

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the theoretical basis and previous research on Challenges of use ChatGPT in writing analytical exposition text. The theoretical foundations described include the teaching media, the application of ChatGPT, teaching writing, writing process, exposition text, analytical text exposition, and perceptions.

#### **A. Teaching Media**

##### **a. Definition**

Teaching media are tools that help teachers and students interact better and make learning more interesting. They support different ways of learning, improving students' language skills and understanding. These tools include anything that sparks curiosity and helps students learn, such as digital content, software, books, charts, and videos. The main purpose of using teaching media is to create a fun and effective learning environment that helps students reach their learning goals. According to Andriani (2022), media serves as a physical channel for communication that develops students' educational experiences.

According to Mahajan (2012), the crucial role of teaching media in attractive both the delivery and understanding of educational content. According to Ganga Institute of Education (2021), teaching media into several types: visual media like books, charts, and diagrams. audio media like radios, and audio cassettes. audiovisual media videos, and films. Additionally, there are projected media, which require projection

equipment, and three- dimensional media, which involve perceptible items such as models or samples. This diverse range of teaching media not only aids in attracting students' attention but also provides the wide variety of teaching media not only captures students' attention but also accommodates different learning styles, making the educational process more engaging and effective. According to Rusman in Kusantati et al. (2014), teaching media play a significant role in educational the learning environment. According to Zafarullah (2024), teaching media powered by artificial intelligence (AI) are rapidly advancing and introducing innovative approaches to enhance learning experiences.

One notable example is adaptive learning systems, which leverage AI to evaluate students' abilities in real time and adjust the content accordingly. This allows learners to progress at their own pace based on their individual needs. Additionally, AI driven tools like speech recognition software enable students with disabilities to engage more actively by converting spoken language into text. Automated assessment systems are another form of AI based media that assign tasks and deliver detailed, consistent feedback, reducing the workload for teachers while improving the accuracy of evaluations. By integrating AI into the classroom, education becomes more personalized, interactive, and efficient qualities that are essential in the era of Industry 4.0.

According to Muttaqin (2024), the importance of teaching media in enhancing the learning process by improving both content delivery and comprehension. Traditional types of teaching media such as visual, audio,

audiovisual, projected, and three-dimensional formats continue to support diverse learning preferences. However, the growing influence of AI in education is transforming teaching practices through tools like adaptive systems, speech to text technologies, and automated grading. These innovations reflect the increasing role of technology in modern education, making learning more effective and aligned with the demands of today's digital and industrial landscape.

**b. Function Teaching Media**

Teaching media play an important role in helping students learn better. These tools help teachers and students communicate, making lessons more interesting and effective. According to Babalola (2013), teaching media are any ways of sharing information to improve learning. Their main purpose is to link difficult ideas to what students can easily understand. Examples include pictures, videos, and digital platforms that make hard topics easier to grasp. For instance, visual aids help students remember ideas by letting them picture abstract concepts, which improves recall later.

According to Sundyana (2018), that using media well makes learning more interactive and fun, encourages students to take part actively, and creates positive attitudes toward learning. So, adding media to teaching not only delivers information but also enhances the overall learning experience. In today's education, teaching media are important because they help communication and make learning more engaging. As teaching methods change, using various media will be essential to meet all students'

needs. When teachers use these tools effectively, they create lively classrooms that increase student participation and improve academic success.

**c. Types of Teaching Media**

Learning media are any tools, materials, or means used to convey learning messages more effectively and efficiently. Generally, learning media can be classified into three main types: visual, audio, and audio-visual media. Visual media include images, graphs, diagrams, concept maps, or silent videos that help clarify abstract concepts and make them more concrete. Audio media, such as audio recordings, radio, or podcasts, are used to develop listening skills and stimulate students' verbal comprehension. According to Arsyad (2020). Audio-visual media, such as films, instructional videos, and interactive animations, combine visual and audio elements to create a more engaging and meaningful learning experience.

According to Heinich, Molenda, Russell, and Smaldino (2002), the selection of learning media must consider learning objectives, student characteristics, material content, and the learning environment. They classified media into six categories: text-based media (print media), audio-based media, still visual media, motion visual media, computer-based media, and human-based media such as teachers, tutors, or expert resource persons. Meanwhile, Anderson (2010) added that the use of digital technology-based media, such as multimedia learning systems and interactive online platforms, can increase engagement and collaboration in

distance learning.

Thus, it can be concluded that the types of learning media evolve with technological advances. From traditional media such as text and images to interactive digital media, each type has different functions and characteristics in supporting the teaching and learning process. Selecting the right media will help educators achieve learning objectives more effectively and increase student motivation.

## **B. Artificial Intelligence (AI)**

### **1. Definition artificial intelligence**

Artificial intelligence (AI) is a fast-growing field with many different meanings. It refers to machines doing tasks like learning, thinking, and solving problems, which usually need human intelligence. Some definitions focus on algorithms that copy how humans think, while others include abilities like sensing the environment, processing information, and making decisions on their own. The European Commission's expert group defines AI by highlighting its ability to work independently and adapt. However, it is hard to clearly define AI because the ideas of intelligence and artificiality are not simple. According to Samoili (2018), many definitions describe what AI can do rather than what intelligence really means, and sometimes they include simple systems that can make basic decisions. According to Sumakul et al. (2022), the term artificial intelligence was first used in 1955 and is credited to John McCarthy. McCarthy and his team introduced this term in their proposal for the AI Research Project.

According to Cordeschi (2007), AI began in the 1950s when American

researchers tried to build robots that could do complex tasks like playing chess or making shopping decisions. Additionally, AI-powered language processing systems are now commonly used in education, especially to help with academic writing in classroom. According to Fitria (2023), artificial intelligence is a field of computer science that has developed as a result of technological revolutions. artificial intelligence, a term created by John McCarthy in 1955, created from early efforts to create machines capable of complex tasks. Since then, AI has evolved significantly, becoming an important part of education through tools like language processing systems that assist with academic writing. As a field within computer science, AI continues to grow and develop alongside ongoing technological advancements.

## **2. Types of artificial intelligence**

Artificial Intelligence (AI) can be categorized based on its capabilities, functions, methods, and applications. Based on its capabilities, AI is divided into three types: Artificial Narrow Intelligence (ANI), Artificial General Intelligence (AGI), and Artificial Superintelligence (ASI). According to Saghiri et al. (2022) Artificial Narrow Intelligence is a system designed to perform specific tasks, such as facial recognition or product recommendations. Artificial General Intelligence describes systems that can think and learn like humans, while Artificial Superintelligence refers to systems that possess intelligence that surpasses humans in various aspects. In terms of function or agent architecture, AI can be divided into four categories: reactive machines, limited memory, theory of mind, and self-

aware agents. Reactive machines can only respond to input without storing past experience, while limited memory has the ability to store previous data and use it for subsequent decision-making. According to Russell & Norvig (2021) The final two categories, theory of mind and self-aware agents, are still conceptual because they relate to the ability to understand emotions and self-awareness, which have yet to be realized.

Furthermore, based on the approaches or methods used, AI can be grouped into four main paradigms: symbolic or knowledge-based AI, connectionist approaches through machine learning and deep learning, probabilistic or statistical approaches, and evolutionary approaches based on genetic algorithms. According to Samoili et al. (2020), these four approaches demonstrate the diversity of methods used to develop system intelligence and solve problems automatically. According to Batarseh, Freeman, & Hawkins, (2021), based on its application areas, AI has been used in various sectors such as computer vision, natural language processing, robotics, healthcare, and finance. Along with the expansion of AI applications, attention has also emerged to the governance aspect (AI governance), which emphasizes the principles of transparency, fairness, security, and the ethics of AI use in society. Thus, the types of artificial intelligence can be grouped into four main perspectives: capabilities (ANI–AGI–ASI), agent functions (reactive–self-aware), methods (symbolic–ML–probabilistic–evolutionary), and applications (based on domain and governance). This classification helps understand the development of AI not only from a technical perspective but also from the social and ethical context

surrounding it. According to Lund & Wang (2023), ChatGPT's ability to produce human language and complete complex tasks is a significant innovation in the field of natural language processing and artificial intelligence. Together, these tools not only streamline the writing process but also improve the overall quality of written communication, making them invaluable resources in both academic and professional contexts.

## **C. ChatGPT 4.0**

### **1. The definition of ChatGPT**

ChatGPT is a language model created by OpenAI, based on the GPT (Generative Pre-trained Transformer) technology. It is designed to generate text that sounds like natural human conversation and can be used for tasks like customer support, creative writing, and education. According to Brown et al. (2020), ChatGPT was trained on a large dataset covering many topics, which helps it provide relevant and accurate responses in text-based conversations. This makes it a leading example of progress in artificial intelligence, especially in natural language processing. ChatGPT can not only give information but also engage in complex conversations by remembering context from earlier chats. However, according to Bender (2021), points out, it still has limitations, such as possible biases and errors in the information it provides. Therefore, users should be aware of these limits when using ChatGPT in real situations. The main difference between GPT-3.5 and GPT-4 is their ability to understand and generate text. GPT-4 is newer and more powerful, trained on a larger dataset, and better at producing clear and relevant text. It has more

parameters, which lets it learn more complex language patterns. GPT-4 also performs better in tasks that need deeper understanding and abstract thinking.

ChatGPT created by OpenAI, is a major step forward in artificial intelligence, especially in natural language processing. It is designed to produce text that resembles human conversation and can be used in various fields, including customer support, creative writing, and education. Its training on a wide range of data allows it to provide relevant and context-aware responses, making it effective for meaningful interactions. The transition from GPT-3.5 to GPT-4 signifies a significant enhancement in the model's abilities. With a larger dataset and more parameters, GPT-4 is better at understanding and generating text, particularly in complex tasks that require deeper insight and abstract thinking. This development highlights the continuous progress in AI technology and its potential impact on future communication and information processing applications.

## **2. Function ChatGPT in education**

ChatGPT has become popular in education because it can improve learning and make teaching easier. Created by OpenAI, this advanced AI tool offers many features that can change traditional teaching methods. According to Sudirjo et al. (2023), research shows that ChatGPT can act as a personal learning assistant, giving students support tailored to their individual needs and learning styles. It does this by analyzing student data and behavior, helping teachers create better teaching plans for different students. Besides personalized learning, ChatGPT works as a virtual tutor,

providing quick help to students who struggle with certain topics. This is especially useful for subjects like math or language studies that need immediate feedback. According to Essel (2022), allowing students to ask questions and get clear answers anytime, ChatGPT reduces the need for face-to-face tutoring and encourages independent learning. According to Watson (2023), it can create practice questions and offer helpful feedback during exam preparation, which improves students' readiness for tests. According to Dhawan (2020), ChatGPT also helps in school administration by making communication easier between students, parents, and teachers. It can quickly answer common questions about schedules, courses, and activities, reducing the workload for school staff. This makes schools run more smoothly and allows everyone to focus more on learning instead of paperwork. However, using ChatGPT in education has some challenges. According to Baidoo-Anu & Owusu Ansah (2023), some teachers worry that students might depend too much on AI for homework or tests, which could hurt their critical thinking skills. To solve these problems, schools need clear rules and ethical guidelines for using AI tools like ChatGPT. According to Halaweh et al. (2023), by combining new technology with traditional teaching values, educators can enjoy the benefits of ChatGPT while minimizing its risks. ChatGPT offers valuable support in school administration by improving communication and reducing staff workload, which helps create a smoother educational environment focused on learning. However, its use also brings challenges, such as the risk of students relying too much on AI and weakening their

critical thinking skills. To address these concerns, schools must establish clear guidelines and ethical practices for using AI tools. By balancing technological innovation with traditional educational principles, educators can maximize the benefits of ChatGPT while minimizing potential negatives.

### **3. Advantages ChatGPT in Education**

The development and use of conversational AI models like ChatGPT bring many important benefits. According to Mattas (2023), these models change how we interact with technology, communicate, and find information. ChatGPT is a versatile tool that provides a wide range of information and is used by many people from different backgrounds. In education, for example, it helps students and teachers by offering learning materials, answering questions, giving explanations, and guiding users on various topics.

According to Akpur (2024), ChatGPT also improves academic writing and teaching by helping with drafting and editing. It can create clear and relevant text, assist with idea generation, outline creation, and improve writing by giving instant feedback on grammar, style, and flow. This saves time and allows students and researchers to focus more on critical thinking and analysis. According to Zebua (2024), shows that students who use ChatGPT feel more confident in their writing because it offers personalized help.

Students can ask ChatGPT to create outlines for papers or other writing projects, which helps organize their ideas better. According to Sok & Heng

(2023), point out that some parts of the outlines may need adjustment to be useful. Many researchers also use ChatGPT to quickly summarize research articles, helping them understand key points faster and more correctly.

#### **4. Disadvantages of ChatGPT in Education**

The use of ChatGPT in education brings several concerns, especially the risk of cheating. Because ChatGPT makes it easy to complete assignments, some students may rely on it too much, which can harm their critical thinking and writing skills. Studies show many students admit to using AI tools to take shortcuts, which threatens the fairness of assessments and reduces real learning. According to Baidoo-Anu & Ansah (2023) warn that depending on AI-generated content can lead to a low understanding, as students focus on quick answers instead of fully engaging with the material. This dependence can also reduce creativity since AI only produces responses based on patterns it has learned, limiting originality.

According to Krasman (2025), The integration of ChatGPT in classroom settings may negatively affect students' social skills because instant feedback from AI can reduce direct communication with teachers and peers. This lack of human interaction potentially limits opportunities for collaboration, discussion, and teamwork, which are essential for developing students' social and emotional competencies. According to Hasanein (2003), relying on AI could increase educational inequality since not all students have equal access to technology or the internet, widening the gap between rich and poor. According to Qadir (2022), another issue is

that ChatGPT does not always show where its answers point out that ChatGPT can sometimes provide incorrect information due to user prompts, poor training data, or program limits.

Therefore, it is important for both educators and students to carefully check the accuracy and usefulness of information from AI tools like ChatGPT. By critically evaluating AI-generated answers, they can use these tools effectively while avoiding potential problems. While ChatGPT offers many benefits in education, it also poses risks such as cheating, reduced creativity, weaker social skills, and unequal access. To make the most of this technology, schools must encourage responsible use and critical thinking to ensure AI supports learning without harming students' development or fairness in education.

## **D. Writing**

### **1. Definition of Writing**

According to Sakti (2022), writing is not just about typing words, but also involves thinking about organizing ideas, choosing a writing style, and crafting a message for readers to understand. For example, one study states that writing is the process of using symbols, letters of the alphabet, punctuation, and spacing to convey thoughts and ideas so they can be read clearly. According to Cheung (2016), writing is also seen as a cognitive and social construct, in which the writer interacts with the reader through consciously created text. Therefore, writing skills encompass not only mastery of grammar and vocabulary, but also how to structure the content of a conversation and understand the audience.

## **2. Types Writing**

According to Kusnita (2019), in general, writing types are distinguished by their purpose and delivery method. Narrative writing is used to narrate events or experiences sequentially, while descriptive writing focuses on detailed descriptions of specific places, objects, or situations. Meanwhile, expository writing aims to convey information or explain a topic objectively without involving the author's personal opinion, and argumentative or persuasive writing is used to influence readers to accept a particular viewpoint or idea. According to Wijati (2023), By understanding the differences between these types of writing, writers can determine the most appropriate writing style and structure according to their communication goals and the needs of their readers (Kusnita, 2019; Wijati, 2023).

### **E. Exposition Text**

#### **1. Definition Exposition Text**

The Exposition text is a type of writing that aims to inform, explain, or describe a topic clearly to the reader. It focuses on presenting facts and evidence, not trying to persuade readers to agree with a certain opinion. According to Dalman (2015), exposition texts share ideas and beliefs supported by facts like statistics and research. The main goal is to increase the reader's understanding through clear and organized writing. Exposition texts usually have three parts: the thesis, supporting arguments, and conclusion. The thesis states the main idea, the supporting arguments explain and back up the thesis with evidence, and the conclusion sums up

the points and restates the thesis. This structure helps make the text logical and easy to follow. According to Abdjul et al (2023) In schools, teaching students to write good exposition texts involves helping them learn how to write a clear thesis, organize their ideas, and use proper language. Research shows many students find these parts difficult, which can lead to weak or incomplete exposition texts. That's why teachers pressure practice and feedback to help students improve.

Exposition texts can also include analytical exposition, which presents one side of an argument to persuade readers. Writers need to know their topic well and explain their ideas clearly. According to Anderson (2021), analytical exposition also follows the thesis, arguments, and conclusion format. Learning to write this kind of text helps students improve their writing and prepares them for academic and professional communication. Exposition texts are important for sharing clear and factual information. Teaching students how to write them well, including both general and analytical types, helps improve their writing skills and critical thinking. With practice and guidance, students can become better communicators, ready for academic and real-world challenges.

## **2. Types of Exposition Text**

### **a. Hortatory Text**

According to Husein (2017), hortatory text content is a type of writing that is specifically designed to persuade readers or viewers to adopt a particular viewpoint or action. This kind of material is distinguished by its acrimonious tone, in which the author offers a

proposal explanation that outlines the problem at hand, followed by a series of arguments that support this solution. The ultimate goal is to influence the audience's beliefs or actions by providing strong arguments and supporting data for the suggested viewpoint. It is often used in a variety of formats, including publications, talks, and scholarly articles, making it an essential tool in both enticing and educational contexts, according to.

According by Rambe (2022), the structure of a hortatory article content by and large comprises of three fundamental components: Thesis, argument, and conclusion. The thesis presents the issue at hand, whereas the contentions give point by point thinking to bolster the proposal. At long last, the argument summarizes the author's position and recommends activities for the gathering of people to consider. The writings of attractive hortatory compositions utilize various dialect highlights such as emotive dialects, tense appearance, and coherent connectors to increase influence and clarity. In general, this type of content functions as a vital equipment to support and communicate in different arrangements, empowering journalists to affect open impacts and empower certain behaviors. Hortatory text aims to persuade the reader or audience to accept a certain viewpoint or take specific action, by providing supporting arguments for the proposed solution. This text structure includes a thesis, arguments, and a conclusion, and it uses emotional language and logical conjunctions to reinforce the message. Hortatory text is effective in influencing opinions and encouraging action.

## **b. Analytical Text**

Analytical text exposition is a form of writing that focuses on an in-depth analysis of an issue or phenomenon, with the aim of conveying a clear and structured argument. This text is often used in academic and professional contexts to explore and explain various points of view, and to convince readers with systematic logic. In this text, the author will present a thesis statement, followed by arguments supported by relevant evidence and analysis.

The characteristics of analytical text exposition are its organized structure, including an interesting introduction, presentation of arguments, and a conclusion that summarizes findings and recommendations. Authors also often utilize various reference sources to support their arguments, which makes this text more credible. According to Hyland (2005), shows that the use of appropriate rhetorical strategies in analytical texts can help writers reach and convince their audiences more effectively. In addition to its application in academic settings, analytical text exposition is also important in the professional world. According to McGann (2015), confirms that analytical skills acquired through this type of writing can improve critical thinking skills. Thus, mastery of this text form is very important for effective communication in various fields.

## **3. Generic structure of analytical text**

Each content class requires a nonexclusive structure to organize and recognize it from other texts. In composing an expository piece content, it

is vital for the author to follow to its non-specific structure. According to Anderson and Anderson (1997), as cited in Septiana (2016), the generic structure of expository piece comprises of three parts: Thesis, argument and reiteration. The thesis, which is the primary portion, presents the subject and reflects the writer's perspective. It too serves to layout the most thought to be discussed.

The moment component of analytical exposition is the argument. Its reason is to rehash the most contention that was introduced within the see. This area includes giving elaboration, development, and fortification for each point of the contention. It permits the author to display a nitty gritty clarification and bolster their perspective. The ultimate portion of explanatory composition is the emphasis or conclusion. In this area, the author repeats their position and brings the by and large contention to a nearby. As clarified by Pardiyono (2007), as cited in Yessi (2018), expository piece content comprises of three components.

Language of features of analytical exposition first, Formal Tone analytical exposition texts typically employ a formal tone, avoiding colloquialisms and casual language to maintain professionalism and authority. Objective Language, the use of objective language is crucial. Writers should focus on facts and logical reasoning rather than personal opinions or emotional appeals. Cohesive Devices, effective use of cohesive devices helps in linking ideas smoothly, ensuring that the text flows logically from one point to another. Present Tense, most analytical expositions are written in the present tense, as they discuss current issues or

ongoing debates. Specialized Vocabulary, depending on the topic, writers often use specialized vocabulary relevant to their field of discussion. This enhances clarity and demonstrates expertise.

Analytical exposition and hortatory exposition serve distinct purposes in writing, primarily differing in their objectives and structures. Analytical exposition aims to convince readers of a particular viewpoint by providing a detailed analysis and supporting arguments about an issue, ultimately culminating in a reiteration of the thesis without necessarily urging action; for instance, it might discuss the benefits of a specific practice like recycling, emphasizing its importance through logical reasoning and evidence. In contrast, hortatory exposition seeks to persuade readers to take specific actions or adopt particular viewpoints, incorporating a clear recommendation at the end; this type of text often presents arguments that advocate for behaviors such as volunteering or environmental conservation, concluding with a direct call to action that encourages readers to engage in the suggested behavior. Thus, while both types of exposition share a common foundation in presenting arguments, their end goals analytical exposition focusing on persuasion through understanding and hortatory exposition emphasizing action set them apart significantly.

## **F. Teaching Writing**

### **1. Definition of teaching writing**

According to Steve Graham (2021), Teaching writing involves both the process of creating text and the final written work. It helps students improve their language skills and use language correctly. According to Hotimah

(2015), teaching writing reinforces what students have learned and prepares them for other activities like exams and question-and-answer sessions. Good writing instruction uses different methods, such as showing examples and writing together, to create a fun and effective learning environment. By focusing on correct grammar and vocabulary, teachers help students improve their writing skills. Including real-life writing tasks that consider the audience and purpose makes writing more meaningful for students. Overall, teaching writing is important for helping students become strong communicators. By teaching both how to write and what to write, educators give students the skills to express their ideas clearly in school and everyday life. This approach supports language learning and prepares students for future academic and real-world communication.

## **2. The Writing Process**

The writing process is a step-by-step method that helps writers clearly express their ideas. According to Suprpto (2022), it usually includes four main stages: prewriting, drafting, revising, and editing. In the prewriting stage, writers brainstorm and organize their thoughts using techniques like outlining or free writing. This stage is important because it sets the foundation for writing by helping writers clarify their goals and gather information. Many students find it hard to organize their ideas well during this stage.

Next is drafting, where writers turn their organized ideas into a rough version of their work. The goal here is to get ideas down without worrying about making it perfect. After drafting, writers move to revising, where they review and improve their content and structure to better match their message

and audience. According to Listyani (2021), editing is the final stage, focusing on fixing grammar, style, and formatting. Revising and editing are important for turning a rough draft into a polished final piece, but students often find these stages challenging because they require attention to detail.

The writing process helps students generate and organize ideas effectively. Skilled writers use techniques like freewriting and journaling to come up with topics, and outlining to arrange their information clearly. Writing multiple drafts allows them to improve their ideas and structure, while revising focuses on making the writing clear and correct. According to Caulfield (2020), that although this process may take time at first, it ultimately saves time by producing better, more organized writing. Understanding and following the writing process prewriting, drafting, revising, and editing—can greatly improve students' writing skills. While some stages may be challenging, mastering these steps helps writers create clear, well-organized, and elegant work, making writing easier and more effective in both academic and real-life situations.

### **3. Difficulties in Teaching Writing**

According to Adam (2021), teaching writing skills to English language learners can be difficult for teachers due to several reasons. One major challenge is finding effective teaching methods that help students improve their writing. Also, limited class time for writing lessons makes it hard because writing needs a lot of practice and feedback. Language difficulties add to the problem, as many students struggle with vocabulary, grammar, and organizing their ideas clearly. Teachers often find it hard to address these issues and help

students improve. Lack of student motivation can make things worse, since some students are not interested in writing tasks.

Writing in English as a foreign language brings many challenges that affect students' ability to express their thoughts well. A study showed that 94.59% of students had trouble choosing the right words, and 64.86% found it hard to express ideas due to limited vocabulary. Many students tend to use simple words—97.30% admitted this habit which makes their writing less rich and interesting. Limited vocabulary not only weakens expression but also causes dull language use, making their writing less clear and engaging.

According to Alisha (2019), another big problem is grammar skills. About 78.38% of students said they struggle with forming correct sentences and often feel confused about verb tenses and sentence structure. This confusion leads to poor flow and clarity in their writing. Many students also have trouble with punctuation and spelling, which are important for good writing. According to Nenotek (2022), that not following language rules can cause mistakes and misunderstandings for readers.

Finally, students' understanding of the writing process itself is often weak. Many are not aware of important steps like planning and revising their work. A large number admitted they don't fully understand how to write an essay, which results in poorly organized arguments and unclear ideas. According to Bulqiyah (2021), this lack of knowledge about writing stages makes it harder for students to develop ideas and keep their writing coherent.

In immediate, these challenges require focused teaching strategies that improve vocabulary, grammar skills, and students' understanding of the

writing process to help them become better writers. Teaching writing to English learners is challenging because of language difficulties, limited class time, and low motivation. To help students succeed, teachers need to use targeted methods that build vocabulary, grammar, and writing skills while also teaching the writing process clearly. With the right support, students can overcome these obstacles and become confident, effective writers.

### **G. Teaching writing by using ChatGPT**

The use of ChatGPT for writing instruction is becoming increasingly popular because ChatGPT provides students with instant feedback and allows them to improve their writing skills interactively. ChatGPT is an effective tool for teaching writing structure, style, and idea development systematically. With the ability to generate a variety of texts, from essays to short stories, ChatGPT allows students to practice writing independently while receiving personalized guidance. The technology will enable students to experiment with different writing styles without fear of direct criticism, making it a useful tool for improving their writing confidence and skills.

According to Baker et al (2023), ChatGPT not only provides instant feedback but also allows for a more personalized approach to teaching writing. For example, students can ask specific questions about writing problems, such as how to improve their writing or build a stronger argument. ChatGPT provides easy-to-understand explanations and real-world examples to help students better understand writing concepts. Research shows that using AI-based technologies such as ChatGPT improves students' understanding of writing concepts and accelerates the learning process.

According to Zhao & Xu (2024), while ChatGPT has many benefits, there are also challenges when using it for writing instruction. One is that students rely on technology to generate the texts they write. Therefore, educators need to use ChatGPT as a complementary tool in teaching writing, not as a substitute for the creative and analytical processes necessary for effective writing. Utilizing ChatGPT or other AI tools in writing assignments does not always produce uniform effects results depend heavily on how students use them, the extent to which they adapt to the context, and their own characteristics. According to Liu & Hu (2025), found that students' AI literacy skills and self-regulation strategies influenced their writing performance in an environment using generative AI. This suggests that the effects of tools like ChatGPT can be highly variable. So based on this research, the use of ChatGPT in teaching writing allows teachers to guide students' relevant references to build arguments in analytical exposition texts. To use ChatGPT for teaching writing, start by determining the topic and learning goal. Choose a specific writing task, such as an essay or article, and set a clear objective like improving sentence structure or developing ideas. Next, create a detailed and focused prompt for ChatGPT, providing specific instructions. For example: "Help me outline an essay on climate change." Once students complete their writing, ask ChatGPT for feedback to identify strengths and areas for improvement. Review the feedback with students, guiding them on how to apply it to enhance their work. Encourage continuous practice by assigning regular writing exercises using ChatGPT, allowing students to compare their writing with AI-generated examples.

According to Kuncirkova (2025) To assess the effectiveness of a learning strategy, for example when applying ChatGPT in teaching, a framework such as the “Theory of Change” provides an important starting point: it explains how and why the strategy is expected to produce changes in students through a series of outputs, outcomes, and impacts. Finally, have students revise their work based on the feedback. This revision process helps them build both writing and self- assessment skills. According to Zhao (2021), By following these steps, ChatGPT can become a valuable tool for improving students' writing in an engaging and effective way. When students use ChatGPT to learn to write analytical exposition texts, they often face complex challenges such as understanding the task, selecting appropriate writing strategies, and self-organizing their work. In this context, the concept of embodied learning through self-regulated learning strategies is highly relevant where students plan, monitor, and adjust their actions when faced with complexity. For example, research shows that when technological tools are used, students who actively plan and evaluate their strategies rather than simply following the tool's instructions perform better.

#### **H. Teacher’s and students’ challenges**

In education, both teachers and students face many challenges that impact teaching and learning. According to Apriani et al. (2020), found that teachers in secondary schools’ struggle with planning lessons, assessing students, managing classrooms, student readiness, and limited resources when using the Discovery Learning model. Teachers often find it hard to create structured activities, ask effective guiding questions, and balance giving support with

allowing student independence. Differences in student readiness also make classroom management difficult, causing low participation and focus. In addition, lack of resources and a rigid curriculum make it harder to apply this model.

Students also face learning difficulties. According to Sidhu and Fook (2015), the main problems for university students include understanding difficult material, staying engaged, handling reading tasks, language barriers, time management, heavy workloads, and cultural differences. Many students struggle with new concepts, balancing school and work, and completing many assignments. These challenges are especially tough for international students who face cultural and language differences. According to Cukurova, (2023) Collaborating with peers using ChatGPT for writing offers significant opportunities, but can also create confusion: for example, when students are unsure how to divide tasks, understand ChatGPT's contributions versus human contributions, or align shared understandings. The perspective of complex adaptive systems theory in the context of collaboration suggests that the collaborative problem-solving process is dynamic, multimodal, and requires coordination between communication, behavior, and group regulation.

The difficulties experienced by both educators and learners greatly influence the success of teaching strategies in the educational landscape. Teachers face challenges in planning lessons, assessing students, managing classrooms, and dealing with limited resources, especially when applying the Discovery Learning model. These issues impede their capacity to develop engaging and well- structured learning activities. Likewise, students encounter

a range of learning obstacles, such as understanding complex content, maintaining engagement, and managing their time, with international students facing additional challenges related to cultural and language differences. Tackling these issues is essential for improving the teaching and learning experience, which will ultimately result in better educational outcomes.

## **I. Previous study**

There are some previous studies which related to this research. First study from Nafi 'Atul (2024). The titled the use of ChatGPT in writing: English student views. The research design used is a mixed research method. For quantitative and qualitative research, researchers obtain data through questionnaires that include closed and open questions. Closed questions for quantitative data, open questions for qualitative data. Quantitative and qualitative data were collected through the distribution of online questionnaires using the Google Forms feature.

The second is a study by Sieras (2024). The study employs a quantitative pretest-posttest control group quasi-experimental research design. This research design aims to determine significant changes in the research groups resulting from the experimental intervention. It involves two groups: a control group and an experimental group, with the latter receiving the treatment. This research assessed the intervention's effectiveness by analyzing the pretest and posttest results. The quality of the respondents' academic writing before and after using ChatGPT was shown to have significantly changed, according to the study. The quality of the work produced by the responders improved in terms of language, structure, grammar, and mechanics. Because ChatGPT

models sample texts taken from the AI tool, it can therefore be a promising tool for teachers teaching writing skills. ChatGPT can assist students in creating ideas and in recognizing faults in their writing. Although the results of this study determine ChatGPT's potential benefits, there are still some difficulties.

The third study from Siti Roisah (2024). The research uses numerical data and analyses, known as quantitative methods. Pre-determined hypotheses are tested through quantitative/statistical analysis. Research results unequivocally show that using ChatGPT in the classroom greatly improves students' writing abilities. The experimental group, which received the ChatGPT intervention, shown a significant improvement, according to the statistical analysis. in post-test results relative to the control group, who underwent traditional instruction techniques. This implies that ChatGPT offers useful assistance for honing writing skills. Providing more interactive learning opportunities and individualized feedback than standard ways might not have. Therefore, using ChatGPT can be regarded as a useful technique in educational environments, especially when it comes to raising kids' writing proficiency.

The fourth study from Rizky Mirani Desi Pratama (2024). In this research, researchers used a mixed-methods design combining quantitative and qualitative approaches. The findings of this research show that Artificial Intelligence technology can used as a medium in developing English language learning for students, especially writing skills. This research applies AI platforms, namely Genc raft and ChatGPT. The research results show an increase in writing skills after using AI. These findings support that using AI is effective in learning English, especially writing skills.

The fifth study from Mukhlis (2024). This study employed a factorial research design combined with an experimental methodology. The implication is that this model can be an effective solution in increasing students' engagement in learning as well as encouraging critical thinking. Nonetheless, it is important to continue to consider the various factors that influence students' learning success, both in the context of digital literacy and the psychological factors that play an important role in the development of writing skills.

The sixth study is from Simamora (2024). This research design will use experimental quantitative research. The framework or strategy for a study that serves as a direction for data collection and analysis is called a research design. It is a process that is followed in order to complete a study. The plan for gathering, measuring, and analyzing data is called the research design. This study anticipates that by using the ChatGPT application, it will be possible to identify students' areas of error so that teachers can offer encouragement. In addition to serving as a source of inspiration, teachers can help students identify useful resources for ideas.

In terms of effectiveness, students stated that ChatGPT was very effective in supporting their writing activities. They said that ChatGPT helped them improve their writing skills because it was easily accessible and provided a lot of information and ideas. In terms of creativity and innovation, students reported that their writing skills became more creative, innovative, and unique with the help of ChatGPT. Because this tool can provide innovative ideas that can stimulate and spur students' brains to think outside of the box, creative and

innovative writing skills can emerge from differences in ChatGPT perceptions with students' perceptions. Many students have difficulty understanding the meaning of the information provided by ChatGPT. They are confused about how to interpret and assess their writing skills and combine them with ChatGPT answers, and when to accept or ignore the advice given.

This study and the previous study have similarities in that they both focus on the use of ChatGPT as a tool to help students develop ideas, identify writing errors, and improve their writing skills. Both studies also agree that ChatGPT can improve English language learning, especially write skills, and foster critical thinking in students, especially in analytical texts.

The gap in this research lies in the limited exploration of ChatGPT's impact on senior high school students, especially in writing analytical texts. While previous studies have examined the use of ChatGPT for junior high school students, this research fills the gap by focusing specifically on senior high school students and their ability to write analytical texts. Additionally, previous studies have mainly focused on general writing skills, whereas this study focuses on the challenges and strategies in writing analytical exposition texts by using ChatGPT.

This study is unique because it examines how high school students and English teachers use ChatGPT specifically for analytical writing, a topic that has not been extensively studied. Unlike previous research, which focused on English students' challenges and strategies and the use of ChatGPT for writing expository texts, this study zeroes in on the challenges and strategies involved in writing analytical texts.

While both studies share a common theme of using ChatGPT as a writing aid, they differ in their focus on the specific challenges and strategies related to analytical exposition texts. As a result, the researcher will conduct this study under the title "Teacher's and student's Challenges in teaching and learning in Analytical Exposition Texts Using ChatGPT."