

**TEACHER'S AND STUDENTS' CHALLENGES IN TEACHING AND
LEARNING ANALYTICAL EXPOSITION TEXT USING CHATGPT**

THESIS



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2025

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THESIS

Presented to

**State Islamic University of Syekh Wasil Kediri In Partial Fulfillment of the
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I hereby state that I wrote the thesis and the work presented in it is my own and has been made by me as a result of my own original research. Thus, to the best of my knowledge and belief that this thesis does not contain any material that has been published or written by anyone else except those mentioned. This thesis also contains my own translations from sources in other languages.

This thesis was made to fulfill the requirements for the degree of *Sarjana* (S1) in the English Language Study Program, State Islamic University of Syekh Wasil Kediri

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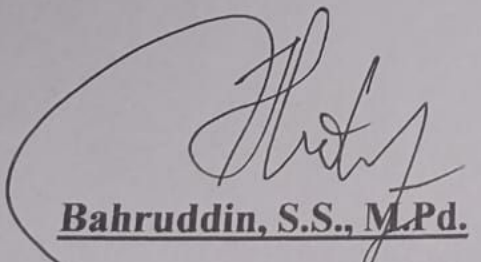
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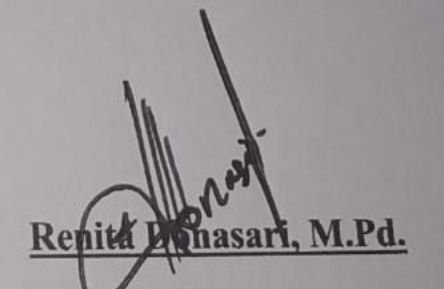
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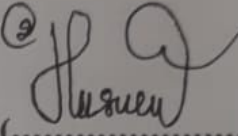
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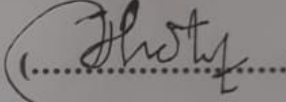
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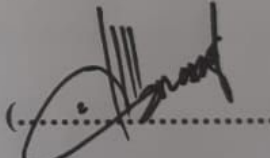
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DEDICATION

I wholeheartedly dedicate this thesis to:

1. All praise be to Allah SWT, the Most Gracious and the Most Merciful, who has granted me the strength, patience, and guidance throughout this journey. Without His divine mercy and blessings, completing this thesis would not have been possible.

2. All praise be to Prophet Muhammad SAW, the the bringer of mercy to all the worlds.

May every knowledge written here become a path to love and emulate him.

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7. All of my friends, who stood by me through the ups and downs, provided support during difficult times, and shared moments of laughter and stress throughout this academic journey. Thank you for making this journey meaningful.
8. And lastly, to myself, for enduring the long nights, self-doubt, and challenges that came along the way. This thesis is a reminder that perseverance, prayer, and determination can turn a goal into reality.

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On this occasion, the researcher would like to express heartfelt appreciation to all individuals who have contributed directly or indirectly to the completion of this thesis. With sincere respect, the researcher would like to acknowledge the following honorable individuals:

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MOTTO

"Perfectionism is a disease. Procrastination is a disease. Action is the cure."

-Richie Norton

ABSTRACT

Hidayat, M. A. P. N. S. (2025). *Teacher's and Students' Challenges In Teaching and Learning Analytical Exposition Text Using Chat GPT*. Department of English Language Education, Faculty of Tarbiyah, State Islamic University of Syekh Wasil Kediri. Advisors (I) Bahruddin, M. Pd., (II) Renita Donasari, M.Pd.

Keywords: *ChatGPT, writing class, analytical exposition text, teacher's challenges, students' challenges.*

This study investigates the challenges and strategies encountered by teacher's and students in teaching and learning analytical exposition texts using ChatGPT in the writing classroom. Despite ChatGPT's growing use as an instructional tool, many teachers still face difficulties integrating AI effectively, while students struggle to interpret AI-generated content and apply it appropriately. These problems indicate the need to understand how ChatGPT influences learning practices, especially in analytical writing, which requires critical thinking and structured argumentation.

This research employed a qualitative descriptive design to obtain an in-depth understanding of participants' experiences. Data were collected through interviews with an English teacher and focus group interviews with thirty-six twelfth-grade students at SMAN 6 Kediri. Interviews with teacher lasted eight minutes, while interviews with students two hour. Additional supporting documents, such as teaching modules and students' writing results, were used to strengthen data validity. The collected data were analyzed using Miles and Huberman's interactive model, including data reduction, data display, and conclusion drawing. To ensure the validity of the data in this qualitative study, the researcher applied data triangulation through source triangulation, technical triangulation, and document verification. Source triangulation was conducted by comparing information obtained from teacher and students regarding the challenges of using ChatGPT in writing learning, so that consistency of findings between participants could be seen. This study applied technical triangulation by combining data from interviews, focus group interviews, and document analysis. Teaching modules and students' writing assignments were used to confirm the consistency between participants' statements and actual writing practices when using ChatGPT. This process helped ensure the validity and credibility of the research findings.

The findings reveal that teacher faced several challenges, including unstable technical issues, teaching methodology, and classroom management. Students experienced challenges such as understanding limitations, misinterpretation of content, content quality, and variable outcomes. However, both teacher and students developed strategies to students' strategies such as navigating complexity, finding effective solutions, resource availability, confusion in learning. Teacher's strategies such as individual needs, resistance to change, identifying specific needs, limited interaction, measuring impact.

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