applying GPT Chat helps them remember the details and essence of experiences and stories that they have written on paper. Apart from that, the application of GPT Chat s students interested in writing about an event or personal experience. Students looked enthusiastic about working on questions and discussing with their groups.

From the average value data obtained, it can be seen that students who use GPT Chat show better interest and performance in writing skills. They are able to apply well when

using GPT Chat media during the learning process. Thus, it can be concluded that there are differences in students who are taught using GPT Chat get media better scores in writing test than those who are not in understanding recount text material. Thus, the results of this research provide an important contribution in the development of innovative and effective learning methods to improve students' abilities in writing skill.

## **B. Recommendations**

This research shows that using GPT Chat media can improve students' writing skill in recount text. In connection with the above, researcher provide several recommendations as follows:

following:

### **1. For English Teachers**

In implementing the GPT Chat media, the teachers must pay attention to each child's use of smartphones, because children may be able good with their smartphones. The teachers must provide thesis instructions and supervision for students.

### **2. For Students**

Improving writing skill using GPT Chat makes it easier for students to receive and provide understanding with their friends compared to using books and explanations from teachers. Students can access GPT Chat easily on their respective smartphones to keep up with today's sophisticated technology. Researcher hopes that students can gain great benefits from motivation to learn and practice their English, especially in writing skill by GPT Chat media in the learning process.

### **3. For Other Researchers**

Researcher expects the results of this research is useful for future researchers who will advance their understanding of the English language teaching and learning process, especially for students' writing skills in applying GPT Chat media.



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