

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the theory under consideration in this title. The notion becomes the foundation for carrying out the investigation. The researcher has divided each section that is relevant to the thesis's topic in order to make it easier for readers to understand.

A. Writing skills

1. The Definition of Writing Skill

Writing skills are the skill of expressing ideas, notions, and feelings in the form of written language so that other people who read can understand the contents of the writing well. writing has two steps. the process of displaying the meaning of ideas and conveying them in the form of written language. (Wigati, 2014). The material we wrote could influence our writing. Some writing happened almost automatically. However, other fonts required careful planning. We needed to find and create an environment that supported the writing process. Writing was one way to produce language, if you wrote in a second language or a foreign language, you also needed more time to revise your work. (Meyers, 2005). Writing was one of the important skills that must be mastered, which contained symbols and involved a complex process. In making good writing, we had to use the correct grammatical rules, choose a suitable vocabulary, and consider coherence and cohesion. From the definitions above, it could be concluded that writing was a tool of human

communication. By writing, we could share ideas, feelings, or other things that were already on our minds.

2. The Purpose of Writing

Every activity has a purpose, and so does writing. Writing also has a purpose. According to (Cox, 1962) in her book that is Writing Form Process Purpose, she said that the purpose of writing is:

- a. To inform you, you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.
- b. To amuse, when your purpose in writing is to amuse or entertain, be funny if you can: but examine carefully the humor you plan to use.
- a. To satirize, satire is often a form of humor, but is always humor with a serious purpose – to effect reform.
- b. To persuade, if your purpose in writing is to persuade you desire to influence your readers' thoughts or actions.

The explanation above is the purpose of writing for general writers, but the purpose for students is learning. According to (White, 1986) Writing means learning. Because of that writing has several other purposes for students in writing or it also can be called several other functions of writing for students. They are :

- a. Writing can improve a student's academic performance.

- b. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.
- c. Writing enhances personal and community relationships.

3. The Characteristics of Good Writing.

Good writing is a product of careful thinking. There are several Characteristics of good writing According to (White, 1986), there are four characteristics of good writing. They are:

- a. The appeal to a target audience. It means that a writer should know that his or her writing is wanted to be read by many readers and it appropriate to the readers' desire
- b. A coherent structure. It means that writing has an organizational scheme or outline
- c. A smooth, detailed development. It means that a writer should build his idea by discussing the idea in detail
- d. An appropriate, well-articulated style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction It also means that a writer should avoid such ambiguous sentences or unnecessarily complicated wording"

According to (Pardiyono, 2007) in his book "Teaching Genre-Based Writing" said that to produce effective written text, a writer should

:

- a. Have the knowledge of content and the nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherence).

Cohesion related to the use of appropriate grammatical patterns; substitution, elliptical construction, prepositions, and conjunctions to relate among the clauses within paragraphs and references. Coherent: related to the topic flow or flow of thoughts through the use of transition signals to establish interrelation among the sentences and paragraphs.

- b. Know basic sentence patterns.

- c. Know textual devices. It includes:

- 1) Linguistic realization. It means the sentence is grammatically correct and realized by cohesive devices.

- 2) Topic flow. It means the sentence is realized by coherent devices.

- d. Identify the role of written text On the side of the writer, written text has function On the other hand, on the side of the reader written text has meaning From the two roles can be concluded into three roles of function or meaning They are ideational meaning, interpersonal meaning, and textual meaning.

4. Academic Writing

Academic writing is an essential skill that plays a crucial role in academic and professional success. However, writing a research paper is often a daunting task, even for experienced writers. It requires a substantial amount of time, effort, and skill to conduct research, organize ideas, and present findings effectively. (Himel Mondal, 2023). With the recent advancements in artificial intelligence (AI), ChatGPT has emerged as a potential tool for assisting writers in the research and writing process. (Honavar, 2023). ChatGPT, an AI-driven language model, could produce human-quality text in response to user prompts. Its capacity to comprehend natural language and generate consistent, pertinent replies had made it a popular tool for writers seeking to enhance their writing efficiency.

5. The Form of Writing.

Writing had several genres or forms. According to (Robert E. Scholes, 1985), the forms of writing fell into three categories. They were writer-oriented forms, reader-oriented forms, and topic-oriented forms.

a. **Writer-Oriented Forms**, it means the forms of writing in which the writer is the center of attention." There are two forms of these categories. They are Expression and Reflection.

1) **Expression**. In this form, the writer writes to express their feeling or thoughts.

- 2) Reflection. In reflective writing, the writer's self is doubled. In reflection we look back that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between then and now. Reflection allows us to discover significance in the events of our own lives.
- b. Reader-Oriented Forms. There are two forms of reader-oriented writing. They are Direction and Persuasion.
 - 1) Direction. It provides information and arranges the information in the most useful and comprehensible order such as cookbook and instruction book
 - 2) Persuasion It is designed to persuade or to motivate the reader to do something
 - c. Topic-Oriented forms. The six forms of topic-oriented writing are narration, description, classification, argumentation, analysis, and synthesis.
 - 1) Narration is the writing form which shared with the reader about an event that happens in time.
 - 2) Description is to take a scene or an object and capture it in language.
 - 3) Classification is the form that puts a premium on an organization. uses category or subtopic.

- 4) Argumentation differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.
- 5) Analysis is both a way of observing and a way of writing about what the writer has observed.
- 6) Synthesis is the most complete form of academic writing.

B. ChatGPT

1. The Definition of ChatGPT

ChatGPT is a large generative language model that can be used for a variety of educational purposes, such as helping students learn new languages, write essays and papers, and learn math and science concepts. (Ke Zhang, 2021). ChatGPT was trained on a very large dataset of text and code, which allows it to produce text that is similar to text written by humans. This platform was developed by OpenAI made from the country United States of America, especially for students who can use it freely to help in the learning process by using the ChatGPT application to make the learning process more interesting (Sukhpal Singh Gill, 2023). ChatGPT allows users to identify grammar and structure errors or mistakes, provide recommendations for creating sentences that fit the topic of the writing, paraphrase paragraphs, and more (Lee, 2023). This makes ChatGPT a potential tool for use in education. ChatGPT is a potentially powerful tool for use in education. However, it is important to remember that ChatGPT is not a substitute for teachers. Teachers are still needed to provide guidance and support to students.

2. The Impact of ChatGPT

a. The Advantages of ChatGPT.

According from (Jianyang Deng, 2023), ChatGPT can help increase efficiency by automating conversations. This can save time and resources, as it eliminates the need for manual conversations. Additionally, ChatGPT can generate responses quickly, allowing for faster conversations.

According to research conducted by (Adi Setiawan, 2023), using ChatGPT can improve the thesis writing ability of students in the Architectural Engineering Education study program at the Indonesian Education University. The research results show that using ChatGPT can increase the accuracy of sentence structure, accuracy of spelling and punctuation, completeness of content, and consistency of content.

- 1) ChatGPT can be used to help students learn a new language.

ChatGPT can generate a variety of example sentences and phrases in the language the student is learning. Students can use these examples to learn new grammar and vocabulary.

- 2) ChatGPT can be used to help students write essays and papers.

ChatGPT can provide feedback and suggestions for improving student essays or papers. These suggestions can include things such as accuracy of sentence structure, accuracy of spelling and punctuation, completeness of content, and consistency of content.

- 3) ChatGPT can be used to help students learn math and science concepts. ChatGPT can produce clear, easy-to-understand explanations of math and science concepts.

b. The Disadvantages of ChatGPT.

The disadvantage of using ChatGPT in the world of education is the potential for plagiarism. ChatGPT can produce text that is very similar to text that exists in the real world. Therefore, if students use ChatGPT to write essays or papers, there is a possibility that the resulting text is plagiarized. According to research conducted by (Ke Zhang, 2021), using ChatGPT can increase the risk of plagiarism. The research results show that students who use ChatGPT are more likely to commit plagiarism than students who do not use ChatGPT.

c. The Modeling of ChatGPT.

According to research conducted by (Eva A M van Dis, 2023), ChatGPT can still produce inaccurate text. The research results show that ChatGPT can produce text that contains factual errors, spelling errors, and grammatical errors. ChatGPT, a large language model developed by OpenAI, has garnered significant attention for its ability to generate human-quality text, translate languages, and write different kinds of creative content. However, despite its impressive capabilities, research has shown that ChatGPT can still produce inaccurate text, including factual errors, spelling errors, and grammatical errors.

d. The Creativity of ChatGPT.

ChatGPT can be trained to produce creative text, such as poetry, stories, and code. According to research conducted by (David Baidoo-Anu, 2023), ChatGPT can produce creative text. The research results show that ChatGPT can produce text that is different from text that exists in the real world. One example of ChatGPT's creativity is its ability to generate unusual text. For example, ChatGPT can generate text that contains humor, irony, or wordplay. ChatGPT can also generate text that contains new and innovative ideas. ChatGPT's ability to produce creative text can be used for various purposes in the world of education. For example, ChatGPT can be used to help students learn new languages, and write essays and papers.

e. The Role of ChatGPT in Learning Writing.

The use of technology in language education can take many forms and include a wide range of tools and platforms (Kessler, 2018). Some examples of these technologies include language-learning software, online dictionaries, translation tools, and language-learning apps. Language learning software is computer programs or applications specifically designed to support language learning. Technology can provide personalized feedback and support to learners (Baskara, 2023). For example, language learning software can provide individualized feedback and guidance on vocabulary, grammar, and syntax, based on learners' strengths and weaknesses. The use of ChatGPT in writing skills can support students' writing development in several ways. By providing real-time feedback and guidance on vocabulary, grammar, and syntax, ChatGPT can support students' writing development in a way that is tailored to their individual needs and abilities. Adopted from (Yanika Sirichokcharoenkun, 2023). ChatGPT has several roles in learning English:

1. Language practice and feedback.

ChatGPT can provide students with opportunities to practice their English language skills through interactive conversations. Students can engage in conversations with ChatGPT to improve their speaking and writing abilities. ChatGPT can also provide instant feedback on grammar,

vocabulary, and sentence structure, helping students identify and correct their mistakes.

2. Vocabulary expansion.

ChatGPT can assist students in expanding their English vocabulary. By interacting with ChatGPT, students can learn new words, phrases, and idiomatic expressions. ChatGPT can provide definitions, synonyms, and usage examples, allowing students to develop a broader and more nuanced vocabulary.

3. Grammar and language support.

ChatGPT can help students improve their grammar and language usage. It can answer grammar-related questions, provide explanations, and offer examples of correct grammar usage. This can be particularly useful for students who need additional guidance and reinforcement in understanding English grammar rules.

From the three roles of ChatGPT above, it could be concluded that ChatGPT helped students learn to write directly with feedback generated by ChatGPT. The relationship between writing and ChatGPT was to help students add new vocabulary and also grammatical justification in writing to improve students' writing skills.

f. The Challenges of Using ChatGPT.

While ChatGPT provides sample opportunities for innovation, there are also widespread concerns surrounding the use of ChatGPT in educational settings. Since the release of ChatGPT, concerns about academic integrity were raised almost immediately. Noam Chomsky referred to ChatGPT as “high-tech plagiarism” (Ilka Kostka, 2023), while (Ilka Kostka, 2023) essentially decried the end of the teaching profession. According to (Debby Cotton, 2023), one major fear educators have is that students no longer write their assignments. To illustrate the seriousness of this claim, the researcher reveal that the first pages of their article were essentially drafted by ChatGPT. According to (Syed Ghazanfer Abbas, 2023), There are several challenges in using ChatGPT, including:

1. Generate responses that appear credible but are incorrect.

One of the challenges ChatGPT is its tendency to generate responses that appear credible but are incorrect, which is called “artificial hallucination”. Artificial hallucination is the term used to describe the phenomenon where a machine, like a chatbot, generates sensory experiences that appear realistic despite lacking any connection to real-world input. Language models like ChatGPT can generate impressive and appropriate responses, but they may sometimes generate content that is entirely made up and inaccurate.

2. Plagiarism.

Another challenge is plagiarism. ChatGPT's training involves a vast amount of text data, and it generates responses based on statistical probabilities and examples it has seen during its training. If a user inputs a question that is similar to content available on the internet, ChatGPT may produce a response that closely resembles existing content. ChatGPT rephrases or paraphrases information and it may reproduce content from different sources and unintentionally result in plagiarism. As a result, there is a possibility that ChatGPT might use similar phrases to the text it has learned.

3. ChatGPT as an assistant.

ChatGPT can be a valuable tool in writing. It can assist in various aspects, such as selecting appropriate study topics, providing key terms, introducing databases, and summarizing articles. These tasks can be time-consuming, but with the use of AI, high-quality articles can be produced in a shorter time frame. In addition, ChatGPT can be beneficial for non-native English speakers in terms of finding appropriate vocabulary and assisting with grammar and sentence structure. With its high translation capabilities, it can also translate written text into English.

ChatGPT had serious challenges in terms of writing, including a high level of plagiarism. This could cause the results of students' writing using ChatGPT to not be original to the students. In addition to the high level of plagiarism, the writing produced by ChatGPT was not entirely correct and relevant. Another thing that students needed to pay attention to when creating academic writing was that ChatGPT was positioned as a writing assistant, not as a substitute for students in writing.

C. Previous Studies

Previous studies related to the issues of using AI and technology in writing classrooms prove usefulness for students. (Xue Wen, 2022) mentioned that technology allows students to increase their ideas in English writing performance. The study by (Tran Thi My Linh, 2021) emphasizes that students' writing could develop by facilitating AI and technology. Technology tools have become an agent in teaching writing since they could promote students' academic writing (John Maurice Gayed, 2022) Additionally, students could get knowledge and information to compose ideas in writing products. As noted by (Erin Dwi Setyani, 2023), AI-based technology tools could encourage students to deliver their ideas in English academic writing. Implementing technology in the writing classroom could encourage students to have excellent English writing skills (Baskara, 2023). Besides, the study conducted by (Indah Werdiningsih, 2024) showed that integrating technology into the academic writing process could encourage students to have a high spirit in expanding their knowledge and ideas.

Previous studies entitled A Program Based on Chat Generative Pre-trained Text Transformer (ChatGPT) for Enhancing EFL Majors' Descriptive Paragraph Writing Skills and Their English Grammar Use. written by Dr. Haggag (Haggag, 2023) which focuses on grammar and descriptive text using ChatGPT. This research uses a quasi-experimental method. This research involved 30 participants. this research yielded positive impacts from the use of text generators such as ChatGPT Tools in English as a Foreign Language context. This research is one of the studies that aim to identify the influence of a program based on the ChatGPT text generator in improving the writing of descriptive paragraphs and the use of English grammar for EFL majors in the Egyptian context.

Previous studies entitled The Use Of Artificial Intelligence-Based Chat-Gpt And Its Challenges For The World Of Education; From The Viewpoint Of The Development Of Creative Writing Skills. written by (Shidiq, 2023) This study uses a descriptive qualitative analysis method intending to provide an overview of the use of the GPT Chat system in Artificial Intelligence-based education and learning. The approach used is library research with data sources from articles in other journals similar to this research. From the results and this discussion, ChatGPT, with its ability to provide answers according to the keywords entered by the user, can positively influence the world of education and learning.

The similarity between this research and previous research was that it used ChatGPT and writing ability as variables. This research shared several commonalities with previous research on ChatGPT and writing ability. Like

previous studies, this research utilized ChatGPT as a variable to investigate its impact on writing outcomes. Additionally, this research aligned with prior studies in examining writing ability as a key variable to assess the effectiveness of ChatGPT interventions. By employing ChatGPT and writing ability as central variables, this research contributed to a growing body of knowledge on the potential of ChatGPT to enhance writing skills.

The differences between this research and previous research included the research methods, number of participants, and location used. This research study differed from previous research in several ways. First, this study employed a qualitative approach, while previous studies had primarily relied on quantitative methods. Second, this study involved a larger sample size, allowing for more generalizable findings. Third, this study was conducted in a different geographical location, providing insights into the research topic in a broader context. These methodological distinctions contributed to the novelty and significance of the current study.