

**STUDENTS' PERCEPTIONS AND MOTIVATIONS ON CHATGPT IN  
PROMPTING STRATEGIES FOR ARGUMENTATIVE ESSAY : A  
QUALITATIVE STUDY**

**THESIS**

Presented to

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education



**UNIVERSITAS ISLAM NEGERI  
SYEKH WASIL  
KEDIRI**

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KEDIRI**

**2026**

**TITLE PAGE**

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## DECLARATION OF AUTHENTICITY

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I hereby state that the thesis I wrote with the title “STUDENTS’ PERCEPTIONS AND MOTIVATIONS ON CHATGPT IN USING PROMPTING STRATEGIES FOR ARGUMENTATIVE ESSAY : A QUALITATIVE STUDY” is completely my own work. All the sources of references used in this thesis have been fully acknowledged and properly cited. I understand that any form of plagiarism is a serious academic offense and I take full responsibility for the content of this work.

This thesis is to fulfill the requirements for the degree of Sarjana (S1) in English Education Study Program, State Islamic University of Syekh Wasil Kediri.

Kediri, 18<sup>th</sup> May 2026

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### STUDENTS' PERCEPTIONS AND MOTIVATIONS ON CHATGPT IN PROMPTING STRATEGIES FOR ARGUMENTATIVE ESSAY : A QUALITATIVE STUDY

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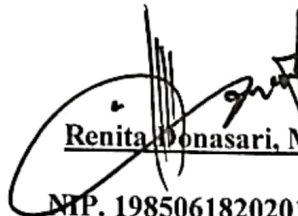
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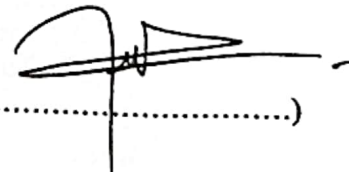
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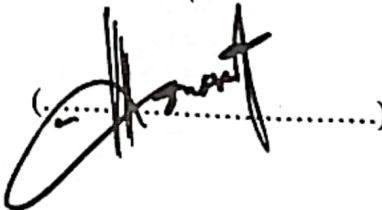
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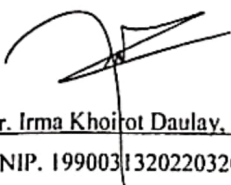
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

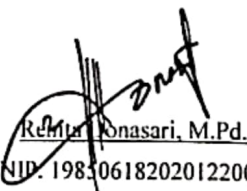
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## MOTTO

*“Every paragraph of this thesis contains a story of doubt and hope, for knowledge is not merely about understanding, but also about growing through every stage of the process.”*

*“Fa inna ma'al 'usri yusraa” Indeed, with every difficulty there is ease*

*(Q.S Al-Insyirah)*

## DEDICATION

### *Bismillahirrahmanirrahim*

First and foremost, I would like to thank Allah SWT for giving me strength and patience in undergoing college to complete this thesis. Without His generosity I could not exist to this day. Secondly, I always give Prayers and Salam to our Prophet Muhammad SAW who led us from the era of ignorance to the glorious era of Islam. This humble work is wholeheartedly dedicated to :

1. My beloved parents, thank you for your unceasing prayers, your boundless love, and your sacrifices, which I've often been unable to repay in any way. You are the reason I've kept going and made it this far. No words will ever be enough to describe how precious you are to me.
2. My younger brother, M. Zharfan Abdillah, thank you for bringing color to my exhausting days. Even though we're far apart and can't always be together, your presence is always a reminder that I'm never truly alone, and that there's someone I need to make happy after Mom and Dad.
3. The man with the serene face. Mas Agus Febrianto, even though you've been in my life for less than half the time I've lived so far, thank you for being a source of calm amidst the chaos of this journey. Thank you for the prayers, care, and support you've offered so simply, yet so meaningfully to the author.
4. Dr. Irma Khoirot Daulay, M.Hum., and Renita Donasari, M.Pd., thank you for your patience, guidance, knowledge, and sincerity in guiding me so that this

work could be completed on time. Every direction and piece of advice given will always be remembered as an important part of this journey.

5. To the five participants who were willing to take the time to share their experiences through interviews. Their willingness, attention, and contributions were invaluable in helping the researcher obtain the necessary data, enabling this thesis to be completed in accordance with the established timeline.
6. All my friends and companions, thank you for accompanying me through this process of ups and downs. Thank you for every bit of support, laughter, stories, and a shoulder to lean on when the world felt too heavy.
7. The last one, I would like to thank myself for having the strength to persevere, fight through, and never give up throughout the process of writing this thesis. Thank you for keeping going even when I often felt tired, doubtful, and at a low point. All the effort, tears, prayers, and struggles I have endured have finally brought me to this point. This thesis is proof that I am capable of finishing what I started.

## ACKNOWLEDGMENT

Alhamdulillah, praise be to Allah, the Most Holy and Most High, for His guidance, mercy and blessings, which have enabled me to complete this thesis. May Allah's peace and blessings be upon the Prophet Muhammad, peace be upon him, so that this thesis may be successfully completed. The author is aware that during the writing process, many people have provided support, guidance, and assistance. Therefore, the author would like to express gratitude to the entire academic community of the university who have provided knowledge and support throughout the course of study until the completion of this thesis.

1. Dr. Wahidul Anam, M.Ag as the Rector of State Islamic University (UIN) Syekh Wasil Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd as the Dekan of Tarbiyah Faculty, State Islamic University (UIN) Syekh Wasil.
3. H. Burhanudin Syaifulloh, M.Ed, Ph.D as the Head of English Department, State Islamic University (UIN) Syekh Wasil
4. Dr. Irma Khoirot Daulay, M.Hum and Renita Donasari, M.Pd. my respectable advisors who guided me throughout my thesis. They made invaluable contributions and supported me during this study.
5. All of my lecturers at UIN Syekh Wasil Kediri.

## ABSTRACT

**Fadilla, W.N.** (2026). *Students' Perceptions And Motivations on ChatGPT in Using Prompting Strategies For Argumentative Essay*. Thesis. Department of English Language Education. Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Syekh Wasil Kediri. Advisor: (I) Dr. Irma Khoirot Daulay, M.Pd. (II) Renita Donasari, M.Pd.

**Keywords:** *Argumentative Essay, ChatGPT, Motivations, Students' Perceptions.*

This study examines students' perceptions and motivations regarding the use of ChatGPT for writing argumentative essays. The background to this study is based on the difficulties students face in writing essays, particularly in developing ideas, constructing arguments, and organising their writing coherently. The aim of this study is to explore students' perceptions of using ChatGPT in writing argumentative essays and to identify the motivational factors that drive its use. The significance of this study lies in providing a deeper understanding of how ChatGPT can support understanding of how ChatGPT can support students' argumentative essay. The focus of this study includes positive and negative perceptions, usage strategies, and students' motivations in the writing essay.

This study employed a qualitative method using a narrative inquiry design. The research subjects consisted of five fourth-semester students from the English Language Teaching Programme at UIN Syekh Wasil Kediri who actively and regularly used ChatGPT in their writing activities and were willing to participate in this study. The participants were selected purposively based on these criteria. Data were collected through two semi-structured interviews; the first was an in-depth interview lasting 30–60 minutes, and the second lasted less than 20 minutes for member checking purposes and document analysis in the form of screenshots of prompts used by students while utilizing ChatGPT in writing argumentative essays. To ensure the validity and credibility of the data, the study applied source triangulation by comparing interview data with supporting documents. In addition, member checking was conducted by reconfirming the interview results with the participants to ensure that the data accurately reflected their experiences and the meanings they had intended previously.

The research findings indicate that students have a positive perception of the use of ChatGPT, particularly in terms of its ability to help them find and develop ideas, boost their confidence, and facilitate the essay-writing process. However, there are also negative perceptions, such as results that are sometimes confusing, the potential for dependency, and concerns regarding accuracy and plagiarism due to a writing style that tends to be overly rigid. In terms of motivation, students use ChatGPT due to both intrinsic and extrinsic drivers, such as influence from lecturers and peers, the perception that ChatGPT is the primary choice compared to other AI tools, and an increased enthusiasm for writing essays. In conclusion, ChatGPT plays a vital role in supporting the writing of argumentative essays, but it must be used wisely and critically to ensure that students do not become overly reliant on AI.

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