

**THE EFFECTIVENESS OF CHATGPT AS A REVISING AND EDITING  
TOOL ON STUDENTS' WRITING PERFORMANCE**

**THESIS**

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**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**2024**

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**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfilment  
of the Requirement of the Degree of English Language Teaching (S.Pd) in the  
English Education Department*



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To the Dean of Faculty of Education and Teacher Training

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## DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. Should it be found later that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 14, 2024

The Researcher,



**Shofia Kamal**

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**MOTTO**

*“My heart and Your heart are very, very old friends.”*



## **DEDICATION**

This thesis is dedicated to my beloved parents, Mrs. Laila Suhartini and Mr. Kamaludin. They always support and pray for me. Dear sisters and brother; Rizkiatul Kamaliah, Ahmad Ilham Kamal, and Rosita Putri Arifah, I would like to thank you for being here for me and accompanying me through my whole life journey. Also, I am very grateful for your support, dear my lovely grandmother (Mrs. Soeharlik). My ups and downs mean nothing if I do not have them in this life.

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Finally, I realized that this thesis could be better. Suggestions and constructive criticism are most welcome. Hopefully, this thesis can benefit readers and provide insight for everyone.

Malang, June 26, 2024

The Researcher,



**Shofia Kamal**

## LATIN ARABIC TRANSLITERATION GUIDE

The joint instructions Number 158 of 1987 and Number 0543b/U/1987 from the Ministers of Education and Culture of the Republic of Indonesia served as the foundation for the transliteration criteria utilized in the composition of Arabic-Latin in this thesis. The following is a summary of these instructions:

### A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ -	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Vocal (a)	= ā
Vocal (i)	= ī
Vocal (u)	= ū

### C. Diphthong Vocal

أؤ	= aw
أي	= ay
أو	= ŭ
إي	= î

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## ABSTRACT

Kamal, Shofia. 2024. The Effectiveness of ChatGPT as a Revising and Editing Tool on Students' Writing Performance. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Maslihatul Bisriyah, M. TESOL

**Keywords:** ChatGPT, Editing, Effectiveness, EFL, Revising, Writing

Writing in English is essential for students, especially when they want to continue at a higher educational level where academic writing is ordinary. Technological advancement creates new tools, like artificial intelligence (AI), one of the developed AI devices is ChatGPT. Its ability to emulate human writing is valuable for improving student writing. This study aims to evaluate the effectiveness of ChatGPT as a revising and editing tool on students' writing performance. The subjects of this study are eleventh-grade students from MAN 1 Jembrana.

This research used a quasi-experimental study. The data were from the pre-test and post-test of 24 students from the control group and 21 students from the experimental group. The treatments were given thrice weekly, and the study was conducted in four weeks. The experimental group received feedback from ChatGPT, while the control group received feedback from the teacher. Students were allowed to use three specific prompts when utilizing ChatGPT.

The results revealed that ChatGPT, as a revising and editing tool, is effective in enhancing students' writing performance. Therefore,  $H_0$  is accepted. Both of experimental group and control group showed improvement. Even though the independent sample t-test indicated no significant difference between the experimental and control group, students from both groups got increased scores in content, organization, grammar, vocabulary, and mechanics. The experimental group results indicated that students mainly use ChatGPT to give comments and suggestions about their language components during the editing and revising process. Besides, teachers from the control group gave students feedback in the form of oral and written feedback, primarily written. Therefore, ChatGPT feedback can be a supplementary tool for supporting teacher feedback during EFL students' revising and editing process and help them improve their writing skills.

## ABSTRAK

Kamal, Shofia. 2024. Efektifitas ChatGPT Sebagai alat Merevisi dan Mengedit dalam Kinerja Menulis Siswa. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Maslihatul Bisriyah, M. TESOL

**Kata Kunci:** ChatGPT, Kinerja, Menulis, Pengaruh, Siswa

Menulis dalam bahasa Inggris memiliki peran penting bagi siswa, terutama ketika mereka ingin melanjutkan ke tingkat pendidikan yang lebih tinggi. Dengan demikian, menulis dalam bidang akademis adalah hal yang biasa dan akan sering mereka lakukan. Kemajuan teknologi menciptakan perangkat-perangkat baru, contohnya adalah kecerdasan buatan (AI). Salah satu perangkat AI yang sudah dikembangkan adalah ChatGPT. Kemampuan ChatGPT dalam meniru tulisan manusia sangat berharmanfaat dalam meningkatkan kemampuan menulis siswa. Penelitian ini bertujuan untuk mengevaluasi efektifitas ChatGPT sebagai alat revisi dan pengeditan hasil tulisan siswa. Subjek dalam penelitian ini adalah siswa kelas sebelas dari MAN 1 Jembrana.

Penelitian merupakan penelitian quasi eksperimen. Data diperoleh dari pre-test dan post-test 24 siswa kelompok kontrol dan 21 siswa kelompok eksperimen. Treatment diimplementasikan sebanyak tiga kali seminggu, sementara penelitian dilaksanakan dalam empat minggu. Kelompok eksperimen mendapat feedback dari ChatGPT, sedangkan kelompok kontrol mendapat feedback dari guru. Siswa diizinkan menggunakan tiga perintah khusus saat menggunakan ChatGPT.

Hasil dari penelitian ini menunjukkan bahwa ChatGPT, sebagai alat revisi dan pengeditan, efektif dalam meningkatkan kemampuan menulis siswa. Oleh karena itu,  $H_0$  diterima. Baik kelompok eksperimen maupun kelompok kontrol memperlihatkan bahwa adanya peningkatan skor. Meskipun uji-t sampel independen menunjukkan tidak ada perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol, skor siswa dari kedua kelompok mengalami peningkatan dalam hal konten, organisasi, tata bahasa, kosa kata, dan mekanik. Hasil dari kelompok eksperimen menunjukkan bahwa siswa kebanyakan menggunakan ChatGPT untuk memberikan komentar dan saran tentang komponen Bahasa pada tulisan mereka dalam proses pengeditan dan revisi. Selain itu, guru dari kelompok kontrol memberikan umpan balik kepada siswa dalam bentuk lisan dan tulisan, utamanya tulisan. Oleh karena itu, umpan balik ChatGPT dapat menjadi pendukung umpan balik guru selama proses revisi dan pengeditan siswa EFL dan membantu mereka meningkatkan keterampilan menulis mereka.

## المخلص

كمال، صفية. ٢٠٢٤. فعالية "جات جفت" لآلة مراجعة والتحرير في أداء الكتابة للتلاميذ. أطروحة. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم مالانج. المشرف: مصلحة البصريّة، محمد تصال

**الكلمات المفتاحية:** جات جفت، اداء، الكتابة، فعالية، تلاميذ

الكتابة باللغة الإنجليزية لها دور مهم للطلاب، خاصة عندما يرغبون في الاستمرار إلى مستوى أعلى من التعليم. وبالتالي فإن الكتابة في المجال الأكاديمي أمر طبيعي وسيفعلونه في كثير من الأحيان. أدى التقدم التكنولوجي إلى ظهور أجهزة جديدة، ومن أمثلة ذلك الذكاء الاصطناعي. ومن أجهزة الذكاء الاصطناعي التي تم تطويرها هي الجات جفت. قدرة جات جفت على تقليد الكتابة البشرية مفيدة جدًا في تحسين قدرات الطلاب على الكتابة. يهدف هذا البحث إلى تقييم فاعلية الجات جفت كأداة لمراجعة وتحرير كتابات الطلاب. كان موضوع هذا البحث طلاب الصف الحادي عشر من مدرسة نيجيري ١ جمبرانا.

البحث هو بحث شبه تجريبي. البيانات التي تم الحصول عليها من الاختبار القبلي والاختبار البعدي. وكان هناك أربعة وعشرون طالبًا في المجموعة الضابطة وواحد وعشرون طالبًا في المجموعة التجريبية. تم تنفيذ العلاج ثلاث مرات في الأسبوع، في حين تم تنفيذ البحث في أربعة أسابيع. تلقت المجموعة التجريبية التغذية الراجعة من المعلمين، بينما تلقت المجموعة الضابطة التغذية الراجعة من المعلم. يُسمح للطلاب باستخدام ثلاثة أوامر خاصة عند استخدام جات جفت.

وتشير نتائج هذا البحث إلى أن الجات جفت، كأداة للمراجعة والتحرير، فعالة في تحسين قدرات الطلاب على الكتابة. وعليه يتم قبول الفرضية البديلة. أظهرت كل من المجموعة التجريبية والمجموعة الضابطة زيادة في الدرجات. وعلى الرغم من أن اختبار (ت) للعينات المستقلة لم يظهر أي فرق كبير بين المجموعة التجريبية والمجموعة الضابطة، إلا أن درجات الطلاب من كلا المجموعتين تحسنت من حيث المحتوى والتنظيم والنحو والمفردات والميكانيكا. أظهرت نتائج المجموعة التجريبية أن الطلاب استخدموا الجات جفت في الغالب لتقديم التعليقات والاقتراحات حول المكون اللغوي في كتاباتهم في عملية التحرير والمراجعة. بالإضافة إلى ذلك، قدم المعلمون من المجموعة الضابطة التغذية الراجعة للطلاب بشكل شفهي وكتابي، مكتوب بشكل أساسي. لذلك، يمكن أن تكون تعليقات جات جفت بمثابة دعم لملاحظات المعلمين أثناء عملية المراجعة والتحرير لطلاب اللغة الإنجليزية كلغة أجنبية ومساعدتهم على تحسين مهاراتهم في الكتابة.

## CHAPTER I

### INTRODUCTION

This chapter presents the study's background, research question, objective, scope and limitations, and key terms.

#### 1.1 Background of the Research

Writing is a productive skill that English for Foreign Language learners must master. Writing in English is an essential job skill that students should have. Students who want to continue their studies at a higher educational level should master their writing skills. Most university tasks require them to write academic papers, such as essays. Besides, writing is applicable specifically for those pursuing a scholarship abroad since it necessitates self-description essays in English. Also, the requirement for job applications in international scope requires application letters in English. Therefore, students' chances for future opportunities need support from their proficiency in writing English.

Writing is crucial in the academic field. Through writing, people can express their perspectives, ideas, and arguments about a specific concept they believe. Additionally, writing exposes knowledge and delivers it to the world. Allah SWT said in Surah Al-Alaq verses 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

*“(The essence) who teaches (humans) using the Qalam, teaches humans what they do not know” (Surah Al-Alaq; 4-5)*

The above verse shows that Allah says how *Qalam* teaches humans about various things. *Qalam* means writing aid. Therefore, Allah teaches humans to write by themselves. From writing, humans can learn many things about knowledge. Moreover, our prophet Muhammad SAW states in Hadits,

قَيِّدُوا الْعِلْمَ بِالْكِتَابَةِ

“Tie knowledge with writing” (HR. At-Thabrani and Hakim from Abdullah bin Amr)

The hadits supports the previous verse about writing. It emphasizes on the relationship between writing and knowledge. Therefore, how knowledge grows and develops from time to time is preserved in writing.

With the contribution of technology, improving writing English ability is no longer seen as a difficult task. Electronic books, online courses, and other learning sources, such as online writing assistance, make it easier for students to enhance their writing skills. One of the writing assistance’s kind is Grammarly. It can check spelling, grammar, and punctuation errors. Its advanced ability suggests writers’ suitable diction, which enhances the writer’s vocabulary usage. Thus, Grammarly is a helpful tool that helps students solve their problems and challenges during the recount text writing process (Galingging, et al, 2023). However, students cannot entirely rely on writing assistance. The reason is that the specific context the writer wants to deliver from their writing is not well conveyed once it has been changed or corrected by Grammarly (Ummah & Bisriyah, 2022; Armanda, et al, 2022).

Additional available writing assistance is Pro-writing aid. It assists in checking grammatical errors. It pinpoints writers' clunky sentences, overused and repetitive choice of phrases, and the readability quality of their writing works. Provided features from Pro-writing Aid supports interesting and creative teaching and learning environment. The web is easy to use, and teachers can effectively teach students about writing effectively in a writing class (Nasution & Fatimah, 2018). It is the kind of online writing tool that is applicable for students to help their writing at home (Handayani & Handayani, 2020). It helps them to learn writing by themselves, a form of self-regulated learning. One of the beneficial values of the Pro-Writing aid is its role in students' writing enhancement. Students use it to improve writing skills (Soleimani & Moqimi, 2023). Another writing assistance is Coh-Metrix. It analyses passage by using a computational tools system. It provides the writer with linguistic information such as narrativity, syntactic simplicity, word concreteness, referential and deep cohesion. Its features can also identify lexical sophistication and referential cohesion (Latifi & Gierl, 2020). It presents the writer with the analyzed report of writing works' cohesion. It also detects passage readability (Kiselnikov et al., 2023). Moreover, Coh-Metrix contains several variables that can measure the interrelationship between people's mental representation and its impact on their writing ability (Aryadoust & Liu, 2015). Additional writing assistance is Quillbot. It helps the writer in paraphrasing and summarizing. It can rewrite sentences or paragraphs, even an article. EFL students in the sixth

semester majoring in English Education find that Quillbot helps them in three situations (Syahnaz & Fithriana, 2023). Firstly, it enhances the argument and content of their writing manuscript. Secondly, it reduces their writing mistakes in terms of language structure. Lastly, it improves the language used, specifically in paraphrasing.

Quillbot assists students writing process and corrects their writing errors, such as punctuation, grammar and others. Therefore, Quillbot can improve students' writing skills. They find that Quillbot is an alternative online application to improve their writing skills, resulting in better writing outcomes (Amanda et al. 2023). Moreover, according to Kurniati and Fithriani (2022), students' perceptions of Quillbot are positive. Firstly, it enhances their attitudes towards academic writing by reducing writing anxieties. Secondly, they found that Quillbot tools for paraphrasing, summarizing, and grammar checking are easy to use. Thirdly, it supports their writing abilities and grammatical skill development. Therefore, teachers as instructors should be professionally trained in operating writing assistance to avoid possible hazards from using it.

Besides the writing assistance above, the advancement of technology creates new tools. It is artificial intelligence. One of AI's established development in technology is ChatGPT. It is a writing tool that provides writing instruction to users. Its human-like ability to emulate the human writing process can produce adequate writing. Teachers' perception of ChatGPT use in EFL writing is beneficially advantageous (Mohammadakrimi, 2023). Faiz et al. (2023) investigate comparative



analysis between students' work with and without the integration of ChatGPT in EFL students writing enhancement. They found that with the help of ChatGPT, students produce fewer grammatical errors than those who write without the assistance of ChatGPT.

Several studies have explored the use of ChatGPT in an educational context. It has the opportunities and potential to improve students writing skill (Hong, 2023; Lund et al, 2023; Imran & Mahyoob, 2023; Jarrah et al. 2023; Siregar et al. 2023; Hang, 2023; Fauziah & Minarti, 2023; Baskara, 2023; Yan, 2023; Algaraady & Mahyoob, 2023; Harunassari, 2022; Faiz, 2023; Mohammadkarimi, 2023; Imran & Almusharraf 2023; Jarrah et al. 2023; Baskara, 2023; Moybeka et al. 2023). As a tool, it also causes several challenges for users (Algaraady & Mahyoob, 2023; Imran & Almusharraf, 2023; Baskara, 2023). Issues and risks in using ChatGPT in an academic environment were also investigated (Hang, 2023; Hong, 2023; Lund et al. 2023; Zhou, et al. 2023). The advanced features of ChatGPT causes concern in terms of academic integrity for academics (Imran & Almusharraf, 2023; Jarrah et al. 2023; Mohammadkarimi, 2023; Waltzer et al. 2023; Hang, 2023; Yan, 2023). Therefore, technological advancement in AI writing assistance helps students with their writing tasks. However, it also has a concerning impact in terms of academic integrity.

ChatGPT was first released in November 2022. Therefore, it has been around for not more than three years. Even though it is new, its well-designed ability to help people in writing has been approved by some

research. Even though several researchers have conducted studies about ChatGPT, there is still room and chance for today's researchers to investigate other aspects of ChatGPT in more detail. It can be about its positive and negative impact, a user perspective about its ability, and its potential to help EFL students in writing tasks conducted at various educational levels. Also, ChatGPT has constantly been updated with better capacity since its first release. There are currently 3.5 versions and the new version ChatGPT, which is GPT-4. Therefore, discoveries about ChatGPT are needed to find another aspect of ChatGPT that can maximize the teaching and learning process in writing classes both for students and teachers.

ChatGPT's ability to generate feedback is a form of machine-operated feedback. It learns from human behavior in providing feedback for the user, such as what teachers do for their students. ChatGPT can deliver feedback in the form of a conversational manner, roleplaying as a chatbot, giving comments on certain news as well as summarizing writing works regarding Taecharungroj (2023) on Guo and Wang (2023). In learning, feedback is important for helping students identify which areas in learning need improvement (McMartin-Miller, 2014). Many studies have investigated the benefit of automated feedback from writing tools such as Grammarly (Thi & Nikolov, 2022), Criterion (Heffernan & Junko, 2015), Pigaiwang (Wang & Hang, 2022), as well as ChatGPT (Guo & Wang, 2023) and compare it to the feedback that teachers give to students.

Some researchers have conducted several studies related to the investigation of teacher feedback and automated feedback. Wang and Han (2022) compare the effect of teacher feedback and automated feedback on student psychological aspects and writing, proficiency development in China. The students are majored in English Education in Early Childhood. The result of the study shows that teacher feedback positively affects students' psychologically in terms of foreign language writing and the automated feedback from Pigaiwang was more effective in supporting students' writing proficiency development after a specific period. Investigating ChatGPT feedback to support teachers' feedback was also done by Guo and Wang (2023). This study aims to examine the amount and type from teacher feedback and ChatGPT feedback. It examines ChatGPT's potential to support EFL teachers' feedback on student's writing. Students were Chinese undergraduates; they were asked to write argumentative writing. Then, ChatGPT was instructed to give feedback about the students' writing. Besides, teachers were also asked to provide feedback for students writing. Moreover, teachers' perceptions of ChatGPT feedback on students' essays were also investigated. The finding shows that ChatGPT provides more feedback than teachers. ChatGPT and teachers gave feedback in directive, informative, query, praise, and summary feedback. Thi and Nikolov (2021) investigated how feedback from teachers and Grammarly complement one another in university students' writing from Myanmar. The study found that feedback from Grammarly is about surface-level errors. Meanwhile, teachers' feedback

contains lower and higher-level writing concerns and provides suggestions for integrating lower and higher writing concerns. In short, both teacher and automated feedback bring impact students' writing achievement.

This study investigates the effectiveness of ChatGPT as a revising and editing tool on students' writing performance from Islamic senior high school, since several studies have explored a similar topic before. Providing students with ChatGPT feedback on their writing tasks is something new that Islamic Senior High School teachers have never done. Feedback on the writing process is important for students, since it enables them to pinpoint areas they still lack and the aspects that they need to improve (McMartin-Miller, 2014). Therefore, this study can contribute to English teachers and future researchers to integrate the use of ChaGPT feedback in EFL writing classes.

## **1.2 Research Questions**

This study's focus is investigating ChatGPT's effectiveness as a revising and editing tool on students' writing performance in Islamic Senior High School. The research question is:

1. Is the use of ChatGPT as revising and editing tool effective on students' writing performance?

## **1.3 Research Objective**

The objective of the study includes:

1. To investigate the effectiveness of ChatGPT as a revising and editing tool on students' writing performance in an Islamic Senior High School.

#### **1.4 Significance of the Research**

This study's results are expected to enrich knowledge in both academic and non-academic fields. In education, this study aims to enrich knowledge about technology development, namely ChatGPT, as a revising and editing tool for increasing students' writing skills in Islamic Senior High School. Therefore, teaching and learning writing will ease the achievement of learning objectives in class. Several groups are expected to receive a significant impact from this study. Those are as follows:

1. Students

Increasing students' writing skills by utilizing ChatGPT as a revising and editing tool in learning English.

2. Teacher

Utilizing ChatGPT as supporting media in the form of revising and editing tools for teaching and learning English.

3. Schools

Contributing knowledge about the use of technology that schools can develop and facilitate their students with it.

#### 4. Researcher

This study investigates the effectiveness of ChatGPT as a revising and editing tool in the EFL classroom, evaluating its strength and weakness. It will also benefit future researchers by allowing them to investigate similar topics with different details and focuses.

#### 5. Universitas Islam Negeri Maulana Malik Ibrahim Malang

The research is a form of documentation that can be used as study material for students, which will be stored in the library, specifically for English Education department students.

### **1.5 Scope of the Research**

The scope of this research is investigating the effectiveness of ChatGPT as a revising and editing tool on students' writing performance from Islamic Senior High School writing skills. ChatGPT features are limited by only giving specific instructions when used as a revising and editing tool.

### **1.6 Definition of Key Terms**

The key terms function to avoid misunderstanding about the keywords in this research; several terms are described below.

#### **1. ChatGPT**

ChatGPT, developed by OpenAI, is a Generative Pre-trained Transformer designed for human-like text-based conversations. The default 3.5 version can process around 8,000 words of instructions. The

main difference between version 3.5 and GPT-4 is their proficiency in understanding multiple languages.

## **2. Writing Performance**

Writing skill is the art of communicating ideas, thoughts, information, and emotions through written works. It involves aspects such as grammar, vocabulary, structure, and clarity. Mastering this skill is beneficial in both academic and professional environments.

## **3. Revising and Editing**

Writing has stages. It includes prewriting, drafting, revising, editing, and publishing (Zalzulifa & Putri, 2022); it is similar to the language acquisition process. Revising is when writers check their writing for mistakes. Editing is when mistakes are corrected.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher explores relevant theories and information about the variables and topics that are related to the study's focus. Topics covered include definition of writing, the writing process, writing rubrics, writing assistance, ChatGPT, and students' writing enhancement.

#### **2.1 Definition of Writing**

Writing skills are helpful. It is a form of direct communication (Ariyanti, 2016). It is a means of communication that helps people express themselves, produce information, enhance critical and entertain. Those are the purposes of writing. Writing ability is one of four prominent English skills students must master. Writing requires a complex process involving steps such as generating meaning and delivering the message (Rao, 2017). Writing is produced after it goes through the arrangement of linking the logical order of thoughts. It involves choosing vocabulary, finding suitable grammatical structures, and delivering constructed meaning from sentences. In short, writing is used to communicate and produce well-structured writing works. Creating writing works requires practice and understanding of writing components, which include grammar and vocabulary.

Writing requires critical thinking. It involves the writer's ideas and perspectives about sociocultural values. Thus, critical thinking will arise when a writer's identity is aligned with the culture of academic writing



(Mckinley, 2015). Academic writing is aimed at professional purposes. In English, academic writing is a form of formal writing. Ideas on academic writing should state facts and be referenced from reliable sources. Thus, the writers will analyze data from the sources before mentioning it in their paper. Part of critical thinking skills is analyzing. Critical thinking skills from EFL learners can be seen in their argumentative writing (Nejmaoui, 2019). Argumentative writing can improve EFL students' English skills as well. In brief, writing requires critical thinking, especially in creating academic writing works.

## **2.2 Process of Writing**

Writing covers stages. It includes prewriting, drafting, revising, editing, and publishing (Zalzulifa & Putri, 2022), it is similar to the language acquisition process. The prewriting stage is about deciding and thinking about what topic to choose. Therefore, writers should brainstorm through the topic they are interested in by reading from several sources. Then, the writer should also consider who will be the reader of the writing about to be produced. Lastly, they can decide to create the outline of the writing. The drafting stage is when the writer starts to write the thesis statement and explain it through several paragraphs. Revising is when the writer checks on their writing to find mistakes. Editing is when the mistakes are corrected. Lastly, publishing is part of the work presented to the reader. Thus, the writer should undergo several stages before creating writing work.

## 2.3 Writing Rubrics

Writing rubrics are components of writing that the reader assesses. It is a guide to score one's writing. The writing will be considered good when it scores highly in every assessment. Brown (2007) states that the writing rubric includes five scored aspects. Firstly, it is content. It is about how clearly the writer explains the topic in the writing. Also, it assesses the details of writing that the writer adds. Secondly, it is organization. Writing organization means the writers' ability to organize the ideas about their chosen topic. It involves writers' way of identifying the complete description of their writing. Also, their ability to identify proper connectives and descriptions is assessed here. Thirdly, it is grammar. Grammatical accuracy agreement and tenses are scored in this part. Fourthly, it is vocabulary. The writer should choose a practical choice of words. The misuse of words will affect the meaning of the sentences. Poor knowledge of word and words form will hinder the writer from scoring highly. Lastly, it is mechanic. Spelling, punctuation, and capitalization are assessed in this part. Therefore, when writers pay attention to the content, organization, grammar, vocabulary, and mechanics, they create well-structured and easy-to-read writing. Below is a table of the scoring rubric by Brown (2007).

**Table 2.3 Writing Scoring Rubric by Brown (2007)**

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but	

-Details		the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is complete and clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with proper connectives	2 x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15% -Spelling	4	Effective choice of words and words form	1.5 x
	3	Few misuse of vocabularies, word	

-Punctuation -Capitalization		forms, but not change the meaning	
	2	Limited range confusing words and words form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	
$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$			

The existence of a writing rubric may concern students who have inadequate writing skills. They will find it challenging to master all components of the writing rubrics. The first part of Brown's rubric is evaluating the topic and details of the writing; deciding the topic and details of the writing is a pre-writing process. Topic and details are the components of the content aspect, which affect 30% of the overall writing works. Choosing a suitable topic when organizing an essay based on the cognitive process is difficult for students from the English department's perspective (Ashrafiany, et al, 2020). The second part is organization; 20% of the writing quality depends on the writer's capability to identify and describe the main topic of the writing. Delivering the ideas requires the writer's

ability to create well-organized paragraphs. For EFL students, transforming ideas from their native language to English is a form of writing difficulty (Klimova, 2014). The third part assess the grammatical aspect of the writing, specifically analyzing the writer's ways of using tenses and agreement. Grammatical errors in students' writing have ever been analyzed by Kumala, et al (2018). Investigating grammatical errors becomes the primary concern of Kumala, et al, (2018) study, because they think ignoring it will affect students' processes while communicating in English. Besides grammar, vocabulary is also an aspect that is assessed on the writing rubric. Thus, 15% of the assessment from the writing rubric evaluates the use of adequate words in the writing. Vocabulary becomes the second part of writing difficulties after grammar (Sulaiman & Muhajir, 2019) for students majoring in English language education. Lastly, the mechanics aspect, including spelling, punctuation, and capitalization affect 15% of the writing. A lack of knowledge about the use of grammar can lead students to produce writing with capitalization, punctuation, and spelling errors (Shweba & Mujiyanto, 2017). For most of students' first year of English college, capitalization, punctuation, and spelling errors are found. Such difficulties can be solved by allowing students to utilize writing assistance to support their writing and minimize their writing mistakes.

#### **2.4 Definition of Writing Assistance**

Writing assistance is a support service that assists writers during the writing process. It can provide guidance as well as feedback. It also can help writers in editing and proofreading. Therefore, the writer can find mistakes

or impreciseness in their writing regarding its structural or organizational aspects. Besides, a writing aid helps the writer in develop ideas. Suggestion from writing assistance supports writer in improving their language and writing style, such as finding precise diction for their writing. The writing tool is a form of artificial intelligence that emulates human writing behavior. According to Zhao (2022), digital writing tools mainly focus on the revision and editing stages. It assists users when formulating or translating writing ideas. Writing assistance becomes part of the writer's need, for it possesses the ability of a peer-review to spot mistaken grammar or other writing mistakes and present the writer with a topic and ideas for starting a writing work.

The emergence of writing assistance that AI supports as digital tools has been developed. The features that are provided by the tools are enhanced from time to time. These days, intelligence writing assistants are writing systems that allow writers to assess and receive assistance from machine based on automated writing evaluation (AWE) (Godwin-Jones, 2022). AWE was initially created to assess essays focusing on conventional spelling and check grammatical errors and other writing problems by providing suggestions that requiring revision. Then, writing assistance keeps developing and has more variation. It helps people with different needs during writing. Writing assistance includes ChatGPT, Grammarly, Quillbot, Pro-writing Aid and etcetera.

## **2.5 Definition of ChatGPT**

ChatGPT stands for generative pre-trained transformer. An artificial intelligence chatbot operates its system. It responds to instructions from the users and presents the answer in a chat-like manner. It is also a supporting tool for student learning (Firat, 2023). It can improve the user's productivity in completing specific works (Xames & Shefa, 2023), such as writing. It can create a shifting paradigm in the educational field (Bozkurt, 2023; Sallam, 2023). ChatGPT grows concerns among users in academic environments (Baidoo-Anu & Owusu Ansah, 2023). In conclusion, ChatGPT is a practical AI writing assistance to support one's writing in an academic setting.

## **2.6 Definition of Feedback in Writing**

Providing information about how to identify and correct errors either in grammatical or vocabulary aspects in EFL writing can be called giving feedback. Students can receive feedback either from teachers, friends, or tools. The essence of feedback is improving EFL writing performance (Harputlu & Ceylan, 2017). Teachers can also give feedback to students in the form through oral or written corrective feedback about their essay writing results (Sobhani & Tayebipour, 2015). Moreover, there is direct and indirect corrective feedback in writing. Different types and forms of feedback become lists of preferences that students can choose. Rahmawati (2017) found that indirect corrective feedback is more effective than direct corrective feedback. The reason is that in indirect corrective feedback, students become more self-activated learners. Therefore, they found that

revising and correcting their work became a must responsibility that they needed to complete. According to Rasouli et al. (2023), students who have high anxiety prefer to receive error correction with fewer comments from their teacher about their writing. At the same time, learners with low anxiety levels prefer error correction with embedded comments from their teacher. In EFL writing, there are also E-Feedback types, which include online teacher feedback (OTF), online peer feedback (OPF), and automated writing evaluation (AWE) feedback (Özkanal & Gezen, 2023). These days, automated writing evaluation is integrated with artificial intelligence systems. One of the forms of automated writing assistance is ChatGPT.

Feedback from ChatGPT depends on the kind of prompt that the user gives. Therefore, the quality of ChatGPT feedback depends on the prompt itself. In instructing ChatGPT to complete a particular writing, the user must present ChatGPT with a specific prompt. The prompt is input from users that will get a response from ChatGPT. The detailed prompt from users will be responded to by ChatGPT with quick and specific generated answers, for example answers about case-based multiple-choice questions (Kiyak, 2023). Feedback and prompts are inseparable aspects the writer should know about when using ChatGPT as writing assistance.

## **2.7 Previous Study**

Several previous studies investigated ChatGPT's advantages and possible disadvantage. Also, several research studies have examined the effect of teachers and automated feedback that are provided by tools.



This study is conducted because ChatGPT benefits and possible hazards as new tools are needed for teachers' and students' awareness as wise users. Much research about ChatGPT has been conducted, and the results present its benefit as writing assistance. EFL students and teachers from universities mainly state the positive impacts of ChatGPT. Tasks at higher-educational levels require lots of writing. Therefore, the existence of ChatGPT helps them finish the task quicker. However, EFL university teachers can also utilize ChatGPT as a learning source and tool to help them create lesson plans and suggest ideas for learning activities (Hang, 2023). Besides those advantages, ChatGPT can cause problems in academic integrity, because it can do anything based on what the user asks it to do. Therefore, when teachers use it as writing assistance in class, they should give students clear instructions about what they can and cannot do when using ChatGPT. In short, to avoid the risks in using ChatGPT, guidance and instruction from teachers when utilizing it in class, and self-awareness from teachers and students to be responsible users, are needed.

A related study about teachers' role when using ChatGPT as a writing tool is from Waltzer, et al (2023). ChatGPT's ability to produce writing imitates human behavior in creating writing works. Writing that is created by ChatGPT has both similarities and differences from human writing. The similarities may lead to academic integrity issues if teachers cannot differentiate the two works. Therefore, Waltzer, et al, (2023) investigate teachers' ability to differentiate essays from Senior High School students and ChatGPT-generated essays. The result shows that

around 70% of teachers can differentiate the essays that students and ChatGPT produced. Also, in terms of being optimistic about using ChatGPT, students seem more optimistic than teachers. The reason is that teachers worry about problems involving academic integrity that can be caused by using ChatGPT in class.

Automated feedback in writing can be provided by writing assistance such as Grammarly (Thi & Nikolov, 2022), Criterion (Heffernan & Junko, 2015), Pigaiwang (Wang & Hang, 2022), and ChatGPT (Guo & Wang, 2023). Firstly, Guo and Wang (2023) examined the potential of ChatGPT feedback in supporting teacher Feedback. It focuses on the types and amount of feedback teachers and ChatGPT provide. Chinese undergraduate students were asked to write argumentative essays. Then, the first group receives only feedback from the teacher, and the second group from ChatGPT. The results show that ChatGPT gives students a lot more feedback compared to teachers in terms of amount. It also provides feedback in the form of directive, informative, query, praise, and summary. Secondly, Thi and Nikolov (2021) study how feedback from Grammarly can support feedback from teachers in EFL writing classes. The finding shows that Grammarly primarily addressed surface-level errors, whereas teacher's feedback includes both lower- and higher-level writing feedback. Therefore, both feedback from teachers and writing assistance have a significant impact on students writing achievement.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains this study's methods and stages including research designs, the subject of the study, the data collection technique, validity, and reliability.

#### 3.1 Research Design

This study chose a quasi-experimental with a quantitative approach. According to Borg and Gall (2003), types of experimental research include true-experimental research, quasi-experimental research, and pre-experimental research. In quasi-experimental research, the role of treatment is crucial. Regarding Creswell (2013), in experimental research, a test can impact the treatment and outcome of a research, and it can also control another factor that probably influences the outcome.

Quasi-experimental research was conducted when researcher had no option to select a sample for their study randomly from the population. The subjects were put in different groups and the groups receive different treatments. The school classroom organization made the groups. Therefore, researcher could not randomly select students as the sample for the research.

Students from the experimental group and control group were tested in pre-test and post-test sessions as quasi-experimental research samples. Unlike the control group, students from the experimental group received treatment. Both groups' pre-test and post-test results were compared to find any achievement from the given treatment. Then, scores from the

experimental group and control group were compared to determine whether there was any significant difference between the groups' post-test results.

The experimental group receives treatment in this research. Students were assigned to two groups. They are control group and the experimental group. There is a control group and an experimental group in this study. The experimental group receives treatment by utilizing ChatGPT as an editing and revising tool. Therefore, ChatGPT is the independent variable in this research. The dependent variable in this study is students' writing performance.

**Table 3.1 Research Design**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental	Y1	X	Y2
Control	Y1		Y2

The variables in this research are divided into dependent and independent variables. The independent variable is (X). It influences or causes changes. Then, the dependent variable is (Y). It receives impact and becomes the study's result.

### **3.2 Subject of the Research**

Several steps are done to select the research subject, including population, sampling, and sample.

## 1. Population

The population of this research is students of MAN 1 Jembrana in the academic year 2023/2024.

## 2. Sampling

Students are selected by using non-probability (non-random sampling). Therefore, the sample was selected from the classes already divided by the school from the population.

## 3. Sample

Sugiyono (2013) said that in experimental research using an experimental group and a control group, each group member should be between 10-20 students, respectively. Therefore, group member in this research was around 20-30 students.

### **3.3 Research Instrument**

Research instruments can be tests and non-tests (Sugiyono, 2013). Since the researcher wants to measure students' writing achievement, the instrument in this research is a test. There is only one instrument in this research. It is a writing task. Students are asked to create recount text. Then, the pre-test and post-test results are measured using the writing scoring rubric from Brown (2007).

## 1. Test

**Table 3.3.1 The Blue Print of Writing Tests**

Stage	Material	Aspect	Test Instruction	Test Item	Duration
Pre-test	Recount Text	-Content - Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about “Last Holiday”	Paragraph writing	90 minutes
Treatment (Experimental Group) and Conventional Learning (Control Group)	Recount Text	-Content - Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about your “Most Heart-breaking Experience”	Paragraph writing	90 minutes
Treatment (Experimental Group) and Conventional Learning (Control Group)	Recount Text	-Content - Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about “Most Unforgettable Experience”		90 minutes
Post-Test	Recount Text	-Content - Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about “Happiest Experience”	Paragraph Writing	90 minutes

#### a. Pre-Test

The pre-test was given before students received the treatment. It is a writing recount text with three parts: orientation, events, and re-orientation. Then, students' writing was using a scoring rubric from Brown (2007) that assesses content, organization, grammar, vocabulary, and mechanics. The pre-test is done to obtain prior information about students' writing ability and writing proficiency level before receiving treatment.

#### b. Post-Test

After the treatments, students from the control and experimental groups did the post-test. The post-test aims to evaluate whether significant differences exist between the result of pre-test and post-test results. The post-test also involves writing recount text on a different topic from the pre-test. In an experimental study that uses pre-test and post-test, the pre-test effect should not become an interfering variable that is difficult to control (Latief, 2016). Therefore, the answers to the pre-test and post-test should be equivalent.

## **2. Validity and Reliability**

#### a. Validity

Validity is inseparable from language assessment. Part of language assessment is language testing. A test's validity is when it can measure what it is intended to measure. Kinds of validity include logical and empirical validity (Suyono et al. 2021). Logical validity contains content and construct validity. Content validity is the ability of a test to measure the

concept that it aims to measure. Meanwhile, construct validity is a test's ability to represent what it is intended to measure. Moreover, empirical validity depends on the item and result of the test. However, the instrument of this research is content validity.

The validity test in this research is used to validate the instrument in the form of a writing test. It is used to measure student's pre-test and post-test. However, validity is a form of assessment that results from something abstract. The abstractness can be predicted by paying attention to the evidence. Thus, the evidence provides a supportive aspect of the validity (Latief, 2016). Validity evidence can be supported by the evaluation from validators, namely experts, according to Messick (1975) on Aryadoust (2023). Assessment instruments, as well as empirical data, can be used as valid evidence. Supporting validity evidence includes construct, content, concurrent, and predictive.

Moreover, validity tests in research should involve experts as examiners and assessors of the test. They decide whether the writing scoring rubric was valid or not to measure students' writing performance. Before instrument is administered, it needs to be checked for validity and reliability by an experienced expert (Kamaliah et al. 2022). Therefore, the writing task and scoring rubric for measuring recount text that students made require validity from an expert.



## b. Reliability

Reliability is about the degree of precision that represents the assessed language skill. Therefore, reliability is about the consistency of the instrument in research. It is also about the repeatability of a test (Taherdoost, 2016). It should be able to be used at any time and in any situation. Therefore, a test should be repeatable, stable, and reliable.

The reliability of a test should have stability, internal consistency, and equivalence (Abideen et al. 2022). Stable means a test should be able to measure without interfering with the condition of the respondents by controlling them. Internal consistency is about whether the variables from a test are related. Equivalence focuses on the consistency of a test specifically to what extent it is reliable. In short, a test should be stable, having internal consistency and equivalence.

Expert guidance assessed the reliability of this research. Since this study investigates writing performance, the instrument should be able to represent students' actual level of writing skills precisely. The distance between the assessment result and the accurate language skill level it represents shows whether the test has high or low reliability (Latief, 2016). Thus, the preciseness of instrument reliability in this research will be examined by research.

## **3.4 Data Collection**

This research was conducted in five meetings. The student received the treatment three times. The pre-test was conducted in the first week. The

treatment was given to experimental group students thrice in the first, second, and third weeks. The researcher conducted the post-test in the last week. The timeline of the research is as follows.

**Table 3.4.1 Research Timeline**

No.	Meeting	Date	Activity	
			Control Group	Experimental Group
1.	1	22 <sup>nd</sup> January 2024, Monday	Initial Observation	Initial Observation
2.	2	25 <sup>th</sup> January 2024, Thursday	Pre-Test	- Pre-Test -First Treatment
3.	3	29 <sup>th</sup> January 2024, Monday	Conventional Learning	-Second Treatment
4.	4	1 <sup>st</sup> February 2024, Thursday	Conventional Learning	-Third Treatment
5.	5	5 <sup>th</sup> January 2024, Monday	-Post Test	-Post Test

## 1) Procedure in Pre-test Phase

Students completed the pre-test, which consisted of writing a recount text of 150-200 words for ninety minutes. The theme of the text was “Last Holiday.” Then, the results were scored using Brown (2007) scoring rubric.

## 2) Procedure in Treatment Phase

### a. Control group

In the control group, students receive feedback from the teacher. The teacher evaluates the student’s content, organization, and language pre-test. The feedback is in the form of a corrected sheet and an oral explanation. Then, students have a week to revise and submit their work to the teacher.

### b. Experimental group

The student was given treatment in the form of ChatGPT feedback. ChatGPT will evaluate their pre-test regarding content, organization, and language. As the first treatment, students received the feedback from ChatGPT. They used ChatGPT with specific prompts. The prompts that were given to ChatGPT include: (1) *write me comments and suggestions about the content of the recount*; (2) *write me comments and suggestions about the organization of the recount text*; (3) *please provide comments and suggestions about the language components of the recount text*. The prompts were adapted from Guo & Wang (2023). Then, they have to screenshot the feedback that ChatGPT gives. They have a week to revise their work and submit it along with the screenshot feedback from ChatGPT

to the researcher. The second treatment is the same, but the recount topic will differ.

### **3) Procedure in Post-Test**

The student completed the post-test, which also involves writing recount text about a different topic from the pre-test. The topic of the post-test was recount text about “Happiest Experience.” It will be evaluated by using scoring rubrics from Brown (2007).

### **3.5 Data Analysis**

The students’ scores were used to measure homogeneity and normality of the data. Then, the pre-test and post-test data were analyzed using an independent sample t-test to determine the difference between the tests results.

A homogeneity test determines whether the two groups come from the same population. It is necessary since this study will use an independent sample t-test to collect the data. The data will be gained from students’ post-tests. Levene’s test is used by utilizing SPSS. Therefore, if the significant level is more than 0,05, the groups come from the same population, while if it is less than 0,05, the groups come from different populations.

This research also uses a normality test to analyze whether the groups are normal. Testing the sample’s normality is required for conducting an independent sample t-test. The data will be gained from students’ pre-tests and post-tests. This study used the Shapiro Wilk test, since it has a small sample. Therefore, if the significant level is more than

0,05, the samples are normal, while if it is less than 0,05, then the samples are not normal.

Independent sample t-test is also used to analyze the data. Thus, before using this test, the researcher should do homogeneity and normality test beforehand. The test aims to determine whether there is a significance difference between the pre-test and post-test groups. Therefore, if the significant level is less than 0,05, there is significant difference between the two groups, while if it is more than 0,05, then there is no significant difference between the two groups.

### 3.5.1 Hypothesis

The hypotheses of this research are:

- **H<sub>0</sub> (Null Hypothesis):** The use of ChatGPT as a revising and editing tool is not effective on students' writing performance.
- **H<sub>a</sub> (Alternative Hypothesis):** The use of ChatGPT as a revising and editing tool is effective on students' writing performance.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents and analyses the research findings regarding the effectiveness of ChatGPT as a revising and editing tool for students' writing performance. The discussion aims to answer the research question: (1) Is the use of ChatGPT as a revising and editing tool effective for students' writing performance. The findings are interpreted and discussed with relevant theories.

#### 4.1 Research Findings

This research aims to investigate the effectiveness of ChatGPT as a revising and editing tool on students' writing performance in an Islamic Senior High School from XI grade at MAN 1 Jembrana. The presented data in this research include data on the pre-test and post-test of the two groups, the control and experimental groups. The score was measured using a scoring rubric from Brown (2007). The researcher and teacher scored students' writing from the control and the experimental groups. The groups were given the same theme for their recount text writing, which includes "Last Holiday," "Most Heart-breaking Experience," "Most Unforgettable Experience," and "Happiest Experience". The final scores were obtained from measured mean scores that the teacher and researcher formulated. Furthermore, each group contained 21 students from the experimental group and 24 from the control group. Moreover, the normality, homogeneity, and independent sample t-test were gained from SPSS 20.

#### 4.1.1 Recount Analysis of the Tests

Pre-test and post-test are used to obtain the data on students' writing performance in both groups.

##### 1. Control group

###### a. Pre-Test

The first meeting of this research was to obtain the pre-test scores from students before the treatment based on teacher feedback was given. The test was done on Monday, 29<sup>th</sup> January, by giving students a task to write recount text. The theme for the text is "Last Holiday" (see Appendix 1). Students are allowed to use conventional dictionaries. However, they cannot access to any electronic device to reduce cheating potential. The pre-test result from the control group is in the following table.

**Table 4.1 Control Group Pre-Test Result**

No.	Name	Score
1.	ASPM	8.9
2.	AY	6.6
3.	ADA	6.6
4.	AW	7.2
5.	DMMAH	6.8
6.	DSP	3.8
7.	ESP	7.3
8.	FA	7.8
9.	FDA	6.6
10.	IS	4.8
11.	KM	8.6
12.	MB	5.4
13.	MSBW	6.6
14.	NR	6
15.	NCR	5.9

16.	NLM	7.6
17.	NCF	6.4
18.	NAP	6.8
19.	NNR	5.8
20.	PAR	6.2
21.	RCA	7.9
22.	SCD	7.6
23.	SNA	6
24.	VDS	7.8
Mean		6.6

The pre-test results were calculated using Microsoft Excel. The highest score is 8.9, while the lowest is 3.8. The average score is 6.6.

#### b. Post-Test

The last meeting of this research was conducted to gain post-test scores from students. This post-test was done after students underwent two conventional classes. The test was done by giving students the task of writing a recount text. The theme for the text is “Happiest Experience” (see Appendix 2). Students can use a dictionary without access to electronic devices to reduce cheating potential. The pre-test result from the control group is in the following table.

**Table 4.2 Control Group Post-Test Result**

No.	Name	Score
1.	ASPM	9.2
2.	AY	7.1
3.	ADA	7.3
4.	AW	6.9
5.	DMMAH	7
6.	DSP	5.3



7.	ESP	8.2
8.	FA	7.8
9.	FDA	8.1
10.	IS	5.6
11.	KM	8.9
12.	MB	5.4
13.	MSBW	6.8
14.	NR	6.7
15.	NCR	7.8
16.	NLM	7.7
17.	NCF	6.4
18.	NAP	9
19.	NNR	7.5
20.	PAR	5.6
21.	RCA	8.4
22.	SCD	7.3
23.	SNA	5.8
24.	VDS	8.2
Mean		7.2

The pre-test results were calculated by using Microsoft Excel. The highest score is 9.2, while the lowest is 5.3. The average score is 7.2. Seventeen students' whose post-test scores increase. The difference between the pre-test and post-test mean scores is 0,6. Post-test is higher than the pre-test.

## **2. Experimental group**

### **a. Pre-Test**

The first meeting of this research was to obtain the pre-test scores from students before the treatment from ChatGPT feedback was given. The test was done by giving students the task of writing a recount text. The theme for the text is "Last Holiday" (see Appendix 3). Students are allowed to use conventional dictionaries

and have access to any electronic device for utilizing ChatGPT. The pre-test result from the control group is in the following table.

**Table 4.3 Experimental Group Pre-Test Result**

No.	Name	Score
1.	AFH	6.3
2.	AYH	6.6
3.	AAR	5.1
4.	ARTA	4.7
5.	ASA	8
6.	DSH	6.3
7.	FFA	5.6
8.	FDA	8.1
9.	FA	5.8
10.	GRF	7
11.	HD	5.7
12.	KTAA	7.4
13.	MD	6.3
14.	MR	6.4
15.	MFADA	5.8
16.	NDS	6.1
17.	NA	6.2
18.	RA	7.7
19.	RAS	8.4
20.	SACZ	7.8
21.	S	6.7
Mean		6.5

The pre-test results were calculated using Microsoft Excel. The highest score is 8.4, while the lowest is 4.7. The average score is 6.5.

**b. Post-Test**

The last meeting on this research was done to obtain student's post-test scores after receiving the first and second (last) treatment by utilizing ChatGPT. The test was done by giving

students the task of writing a recount text. The theme for the text is “Happiest Experience” (see Appendix 4). Students are allowed to use a conventional dictionary. The result of the post-test from the control group is in the following table.

**Table 4.4 Experimental Group Post-Test Result**

No.	Name	Score
1.	AFH	6.3
2.	AYH	5
3.	AAR	5.8
4.	ARTA	7.5
5.	ASA	7.3
6.	DSH	6.9
7.	FFA	6.7
8.	FDA	6.6
9.	FA	6.6
10.	GRF	9.2
11.	HD	8.1
12.	KTAA	8.6
13.	MD	6.6
14.	MR	7.3
15.	MFADA	6.9
16.	NDS	6.8
17.	NA	5.5
18.	RA	7.2
19.	RAS	8.7
20.	SACZ	7.8
21.	S	7.8
Mean		7.1

The pre-test results were calculated using Microsoft Excel. The highest score is 8.7, while the lowest is 5. The average score is 7.1. Fourteen students whose post-test scores increase. The difference between the pre-test and post-test mean scores is 0,6. The post-test is higher than the pre-test.

### 3. Normality Test

A normality test should be conducted before conducting an Independent sample t-test; students' pre-tests and post-tests are used to determine whether the result is normally distributed. The result is as follows.

**Table 4.5 The Result of the Normality Test**

Tests of Normality							
	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Post-Test	Pre-Test Experimental group	.139	21	.200*	.961	21	.543
	Post-test Experimental Group	.124	21	.200*	.982	21	.951
	Pre-Test Control Group	.094	24	.200*	.977	24	.833
	Post-test Control Group	.104	24	.200*	.960	24	.437

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

a. Lilliefors Significance Correction

There were 21 students from the Experimental group and 24 from the control group. Shapiro-Wilk was used in this study since the number of participants was less than 50 (Afifah, et al., 2022). The table showed that the significance value of the pre-test from the experimental group was 0.543, the post-test from the experimental group was 0.951, the pre-test from the control group was 0.833, and the post-test from the control group was is 0.437. These show that the data is distributed normally.

#### 4. Homogeneity Test

A Homogeneity Test should be conducted before conducting an Independent sample t-test. Students' post-test scores are used as the data to determine whether the homogeneity of the data is normally distributed. The result is as follows.

**Table 4.6 The Result of the Homogeneity Test**

Test of Homogeneity of Variance					
	Levene Statistic	df1	df2	Sig.	
PostTest	Based on Mean	.412	1	43	.524
	Based on Median	.416	1	43	.522
	Based on Median and with adjusted df	.416	1	42.937	.522
	Based on trimmed mean	.411	1	43	.525

The data is homogeneous since the significant value based on the mean is 0.524, based on the Median is 0.522, based on the Median and with adjusted df is 0.522, and based on the trimmed mean is 0.525. Those show that the significant level is  $> 0.05$ .

#### 5. Independent Sample T-Test

An Independent sample t-test was used to determine whether there was a significant difference between the result of the post-test control group and the experimental group.

#### 4.7 The Result of the Independent Sample T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
PostTest	Equal variances assumed	.412	.524	-.441	43	.662	-.1452	.3297	-.8101	.5197
	Equal variances not assumed			-.443	42.935	.660	-.1452	.3275	-.8058	.5153

The result showed no significant difference since the Sig. 2-tailed is  $> 0.05$ , which is 0.662 and 0.660.

#### 4.2 Discussion

This quasi-experimental research aims to assess the effectiveness of ChatGPT as a revising and editing tool on students' writing performance at MAN 1 Jembrana. The study's significance determines how feedback from teachers influences students from the control group's writing abilities and how feedback from ChatGPT impacted students from the experimental group's writing performance. The discussion includes three points. The first one is about the control group. Secondly, it is about the experimental group. The last one explains whether using ChatGPT as a revising and editing tool on students' writing performance is effective. Thus, the discussion aims to provide insights about the effectiveness of this feedback in improving students' writing performance.

#### **4.2.1 Control Group**

The findings showed that seventeen out of twenty-four students' writing performance was increased. The English teacher gives written and oral feedback during the revising and editing stages. Most of the feedback is given in written form. Students found written feedback helpful while revising their writing (Leng, 2014). Besides, oral feedback also provides students with helpful interaction, clarification, and negotiation between them and their teacher (Küçükali, 2017). After receiving teachers' feedback, students' scores increased in all writing aspects, including content, organization, grammar, vocabulary, and mechanic.

During the research, a revised version of the overall students' writing showed that their scores increased in all the writing components. The written feedback that the teacher mainly gave increased students' grammatical scores. Teachers' feedback also includes oral, so students can ask further questions about the revision that the teacher gives to them. Grammatical accuracy in students' writing is enhanced after students receive written corrective feedback (Daneshvar & Rahimi, 2014). Teacher better provides students with feedback in terms of grammar and content (Ruegg, 2015). Besides, teacher comments and judgments in the form of feedback impact students' spelling and vocabulary (Vögelin, et al, 2018). Therefore, students' writing performance improves once they receive feedback from the teacher through oral and written feedback.

#### **4.2.2 Experimental Group**

The finding showed that scores from fourteen out of twenty-one students who received feedback from ChatGPT increased. Their score increases in all writing aspects, including content, organization, grammar, vocabulary, and mechanics. Improving students' writing scores on those aspects aligns with Amini and Susanti's (2024) research about ChatGPT feedback's role in enhancing students' writing skills when creating descriptive text. Moreover, the most-used prompt that students chose was a prompt for comments and suggestions about the language components aspect of their recount text. It showed that when students used the language component prompt, they would mostly receive comments and suggestions about grammar.

Overall, results from students' revised writing that increased scores showed that ChatGPT had enhanced their writing in all components. ChatGPT's ability to provide vocabulary lists helps students in terms of their language proficiency (Javaid et al., 2023). Moreover, after students had completed their pre-test, treatment, and post-test, scores showed that their writing performance was enhanced in terms of grammar. ChatGPT provides students with suggestions for bettering their grammatical errors (Zebua & Katemba, 2024). It also enhances students' ability in terms of writing content, specifically the ability to elaborate on the topic in writing concisely after receiving feedback from ChatGPT (Poláková and Ivenz, 2024). Students' writing ability in terms of organization, which is the ability to arrange and connect sentences using connectives, is also



increased. Therefore, ChatGPT feedback helps them advance their writing coherence (Marzuki et al, 2023). After receiving teachers' feedback, students' scores increased in all writing aspects, including content, organization, grammar, vocabulary, and mechanic.

#### **4.2.3 The Effectiveness of ChatGPT as a Revising and Editing Tool on Students' Writing Performance**

This study's Independent sample t-test result shows no significant difference between the control and experimental groups. The reason is that this research is done in senior high school, while previous studies were mostly done at higher educational levels, such as research by Guo and Wang (2023), Thi and Nikolov (2022), Hang (2023), and Solovey (2024). Therefore, university students are more familiar with the use of ChatGPT. College students commonly use ChatGPT, to help them finish writing academic assignments (Dawa, et al, 2024). Results from Črček et al (2023) also showed that more than 50% of their subject, which are university students, mostly used ChatGPT for generating ideas to write a part of their assignment. University students use ChatGPT frequently for academic tasks such as writing (Baek, et al, 2024).

The treatments in this study should be done more than three times for resulting significant differences when testing the independent sample t-test. Regarding the result from Aisyah et al (2022) research, conducting four treatments during reading comprehension research shows a significant difference between students from groups that receive and do not receive

treatment. It also aligns in line with research by Amalia et al (2022) about improving writing skills by using Kahoot. Results from the ANCOVA test indicate a significant difference between students' scores from the experimental who received four treatments, and the control group who did not. Purba et al (2021) also implemented the four-times treatment in research about using Instagram Stories to improve students' writing skills. It showed that the experimental group, who received treatment four times showed significant improvement compared to students from the control group who did not undergo any treatments.

At first, the researcher categorized students according to the number of treatments they had undergone. Only students who received at least two times of treatments can be included in the data analysis process. Thus, the results show that more students from the experimental group had increased scores. This result aligns with the finding from Liu et al (2022) study, which showed that feedback from AI-powered tools is more effective than traditional teacher feedback. Also, ChatGPT is more relevant and consistent in providing feedback for EFL writing works than feedback given by teachers (Li et al, 3034). Therefore, ChatGPT can effectively support language learning curricula for writing classes (Jamshed et al, 2024). Thus, ChatGPT can support the enhancement of student writing skills.

However, once we change the categorizing aspect, the results show that students from both groups show equal enhancement. Their scores increased equally. Even though the Independent sample t-test from this

research shows no significant difference, students' scores from the control and experimental groups increased on post-test results. Thus, this study's result aligns with longitudinal research by Escalante et al (2023). It states there is no difference between the two groups of English as a New Language (ENL) students' learning results. The first group received generated feedback from ChatGPT, while the control group got feedback only from their tutor. Therefore, this finding aligns with a study from Solovey (2024) that showed teacher feedback and ChatGPT could increase students' writing ability. In short, ChatGPT can facilitate L2 writing learning, whilst it cannot substitute the role of teacher feedback entirely (Kurt and Kurt, 2024). It should support each other in providing students feedback while enhancing their writing skills. ChatGPT's role in giving feedback for EFL writing is a complementary source besides teacher feedback (Zou et al, 2024). The conclusion is that ChatGPT and teacher feedback can help students increase their writing performance.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explains the conclusion and suggestions for this study. It concludes with a brief overview of the research based on the findings discussed in the prior chapter. Besides, suggestions are written to provide possible recommendations based on the research's completion.

#### 5.1 Conclusion

This study investigates the effectiveness of ChatGPT as a revising and editing tool in enhancing EFL students' writing performance. The result shows that, an experimental group that receives feedback from ChatGPT has an increased score in terms of content, grammar, organization, vocabulary, and mechanics. Besides, students from the control group also have increased scores on the same writing components. However, this research's independent sample t-test result shows no significant difference between the control and experimental groups. Thus,  $H_0$  is accepted, so using ChatGPT as a revising and editing tool effectively improves students' writing performance. Thus, ChatGPT feedback can support and supplementary complement teacher feedback during EFL students' process in increasing their writing performance, specifically during the editing and revising stages.

## 5.2 Suggestion

According to the discussion and findings from this study, this suggestion included several parties since they are related to the data collection process. The suggestion may be helpful for future researchers.

### 1. The English Teacher

Both teacher feedback and ChatGPT feedback are important for students to enhance their writing performance. Teacher feedback cannot be replaced by ChatGPT feedback. Both feedbacks will complement each other and create better feedback for students' writing process. Teachers should also pay attention to the potential of ChatGPT use in terms of academic dishonesty.

### 2. EFL Students

Teacher feedback is helpful for students during the teaching and learning session. However, ChatGPT feedback will be more beneficial for students when they do self-regulated learning. It happens when they learn by themselves at home. They can improve their writing by practicing for themselves with the help of ChatGPT suggestions and comments.

### 3. The Future Researchers

This research only focused on five aspects of the writing scoring rubric. They include content, organization, grammar, vocabulary, and mechanics. Future researchers can explore the effect of teacher and ChatGPT feedback on other writing aspects. Moreover, this study did not

use interviews as the part of the instrument. Future researchers should interview to gain more data about why students use ChatGPT, primarily for bettering their language component.

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## APPENDICES

### Appendix 1 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id. email : fitk@uin\_malang.ac.id

Nomor : 99/Un.03.1/TL.00.1/01/2024  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

09 Januari 2024

Kepada

Yth. Kepala MAN 1 Jembrana  
di  
Bali

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Shofia Kamal  
NIM : 200107110001  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2023/2024  
Judul Skripsi : **The Effect of Using Chat GPT Feedback and Teacher Feedback towards Students Writing Performance**  
Lama Penelitian : Januari 2024 sampai dengan Maret 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



An Dekan,  
Wakil Dekan Bidang Akademik

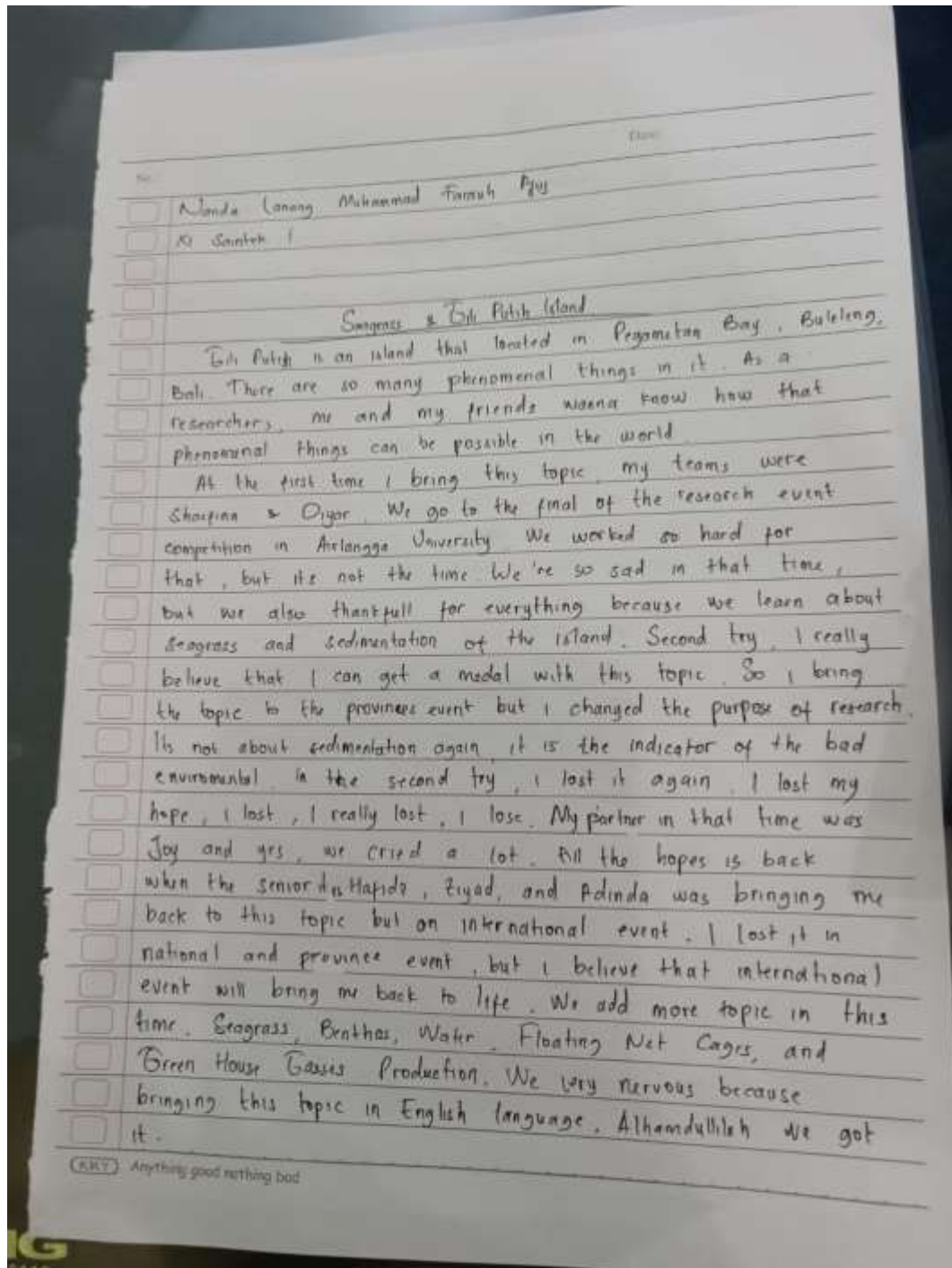
Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

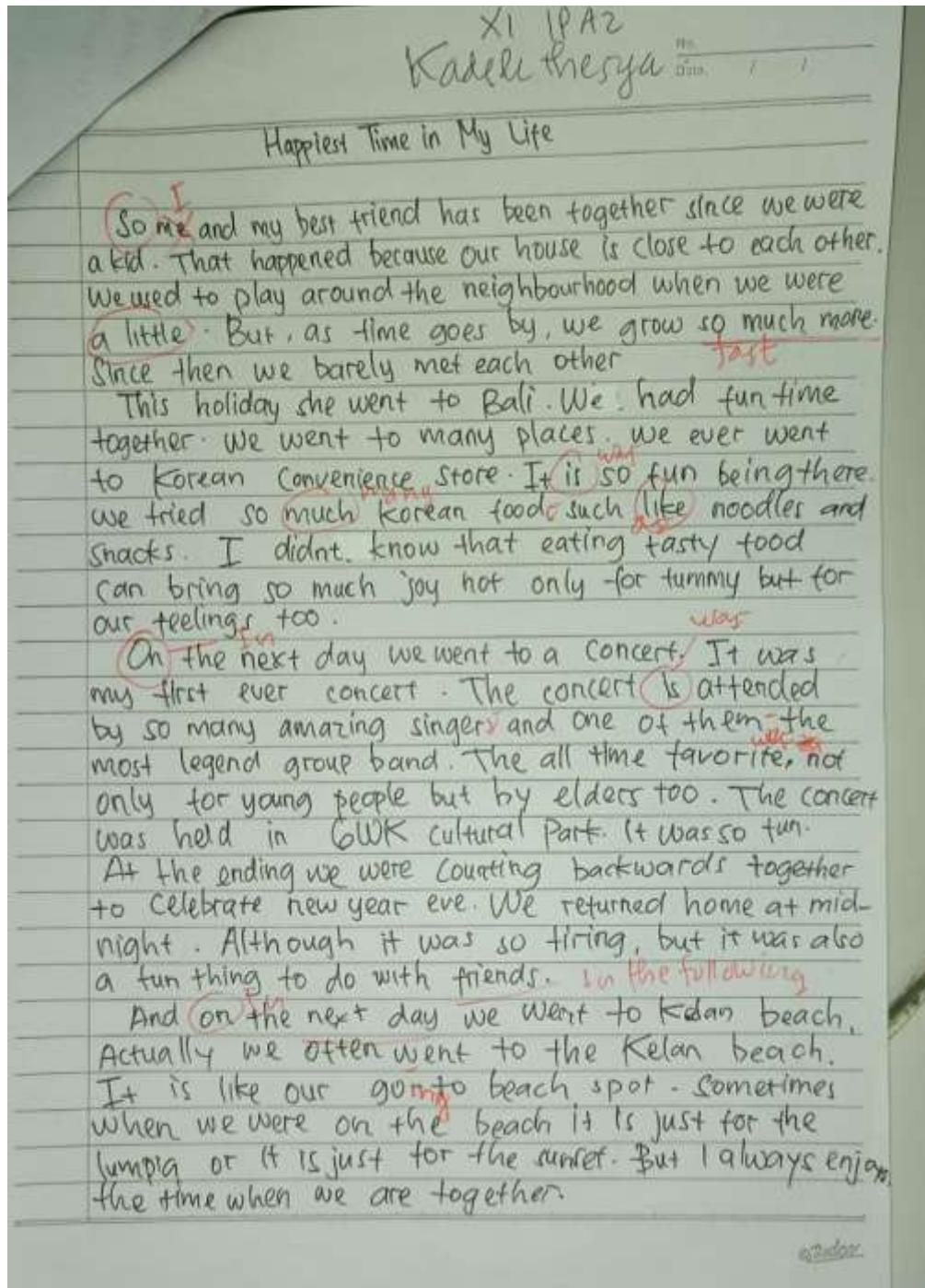
## Appendix II Students Writing

### Pre-Test

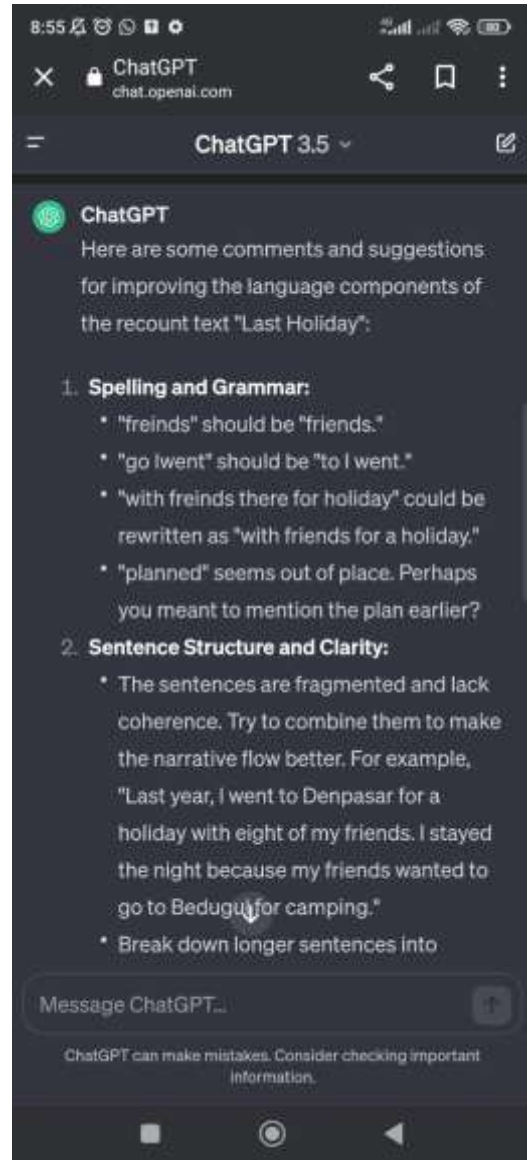
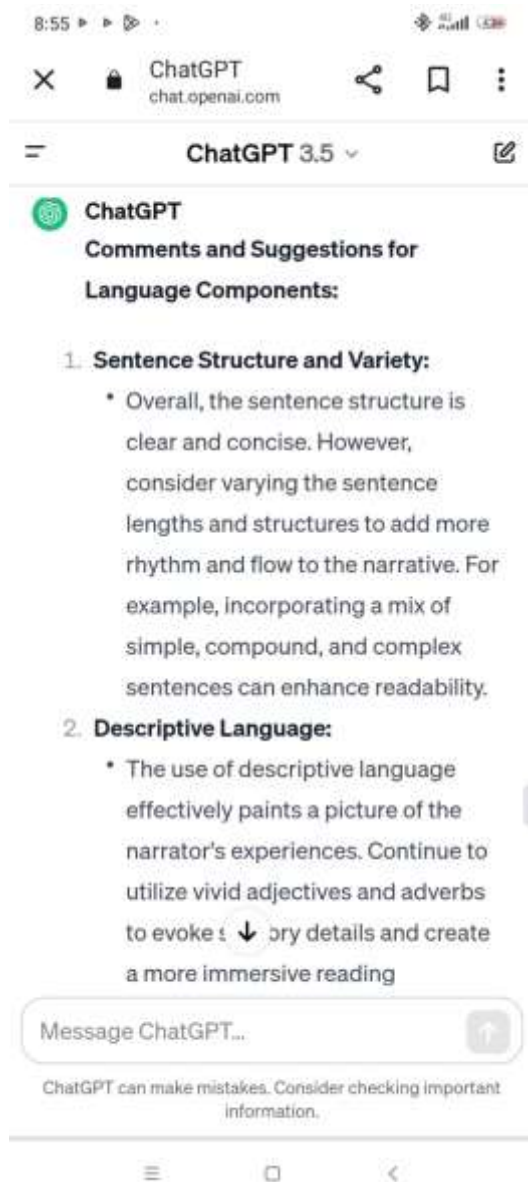


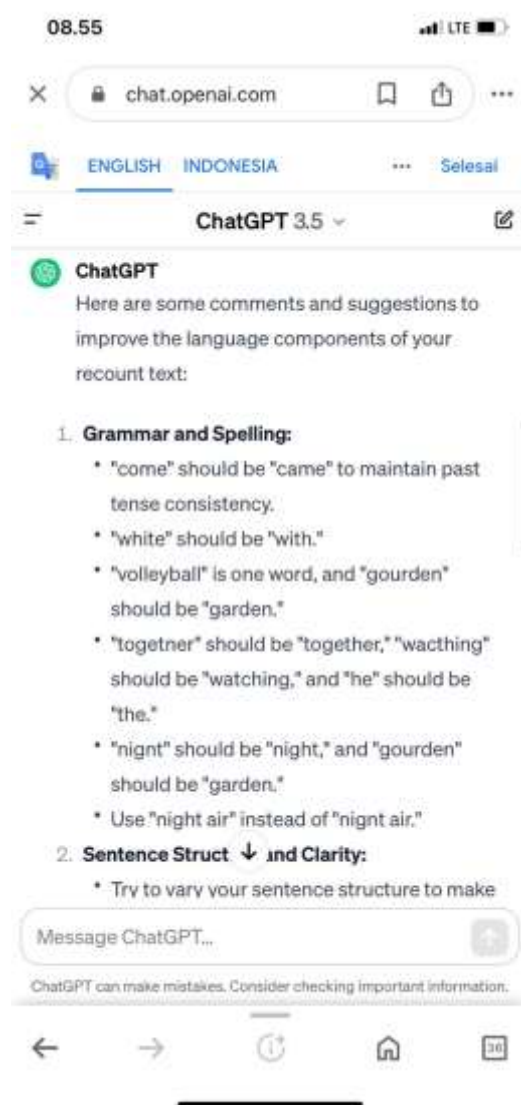
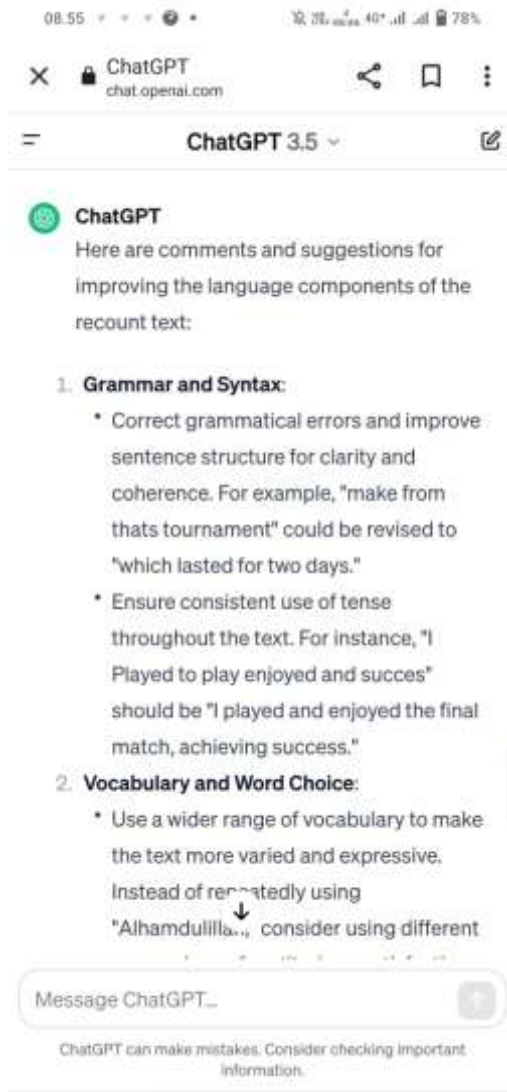


## Post-Test



## Appendix III Students Screenshot using ChatGPT





### Appendix IV Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is complete and clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with proper connectives	2 x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	

	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15% -Spelling -Punctuation -Capitalization	4	Effective choice of words and words form	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and words form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	
$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$			

### Appendix V Blue Print for Writing Task

Stage	Material	Aspect	Test Instruction	Test Item	Duration
Pre-test (first Treatment)	Recount Text	-Content -Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about “Last Holiday”	Paragraph writing	90 minutes
Second treatment	Recount Text	-Content -Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about your “Most Heart-breaking Experience”	Paragraph writing	90 minutes
Third treatment	Recount Text	-Content -Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about “Most Unforgettable Experience”		90 minutes
Post-Test	Recount Text	-Content -Organization -Grammar -Vocabulary -Mechanics	Write down a recount text about “Happiest Experience”	Paragraph Writing	90 minutes

## Appendix VI Questions for Validity Test

### Reading

*Read the following text carefully!*

#### **It was not a Chocolate**



I had a weird experience. This was the silliest thing that I ever had in my life. This weird moment happened when I was around four years old. My older sister was beside me when the moment was happening. The cause of this moment is because of my reckless self. I was bewildered at first when the chocolate had touched my taste buds. Once I moved my tongue, the chocolate's taste went bad. Deep down, I had realized something alarming when I run my feet in hurry for some water so I could bathe my palate as soon as possible.

I stubbed my point finger on the spot where the chocolate was, and licked my point finger deliciously. I was thinking sceptically. I wondered why this chocolate tasted like this. I was about to throw up. I run to the bathroom. Then, I poured some water into my mouth and spat it out several times. I did the same thing until the weird taste on my tongue gone. I even brushed my tooth to make sure the taste is gone totally. I looked around where the speck of the chocolate located. In surprised and disgusted, I found a little white speck near where my chocolate speck located. I was right about the scent that I inhaled earlier. It was not a chocolate but lizard's waste.

I was in shocked. I was in a bad luck that day. I learned my lesson not to eat food that already fell. That moment would be an unforgettable experience that I ever had in my life. I got to know how animal waste's taste, it made me felt nauseous when I tried to remember how the taste was. What an experience I have.

*Soal*

1. What is the kind of the above text?
2. What are the characteristics of the text above?
3. Classify the paragraph according to the text's structure!
4. What is the first paragraph explaining about?

5. What is the conclusion of the text above?
6. Create similar text by using "Holiday"!

**Appendix VII Documentation**





## Appendix VIII Research Completion Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBRANA**  
**MADRASAH ALIYAH NEGERI 1**  
Jalan Ngurah Rai No. 103 Kel. Dauh Waru Kab. Jembrana  
Telp: (0365) 41308, email : mannegarabali@gmail.com website : man1jembrana.sch.id  
NSM : 131151010001, NPSN : 50105600

### **SURAT IZIN PENELITIAN**

Nomor : B-043/Ma.18.2/PP.00.6/01/2024

Yang bertanda-tangan di bawah ini

Nama : **H. AGUS SUBAGYA, S.Pd, M.Pd**  
NIP : 197103211996031002  
Pangkat / Gol : Pembina Tk.1, IV/B  
Jabatan : Kepala MAN 1 Jembrana

Memberikan Izin untuk melakukan penelitian kepada mahasiswa berikut ini

Nama : **SHOFIA KAMAL**  
NIM : 200107110001  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Ilmu Tarbiyah dan Keguruan (FITK)  
Semester : Genap-2023/2024  
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Dalam rangka melakukan penelitian di MAN 1 Jembrana untuk menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa yang berjudul **"The Effect of Using Chat GPT Feedback and Teacher Feedback towards Students Writing Performance"** selama 3 (Tiga Bulan); Januari s/d Maret 2024 di MAN 1 Jembrana.

Demikian surat Izin ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya, atas kerjasamanya diucapkan terimakasih.

Jembrana, 10 Januari 2024  
Kepala MAN 1 Jembrana



Ditandatangani Secara Elektronik  
**AGUS SUBAGYA**

*Dokumen ini telah ditandatangani secara elektronik yang dibuktikan oleh Balai Sertifikasi Elektronik (BSrE), BSSN*

## Appendix VIII Curriculum Vitae

### CURRICULUM VITAE

Nama Lengkap : Shofia Kamal  
Tempat, Tanggal Lahir : Jembrana, 22 Maret 2002  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang  
Alamat Rumah : Jl. Wijaya Kusuma Gang II Baler Bale Agung,  
Negara, Jembrana, Bali  
No. HP/Telepon : 082236592748  
Alamat E-mail : [shofiashofi5@gmail.com](mailto:shofiashofi5@gmail.com)  
Nama Wali : Kamaludin



### Riwayat Pendidikan

- |                                     |               |
|-------------------------------------|---------------|
| 1. TK Aisyah Bustanul Athfal 1      | 2007-2008     |
| 2. MIN 3 Jembrana                   | 2008-2014     |
| 3. MTsN 3 Jembrana                  | 2014-2017     |
| 4. MAN 1 Jembrana                   | 2017-2020     |
| 5. UIN Maulana Malik Ibrahim Malang | 2020-sekarang |

Malang, 26<sup>th</sup> June 2024

The Researcher,

Shofia Kamal

NIM. 200107110001