

**THE EFFECT OF GEMINI AI-SYNTHESIZED STRUCTURED
MATERIALS ON STUDENTS' WRITING SKILL**

THESIS



By:

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(22202011)

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH & TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI**

2026

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THESIS

Presented to
State Islamic University of Syekh Wasil Kediri
in partial Fulfillment of the Requirements
for the Degree of *Sarjana* (S1) on English Language Education

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
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I hereby declare that this thesis is entirely my own work and has been completed based on my original research. Except where explicitly acknowledged through appropriate citations, this thesis contains no material previously written or published by any other person to the best of my knowledge. All sources used in this research have been properly acknowledged. Furthermore, this thesis has not been submitted for any other degree or qualification at any institution.

In partial fulfillment of the requirements for the Sarjana (S1) degree in English Education, this thesis is submitted to the Faculty of Tarbiyah and Teacher Training at the State Islamic University of Syekh Wasil Kediri.

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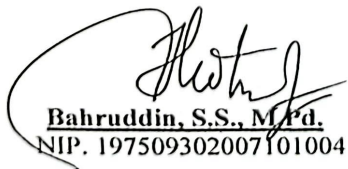
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ON STUDENTS' WRITING SKILL**

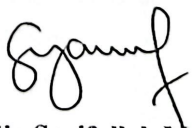
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Telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak dan Ibu kami ucapkan terima

Kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 23 Juni 2026 kami dapat menerima dan menyatakan hasil perbaikannya.

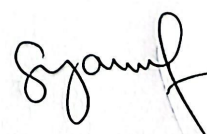
Demikian agar maklum dan atas kesedian Ibu, kami mengucapkan terimakasih.

Wassalamua'laikum salam Wr.Wb

Pembimbing 1

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MOTTO

“You can’t go back and change the beginning, but you can start where you are and change the ending.”

- *C. S. Lewis*

DEDICATION

In the name of Allah SWT, the Most Gracious and the Most Merciful, I sincerely dedicate this thesis to:

1. My beloved mother, Yaspik, whose prayers, affection, patience, and sacrifices have always become my greatest source of strength throughout my life and academic journey. I also dedicate this thesis to my late father, Rasim, whose memories, struggles, and love will always remain in my heart. May Allah SWT grant him mercy and the best place in Jannah. My deepest gratitude is also devoted to my beloved family, including my two older sisters, my older brother, and my younger brother, for their endless support, encouragement, and care during the completion of this thesis.
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5. To my friends and everyone who have accompanied and supported me throughout this academic journey, thank you for the motivation, kindness, prayers, and memorable experiences that have strengthened me during difficult times.
6. Finally, I dedicate this thesis to myself, Mukhammad Dicky Nurdiansyah, for enduring every challenge, remaining persistent through difficult moments, and continuing this journey with determination and hope. This achievement is proof that every process, struggle, and prayer will eventually lead to meaningful growth.

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ABSTRACT

Nurdiansyah, Mukhammad Dicky. (2026). *The Effect of Gemini AI-Synthesized Structured Materials on Students' Writing Skill*. Thesis. Department of English Language Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Syekh Wasil Kediri. Advisors: (I) Bahrudin, S.S., M.Pd., and (II) H. Burhanudin Syaifulloh, M.Ed., Ph.D.

Keywords: *Artificial Intelligence, Descriptive Text, Gemini AI-Synthesized Structured Materials, Writing Skill.*

Artificial intelligence (AI) has increasingly been integrated into English language education, including the development of instructional materials to support writing instruction. While previous studies have primarily focused on the direct use of AI as an interactive learning tool, limited attention has been given to the use of AI-synthesized structured materials in writing instruction. Therefore, this study aimed to examine the effectiveness of Gemini AI-synthesized structured materials on students' writing skills.

To investigate the research question, this quantitative study employed a quasi-experimental design involving eleventh-grade students at SMA Negeri 1 Ngimbang. The participants consisted of an experimental group (20 students) and a control group (15 students). Data were collected through descriptive text writing assessments administered before and after the intervention. The data were analyzed using descriptive statistics, N-Gain scores, and preliminary assumption tests (normality and homogeneity), followed by within-group analysis and the Mann-Whitney U Test.

The findings showed that both groups experienced improvement after the learning process. The mean score of the experimental group increased from 62.90 to 74.00, whereas that of the control group increased from 60.27 to 70.67. The experimental group also obtained a higher mean N-Gain score (0.289) than the control group (0.226). Furthermore, within-group analysis indicated significant improvement in both groups. However, the Mann-Whitney U Test produced a significance value of 0.135, which was greater than 0.05, indicating that there was no statistically significant difference between the two groups. Based on the findings, it can be concluded that the use of Gemini AI-synthesized structured materials did not demonstrate significantly greater effectiveness for students' writing skills than conventional instruction. Nevertheless, Gemini AI-synthesized structured materials can be used as a supplementary resource to support descriptive text writing instruction.

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