**AN UNDERGRADUATE THESIS**

**THE EFFECT OF USING CHATGPT ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG**

**By:**

**RATNA SARI**

**Student Number: 2201050009**



**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**

**1447 H/ 2025**

# AN UNDERGRADUATE THESIS

# THE EFFECT OF USING CHATGPT ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG

Presented as a Partial Fulfilment of The Requirements
for the Degree of Bachelor of Education (S.Pd)
In English Education Department

By:

**RATNA SARI**
Student Number: 2201050009

Sponsor: Aisyah Sunarwan, M.Pd

English Education Study Program
Faculty of Tarbiyah and Teacher Training

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**
**1447 H/ 2025 M**

## APPROVAL PAGE

| | | |
|---|---|---|
| Name | : | Ratna Sari |
| Students Number | : | 2201050009 |
| Department | : | English Education |
| Faculty | : | Tarbiyah and Teacher Training Faculty |
| Title | : | THE EFFECT OF USING CHATGPT ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG |

## APPROVED BY:

To be discussed in the Thesis (Munaqosyah) in Tarbiyah Faculty of State Islamic University Of Jurai Siwo Lampung.

Head of English Education Department,

**Dr. Much Deiniatur, M.Pd.B.I**
NIP. 198803082015031006

Metro, 11 Desember 2025
Sponsor

**Aisyah Sunarwan, M.Pd**
NIDN. 0207021310

## NOTA DINAS

Nomor      :
Lampiran   :
Perihal      : **Mohon dimunaqosyahkan Skripsi**
                 **Ratna Sari**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri (UIN) Jurai Siwo Lampung

*Assalamualaikum Wr. Wb.*

     Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Proposal yang disusun oleh:

Nama           : Ratna Sari

NPM           : 2201050009

Prodi          : Tadris Bahasa Inggris

Fakultas      : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : THE EFFECT OF USING CHATGPT ON STUDENTS` WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG

     Sudah kami dapat setujui dan dapat diajukan untuk disidangkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb*

Mengetahui,
Ketua Prodi Tadris Bahasa Inggris

**Dr. Much Deiniatur, M.Pd.B.I**
NIP. 198803082015031006

Metro, 11 Desember 2025
Dosen Pembimbing

**Aisyah Sunarwan, M.Pd**
NIDN. 0207021310

iv

## NOTIFICATION LETTER

Number    :

Appendix   : -

Matter      : **In order to hold the Munaqosyah
Ratna Sari**

To:

The Honorable the Dean of Tarbiyah and Teacher Training Faculty
of the State Islamic University of Jurai Siwo Lampung

*Assalamu'alaikum, Wr. Wb*

     We have given guidance and enough improvement to research thesis script which is written by:

Name                : Ratna Sari

Students Number  : 2201050009

Department       : English Education

Faculty           : Tarbiyah and Teacher Training Faculty

Title              : THE EFFECT OF USING CHATGPT ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG

     It has been agreed so it can be continued to the **Faculty of Tarbiyah and Teacher Training** in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Head of English Education Department,

**Dr. Much Deiniatur, M.Pd.B.I**
NIP. 198803082015031006

Metro, 11 Desember 2025
Sponsor,

**Aisyah Sunarwan, M.Pd**
NIDN. 0207021310

v

**RATIFICATION PAGE**
No: B-0164/Un.36.1/D/PP.00.9/01/2026

An Undergraduate thesis entitled: THE EFFECT OF USING CHATGPT ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG written by: Ratna Sari, Student Number 2201050009 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, Desember 17th 2025, at 13.00-15.00 AM

**BOARD OF EXAMINERS**

Examiner I     : Aisyah Sunarwan, M.Pd                (...................................)

Examiner II    : Dr. Ahmad Subhan Roza, M.Pd        (...................................)

Examiner III   : Dr. Much Deiniatur, M.Pd.B.I         (...................................)

Examiner IV   : Eka Yuniasih , M.Pd                   (...................................)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Siti Annisah, M.Pd.
NIP. 198006072003122003

vi
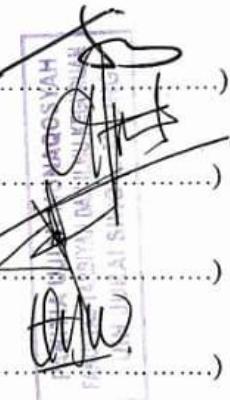
**ABSTRACT**

**THE EFFECT OF USING CHATGPT ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG**

**By:**

**RATNA SARI**

This reseach aims to determine whether there is a positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of Ma Ma'arif Nu 5 Sekampung East Lampung. The problem addressed in this research is related to writing ability, based on problem identification.

This research is quantitative research with a quasi-experimental design. The population of the study is all tenth-grade students at Ma Ma'arif Nu 5 Sekampung, while the sample consists of class X 4 as the control class and X 5 as the experimental class. The research instruments used are tests, which are administered twice, namely a pre-test and a post-test, to measure students' learning outcomes in English learning.

The analysis results using the Mann–Whitney test showed an Asymp. Sig (2-tailed) value of 0.000, which is smaller than 0.05, indicating that there is a difference in learning outcomes between the control class and the experimental class. Thus, Ho is rejected and Ha is accepted, meaning that there is a positive effect of using ChatGPT on students' writing ability. Additionally, the average post-test score of the control class is 57, while the experimental class is 80, further reinforcing that the using of ChatGPT has a positive and significant effect on the descriptive text writing ability of tenth grade students at MA Ma'arif NU 5 Sekampung East Lampung.

**Keywords:** *ChatGPT, Descriptive Text, Writing Ability*

**ABSTRAK**

**PENGARUH PENGGUNAAN CHATGPT TERHADAP KEMAMPUAN MENULIS DESCRIPTIVE TEXT SISWA DI KELAS X MA MA'ARIF NU 5 SEKAMPUNG LAMPUNG TIMUR**

**Oleh:**

**RATNA SARI**

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh positif and signifikan dari penggunaan ChatGPT terhadap kemampuan menulis deskriptif teks siswa kelas sepuluh di Ma Ma'arif Nu 5 Sekampung Lampung Timur. Permasalahan yang diangkat dalam penelitian ini berkaitan dengan kemampuan menulis, yang berdasarkan pada identifikasi masalah.

Penelitian ini merupakan penelitian kuantitatif dengan desain quasi eksperimen. Populasi penelitian adalah seluruh siswa kelas X Ma Ma'arif Nu 5 Sekampung, sedangkan sampel terdiri atas siswa kelas X 4 sebagai kelas kontrol dan X 5 sebagai kelas eksperimen. Instrumen penelitian yang digunakan adalah tes, yang di laksanakan sebanyak dua kali, yaitu pre-test dan post-test, untuk mengukur hasil belajar siswa dalam pembelajaran bahasa Inggris.

Hasil analisis menggunakan uji Mann–Whitney menunjukkan nilai Asymp. Sig (2-tailed) sebesar 0,000 yang lebih kecil dari 0,05, sehingga terdapat perbedaan hasil belajar antara kelas control dan kelas eksperimen. Dengan demikian, Ho ditolak dan Ha diterima, yang berarti terdapat pengaruh positif penggunaan ChatGPT terhadap kemampuan menulis siswa. Selain itu, rata-rata nilai post-test kelas kontrol adalah 57, sedangkan kelas eksperimen adalah 80, yang semakin menguatkan bahwa penggunaan ChatGPT memberikan pengaruh positif dan signifikan terhadap kemampuan menulis teks deskriptif siswa kelas sepuluh MA Ma'arif NU 5 Sekampung Lampung Timur.

**Kata Kunci**: *ChatGPT, Teks Deskriptif, Kemampuan Menulis*

# STATEMENT OF RESEARCH ORIGINALITY

This Undersigned:

    Name                    : Ratna Sari

    Student Number     : 2201050009

    Study Program      : English Education

    Faculty                : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, December 11th, 2025

The Researcher,

**Ratna Sari**

St. Number 2201050009

# ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama : Ratna Sari

NPM : 2201050009

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan asli hasil penelitian saya kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan di sebutkan dalam daftar Pustaka.

Metro, 11 Desember 2025

Yang Menyatakan,

**Ratna Sari**
NPM. 2201050009

# MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا

*"Allah does not burden a person beyond their capacity"*

(Q.S Al-Baqarah: 286)

"Success does not belong to the smart. Success belongs to those who continually strive"

*~BJ Habibie*

# DEDICATION PAGE

This modest piece of writing is dedicated to the wonderful people who have always encouraged me and given me the strength to complete this thesis.

1. My beloved late mother, Tatik. The mother whom I always miss and love, may you see your little daughter from the best place by His side. Thank you for being the mother who gave birth to me and made me the strong person I am today. This thesis is dedicated as a token of devotion and love for you, Mother.

2. My beloved father, Jaelani, who has prayed for me, supported me, given me advice and encouragement, and prayed for my success in completing my studies.

3. My beloved late grandfather, Sipon. Thank you for all the love, guidance and attention you gave me since I was a child.

4. My older brother, Bayu Prasetiawan, and my younger brother, Sapta Ady Tama, thank you for your prayers, care, love, and unwavering support throughout this journey of study.

# ACKNOWLEDGMENT

In the name of Allah, the Most Gracious and Most Merciful. All praise is due to Allah, the Lord of all worlds, without whose grace and blessings none of this could have been realized. The researcher is very grateful for the opportunity given. Allah has bestowed His grace and blessings upon the researcher so that they can complete this undergraduate thesis. In writing this undergraduate thesis, the researcher fully realizes their shortcomings. Without the help, guidance, and advice from various parties, it would have been impossible to complete this thesis. Therefore, on this occasion, the researcher would like to express their gratitude to:

1. Prof. Dr. Ida Umami, M.Pd. Kons., as the Rector of the State Islamic University of Jurai Siwo Lampung.

2. Dr. Siti Annisah, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training.

3. Dr. Much Deiniatur, M.Pd.B.I., as the Head of the English Education Department.

4. Aisyah Sunarwan, M.Pd., as the supervisor who has provided support and guidance to the researcher.

5. Fitriyanto, S.Ag., as the principal of Ma Ma'arif Nu 5 Sekampung, who has provided permission and support to conduct the research at the school.

6. Intan Muthoharoh, M.H., as the English teacher of Ma Ma'arif Nu 5 Sekampung, who has provided assistance and support during the research process in her class.

I am indebted to many parties whom I cannot mention one by one. I realize the imperfections of this work; however, I hope this work can contribute to the advancement of English teaching and learning in general. Therefore, criticism and suggestions are greatly needed to build up this undergraduate thesis. It is Allah who grants success and guides us to the right path.

Metro, December 11<sup>th</sup>, 2025

The Researcher,

Ratna Sari

St. Number 2201050009

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF APPENDICES

# LIST OF FIGURES

# CHAPTER I
# INTRODUCTION

## A. Background of the Study

English is one of the international languages that plays a pivotal role in the field of education. Many countries have designated English as an official language, and it is widely utilized in various academic contexts, including learning activities, research, and scientific communication. In Indonesia, English is taught from the elementary level through to higher education, and learning the language has become an essential requirement for students both in spoken and written forms. In the Indonesian educational context, students are expected to acquire six fundamental language skills, namely listening, speaking, reading, writing, viewing, and presenting.[1]

Among these, writing is categorized as a productive skill and is often perceived as the most challenging to master. According to Brown, writing ability is not developed in a short period but rather through sustained practice over time.[2] It demands not only a solid grasp of vocabulary, grammar, and spelling but also the capacity to generate ideas, organize them coherently, and express them effectively in written form.

In reality, writing in English tends to be dreaded and boring. One of the reasons is that teachers integrate all language skills such as writing,

---

[1] Titin Kustini, 'M*apping The Readiness Of Students In Learning English Phase F Of The Independent Curriculum',* Buletin Ilmiah Pendidikan, (2023), 142–150
[2] H. Douglas Brown and James A. Lander, *'Teaching by Principles: An Interactive Approach to Language Pedagogy'*, Language (Longman, 1995), 843.

speaking, reading, listening, viewing and, presenting, without focusing on writing ability. Therefore, teachers are encouraged to design more interesting and efficient learning strategies. One of them is the use of effective learning media. Learning media serves a crucial role in enhancing students' comprehension, fostering motivation, and supporting creative as well as systematic thinking in writing activities.[3]

In line with advancements in technology, various digital innovations particularly in the realm of artificial intelligence (AI) have begun to influence the educational landscape. One notable AI based application is ChatGPT, a language model developed using Natural Language Processing (NLP) techniques. ChatGPT, which stands for Generative Pre-trained Transformer, is an artificial intelligence (AI) based platform with significant potential in the field of education.[4] The integration of ChatGPT into educational practices represents a crucial initial step for both educators and students to enhance their technological literacy and avoid falling behind in the face of rapid digital advancements. Active engagement with such technologies is essential in the era of globalization, where a wide range of activities increasingly rely on automated systems and intelligent machines.

Consequently, the current generation must take an active role, particularly within educational contexts, to remain relevant and avoid being

---

[3] I Wayan Kandia and others, 'T*he Strategic Role of Learning Media in Optimizing Student Learning Outcomes',* Journal of Education Research, (2023), 510.

[4] Yogesh K. Dwivedi et al, *'So What If ChatGPT Wrote It?" Multidisciplinary Perspectives on Opportunities, Challenges and Implications of Generative Conversational AI for Research, Practice and Policy',* International Journal of Information Management, (2023).

perceived as outdated. ChatGPT was developed by OpenAI and officially released on November 30, 2022.[5] ChatGPT can assist users in generating written text, offering constructive feedback, and facilitating the development of coherent and grammatically correct sentences. In the context of learning English writing, ChatGPT has the potential to serve as an effective learning medium, particularly in enhancing students' writing ability in composing descriptive texts. It can support paragraph organization, vocabulary enrichment, and evaluation of students' written output in a dynamic and individualized manner.

In connection with the writing problem above, the researcher conducted a Pre-survey at MA Ma'arif NU 5 Sekampung on July 25, 2025, to identify the writing issues of students. The researcher has found that tenth-grade students have problems in writing ability, especially in writing ability in descriptive texts. It can be proven from test result of writing descriptive text that we can see on the following table.

---

[5] David Mhlanga, '*The Value of Open AI and Chat GPT for the Current Learning Environments and the Potential Future Uses*', Ssrn Electronic Journal, (2023).

**Table 1.1**

**Pre-Survey Result of Writing Ability for English Grade Students of Class X at MA Ma'arif NU 5 Sekampung**

| No | Class Interval | Frequency | Percentage% |
|---|---|---|---|
| 1. | ≥75 | 8 | 16% |
| 2. | <75 | 42 | 84% |
| Total | | 50 | 100% |

The data above shows that students in class X are experiencing difficulties in writing ability, especially in descriptive texts. The school has set a Minimum Mastery Criteria (MMC) for the English subject at 75. The results of the pre-survey indicate that in class X only 8 students (16%) achieved a score of 75 or higher. Based on the descriptive writing ability of the students at MA Ma'arif NU 5 Sekampung, it can be concluded that the students' ability to write descriptive texts is still low.

Based on the explanation above, it is clear that many students experience difficulties in writing ability, especially in descriptive texts. In addition, students struggle to compose descriptive texts due to limitations in vocabulary and grammar. Therefore, ChatGPT is needed as a suitable medium to increase writing ability in descriptive texts. Thus, the researcher wanted to conduct research titled "The effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung."

## B. Problem Identification

From the identified background, the researcher recognizes the following issues:

1. The students have limited mastery of English vocabulary.

2. The students struggle to convey their ideas in writing.

3. The students have low writing ability especially in writing descriptive text.

4. The new learning media has not been applied in teaching descriptive text.

## C. Problem Limitation

Based on the problem identification, the researcher focused on students who have low writing ability, especially in writing descriptive text. So, the researcher limits the problem to know the effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung.

## D. Problem Formulation

Based on the problem limitation, this research problem is formulated as follows: Is there any positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung?

## E. Objective and Benefit of the Research

1. Objective of the research

   The objective of the research is to find out whether there is any positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung.

2. Benefit of the research

   a. For the teachers

   Provide recommendations for teachers to implement ChatGPT into English writing learning.

   b. For the students

   1) Assist students in improving their writing ability, especially in composing detailed and creative descriptive texts.

   2) Foster students' interest and motivation in using ChatGPT for writing learning.

   c. For the next researcher

   The results of this study can be used as a basic reference on ChatGPT research.

## F. Prior Research

The researcher understands that this study is not the first to be conducted. There are three prior research that the researcher took related to this study. The first study was written by Shofia Kamal in 2020 at MAN 1

Jembrana, titled "The Effectiveness of ChatGPT as a Revising and Editing Tool on Students' Writing Performance." This research utilized a quasi-experimental method involving 24 students in the control group and 21 students in the experimental group. This study focused on students' writing of recount text. The findings indicated that ChatGPT, as a revision and editing tool, is effective in enhancing students' writing abilities and can serve as a complement to teacher feedback in improving EFL students' writing skill.[6]

The second study was conducted by Tiara Salsabila et al. in 2024 with the title "The Effectiveness of Using ChatGPT on Writing Skill of High School Students". This research aimed to assess the effectiveness of using ChatGPT in improving the writing skills of explanation text the eleventh-grade students at SMAN 1 Puloampel. The method employed was a quantitative approach with a quasi-experimental design, involving 60 students divided into control and experimental groups. Data were collected through pre-tests and post-tests in the form of essays. The analysis results using the Independent T-test showed a significance value (2-tailed) of 0.000, indicating that the null hypothesis (H0) can be rejected, supporting the alternative hypothesis (Ha). Thus, it can be concluded that the application of ChatGPT is effective in enhancing the writing skills of eleventh-grade students at SMAN 1 Puloampel. The findings of this study demonstrate that

---

[6] Shofia Kamal, *'The Effectiveness of Chatgpt As a Revising and Editing Tool on Students' Writing Performance'* Undergraduate Thesis, Maulana Malik Ibrahim State Islamic University of Malang, (2024).

ChatGPT serves as a significant tool in the development of students' writing abilities.[7]

The third study was written by Misbah Sultan et al. in 2025 involving undergraduate English students in Pakistan, titled "The Effect of ChatGPT on the Writing Abilities of Undergraduate English Students. "This study aimed to investigate the impact of ChatGPT on the writing abilities of undergraduate English students, focusing on its influence on grammar, vocabulary, coherence, and structural organization. The study particularly examined students' writing in emails, letters, and academic essays. The research applied a quantitative method using a questionnaire as the research instrument. The results indicated that students significantly benefited from ChatGPT in their writing tasks, developing stronger skills in grammar usage, vocabulary mastery, and essay organization. Most students who used ChatGPT reported a positive impact on their writing abilities, while also reducing errors in their assignments.[8]

Based on the above prior research, the researcher provides novelty to this study. The novelty of this study is that the researcher focuses on students who have low writing ability, especially in writing descriptive text, using ChatGPT. By using ChatGPT, it is hoped that students can be assisted

---

[7] Tiara Salsabila, Syafrizal, and Ika Handayani, *'The Effectiveness of Using Chatgpt on Students' Writing Skills in Senior High School',* Tell-Us Journal*,* (2024), 722–732.
[8] Misbah Sultan et al, '*The Effect of ChatGPT on the Writing Abilities of Undergraduate English Students',* Journal of Arts and Linguistics Studies, (2025), 67–91.

in the writing process because they can be inspired by ChatGPT related to

descriptive text topics.

# CHAPTER II
# THEORETICAL REVIEW

## A. The Concept of Writing

### 1. Definition Writing

According to Febriyantika and Parmawati, writing is not just an activity of arranging words or forming letters on paper, but is both a process and a product.[1] The activity of writing requires skills to integrate thoughts, organize ideas, and transform them into coherent and meaningful text. Furthermore, writing also reflects a person's ability to process ideas so that they can be understood by readers. Therefore, writing can be viewed as a means of written communication that requires precision and creativity.

In line with this, Ismayanti and Kholiq emphasize that writing is one of the important indicators of student success in learning English.[2] Writing is not only understood as an end result but also as a process that demonstrates learners' ability to organize and express their knowledge effectively through writing.

Meanwhile, Harmer stated that writing is a productive skill that involves a thinking process as well as creation.[3] This activity is not only a

---

[1] Rika Febriyantika and Aseptiana Parmawati, *'Improving Students' Writing Descriptive Text Through Think-Pair-Share Technique',* Project (Professional Journal of English Education), (2021), 261.

[2] Eni Ismayanti and Abdul Kholiq, *'An Analysis of Students' Lexical Choice in Writing Descriptive Text',* Lunar, (2022), 11.

[3] Jeremy Harmer, '*How to Teach Writing Longman*', Pearson Longman, (2004), 1–12.

way to build and organize ideas, but also serves as a means of reflection that allows the writer to express their thoughts clearly through sentences and paragraphs. Practically, writing can help writers expand their horizons, train logical thinking, and improve their ability to present ideas in a coherent manner. Thus, writing abilities can be seen as a complex cognitive activity because it requires a combination of creativity, language mastery, and critical thinking abilities.

In addition, Nunan emphasizes that writing abilities develop through a systematic process, such as drafting and revising.[4] Through these steps, writers can refine ideas, reorganize texts, and improve the overall quality of their writing.

Based on the above explanation, researchers assume that writing is a productive skill that requires thinking processes, organizing ideas, and language mastery to produce clear, structured, and meaningful writing. The purpose of writing is to convey information, express thoughts, influence readers, and document knowledge in written form. Thus, writing is a complex activity that not only focuses on the final product but also involves the process of reflection, revision, and systematic idea development.

---

[4] David Nunan, '*Second Language Teaching Learning*', Heinle Elt, (1998), 273.

## 2. The Process of Writing

According to Jeremy Hermer process of writing is learning how to write by writing. He suggested that the process of writing has four mains elements in the writing process.[5]

a. Planning

The writer plans in advance what will be written. Some make detailed notes, some only jot down a few keywords, and some even plan it mentally. At this stage, the writer considers the purpose of the writing, who the readers are, and the best way to organize the content.

b. Drafting

A draft is an initial version of a writing. This stage is not final because it will still be improved and refined in the next process.

c. Editing

At this stage, the writer rereads the draft that has been created to find sections that are unclear. The writer may move paragraphs, fix sentences, or rearrange the structure. Input from other readers often also helps the revision process.

d. Final version

After going through revisions, the author produces the final piece. This version may differ significantly from the first draft, but it is ready to be presented to the intended readers.

---

[5] *Ibid,* p. 4-5.

## 3. Kinds of Writing

According to Thomas S. Kane, there are four kinds of writing as follows:[6]

a. Exposition

Exposition is a type of writing that aims to explain or provide information about an object, idea, fact, historical event, or controversial issue. Exposition is structured logically with a certain pattern, such as cause-effect, true-false, general-specific, or positive-negative, and is characterized by the use of conjunctions that indicate relationships between ideas.

b. Description

Description is writing that focuses on the depiction of objects based on sensory observation, especially sight. The presentation pattern is usually spatial, for example top-bottom, front-back, or right-left, so that the reader obtains a clear and structured picture.

c. Narration

Narration refers to writing that presents a series of events in a specific chronological order with the aim of conveying the meaning of those events.

---

[6] Thomas S. Kane, *'The Oxford Essential Guide to Writing',* (New York: Oxford University Press,1987), 6

d. Persuasion

Persuasion is a type of writing that aims to influence the thoughts or beliefs of the reader. Persuasion generally relates to controversial issues and is conveyed through rational arguments, evidence, as well as other forms such as satire and persuasive language that touch on the emotional aspects of the reader.

Based on the kind of texts that had been presented earlier, the research focused on descriptive text to understand the effect produced by students, particularly using ChatGPT in descriptive writing ability.

## 4. The Writing Assessment

Assessment is understood as the process of collecting, processing and interpreting information to make decisions regarding student performance. Through assessment, data is obtained about students' language abilities and achievements.[7] In learning, assessment can be used to find student difficulties, assess learning outcomes, provide feedback, and develop teaching plans. In addition, assessment serves as a source of data to assess student development, identify obstacles, offer alternative solutions, and review the effectiveness of learning.[8] This reflection process helps students to be more in control and responsible for their learning process.

---

[7] *Ibid*, 32.
[8] Ken Hyland, *Second Language Writing*, *Second Language Writing* (Cambridge University Press, 2003).

In this study, the researcher assessed students' writing ability by asking them to compose descriptive texts in the pre-test and post-test. Then the pre-test and post-test results were assessed using the assessment rubric below:

**Table 2.1**
**Assessment of Writing Ability**

| Aspect | Performance Description | Score | Weighting |
|---|---|---|---|
| Content (C) 30% -Topic -Details | Topic is very clear, relevant, and well detailed information. | 4 | 3x |
| | Topic is clear and relevant, details are given but not every complete. | 3 | |
| | Topic is partly clear, with few or limited details. | 2 | |
| | Topic is unclear or not relevant, almost no details provided. | 1 | |
| Organization (O) 20% - Identification -Description | Clear identification and description. Ideas are logically ordered and flow smoothly. | 4 | 2x |
| | Identification and description are present, but order of ideas is sometimes unclear. | 3 | |
| | Weak identification or description: ideas are not well organization. | 2 | |
| | No clear identification or description; ideas are disorganized. | 1 | |
| Grammar (G) 20% -Use present tense -Agreement | Correct use of present tense and subject-verb agreement with almost no errors. | 4 | 2x |
| | Some errors in present tense or agreement, but meaning is still understandable. | 3 | |
| | Frequent errors in present tense or agreement, sometimes confusing the reader. | 2 | |
| | Very frequent errors in tense and agreement; sentence are difficult to understand. | 1 | |

| Vocabulary (V) 15% | Wide and appropriate range of vocabulary, accurate word choices for description. | 4 | 1,5x |
| | Adequate vocabulary, mostly correct word choices, some repetition. | 3 | |
| | Limited vocabulary, frequent repetition word choices. | 2 | |
| | Very limited vocabulary, frequent wrong words, often not suitable for description. | 1 | |
| Mechanics (M) 15% -Spelling -Punctuation -Capitalization | Almost no mistakes in spelling, punctuation, or capitalization. | 4 | 1,5x |
| | A few minor mistakes, but they do not disturb meaning. | 3 | |
| | Several mistakes in spelling/punctuation/capitalization that sometimes confuse. | 2 | |
| | Many mistakes that make the text hard to read. | 1 | |

This rubric score adapted from Brown.[9]

Score= $\underline{3C + 2O + 2G + 1{,}5V + 1{,}5M}$ x 10

40

---

[9] Brown, H, D, *Teaching By Principles: An Interactive Approach To Language Pedagogy* 2nd . New York: Longman, (2007).

B. **The Concept of Descriptive Text**

1. **Definition of Descriptive Text**

Yoandita explains that an effective description should provide enough details with varied elaboration to convey a clear picture of the subject being described.[10] As a result, readers of a descriptive text can imagine how a person, object, or place appears through the writer's words. It explains what someone or something is like, aiming to identify and present a particular person, place, or object. In other words, a descriptive text portrays the characteristics of a person, thing, or place based on its real condition. This indicates that descriptive text has both a communicative and pedagogical function, since it not only delivers information but also supports students in practicing language use through description.

Siahaan states that a descriptive text is a type of English writing in which the author provides a description of an object.[11] Similarly, Indriani at all explains that descriptive text refers to a composition that portrays a specific person, object, or place.[12] From these definitions, it can be concluded that descriptive text emphasizes clarity and specificity, ensuring that the subject being described is easily understood by the reader.

---

[10] Puri Eka Yoandita, *'An Analysis of Students' Ability and Difficulties in Writing Descriptive Text',* Jurnal Joepallt, (2019), 3.

[11] Junita Siahaan*, 'An Analysis of Students' Ability and Difficulties in Writing Descriptive Text',* Journal of English and Education, (2013), 115.

[12] Rizka Indriani, Zahrida, and Mei Hardiah, '*The Effect of Guided Question Technique on Students' Writing Ability in Descriptive Text',* Journal of English Language Teaching, (2019), 221.

Meanwhile Oshima and Hogue that the descriptive is writing appeals to the readers' senses by explaining how something appears, feels, smells, tastes, and/or sounds.[13] This view shows that descriptive text uses the senses to make reading more interesting and to give readers a clear picture of what is being described.

Based on the description above, the researcher assumes that a descriptive text is an English text that clearly describes people, objects, or places. The social function of descriptive text is to describe people, objects, or places.

**2. Generic Structure of Descriptive Text**

a. Generic Structure

According Budi et al, the generic structure of descriptive text consists of two main parts:[14]

1) Identification: introduction to the object being described.

2) Description: a more specific explanation of the object being described.

---

[13] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, *Agenda* (Pearson Longman, 2007), 61.

[14] Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris Work in Progress*, Jakarta: Pusat Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2022).

b. Language feature

According Gerot, Linda, and Wignell, the language features of descriptive text include:[15]

1) Focus on specific participants (My best friends, My favourite food, etc).

2) Use of simple present tense.

3) Use of adjective.

4) Use of adverb of frequency.

**Table 2.2**
**Example of Descriptive Text**

My Best Friend

| | |
|---|---|
| Let me introduce my best friend. Her name is Hana. She is my classmate at secondary school. She is seventeen years old. | Identification |
| Hana is very beautiful. She has an oval face, round eyes, a straight nose, and beautiful short black hair. Her skin is fair. She also has a slim figure and is quite tall. She is 150 centimetres tall. Hana loves reading and cooking. She is smart and friendly. She often helps me with my homework and always respects her elders. Everyone likes her. | Description |

---

[15] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Antipodeon Education Enterprises Publishing, (1994).

## C. The Concept of ChatGPT

### 1. History of ChatGPT

ChatGPT is a computer program that can interact with humans. This program runs on OpenAI, a research group. The company was founded in 2015 by Sam Altman, Greg Brockman, Elon Musk, and several others. The Transformer model, created by OpenAI in 2017, is a type of computer program that uses artificial neural networks. This model serves as the fundamental starting point for ChatGPT. Vaswani stated that, compared to previous models, the Transformer is specifically designed to better understand and analyse sequential information, such as language.[16]

ChatGPT was launched on November 30, 2022. According to David, ChatGPT quickly gained over one million subscribers as people used social media to spread the word about its potential. Generative Pre-trained Transformer, or GPT, was initially introduced by OpenAI in 2018.[17] GPT was developed to generate original text in response to given commands. GPT is programmed and trained on a large text corpus.

However, GPT cannot generate graphics or images. The development of subsequent model versions, culminating in the launch of GPT-3 in June 2020, was driven by the model's ability to produce coherent, substantive, and realistic text. With over 175 billion parameters, GPT-3,

---

[16] Ashish Vaswani et al, '*Attention Is All You Need*', Advances in Neural Information Processing Systems, (2017), 30.

[17] David Baidoo-Anu and Leticia Owusu Ansah, '*Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning*', Journal of AI, (2023), 52–62.

one of the latest versions of ChatGPT, is currently the most robust and powerful. Many applications, such as chatbots, natural language processing, and language translation, have leveraged it. Kalyan said that GPT-3's ability to perform various language tasks, such as translation, summarization, and question answering, without requiring task-specific training data, is one of the most significant advancements of this technology.[18]

Nevertheless, there are several issues in the development of ChatGPT. Concerns about the potential misuse of language models like GPT-3 have been raised by several researchers. They worry about the spread of biased or harmful information, as well as the emergence of fake news. Other researchers have also expressed ethical concerns regarding the lack of transparency in the development of this model and its potential to perpetuate existing biases in linguistic data.[19] Despite these doubts, ChatGPT remains an important tool for natural language processing. ChatGPT has the power to completely change the way people interact with linguistic data and provide quick answers to questions.

Following the launch of GPT-3, OpenAI introduced GPT-4 in 14 March 2023 as a more advanced language model. GPT-4 show significant improvements in reasoning, context understanding, and response accuracy compared to previous versions. According to Murad et al, GPT-4

---

[18] Katikapalli Subramanyam Kalyan, *'A Survey of GPT-3 Family Large Language Models Including ChatGPT and GPT-4',* Natural Language Processing Journal, (2024) .

[19] Duanli Yan et al, '*Detection of AI-Generated Essays in Writing Assessments',* Psychological Test and Assessment Modeling, (2023), 125–144.

demonstrates multimodal capabilities that enable the model to process both textual and visual inputs, allowing it to understand text, images and graphics alongside text.[20]

Furthermore, OpenAI released GPT-5 on 7 August 2025 as a continuation of the development of generative language models. GPT-5 focused on improving reasoning abilities, long term context understanding, accuracy, and alignment with human values. This model is designed to improve reliability, including in the processing of complex information in the fields of education and research.[21]

## 2. ChatGPT as a Learning Media

A study by Aji et al, shows that ChatGPT significantly enhances teachers' competencies in developing digital learning media, such as interactive videos, learning modules, and assessment instruments, which contributes to a more engaging and effective learning process in schools.[22] These findings affirm ChatGPT's potential not only as a tool for teachers but also as a medium that can directly support student learning.

In the context of writing, especially descriptive texts, ChatGPT can provide examples of sentence structures, enrich students' vocabulary, and

---

[20] Ibrahim A. Murad, Mustafa Ibrahim Khaleel, and Mohammed Y. Shakor., *Unveiling GPT-4o: Enhanced multimodal capabilities and comparative insights with ChatGPT-4.* International Journal of Electronics and Communications Systems, (2024).

[21] Wan Chong Choi, and Chi In Chang, '*ChatGPT-5 in Education : New Capabilities and Opportunities for Teaching and Learning*', Preprints, (2025), 1–15.

[22] Purno Tri Aji et al, '*Teacher Competence in the Use of ChatGPT for Developing Learning Media in Vocational High Schools'*, International Journal of Community Service Learning, (2024), 407–414.

guide them in organizing ideas more systematically.[23] Therefore, the integration of ChatGPT in writing instruction is expected to improve students' abilities to produce descriptive texts, as ChatGPT facilitates interactive practice, immediate feedback, and exposure to language usage variations that are crucial in developing writing skill.

## 3. The Procedure of Using ChatGPT in Writing

According Sarah et al, there are three procedures using ChatGPT for writing, as follows:[24]

a. Planning

In the planning stage, students use ChatGPT to set writing goals, generate ideas, and organize the writing framework. They can ask about specific reasons, the qualities of the objects being described, or supporting data to have enough material to prepare descriptive texts using prompts taught by the researcher.

b. Translating

At the stage of translating ideas into text, students ask ChatGPT for help in turning ideas into sentences, for example with examples of opening sentences or more appropriate synonyms. However, students are not allowed to copy directly from ChatGPT,

---

[23] Farda Amini and Susanti Arik, *'ChatGPT: Enhancing Students' Writing Skills for EFL Students in Descriptive Text'*, International Journal of Research and Innovation in Social Science, (2024).

[24] Sarah Levine et al, *'How Do Students Use ChatGPT as a Writing Support?',* Journal of Adolescent and Adult Literacy, (2025), 454.

but rather use it as a model or inspiration to construct sentences in their own style.

c.  Reviewing

In the review stage, students utilize ChatGPT to reread, evaluate, and modify their writing. Some students copy the complete drafts into ChatGPT and ask it to correct grammar and coherence, then they assess whether the revised results should be accepted or rejected, with the teacher's direction to maintain the original style of their writing.

Here are some procedures for using ChatGPT for writing:

1)  Researchers prepare students physically and mentally to follow the writing learning process.

2)  The researcher motivated the students by asking questions about their experience in writing descriptive text.

3)  The researcher introduced and explained the use of ChatGPT as a writing learning media.

4)  The researcher displayed an example of descriptive text produced with the help of ChatGPT.

5)  The researcher distributed specific topics to the students and asked them to use ChatGPT to find relevant ideas, vocabulary, or example sentences.

6)  After that, students were asked to draft descriptive text based on the results of their exploration with ChatGPT.

7) The researcher directed students to ask ChatGPT for corrections or suggestions on their drafts.

8) Students revised the text according to the feedback from ChatGPT.

9) The researcher provided additional feedback on structure, vocabulary and grammar.

10) Students wrote the final text and submitted it to be assessed as the result of their writing ability.

4. **Advantages and Disadvantages of ChatGPT**

According Raul et al, there are some points of advantages and disadvantages of ChatGPT, such as:[25]

a. **Advantages of ChatGPT**

1) The convenience and speed of accessing information can save time in completing various educational tasks.

2) The availability of diverse sources of knowledge, as ChatGPT can respond with summarized information sourced from databases, books, magazines, and other resources simply by providing instructions or questions.

3) Chatgpt efficiently and coherently develops academic work, as it provides a rich and easily accessible database.

---

[25] Raul Alberto, Garcia Castro et al, *'Exploration of ChatGPT in Basic Education: Advantages, Disadvantages, and Its Impact on School Tasks'*, Contemporary Educational Technology, (2024), 7.

4) ChatGPT can provide a variety of educational content, in the form of teaching theories.

5) ChatGPT assists teachers in lesson planning, especially when designing more structured learning sessions.

6) ChatGPT can present various pedagogical strategies and allows for personalized learning according to the students' needs.

7) ChatGPT is capable of compiling teaching materials, such as realistic dialogues, news articles, and reading texts.

b. **Disadvantages of ChatGPT**

1) Ease for students in completing assignments, leading to a tendency to not try on their own and only copy the results provided by AI.

2) The use of ChatGPT can also weaken students' research skills, as they are no longer accustomed to seeking and processing information independently.

3) Analytical and critical thinking skills may also decrease, as the quick and instant answers from AI limit students' opportunities to practice deeper thinking processes.

4) Dependence on technology.

5) Limited interaction with teachers is a significant weakness, as excessive use of AI can hinder communication and collaboration in the classroom.

6) Decrease in student creativity in generating new ideas.

## D. Theoretical Framework and Paradigm

### 1. Theoretical Framework

A study must have a theoretical framework as the basis for the concepts in the research. The theoretical framework in this study is a systematic thought for analysing problems and providing a preliminary proposition regarding the focus of the research. There are two variables in this study, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) is using ChatGPT, while the dependent variable (Y) is students' writing ability in descriptive text.

Writing is one of the six language skills that students must master. Many students consider writing to be a difficult skill because it involves several components: content, organization, grammar, vocabulary, and mechanics. A common problem faced by students in writing classes is the difficulty in generating and developing ideas, as well as using grammar correctly. One of the main issues in writing instruction is the lack of appropriate tools and support in the writing process.

In recent years, technology has become one of the innovations that can support the teaching and learning process. Artificial Intelligence (AI), particularly ChatGPT, can assist students in generating ideas, constructing sentences, enriching vocabulary, and providing immediate feedback. By using ChatGPT, students are expected to be more motivated, engaged, and interested in the writing process.

Based on the description above, the researcher assumes that using ChatGPT has a positive and significant effect on the writing ability of descriptive text among the tenth-grade students of MA Ma'arif NU 5 Sekampung.

## 2. Paradigm

Paradigm is a simple scheme that contains the main elements of research and shows the relationships between variables. Based on the theoretical framework above, this research paradigm can be described as follows:

**Figure 2.1**
**The Scheme of Paradigm**
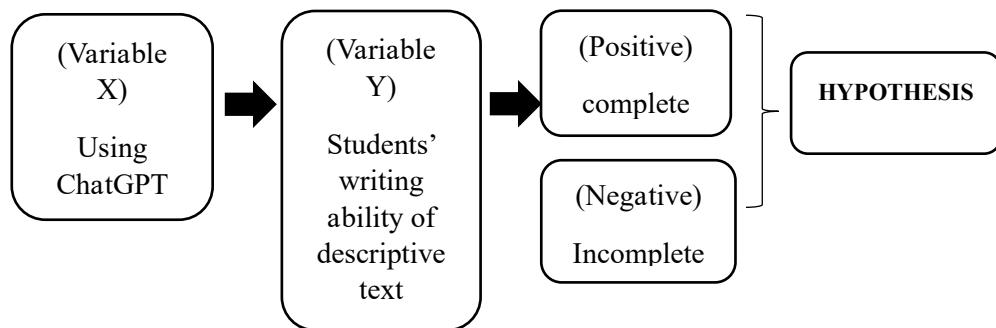


Based on the above paradigm, the researcher concludes that using ChatGPT (variable X) has an effect on students' writing ability of descriptive text (variable Y). If ChatGPT is used effectively, students are able to produce complete descriptive texts (including content, organization, grammar, vocabulary, and mechanics). Thus, the research hypothesis states that there is a positive and significant effect of using ChatGPT on students' writing ability of descriptive text. Conversely, if

ChatGPT is not optimally utilized, students tend to produce incomplete descriptive texts, indicating a negative or insignificant effect.

**E. Hypothesis**

The hypothesis is the answer we expect after conducting a research project.[26] Based on the statement above, there are two forms of hypotheses. The first is the null hypothesis, and the second is the alternative hypothesis. The null hypothesis states that the variables do not have an effect. The alternative hypothesis means that there is indeed a relationship between two variables and that both variables have an effect.

Therefore, the researcher formulated the null hypothesis and the alternative hypothesis. It can be assumed that there is still a positive effect of using ChatGPT on students' writing ability in descriptive texts in the tenth grade of MA Ma'arif NU 5 Sekampung. Furthermore, the researcher formulated the hypothesis, focusing on the following conceptual assumptions:

a) Alternative Hypothesis (Ha)

There is a positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung.

---

[26] Ebrahim Khodadady, *Research Principl Method And Statistic In Applied Linguistic*, *Ferdowsi University Of Mashhad* (Ferdowsi University of Mashhad, 2013), 33.

b) Null Hypothesis (Ho)

There is no positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung.

# CHAPTER III
# RESEARCH METHOD

## A. Research Design

Research design is a structured plan that guides the research process to ensure every question can be answered and the objectives are achieved.[1] This research was conducted using a quantitative research method. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena.[2]

This research was conducted using quantitative research method with a quasi-experimental research design. Quasi-experimental research is a study in which the researcher assigns intact groups as the experimental and control groups using pre-test and post-test.[3] This research used two groups; experimental and control group and these groups were chosen by using cluster random sampling. The experimental group doing pre-test, receive the treatment, and doing the post- test, therefore the controlled group doing pre-test and post-test only with conventional method in the class. The treatment is conducted after pre-test. The pre-test is intended to find out the students writing ability before the treatment. Meanwhile, the post-test is intended to find out the students' writing ability after the treatment given.

---

[1] Donna Schantz and Carol A. Lindeman, '*The Research Design*', *J*ournal of Critical Reviews, (2023), 35–41.

[2] L.R Gay, Geoffrey.E Mills, and Peter Airasian, *Educational Research* (Pearson, 2012).

[3] John W Creswell, '*Research Design: Qualitative, Quantitative and Mixed Methods Approaches',* (2004), 82–83

This research is intended to investigate whether there is any positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung.

## B. Operational Definition of Variable

The operational definition of a variable is a complete set of instructions on what to observe, and measure to test a variable. Furthermore, Creswell 2004 states that "Variables need to be specified in an experiment so that it is clear to the reader which groups receive the experimental treatment and what outcomes are measured".[4] The variables used in this study are:

### 1. Independent Variable

Independent variable means a variable that is selected, manipulated, and measured by the researcher. The independent variable in this study is using ChatGPT. To evaluate this variable, the following measurement tools and methods were used, as follows:

a. Measurement Tool

Using ChatGPT was measured through student feedback surveys.

b. How to measure

The frequency using ChatGPT and the level of student engagement were assessed.

---

[4] *Ibid,* 157

c. Indicators

Students are able to generate ideas, organise descriptive text more clearly, enrich vocabulary and sentence structure, and revise writing based on ChatGPT feedback.

2. **Dependent Variable**

The dependent variable is the result or effect that is influenced by the independent variable. The dependent variable in this study is students' writing ability of descriptive text. The evaluation of this variable will be carried out using the following methods:

a. Measurement Tools

Students' writing ability was measured using a writing test and a scoring rubric.

b. How to measure

Pre-test and post-test are used to compare students' ability in writing descriptive text.

c. Indicators

Students are able to write descriptive text using correct content, organization, grammar, vocabulary and mechanics.

### C. Population, Sample, and Sampling Technique

#### 1. Population

The population is determined by the researcher and must be achievable, measurable, and relevant to the research objectives.[5] In other words, the population includes the entire group that became the subject of the research. In this study, the population consisted of all tenth grade students of MA Ma'arif Nu 5 Sekampung, which are specifically divided into six classes: X 1, X 2, X 3, X 4, X 5, and X 6.

#### 2. Sample

The sample is a set of individuals selected for research. The sample consisted of two classes: X 5 as the experimental class with 25 students and class X 4 as the control class with 25 students.

#### 3. Sampling Technique

According to Donal Ary, a sample is part of a population.[6] Marczyk expressed a similar view, stating that a sample is part of a population.[7] Thus, a sample can be understood as a small group that represents a population for research purposes. In this study, the researcher employed the Cluster Random Sampling technique. This

---

[5] Moses Adeleke Adeoye and Christine Adong, *'The Power of Precision: Why Your Research Focus Should Be Smart?',* Journal of Education Action Research, (2023), 569-577.

[6] Donald Ary et al, *Introduction to Research in Education*, Eighth Edi (Wadsworth Cengage Learning, 2010), 148.

[7] Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology Essentials of Behavioral Science*, Book, (2005), 84.

technique refers to a sampling method in which each class is regarded as a whole group, so that all classes have an equal chance of being selected without favoring individual members within it. Based on this procedure, the researcher determined the research sample consisting of two classes.

## D. Data Collection Technique

### 1. Test

In the study, tests were used as a data collection method to measure both variables. The researcher used a descriptive writing test to measure the level of writing ability. The researcher used a descriptive writing test to measure the level of writing ability. There are two tests used in this study, namely:[8]

#### a. Pre-test

The Pre-test was aministered before the introduction of ChatGPT as a learning medium. This test measures students' baseline writing ability in composing descriptive texts, providing a quantitative measure for comparison after the treatment.

#### b. Post-test

The Post-test was administered after using ChatGPT in the teaching and learning process. This test quantitatively assesses students' writing ability in descriptive texts to determine any significant improvement in their performance as a result of the

---

[8] Gary Anderson, *'Fundamentals of Educational Research'*, (Usa The Falmer Press, 1998), 94.

treatment. The results from the post-test are then compared with those from the pre-test to evaluate the effect of using ChatGPT on students' writing ability in descriptive texts.

## E. Research Instrument

Research instrument is a tool used to collect data or information that is useful for answering research problems. To determine the students' writing ability, the researcher conducted a pre-test and post-test by giving the students a writing test. The writing test was compiled based on writing indicators and contained descriptive text. (A complete description of the test instrument ca be found in the appendix on page 93)

## 1. Measurement of Research Instrument

Data processing techniques are carried out using the validity test and reliability test.

### a. Validity Test

A validity test is data that can be trusted as true in accordance with reality. According to Sugiyono, validity means that an instrument is capable of measuring what it is intended to measure.[9] Validity indicates the level of accuracy between the actual data from the object and the data gathered by the researcher. To make the process of data collection and calculation more efficient,

---

[9] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D* (Penerbit Alfabeta Bandung, 2013).

this study applied the IBM SPSS Statistics 25 software. The steps for conducting a validity test are as follows:

1) Open the IBM SPSS application.

2) Input the data into Data View.

3) Go to the Menu, select analyze, then choose the Correlate submenu, followed by Bivariate.

4) When the Bivariate Correlations dialog box appears, move all data into the Variables box. Under Correlation Coefficients, choose Pearson, and in the Test of Significance section, select Two-tailed. Then, check the Flag Significant Correlations option.

5) Finally, click OK.

b. Reliability Test

Reliability test can be used as a data collection tool, which shows the level of accuracy, accuracy, stability, or consistency in revealing certain symptoms. The reliability test in this study was also calculated using the IBM SPSS Statistics 25 application programme. The steps of the reliability test are as follows:

1) Open the IBM SPSS application.

2) Enter the data in the Data View.

3) Select the analyze menu, then select the Scale sub menu, then Reliability Analysis,

4) Move the data to be tested, in the Model section, select Split-Half. Then click Statistics, in the Descriptives for box, select Scaled if the item is deleted. Then click continue.

5) Finally click OK.

## F. Data Analysis Technique

Data analysis techniques are a series of methods used to process, assess, and interpret data in order to produce useful information. This analysis aimed to answer the research question: "Is there a positive and significant effect of using ChatGPT on the descriptive writing ability of tenth-grade students at MA Ma'arif NU 5 Sekampung?" The average pre-test and post-test scores of the control class (without ChatGPT) and the experimental class (using ChatGPT) were used as the basis in the data analysis method. This analysis was used to observe the differences in learning outcomes between the two groups. Before hypothesis testing was conducted, the researcher first determined the normality and homogeneity values of the data. The normality test was conducted to find out whether the data was normally distributed, while the homogeneity test was conducted to determine whether the data was homogeneous or not.

## 1. Normality Test

Kolmogorov-Smirnov and Shapiro-Wilk tests were used to compare the sample scores with normally distributed scores that had the same mean and standard deviation. The normality test aims to determine

the possibility of whether the sample comes from a normally distributed population. The hypotheses in the normality test are:

a. Alternative Hypothesis (Ha): The data are normally distributed if the significance value (sig) > 0.05.

b. Null Hypothesis (Ho): The data are not normally distributed if the significance value (sig) < 0.05.

## 2. Homogeneity Test

After conducting the normality test, the researcher proceeded with the homogeneity test using Levene's test in the SPSS program. The homogeneity test ensures that two or more data samples derived from the population have similar variances (homogeneous). The hypothesis in the homogeneity test is:

a. Alternative Hypothesis (Ha): The data are homogeneous if the significance value (sig) > 0.05.

b. Null Hypothesis (Ho): The data are not homogeneous if the significance value (sig) < 0.05.

## 3. Hypothesis Test

After conducting the normality and homogeneity tests, the researcher continued with the hypothesis test. The researcher found that the data were not normal and not homogeneous, so the data were analyzed using the Mann-Whitney U test to determine the significance of the treatment effect. A significance value of less than 0.05 indicated

statistical significance. The researcher used SPSS version 25 to process the data for the normality test, homogeneity test, and Mann-Whitney U test. The researcher formulated the hypotheses as follows:

Ho: ChatGPT was not effective

Ha: ChatGPT was effective

The criteria for accepting or rejecting the hypotheses were: Ha was accepted if Sig. < 0.05, and Ho was rejected if Sig. > 0.05. The researcher applied inferential statistics to determine whether there was a significant difference between the post-test scores of the control group and the post-test scores of the experimental group.

# CHAPTER IV
# RESULT AND DISCUSSION

## A. Research Result

### 1. Description of Research Location

Madrasah Aliyah Ma'arif NU 5 Sekampung, East Lampung has been established since July 25, 1983. It was founded by the Ma'arif NU Education Institute of the Majelis Wakil Cabang (MWC) of Sekampung Subdistrict, East Lampung Regency, with the principal of the Madrasah being Mr. Drs. Zaidun SW. This Madrasah is located at Kampus Ma'arif Sumbergede Street No. 56 A, Sekampung Subdistrict, East Lampung Regency, Lampung Province, Postal Code 34182, Phone/Fax (0725) 7850794.

The Madrasah Aliyah was established due to the community's need for education, the absence of a Madrasah Aliyah in this area, and with ten supporting junior high schools including: SLTP PGRI 1 Sekampung, SLTP PGRI 2 Sekampung, SLTP PGRI 3 Sekampung, SLTP PGRI 4 Sekampung, SLTP Negeri 1 Sekampung, SLTP Negeri 2 Sekampung, SLTP Muhammadiyah Sekampung, SLTP Pertiwi Sekampung, MTs Ma'arif NU 5 Sekampung, MTs Ma'arif 13 Hargomulyo, and MTs Muhammadiyah Sekampung.

## 2. The Description of Research Result

The results of this research are described based on efforts to answer the research objectives to determine whether there is a positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of MA Ma'arif NU 5 Sekampung. To describe the results of this research, the researcher explains the following parts:

### a. Analysis of Research Instrument Trial Result

#### 1. Validity Test

**Table 4.1**
**The Validity Result**

| | | C | O | G | V | M | Total |
|---|---|---|---|---|---|---|---|
| Content | Pearson Correlation | 1 | .882[**] | .550[*] | .751[**] | .612[**] | .895[**] |
| | Sig. (2-tailed) | | .000 | .012 | .000 | .004 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 |
| Organization | Pearson Correlation | .882[**] | 1 | .550[*] | .751[**] | .723[**] | .925[**] |
| | Sig. (2-tailed) | .000 | | .012 | .000 | .000 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 |
| Grammar | Pearson Correlation | .550[*] | .550[*] | 1 | .488[*] | .780[**] | .755[**] |
| | Sig. (2-tailed) | .012 | .012 | | .029 | .000 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 |
| Vocabulary | Pearson Correlation | .751[**] | .751[**] | .488[*] | 1 | .592[**] | .844[**] |
| | Sig. (2-tailed) | .000 | .000 | .029 | | .006 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 |
| Mechanics | Pearson Correlation | .612[**] | .723[**] | .780[**] | .592[**] | 1 | .861[**] |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Sig. (2-tailed) | .004 | .000 | .000 | .006 | | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 |
| Total | Pearson Correlation | .895** | .925** | .755** | .844** | .861** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table, it can be seen that the results of the validity test for all variables are greater than the r table of 0.444, namely the r observed > 0.444. Thus, it can be said that based on the results of the validity test calculations above, all variables are valid. Therefore, all of these items can be used for actual data collection.

2.  **Reliability Test**

**Table 4.2**
**The Reliability Result**

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .907 | 5 |

The reliability test can be determined by the resulting Cronbach's alpha value. If the Cronbach's alpha value is greater than 0.6, the variable can be considered reliable and can be used for further research. In the reliability statistics table above, it shows that the Cronbach's alpha value obtained is 0.907, which is greater than 0.6. Thus, it can be said that the results of the reliability test calculation

above fall into the fairly reliable category, so the indicators in this research are considered reliable.

**b. Pre-Test Result**

The researcher conducted a pre-test on November 13 and 17, 2025, by giving a writing ability test to tenth-grade students at Ma Ma'arif Nu 5 Sekampung. The type of writing ability test given was an English descriptive text. During the pre-test process, the researcher first explained the instructions and objectives of the activity to the students. The students were then asked to write a descriptive text on the topic "My Father" or "My Mother". During the pre-test, the students worked on the task independently without the help of media, teachers, or friends, so the writing produced truly reflected their initial ability. The results of the pre-test are presented in the following table:

**Table 4.3**
**The Pre-Test Result of Class X4 (Control Class)**

| No | Name | Score | Grade |
|----|------|-------|-------|
| 1 | AWP | 50 | X4 |
| 2 | AZK | 25 | X4 |
| 3 | APEMA | 29 | X4 |
| 4 | AHF | 50 | X4 |
| 5 | AIR | 63 | X4 |
| 6 | AVE | 40 | X4 |
| 7 | BF | 58 | X4 |
| 8 | BHN | 50 | X4 |
| 9 | GN | 68 | X4 |
| 10 | LM | 66 | X4 |
| 11 | MAF | 45 | X4 |
| 12 | MW | 61 | X4 |
| 13 | MKP | 86 | X4 |
| 14 | MAF | 88 | X4 |

| 15 | MRGH | 51 | X4 |
|---|---|---|---|
| 16 | NRAR | 25 | X4 |
| 17 | NAU | 88 | X4 |
| 18 | NS | 83 | X4 |
| 19 | NSA | 88 | X4 |
| 20 | NFS | 30 | X4 |
| 21 | SDM | 88 | X4 |
| 22 | SC | 38 | X4 |
| 23 | SR | 50 | X4 |
| 24 | VIH | 40 | X4 |
| 25 | WA | 63 | X4 |
| | Total | 1423 | |
| | The average grade | 57 | |

The data above shows that the pre-test scores of students in class X4 (control class) were generally low. The total score obtained by 25 students was 1.423, with an average score of 57. The results indicate that the students' writing ability were still low.

**Table 4.4**
**The Pre-Test Result of Class X5 (Experiment Class)**

| No | Name | Score | Grade |
|---|---|---|---|
| 1 | AA | 45 | X5 |
| 2 | ANF | 54 | X5 |
| 3 | AM | 49 | X5 |
| 4 | AAL | 58 | X5 |
| 5 | AAR | 50 | X5 |
| 6 | AW | 45 | X5 |
| 7 | AI | 45 | X5 |
| 8 | BCW | 55 | X5 |
| 9 | CK | 45 | X5 |
| 10 | DN | 58 | X5 |
| 11 | FA | 79 | X5 |
| 12 | FSR | 45 | X5 |
| 13 | IS | 83 | X5 |
| 14 | IABZ | 70 | X5 |
| 15 | INL | 38 | X5 |
| 16 | KPH | 50 | X5 |
| 17 | MHW | 38 | X5 |

| 18 | RAA | 25 | X5 |
|----|-----|-----|-----|
| 19 | S | 63 | X5 |
| 20 | SK | 33 | X5 |
| 21 | SA | 63 | X5 |
| 22 | VMS | 50 | X5 |
| 23 | WRSD | 45 | X5 |
| 24 | WRN | 83 | X5 |
| 25 | ZAR | 46 | X5 |
| Total | | 1315 | |
| The average grade | | 52 | |

Based on the results of the pre-test above, it is known that the average score in the experimental class is 52. This shows the students' writing ability before the treatment. As a follow-up to the pre-test, the researcher conducted teaching treatment using ChatGPT.

c. **Treatment by Using ChatGPT**

In this research, the researcher conducted a treatment by applying the use of ChatGPT in the research process. The treatment was carried out over two meetings. The first meeting took place on November 17, 2025. The second research session was conducted on November 18, 2025. This was done directly by the researcher at MA Ma'arif Nu 5 Sekampung.

In the first treatment, the researcher reviewed the material covering definitions, general structure, and language features of descriptive texts. After that, the researcher introduced ChatGPT as a learning media and demonstrated examples of descriptive texts generated with the help of ChatGPT. The researcher also taught how to

use ChatGPT, such as how to give instruction, find vocabulary, and develop ideas.

In the second treatment, the researcher briefly reviewed the material that had been studied previously. Then, students were asked to create a descriptive text about animals based on their own ideas. After writing the initial draft, students were allowed to use ChatGPT to help find vocabulary, check sentences, or improve their writing. The researcher monitored the entire process to ensure that students continued to write based on their own thoughts and did not copy texts directly from ChatGPT.

**d.  Post-Test Result**

The researcher conducted a post-test on November 18, 2025, and December 3, 2025, by giving a writing ability test to tenth-grade students at Ma Ma'arif Nu 5 Sekampung. The type of writing ability test was English descriptive text. During the post-test process, the researcher asked the students to write a descriptive text on the topic "Animal." The post-test was administered to measure the students' writing ability after the treatment had been applied, both in the experimental class that used ChatGPT and in the control class that studied without the assistance of ChatGPT. The post-test results are illustrated in the following table:

**Table 4.5**
**The Post-Test Result of Class X4 (Control Class)**

| No | Name | Score | Grade |
|---|---|---|---|
| 1 | AWP | 45 | X4 |
| 2 | AZK | 58 | X4 |
| 3 | APEMA | 49 | X4 |
| 4 | AHF | 45 | X4 |
| 5 | AIR | 53 | X4 |
| 6 | AVE | 45 | X4 |
| 7 | BF | 50 | X4 |
| 8 | BHN | 41 | X4 |
| 9 | GN | 66 | X4 |
| 10 | LM | 43 | X4 |
| 11 | MAF | 70 | X4 |
| 12 | MW | 80 | X4 |
| 13 | MKP | 66 | X4 |
| 14 | MAF | 80 | X4 |
| 15 | MRGH | 64 | X4 |
| 16 | NRAR | 46 | X4 |
| 17 | NAU | 75 | X4 |
| 18 | NS | 55 | X4 |
| 19 | NSA | 79 | X4 |
| 20 | NFS | 46 | X4 |
| 21 | SDM | 74 | X4 |
| 22 | SC | 50 | X4 |
| 23 | SR | 41 | X4 |
| 24 | VIH | 43 | X4 |
| 25 | WA | 55 | X4 |
| Total | | 1419 | |
| The average grade | | 57 | |

The data above shows that the post-test scores of students in class X4 (control class) were generally low. The total score obtained by 25 students was 1.419, with an average score of 57. The results indicate that, in general, the writing ability of students in class X4 are still in the low category, as most students have not achieved the minimum mastery criteria score.

**Table 4.6**
**The Post-Test Result of Class X5 (Experiment Class)**

| No | Name | Score | Grade |
|---|---|---|---|
| 1 | AA | 84 | X5 |
| 2 | ANF | 75 | X5 |
| 3 | AM | 80 | X5 |
| 4 | AAL | 93 | X5 |
| 5 | AAR | 80 | X5 |
| 6 | AW | 93 | X5 |
| 7 | AI | 79 | X5 |
| 8 | BCW | 88 | X5 |
| 9 | CK | 70 | X5 |
| 10 | DN | 80 | X5 |
| 11 | FA | 88 | X5 |
| 12 | FSR | 74 | X5 |
| 13 | IS | 75 | X5 |
| 14 | IABZ | 75 | X5 |
| 15 | INL | 78 | X5 |
| 16 | KPH | 83 | X5 |
| 17 | MHW | 75 | X5 |
| 18 | RAA | 83 | X5 |
| 19 | S | 66 | X5 |
| 20 | SK | 88 | X5 |
| 21 | SA | 85 | X5 |
| 22 | VMS | 80 | X5 |
| 23 | WRSD | 70 | X5 |
| 24 | WRN | 83 | X5 |
| 25 | ZAR | 71 | X5 |
| | Total | 1996 | |
| | The average grade | 80 | |

Based on the post-test results above, it was found that the average score in the experimental class was 80. This indicates the students' writing ability after the treatment. After obtaining the complete data, the researcher investigated the effect of using ChatGPT on writing ability using SPSS.

## 3. Hypothesis Testing

Differences in learning outcomes in the control class (X4) and the experiment class (X5).

## a. Normality and Homogeneity Test

**Table 4.7**
**The Normality Result**

| Tests of Normality | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Kelas | Statistic | df | Sig. | Statistic | df | Sig. |
| Nilai | post-test control | .173 | 25 | .051 | .885 | 25 | .009 |
| | post-test experiment | .112 | 25 | .200[*] | .974 | 25 | .758 |

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

a. Lilliefors Significance Correction

In this research, the researcher used 50 samples, so the normality test referred to the Shapiro-Wilk test, because this test is recommended and more appropriate for a sample size of 50. Based on the Shapiro-Wilk calculation results, the significance value obtained for the control group data is 0.009, and for the experimental group data is 0.758. The testing criteria state that data is considered normally distributed if the significance value is greater than 0.05. It is seen that the significance value in the control group is less than 0.05, so the control group data is not normally distributed, while the experimental group has a significance value greater than 0.05, so it is normally distributed. Thus,

overall, the data is not normally distributed because one of the groups is not normal.

**Table 4.8**
**The Homogeneity Result**

| Test of Homogeneity of Variances | | | | | |
|---|---|---|---|---|---|
| | | Levene Statistic | df1 | df2 | Sig. |
| Nilai | Based on Mean | 15.212 | 1 | 48 | .000 |
| | Based on Median | 9.175 | 1 | 48 | .004 |
| | Based on Median and with adjusted df | 9.175 | 1 | 36.341 | .004 |
| | Based on trimmed mean | 14.252 | 1 | 48 | .000 |

After conducting the normality test, the next step is to test the homogeneity of variance using the Levene Test. This test aims to determine whether the two data groups, namely the experimental class and the control class, have the same variance or not. The testing criteria state that the data is considered homogeneous if the significance value > 0.05, and considered non-homogeneous if the significance value < 0.05.

Based on the results of the Levene test, a significance value of 0.000 was obtained. Since the significance value is less than 0.05, it can be concluded that the data variance between the experimental class and the control class is not homogeneous. Therefore, to test the difference in data, the researcher used the Mann-Whitney test.

b. **Mann Whitney Test**

<div align="center">

**Table 4.9**
**The Mann Whitney Result**

</div>

| Test Statistics[a] | |
|---|---|
| | Nilai |
| Mann-Whitney U | 51.000 |
| Wilcoxon W | 376.000 |
| Z | -5.084 |
| Asymp. Sig. (2-tailed) | .000 |
| a. Grouping Variable: Class | |

Table 4.9 shows the results of the Mann-Whitney test, which obtained an Asymp. Sig. (2-tailed) value of 0.000. This Sig. (2-tailed) value is less than 0.05, indicating that there is a significant difference in students' learning outcomes between the control class and the experimental class.

Ho: There is no positive and significant effect of using ChatGPT on students' writing ability of descriptive text at the tenth grade of Ma Ma'arif NU 5 Sekampung.

Ha: There is a positive and significant effect of using ChatGPT on students' writing ability of descriptive texts at the tenth grade of Ma Ma'arif NU 5 Sekampung.

If the Asymptop significance value or Asymp. Sig. > 0.05, then Ho is rejected; if the Asymptotic significance value or Asymp. Sig. < 0.05, then Ha is accepted. The test above yielded an Asymp. Sig (2-tailed) value of 0.000, which is less than 0.05, indicating a difference in student learning outcomes between the control class and the

experimental class. This means Ho is rejected and Ha is accepted, which indicates a positive and significant effect of using ChatGPT on students' writing ability in descriptive texts at the tenth grade of Ma Ma'arif NU 5 Sekampung.

## B. Discussion

The researcher created and administered a pre-test to assess the students' writing ability at the early stage of the study. Based on the results of this initial test, it was found that the students' writing ability were still low, as shown by only 9 out of 50 students achieving the minimum score of 75. During the research, the researcher carried out different activities in the control class and the experimental class. In the control class, the learning process used conventional methods, where the teacher explained the concepts, structure, and linguistic features of descriptive texts. Students read examples of descriptive texts and wrote independently without digital assistance. Meanwhile, in the experimental class, the researcher integrated ChatGPT as a writing aid. Students were guided to use ChatGPT to generate ideas, enrich vocabulary, revise sentences, and correct grammar. After the treatment was completed, the researcher then administered the post test.

Furthermore, from the data obtained in the post-test, it was seen that the scores had increased. In the experimental class, students' scores in the post-test were higher than the pre-test scores. This is evidenced by 20 students who managed to reach the Minimum Mastery Criteria (MMC) of

75. The data was then reinforced with the Mann-Whitney test because the post-test data for the control class were not normally distributed and the data did not meet assumption of variance homogeneity. The post-test results showed an improvement students' writing scores. More students reached the Minimum Mastery Criteria (MMC) in the post-test, with 20 students scoring 75 or above compared to only 3 students in the pre-test. To statistically confirm this improvement, the researcher conducted a Mann-Whitney U test. The test results showed an Asymp. Sig. (2-tailed) value of 0.000. Since the Asymp. Sig. value is < 0.05, according to the decision-making rule, Ho is rejected and Ha is accepted. This means there is a significant difference in students' writing ability between the control class and the experimental class. Therefore, it can be concluded that using ChatGPT has a positive and significant effect on the descriptive text writing ability of tenth grade students at MA Ma'arif NU 5 Sekampung.

The results of this research are in line with prior research that have been conducted by Shofia Kamal, which studied "The Effectiveness of ChatGPT as a Revising and Editing Tool on Students' Writing Performance".[1] Although her research focused on recount texts, the study supports the findings of this research by showing that ChatGPT can improve the quality of students' writing, particularly in helping them revise, edit, and organize ideas more effectively. Both studies indicate that

---

[1] Shofia Kamal, *'The Effectiveness of Chatgpt As a Revising and Editing Tool on Students' Writing Performance'* Undergraduate Thesis, Maulana Malik Ibrahim State Islamic University of Malang, (2024).

the use of ChatGPT contributes positively to enhance students' writing ability.

This research is also consistent with the research conducted by Tiara Salsabila et al., which used a quasi-experimental design for the study titled 'Effectiveness of Using ChatGPT on Writing Skill of High School Students'.[2] The results showed a significant effect on students' ability to write explanatory texts after being taught using ChatGPT. Although there is a difference in the type of text compared to this study, both indicate that ChatGPT has a significant effect on students' writing outcomes.

In addition, the findings of this research are supported by research conducted by Misbah Sultan et al., who examined The Effect of ChatGPT on the Writing Ability of Undergraduate English Students.[3] Using a quantitative approach through questionnaires, the study found that ChatGPT contributed to improvements in grammar, vocabulary, and essay organization. Although their research involved university students and focused on academic writing such as emails, letters, and essays, the study indicated that ChatGPT helps writers become more accurate.

Although this study aligned with prior research in showing the positive effect of ChatGPT on writing ability, there were several differences. This study specifically focused on descriptive text writing

---

[2] Tiara Salsabila, Syafrizal, and Ika Handayani, *'The Effectiveness of Using Chatgpt on Students' Writing Skills in Senior High School',* Tell-Us Journal*, (2024), 722–732.
[3] Misbah Sultan et al, '*The Effect of ChatGPT on the Writing Abilities of Undergraduate English Students',* Journal of Arts and Linguistics Studies, (2025), 67–91.

among tenth-grade students with low writing ability, whereas prior research examined different types of texts and participant levels. In addition, this research used the Mann–Whitney U test to analyze the significance of the effect, thus providing a different statistical perspective from prior research. Therefore, this research provided new insights by showing that ChatGPT was not only effective for writing ability in general but was also highly beneficial in helping students with low writing ability in writing descriptive texts.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion

ChatGPT is one of the leaning media used to support students' writing activities, especially in descriptive texts. To help students write more effectively, the reseacher using ChaGPT as a leaning medium in the classroom. Based on the analysis and research results, it can be concluded that using ChatGPT has a positive effect on students' ability to write descriptive texts. This medium can be used to help students develop their writing ability.

This is reinforced by the results of the Mann–Whitney test. If the Asymp. Sig. value > 0.05, then Ho is rejected; if the Asymp. Sig. value < 0.05, then Ha is accepted. In this study, the test obtained an Asymp. Sig. (2-tailed) value of 0.000, which is less than 0.05. This indicates a significant difference between the writing results of students in the experimental class and the control class.

Thus, Ho is rejected and Ha is accepted, which means there is a positive and significant effect of using ChatGPT as a learning medium on the writing ability of descriptive texts for tenth-grade students at MA Ma'arif NU 5 Sekampung.

**B. Suggestion**

Based on the results of this study, the researcher provides the following suggestions:

1. For the Headmaster

    a. The headmaster is suggested to develop and adjust the English teaching modules according to the needs and problems faced by the students, so that the learning process becomes more effective.

    b. The headmaster is suggested to provide adequate facilities and learning resources to support English learning activities at school.

2. For the Students

    a. The students are encouraged to actively develop their English writing ability through practice and the use of innovative learning media.

    b. The students are encouraged to maintain and increase their motivation in learning English to enhance their writing ability.

3. For the English Teacher

    a. The English teacher is encouraged to apply ChatGPT as a learning media to support and develop the students' writing ability effectively and innovatively.

    b. The English teacher is encouraged to continuously motivate the students in learning English and assist them in expanding their knowledge and skills to improve their writing ability.

**BIBLIOGRAPY**

Adeoye, Moses Adeleke, and Christine Adong, 'Th*e Power of Precision: Why Your Research Focus Should Be Smart?'*, Journal of Education Action Research, (2023).

Amini, Farda, and Susanti Arik, '*Chat GPT: Enhancing Students' Writing Skills for EFL Students in Descriptive Text'*, (2024)

Anderson, Gary, '*Fundamentals of Educational Research',* USA The Falmer Press, (1998).

Ary, Donald, Lucy Chaser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, Eighth Edi (Wadsworth Cengage Learning, 2010)

Baidoo-Anu, David, and Leticia Owusu Ansah, '*Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning*', Journal of AI, (2023).

Brown, H. Douglas, and James A. Lander, *'Teaching by Principles: An Interactive Approach to Language Pedagogy',* Language (Longman, 1995).

Choi, Wan Chong, Chi In Chang 'C*hatGPT-5 in Education : New Capabilities and Opportunities for Teaching and Learning'*, Preprints, (2025).

Creswell, John W, 'R*esearch Design: Qualitative, Quantitative and Mixed Methods Approaches'*, (2004).

Dwivedi, Yogesh K., Nir Kshetri, Laurie Hughes, Emma Louise Slade, Anand Jeyaraj, Arpan Kumar Kar, and others, *'So What If ChatGPT Wrote It?" Multidisciplinary Perspectives on Opportunities, Challenges and Implications of Generative Conversational AI for Research, Practice and Policy'*, International Journal of Information Management, (2023).

Eka Yoandita, Puri, '*An Analysis of Students' Ability and Difficulties in Writing Descriptive Text*, Jurnal Joepallt, (2019).

Febriyantika, Rika, and Aseptiana Parmawati, '*Improving Students' Writing Descriptive Text Through Think-Pair-Share Technique',* Project (Professional Journal of English Education), (2021).

Garcia Castro, Raul Alberto, Nikole Alexandra Mayta Cachicatari, Willian Maximo Bartesaghi Aste, and Martín Pedro Llapa Medina, '*Exploration of ChatGPT in Basic Education: Advantages, Disadvantages, and Its Impact on School Tasks',* Contemporary Educational Technology, (2024).

Gay, L.R, Geoffrey.E Mills, and Peter Airasian, *Educational Research* (Pearson, 2012).

Gerot, Linda, and Peter Wignell, *Making Sense of Functional Grammar*, (1994).

Harmer, Jeremy, '*How to Teach Writing*', Pearson Longman, (2004).

Hermawan, Budi, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris Work in Progress*, Jakarta: Pusat Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2022).

Hyland, Ken, *Second Language Writing*, *Second Language Writing* (Cambridge University Press, 2003).

Murad, Ibrahim A., Mustafa Ibrahim Khaleel, and Mohammed Y. Shakor. '*Unveiling GPT-4o: Enhanced Multimodal Capabilities and Comparative Insights with ChatGPT-4.*' International Journal of Electronics and Communications Systems, (2024).

Indriani, Rizka, Zahrida, and Mei Hardiah, '*The Effect of Guided Question Technique on Students' Writing Ability in Descriptive Text', J*ournal of English Language Teaching, (2019).

Ismayanti, Eni, and Abdul Kholiq, '*An Analysis of Students' Lexical Choice in Writing Descriptive Text'*, Lunar, (2022).

Kalyan, Katikapalli Subramanyam, *'A Survey of GPT-3 Family Large Language Models Including ChatGPT and GPT-4',* Natural Language Processing Journal, (2024).

Kamal, Shofia, *'The Effectiveness of Chatgpt As a Revising and Editing Tool on Students' Writing Performance'* Undergraduate Thesis, Maulana Malik Ibrahim State Islamic University of Malang, (2024)

Kandia, I Wayan, Ni Made Suarningsih, Wahdah Wahdah, Arifin Arifin, Jenuri Jenuri, and Dina Mayadiana Suwarma, '*The Strategic Role of Learning Media in Optimizing Student Learning Outcomes'*, Journal of Education Research, (2023).

Kane, Thomas S., *'The Oxford Essential Guide to Writing'*, (New York: Oxford University Press, 1987).

Khodadady, Ebrahim, *Research Principl Method And Statistic In Applied Linguistic*, *Ferdowsi University Of Mashhad* (Ferdowsi University of Mashhad, 2013).

Kustini, Titin, *'Mapping The Readiness Of Students In Learning English Phase F Of The Independent Curriculum',* Buletin Ilmiah Pendidikan, (2023).

Levine, Sarah, Sarah W. Beck, Chris Mah, Lena Phalen, and Jaylen PIttman, '*How Do Students Use ChatGPT as a Writing Support?',* Journal of Adolescent and Adult Literacy, (2025).

Marczyk, Geoffrey, David De Matteo, and David Festinger, *Essentials of Research Design and Methodology Essentials of Behavioral Science*, Book, 2005

Mhlanga, David, *'The Value of Open AI and Chat GPT for the Current Learning Environments and the Potential Future Uses'*, SSRN Electronic Journal, (2023).

Nunan David, 'Second Language Teaching Learning, *Heinle ELT*, (1998).

Oshima, Alice, and Ann Hogue, *Introduction to Academic Writing*, *Agenda* (Pearson Longman, 2007)

Salsabila, Tiara, Syafrizal, and Ika Handayani, '*The Effectiveness of Using Chatgpt on Students' Writing Skills in Senior High School'*, Tell-Us Journal, (2024).

Schantz, Donna, and Carol A. Lindeman, *'The Research Design'*, Journal of Critical Reviews, (2023).

Siahaan, Junita, '*An Analysis of Students' Ability and Difficulties in Writing Descriptive Text',* Journal of English and Education, (2013).

Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D* (Penerbit Alfabeta Bandung, 2013)

Sultan, Misbah, Aleena Taj, Fatimah Sabir, Sajid Ali, and Muhammad Obaid Kaleem Qureshi, '*The Effect of ChatGPT on the Writing Abilities of Undergraduate English Students'*, Journal of Arts and Linguistics Studies, (2025).

Tri Aji, Purno, Aris Nasuha, Dessy Irmawati, Moh Alif Hidayat Sofyan, and Ahmad Taufiq Musaddid, *'Teacher Competence in the Use of ChatGPT for Developing Learning Media in Vocational High Schools'*, *In*ternational Journal of Community Service Learning, (2024).

Vaswani, Ashish, Noam Shazeer, Niki Parmar, Jakob Uszkoreit, Llion Jones, Aidan N. Gomez, and others, '*Attention Is All You Need',* Advances in Neural Information Processing Systems, (2017).

Yan, Duanli, Michael Fauss, Jiangang Hao, Wenju Cui, D Yan, M Fauss, and others, *'Detection of AI-Generated Essays in Writing Assessments',* Psychological Test and Assessment Modeling, (2023).

# APPENDICES

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor      : B-2835/In.28/J/TL.01/07/2025
Lampiran : -
Perihal    : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MA MA`ARIF NU 5
SEKAMPUNG
di-
    Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA MA MA`ARIF NU 5 SEKAMPUNG berkenan memberikan izin kepada mahasiswa kami, atas nama :

| | | |
|---|---|---|
| Nama | : | **RATNA SARI** |
| NPM | : | 2201050009 |
| Semester | : | 7 (Tujuh) |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | THE EFFECT OF USING CHATGPT ON STUDENTS` WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA`ARIF NU 5 SEKAMPUNG |

untuk melakukan prasurvey di MA MA`ARIF NU 5 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA MA MA`ARIF NU 5 SEKAMPUNG untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Juli 2025
Ketua Jurusan,

**Dr. Much Deiniatur M.Pd.B.I.**
NIP 19880308 201503 1 006

**LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR**
**MADRASAH ALIYAH MA'ARIF NU 5 SEKAMPUNG**
Jl. Kampus Ma'arif Sumbergede 56 A, Sekampung 34382
0725-7850794. mamaarifnu5@gmail.com.
https://mamnu5sekampung.com.

<u>**SURAT KETERANGAN PRASURVEY**</u>
Nomor : 136/421.3-MAMNU.5/VII/2025

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Kabupaten Lampung menerangkan bahwa :

Nama            : RATNA SARI
NPM             : 2201050009
Program Studi   : Tadris Bahasa Inggris

Telah melaksanakan Prasurvey di Madrasah Aliyah Ma'arif NU 5 Sekampung Tanggal 25 Juli 2025, dalam rangka menyelesaikan Tugas Skripsi.

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 25 Juli 2025
Kepala Madrasah,

**NTRIYANTO, S. Ag.**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan KI. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uin@metrouniv.ac.id

## RATIFICATION PAGE

The Research Proposal entitled: THE EFFECT Of USING CHATGPT ON STUDENTS` WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA`ARIF NU 5 SEKAMPUNG, Written by: Ratna Sari, Student Number: 2201050009, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, Oktober 27th, 2025 at 08.00 – 09.30 WIB.

### BOARD OF EXAMINERS

Examiner I : Aisyah Sunarwan, M.Pd (.............................)

Examiner II : Trisna Dinillah Harya, M.Pd (.............................)

Examiner III : Yeasy Agustina Sari, M.Pd (.............................)

Examiner IV : Eka Yuniasih, M.Pd (.............................)
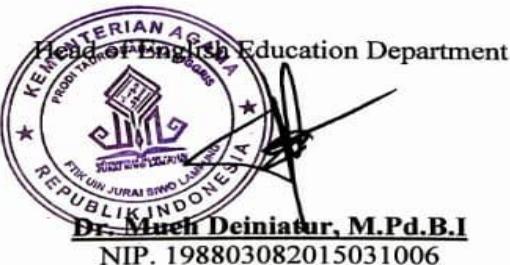
Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1159/In.28.1/J/TL.00/11/2025
Lampiran : -
Perihal : S'JRAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-
  Tempat
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

| | | |
|---|---|---|
| Nama | : | **RATNA SARI** |
| NPM | : | 2201050009 |
| Semester | : | 7 (Tujuh) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | THE EFFECT OF USING CHATGPT ON STUDENTS` WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA`ARIF NU 5 SEKAMPUNG |

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb*

Metro, 07 November 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

# S U R A T   T U G A S
Nomor: B-1229/In.28/D.1/TL.01/11/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

| | | |
|---|---|---|
| Nama | : | **RATNA SARI** |
| NPM | : | 2201050009 |
| Semester | : | 7 (Tujuh) |
| Jurusan | : | Tadris Bahasa Inggris |

Untuk :
1. Mengadakan observasi/survey di MA MA`ARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING CHATGPT ON STUDENTS` WRITING ABILITY OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA MA`ARIF NU 5 SEKAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di  : Metro
Pada Tanggal    : 12 November 2025

Mengetahui,
Pejabat Setempat
Kepala Sekolah

Ahmad Fauzi, S.Kom

Wakil Dekan Akademik dan Kelembagaan,

**Dr. Tubagus Ali Rachman Puja Kesuma M.Pd**
NIP 19880823 201503 1 007

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor      : B-1230/In.28/D.1/TL.00/11/2025
Lampiran : -
Perihal    : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MA`ARIF NU 5
SEKAMPUNG
di-
    Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1229/In.28/D.1/TL.01/11/2025,
tanggal 12 November 2025 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **RATNA SARI** |
| NPM | : | 2201050009 |
| Semester | : | 7 (Tujuh) |
| Jurusan | : | Tadris Bahasa Inggris |

Maka dengan ini kami sampaikan kepada KEPALA MA MA`ARIF NU 5
SEKAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan
research/survey di MA MA`ARIF NU 5 SEKAMPUNG, dalam rangka meyelesaikan
Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT
OF USING CHATGPT ON STUDENTS` WRITING ABILITY OF DESCRIPTIVE TEXT
AT THE TENTH GRADE OF MA MA`ARIF NU 5 SEKAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 November 2025
Wakil Dekan Akademik dan
Kelembagaan,
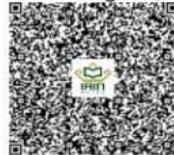
**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd**
NIP 19880823 201503 1 007

**LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR**
**MADRASAH ALIYAH MA'ARIF NU 5 SEKAMPUNG**
Jl. Kampus Ma'arif Sumbergede 56 A, Sekampung 34382
0725-7850794☏. mamaarifnu5@gmail.com. @
https://mamnu5sekampung.com.⊕

**SURAT KETERANGAN RESEARCH**
Nomor : 177/421.3-MAMNU.5/XII/2025

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Kabupaten Lampung menerangkan bahwa :

| | |
|---|---|
| Nama | : RATNA SARI |
| NPM | : 2201050009 |
| Program Studi | : Tadris Bahasa Inggris |

Telah melaksanakan Penelitian di Madrasah Aliyah Ma'arif NU 5 Sekampung dari Tanggal 12 September 2025- 03Desember 2025, dalam rangka menyelesaikan Tugas Skripsi.

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 05 Desember 2025
Kepala Madrasah,

HARIYANTO, S. Ag.

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**
**UNIT PERPUSTAKAAN**
**NPP: 1807062F0000001**
Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297, 42775; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**
**Nomor : P-924/Un.36/S/U.1/OT.01/12/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : RATNA SARI |
| NPM | : 2201050009 |
| Fakultas / Jurusan | : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris |

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201050009.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Desember 2025
Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP 19920828 201903 1 009

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Ratna Sari
NPM : 2201050009

Program Studi : TBI
Semester : VI

| No | Hari/ Tanggal | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------------------------|-------------------------|
| 1 | Monday 30/6 2025 | - Avoid year in quotation because it is not bodynote<br>- Add the explanation about why chat GPT and why SMA/SHS student?<br>- Add the explanation of the result of pre-survey explain what you did in detail. | |
| 2 | Tuesday 8/7 2025 | - Background of the study need to be completed with the condition of the student<br>- Use more references to support your statements<br>- Each paragraph should consist of 1 main idea and more supporting sentence | |

Mengetahui,
Ketua Program Studi TBI

Dr. Mach Dejnatur, M.Pd.B.I
NIP. 19880302 201503 1 006

Dosen Pembimbing

**Aisyah Sunarwan, M.Pd.**
NIDN. 0207021301

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

## KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
## IAIN METRO

Nama : Ratna Sari
NPM : 2201050009

Program Studi : TBI
Semester : VI

| No | Hari/ Tanggal | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|
| 3 | tuesday 16/7/25 | - All information in problem identification must be completd with explanation in the result of your pre-survey <br> - Focus your problem formule on whether or not there's positive and significant effect | |
| 4 | tuesday 5/8/25 | - Use more than 2 prior research <br> - The number of footnote should be started from number 1 for each chapter | |
| 5 | wednesday 3/9 2025 | - Use the theory about writing, theory of writing, process of writing kinds, and assesm of writing <br> - theory about chat GPT should also be complete | |

Mengetahui,
Ketua Program Studi TBI

Dr. Much. Deiniatur, M.Pd.B.I
NIP. 19830528 201503 1 006

Dosen Pembimbing

**Aisyah Sunarwan, M.Pd,**
NIDN. 0207021301

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

## KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
## IAIN METRO

Nama : Ratna Sari

NPM : 2201050009

Program Studi : TBI

Semester : VI

| No | Hari/ Tanggal | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----|----|----|
| 6. | Tuesday 9/9 25 | - please restate your first paragraph of chapter III<br>- Prepare the instrument of your research and it must be attached when you conduct proposal sem | |
| 7 | Monday 29/9 25 | - ACC for chapter 1 - III<br>- proposal is ready to be examined | |

Mengetahui,
Ketua Program Studi TBI

**Ahmad Subhan Roza, M.Pd.B.I**
NIP. 19880308 201503 1 006

Dosen Pembimbing

**Aisyah Sunarwan, M.Pd.**
NIDN. 0207021301

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UINVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**TADRIS BAHASA INGGRIS**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon 088286920894

**KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA**
**PROGRAM STUDI TADRIS BAHASA INGGRIS**
**UIN JURAI SIWO LAMPUNG**

Nama : Ratna Sari                    Program Studi : TBI

NPM : 2201050005                     Semester : VII

| No. | Hari/ Tanggal | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa | Tanda Tangan Dosen |
|---|---|---|---|---|
| | Selasa 11/11 2025 | Pemantapan instrumen penelitian | | |
| | Senin 17/11 2025 | please to focus on the data that you will collect. Avoid more information about vision and mission of the school | | |
| | kamis 20/11 2025 | pre-test result should be compared with the information about activity done in pre-test. Explain it in detail | | |
| | Selasa 25/11 25 | +Add the explanation about activity you did in control class and Experimental class! +In Discussion, you should compare the result of your research with the result of prior research | | |

Mengetahui,

Ketua Prodi

Dr. Much. Deiniatur, M.Pd. B.I
NIP. 197506102008011014

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0209021301

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UINVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**TADRIS BAHASA INGGRIS**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon 088286920894

**KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA**
**PROGRAM STUDI TADRIS BAHASA INGGRIS**
**UIN JURAI SIWO LAMPUNG**

Nama : Ratna Sari                Program Studi : TBI

NPM : 2201050005               Semester    : VII

| No. | Hari/ Tanggal | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa | Tanda Tangan Dosen |
|-----|---------------|------------------------------|------------------------|---------------------|
|     | Selasa 2/12 25 | - Acc for chapter IV - Continue writing the conclusion - Complete it with abstract & appendix | | |
|     | Rabu 10/12 25 | ACC for munagosyah | | |

Mengetahui,

Ketua Prodi

Dr. Much Deiniatur, M.Pd. B.I
NIP. 197506102008011014

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

MODUL AJAR
DESCRIPTIVE TEXT

## INFORMASI UMUM

### A. IDENTITAS MODUL

| | |
|---|---|
| Nama Penyusun | : RATNA SARI |
| Satuan Pendidikan | : MA MA'ARIF NU 5 SEKAMPUNG |
| Kelas / Fase/Semester | : X (Sepuluh) /E/ I (GANJIL) |
| Mata Pelajaran | : Bahasa Inggris |
| Fokus Skill | : Writing |
| Prediksi Alokasi Waktu | : 2x45 Menit |
| Tahun Penyusunan | : 2025 |

### B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya.

### C. KOMPETENSI AWAL

1. Peserta didik memahami kosakata dasar tentang sifat atau karakter (adjective).
2. Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai descriptive text yang akan di pelajari.

### D. PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan yang maha Esa, mandiri dan berpikir kritis dan kreatif.

### E. SARANA DAN PRASARANA

Power point, laptop/HP, proyektor, ChatGPT, jaringan internet, lembar kerja, alat tulis.

### F. TARGET PESERTA DIDIK

Peserta didik reguler kelas 10: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

### G. MODEL PEMBELAJARAN

*Blandeed Learning* melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL).

## KOMPONEN INTI

### A. TUJUAN PEMBELAJARAN

Memproduksi teks deskriptif tulis multimoda tentang animal sesuai dengan konteks dan tujuan yang hendak di capai.

### B. PERTANYAAN PEMANTIK

1. What do you think about animal?
2. What is your favorite animal? Why do you like it?

### C. KEGIATAN PEMBELAJARAN

#### PERTEMUAN KE-1

**Kegiatan Pendahuluan (10 Menit)**

- Doa; absensi; dan menyampaikan tujuan pembelajaran.

- Memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, dan 5) bergotong royong, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

**Kegiatan Inti (70 Menit)**

- Guru mengajukan pertanyaan pemantik tentang descriptive text.

- Guru memberikan penjelasan tentang definition, generic structure, and language feature about descriptive text.

- Guru memberikan contoh descriptive text dan memperkenalkan ChatGPT sebagai media pembelajaran.

- Guru menjelaskan bagaimana cara menggunakan ChatGPT sebagai media menulis descriptive text.

- Guru meminta peserta didik menulis descriptive text secara individu.

**Kegiatan Penutup (10 Menit)**

- Peserta didik dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Guru memberikan ice breaking.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

## PERTEMUAN KE-2

### Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; dan menyampaikan tujuan pembelajaran.
- Memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, dan 5) bergotong royong, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

### Kegiatan Inti (70 Menit)

- Guru meninjau kembali materi tentang descriptive text.
- Guru meminta peserta didik menulis descriptive text secara individu berdasarkan ide mereka sendiri.
- Setelah membuat draft siswa di izinkan menggunakan ChatGPT untuk membantu menemukan kosakata, memeriksa kalimat atau memperbaiki tulisan mereka.
- Guru memantau seluruh proses untuk memastikan bahwa siswa terus menulis berdasarkan ide mereka dan tidak menyalin teks langsung dari ChatGPT

### Kegiatan Penutup (10 Menit)

- Peserta didik dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Guru memberikan ice breaking.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

## D. ASESMEN/ PENILAIAN HASIL PEMBELAJARAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk projek yang dibuat oleh peserta didik.
- Guru menyampaikan bahwa peserta didik bekerja sendiri untuk menyelesaikan projek itu.
- Guru menjelaskan langkah-langkah pembuatan projek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik.
- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian projek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan projek mereka.
- Rubik penilaian writing

| Aspect | Performance Description | Score | Weighting |
|---|---|---|---|
| Content (C) 30% -Topic -Details | Topic is very clear, relevant, and well detailed information. | 4 | 3x |
| | Topic is clear and relevant, details are given but not every complete. | 3 | |
| | Topic is partly clear, with few or limited details. | 2 | |
| | Topic is unclear or not relevant, almost no details provided. | 1 | |
| Organization (O) 20% -Identification -Description | Clear identification and description. Ideas are logically ordered and flow smoothly. | 4 | 2x |
| | Identification and description are present, but order of ideas is sometimes unclear. | 3 | |
| | Weak identification or description: ideas are not well | 2 | |

| | organization. | | |
|---|---|---|---|
| | No clear identification or description; ideas are disorganized. | 1 | |
| Grammar (G) 20% - Use present tense - Agreement | Correct use of present tense and subject-verb agreement with almost no errors. | 4 | 2x |
| | Some errors in present tense or agreement, but meaning is still understandable. | 3 | |
| | Frequent errors in present tense or agreement, sometimes confusing the reader. | 2 | |
| | Very frequent errors in tense and agreement; sentence are difficult to understand. | 1 | |
| Vocabulary (V) 15% | Wide and appropriate range of vocabulary, accurate word choices for description. | 4 | 1,5x |
| | Adequate vocabulary, mostly correct word choices, some repetition. | 3 | |
| | Limited vocabulary, frequent repetition word choices. | 2 | |
| | Very limited vocabulary, frequent wrong words, often not suitable for description. | 1 | |
| Mechanics (M) 15% -Spelling -Punctuation -Capitalization | Almost no mistakes in spelling, punctuation, or capitalization. | 4 | 1,5x |
| | A few minor mistakes, but they do not disturb meaning. | 3 | |
| | Several mistakes in spelling/punctuation/capitalizatio n that sometimes confuse. | 2 | |

| | Many mistakes that make the text hard to read. | 1 | |
|---|---|---|---|

Score= $\dfrac{3C + 2O + 2G + 1{,}5V + 1{,}5M}{40}$ x 10

## E. MATERI PEMBELAJARAN

Descriptive text is a text that explains and describes a person, place, or thing to. It aims describe a person, place or thing.

Generic structure of descriptive text can be organized are as follows:

1) Identification: introduction to the object being described.
2) Description: a more specific explanation of the object being described.

Language Feature of Descriptive:

1) Focus on specific participants (My best friends, My favourite food, etc).
2) Use of simple present tense.
3) Use of adjective.
4) Use of adverb of frequency.

Example of Descriptive Text:

**Identification**

Chickens are my favourite pets. I take care of them every day at home. They are friendly and cute animals that I love very much.

**Description**

My chicken has black feathers and a small red comb on its head. It has two legs, two wings, and a short yellow beak. Every morning, it wakes me up with its crowing. My chicken likes to eat rice, corn, and sometimes small insects. It also likes to walk around the yard and take sand baths. I keep it in a clean coop behind the house. I like my chicken because it is not only cute but also easy to care for.

## F. REFLEKSI GURU DAN PESERTA DIDIK

- Guru memberitahu peserta didik bahwa sebelum pelajaran descriptive text diakhiri, mereka perlu merefleksikan proses dan perkembangan belajar mereka selama mem-pelajari descriptive text.

- Guru menyampaikan kepada peserta didik pentingnya melakukan refleksi diri sebagai upaya untuk mengetahui perkembangan belajar mereka dan upaya perbaikan proses pembelajaran.

- Guru membimbing peserta didik untuk menuliskan hal-hal yang tidak dipahami dan materi pelajaran yang telah mereka pelajari.

- Guru memberikan penekanan pada jawaban yang telah diberikan oleh peserta didik dan mengajak peserta didik untuk memformulasikan solusi dari hambatan-hambatan dalam belajar yang mereka hadapi.

## LAMPIRAN- LAMPIRAN

### *LAMPIRAN 1*

### GLOSARIUM

- Adjective : A word that describes a noun (person, place, or thing).
- Text: Any form of written material.
- Descriptive: Saying what somebody/something is like; describing something.
- Adverb of Frequency: adverb that describe how often an action or event occurs.
- Identification: The process of showing, proving, or recognizing who or what somebody/something.

### *LAMPIRAN 2*

### DAFTAR PUSTAKA

- Buku Interaktif Bahasa Inggris: SMA/SMK/MA Kelas X Penerbit Intan Pariwara.
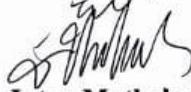
Sekampung, 19 November 2025
Researcher,

Collaborator,

**Intan Muthoharoh, M.H.**

**Ratna Sari**
**2201050009**

**Documentation of the Students' Learning Result**

1. **Pre-test and post-test control class**



Pre- Test

Name      :  Nisa

Class      :  Q

Direction  : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **My Father/My Mother!**

MY Father

My father is first and foremost, My pillar of strength he embodies Reriability. often working trelesly to ensure our family's well-being.

**Pre- Test**

Name : Subhan Roqhiban

Class : D

Direction : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **My Father/My Mother!**

---

| My Father |

He is a father, He is very kind, I love my father
~~I~~ I Hope my father ~~can~~ Together forever

*(signature)*

50

**Post- Test**

**Name** : Jesella Nuraini

**Class** : d

**Direction** : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **Animal!**

---

| - Anggora cat - |

I have an anggora cat . female , has three
clors , white , bleck , brown .
its eyes are blue .
she is fery cute , has thick fur .

(66)

**Post- Test**

Name        :  Subhan

Class       :  D

Direction   : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **Animal**!

My animal favorite is cat

I like a cat , my cat is cute and clean , my cat is brown colour and is ~~small~~ a small

~~Subriyami~~

(41)

2. Pre-test and post-test experiment class

**Pre- Test**

**Name**       :   Skaifulhahni

**Class**       :   f

**Direction**   : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **My Father/My Mother!**

My  Mother

My mother is very ter bath woman but he she always shouting to chicken In mornms. Her hairs are long but sometimes stand up like electre shoch. louching but she is anors.

laush (vi)

**Pre- Test**

**Name** : fadila A

**Class** : f

**Direction** : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **My Father/My Mother!**

| My Mother ♥ |

My mother, is a prettiest women i've ever know.
 She's very kind, i like when she's kissing my face,
hugs my body, and says goodbye to me. her warm hug
Makes me feel save and loving place. I hope god
gives us long time to life together.

C4 0462 V3 M2

(79)

**Post- Test**

**Name**       : Siti Khofifah

**Class**       : F

**Direction**  : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **Animal!**

My Goat

My Goat is a small animal with a short beard. He lives in a small barn near the garden.

He likes to eat grass and sometimes he try to eat my clothes. He runs around the yard when he feels happy. His horns are small, but he still can push things.

I enjoy taking care of him every afternoon.

ty Oy b3 Uz Ms

**Post- Test**

**Name** : Fadila A

**Class** : f

**Direction** : a. Write your name and class in your answer sheet!

b. Write a descriptive text with the topic **Animal!**

---

| My Cat |

I have a cat, her name is kitty.
Kitty was very cute! ~~her~~ she has white fur, long tail,
round eyes and the colour is blue. (everyday) i give
kitty food and milk. she is very active(!) playing
with my younger sister, both is very excited (!)and
looks cute. kitty likes animal snack, i give kitty
three picies every day. I can hear her bell everytime
bes she is very active.

$C_4 D_4 G_3 V_2 M_2$

88

**Documentation of the Students' Learning Activities**

1. Pre-test and post-test control class



2. Treatment



3. Pre-test and post-test experiment class

Submission ID trn:oid:::1:3441104762

# 17% Overall Similarity

The combined total of all matches, including overlapping sources, for each database

## Filtered from the Report

- Bibliography

Dr. MUCH DEINIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006

## Match Groups

🔴 58 Not Cited or Quoted 5%
Matches with neither in-text citation nor quotation marks

🟠 4 Missing Quotations 0%
Matches that are still very similar to source material

🟡 125 Missing Citation 11%
Matches that have quotation marks, but no in-text citation

🟢 1 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

## Top Sources

17%  ⊕ Internet sources

5%   📘 Publications

4%   👤 Submitted works (Student Papers)

## Integrity Flags

**0 Integrity Flags for Review**

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

**THE BLUE PRINT OF THE WRITING TEST**

School               : MA Ma'arif NU 5 Sekampung

Subject           : English

Grade              : X

Academic Year    : 2025

| Test Objective | Writing Aspect | Indicators | Instrument |
|---|---|---|---|
| To investigate students' writing abilities in composing descriptive texts by considering social functions, text structure, and linguistic elements according to context in a critical, creative, and independent manner. | 1. Content<br><br>2. Organization<br><br><br>3. Grammar<br><br><br><br>4. Vocabulary<br><br><br>5. Mechanics | 1. Students are able to write a clear and relevant topic.<br>2. Students are able to compose a text with identification and description parts in an orderly manner.<br>3. Students are able to use the correct grammatical patterns in descriptive texts.<br>4. Students are able to use precise and varied vocabulary to describe objects.<br>5. Students are able to write with correct spelling, punctuation, and capitalization. | Pre-test:<br>Write a descriptive text with the topic **My Mother/My Father.**<br>Post-test:<br>Write a descriptive text with the topic **Animal.**<br>Please write a descriptive text consisting of 2 paragraphs. Work according to the steps you have learned. Your writing will be evaluated based on writing aspects such as content, organization, grammar, vocabulary, and mechanics. |

**WRITING RUBRIC**
**The Pre-Test Result of Control Class**

| Name | Content (C) | Organization (O) | Grammar (G) | Vocabulary (V) | Mechanics (M) | Final Score |
|---|---|---|---|---|---|---|
| AWP | 2 | 2 | 2 | 2 | 2 | 50 |
| AZK | 1 | 1 | 1 | 1 | 1 | 25 |
| APEMA | 1 | 1 | 1 | 1 | 2 | 29 |
| AHF | 2 | 2 | 2 | 2 | 2 | 50 |
| AIR | 3 | 3 | 2 | 2 | 2 | 63 |
| AVE | 2 | 1 | 1 | 2 | 2 | 40 |
| BF | 2 | 2 | 2 | 3 | 3 | 58 |
| BHN | 2 | 2 | 2 | 2 | 2 | 50 |
| GN | 2 | 2 | 4 | 3 | 3 | 68 |
| LM | 3 | 3 | 2 | 3 | 2 | 66 |
| MAF | 2 | 2 | 1 | 2 | 2 | 45 |
| MW | 3 | 3 | 1 | 3 | 2 | 61 |
| MKP | 4 | 3 | 3 | 4 | 3 | 86 |
| MAF | 4 | 4 | 3 | 3 | 3 | 88 |
| MRGH | 2 | 3 | 2 | 2 | 1 | 51 |
| NRAR | 1 | 1 | 1 | 1 | 1 | 25 |
| NAU | 4 | 4 | 3 | 3 | 3 | 88 |
| NS | 4 | 3 | 3 | 3 | 3 | 83 |
| NSA | 4 | 4 | 3 | 3 | 3 | 88 |
| NFS | 1 | 1 | 2 | 1 | 1 | 30 |
| SDM | 4 | 4 | 3 | 3 | 3 | 88 |
| SC | 2 | 2 | 1 | 1 | 1 | 38 |
| SR | 2 | 2 | 2 | 2 | 2 | 50 |
| VIH | 2 | 1 | 1 | 2 | 2 | 40 |
| WA | 3 | 3 | 2 | 2 | 2 | 63 |

**WRITING RUBRIC**
**The Post-Test Result of Control Class**

| Name | Content (C) | Organization (O) | Grammar (G) | Vocabulary (V) | Mechanics (M) | Final Score |
|------|-----|-----|-----|-----|-----|-----|
| AWP | 2 | 2 | 1 | 2 | 2 | 45 |
| AZK | 3 | 2 | 2 | 2 | 2 | 58 |
| APEMA | 3 | 2 | 1 | 2 | 1 | 49 |
| AHF | 2 | 2 | 1 | 2 | 2 | 45 |
| AIR | 3 | 2 | 1 | 2 | 2 | 53 |
| AVE | 2 | 2 | 1 | 2 | 2 | 45 |
| BF | 2 | 2 | 2 | 2 | 2 | 50 |
| BHN | 2 | 2 | 1 | 2 | 1 | 41 |
| GN | 3 | 3 | 2 | 3 | 2 | 66 |
| LM | 2 | 3 | 1 | 1 | 1 | 43 |
| MAF | 3 | 3 | 2 | 3 | 3 | 70 |
| MW | 3 | 4 | 3 | 3 | 3 | 80 |
| MKP | 3 | 3 | 2 | 3 | 2 | 66 |
| MAF | 3 | 4 | 3 | 3 | 3 | 80 |
| MRGH | 2 | 3 | 3 | 3 | 2 | 64 |
| NRAR | 2 | 3 | 1 | 2 | 1 | 46 |
| NAU | 3 | 3 | 3 | 3 | 3 | 75 |
| NS | 2 | 3 | 2 | 2 | 2 | 55 |
| NSA | 4 | 4 | 2 | 3 | 2 | 79 |
| NFS | 2 | 3 | 1 | 2 | 1 | 46 |
| SDM | 4 | 3 | 2 | 2 | 3 | 74 |
| SC | 2 | 2 | 2 | 2 | 2 | 50 |
| SR | 2 | 2 | 1 | 2 | 1 | 41 |
| VIH | 2 | 2 | 2 | 1 | 1 | 43 |
| WA | 2 | 3 | 2 | 2 | 2 | 55 |

**WRITING RUBRIC**
**The Pre-Test Result of Experiment Class**

| Name | Content (C) | Organization (O) | Grammar (G) | Vocabulary (V) | Mechanics (M) | Final Score |
|------|-------------|------------------|-------------|----------------|---------------|-------------|
| AA | 2 | 2 | 1 | 2 | 2 | 45 |
| ANF | 2 | 2 | 2 | 3 | 2 | 54 |
| AM | 2 | 1 | 2 | 2 | 3 | 49 |
| AAL | 3 | 3 | 1 | 2 | 2 | 58 |
| AAR | 2 | 2 | 2 | 2 | 2 | 50 |
| AW | 2 | 2 | 1 | 2 | 2 | 45 |
| AI | 2 | 2 | 1 | 2 | 2 | 45 |
| BCW | 2 | 3 | 2 | 2 | 2 | 55 |
| CK | 2 | 2 | 1 | 1 | 3 | 45 |
| DN | 2 | 2 | 2 | 3 | 3 | 58 |
| FA | 4 | 4 | 2 | 3 | 2 | 79 |
| FSR | 2 | 2 | 1 | 1 | 3 | 45 |
| IS | 4 | 3 | 3 | 3 | 3 | 83 |
| IABS | 3 | 3 | 2 | 3 | 3 | 70 |
| INL | 2 | 2 | 1 | 1 | 1 | 38 |
| KPH | 3 | 3 | 1 | 1 | 1 | 50 |
| MHW | 2 | 2 | 1 | 1 | 1 | 38 |
| RAA | 1 | 1 | 1 | 1 | 1 | 25 |
| S | 3 | 3 | 2 | 2 | 2 | 63 |
| SK | 2 | 1 | 1 | 1 | 1 | 33 |
| SA | 3 | 3 | 2 | 2 | 2 | 63 |
| VMS | 2 | 2 | 2 | 2 | 2 | 50 |
| WRSD | 2 | 1 | 2 | 3 | 1 | 45 |
| WRN | 4 | 3 | 3 | 3 | 3 | 83 |
| ZAR | 1 | 1 | 3 | 2 | 3 | 46 |

**WRITING RUBRIC**
**The Post-Test Result of Experiment Class**

| Name | Content (C) | Organization (O) | Grammar (G) | Vocabulary (V) | Mechanics (M) | Final Score |
|---|---|---|---|---|---|---|
| AA | 3 | 3 | 3 | 3 | 4 | 84 |
| ANF | 3 | 3 | 3 | 3 | 3 | 75 |
| AM | 4 | 4 | 3 | 2 | 2 | 80 |
| AAL | 4 | 4 | 4 | 3 | 3 | 93 |
| AAR | 3 | 4 | 3 | 3 | 3 | 80 |
| AW | 4 | 4 | 4 | 3 | 3 | 93 |
| AI | 3 | 3 | 3 | 3 | 4 | 79 |
| BCW | 4 | 4 | 3 | 3 | 3 | 88 |
| CK | 3 | 3 | 2 | 3 | 3 | 70 |
| DN | 3 | 3 | 4 | 3 | 3 | 80 |
| FA | 4 | 4 | 3 | 3 | 3 | 88 |
| FSR | 3 | 3 | 2 | 3 | 4 | 74 |
| IS | 3 | 3 | 3 | 3 | 3 | 75 |
| IABS | 3 | 3 | 3 | 3 | 3 | 75 |
| INL | 3 | 3 | 3 | 3 | 4 | 79 |
| KPH | 4 | 4 | 2 | 3 | 3 | 83 |
| MHW | 3 | 4 | 2 | 3 | 3 | 75 |
| RAA | 4 | 4 | 2 | 3 | 3 | 83 |
| S | 3 | 3 | 2 | 2 | 3 | 66 |
| SK | 4 | 4 | 3 | 3 | 3 | 88 |
| SA | 3 | 4 | 4 | 4 | 2 | 85 |
| VMS | 3 | 4 | 3 | 3 | 3 | 80 |
| WRSD | 3 | 3 | 2 | 3 | 3 | 70 |
| WRN | 4 | 3 | 3 | 3 | 3 | 83 |
| ZAR | 3 | 3 | 3 | 2 | 3 | 71 |

**CURRICULUM VITAE**

Ratna Sari was born in Trimulyo on February 29th, 2004, and lives with her parents, raised in Jadimulyo, Sekampung District, East Lampung. She is the second child of Mr. Jaelani and Mrs. Tatik and has two brothers named Bayu Prasetiawan and Sapta Adytama. She completed her kindergarten education at TK LPM Jadimulyo, then continued her elementary education at MI Muhammadiyah Trimulyo. Next, she continued her junior high school education at SMP N2 Sekampung and senior high school at SMA N1 Sekampung. She then continued her higher education at the State Islamic University of Jurai Siwo Lampung in the Faculty of Tarbiyah and Teacher Training, English Education Study Program, starting in 2022.