

**THE EFFECTIVENESS OF USING CHATGPT IN TEACHING
STUDENTS' WRITING SKILLS IN HIGH SCHOOL LEVEL**

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



BY:

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TITLE PAGE

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I hereby state that the thesis I wrote with the title “THE EFFECTIVENESS OF USING CHATGPT IN TEACHING STUDENTS’ WRITING SKILLS IN HIGH SCHOOL LEVEL” 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, 22nd June 2026

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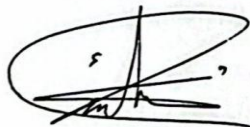
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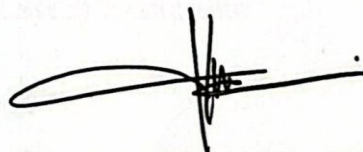
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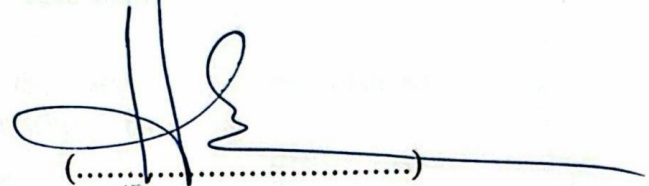
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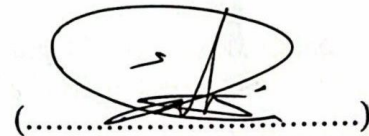
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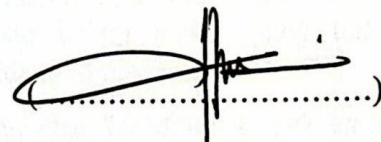
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Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Ibu Dekan untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini:

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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.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

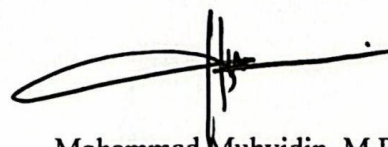
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MOTTO

“Don’t stop, keep moving forward.”

DEDICATION

First of all, I would like to thank Allah SWT for His endless blessings, strength, and guidance throughout the process of completing this thesis. By His will, I was able to complete this thesis despite the challenges and difficulties encountered during the process. Every step of this journey has been made possible by His strength and countless blessings. Completing this thesis has been an unforgettable experience that has taught me many valuable lessons. Therefore, I would like to express my sincere gratitude to the following individuals who have supported, guided, and contributed to the completion of this thesis:

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2. To my beloved, Iliyina, thank you for always being by my side in every situation and for loving me unconditionally. Thank you for your endless support, patience, and encouragement throughout this journey. Your belief in me gave me the strength to complete this thesis.
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4. To my honorable advisors, Dr. Sri Wahyuni, M.Pd., and Mohammad Muhyidin, M.Pd., thank you for your guidance, patience, and willingness to support me throughout this research process. I am grateful for your valuable advice, constructive feedback, and for always showing me the right direction whenever I faced difficulties.
5. To Me, Myself and I. Thank you for staying strong and continuing to move forward, even when the destination was unclear. Thank you for choosing not to give up, for persevering through every challenge, and for having the courage to keep going until this thesis was finally completed. Your resilience and determination made this achievement possible.

In the end, this thesis stands as a result of the guidance, motivation, and kindness of those who have accompanied me throughout this journey.

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This thesis was prepared as one of the requirements for obtaining a Sarjana degree in the Department of English Language Education at State Islamic University (UIN) of Syekh Wasil Kediri. The journey of completing this research was not always easy, as it involved various challenges and valuable learning experiences. Nevertheless, every difficulty became an opportunity for growth and learning.

I realize that this thesis could not have been completed without the assistance, guidance, and support of many people. Therefore, I would like to sincerely express my appreciation and gratitude to the following individuals:

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2. Prof. Dr. Hj. Munifah, M.Pd., Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Syekh Wasil Kediri.
3. H. Burhanudin Syaifulloh, M.Ed., Ph.D., Head of the English Department, State Islamic University (UIN) of Syekh Wasil Kediri.
4. Dr. Sri Wahyuni, M.Pd., as the First Advisor
5. Mohammad Muhyidin, M.Pd., as the Second Advisor

6. All lecturers of the State Islamic University (UIN) of Syekh Wasil Kediri, especially those in the English Department.

I am fully aware that this thesis is far from perfect. Therefore, I sincerely welcome any constructive suggestions and comments from readers and future researchers who may be interested in this study.

Kediri, 22nd June 2026

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ABSTRACT

Irawan, Ignosia Adi. (2025). *The Effectiveness of Using Chatgpt In Teaching Students' Writing Skills In High School Level*. Department of English Language Education, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Syekh Wasil Kediri. Advisors: (I) Dr. Sri Wahyuni, M.Pd. and (II) Mohammad Muhyidin, M.Pd.

Keywords: *ChatGPT, Writing skills, Recount text, AI in education, Peer-correction.*

Writing is one of the most essential skills in learning English because it helps students express ideas, opinions, and experiences in written form. However, many students still face difficulties in writing, including limited vocabulary, grammatical errors, poor idea development, and problems with organizing texts properly. One of the technologies that can help overcome these challenges is ChatGPT, an artificial intelligence tool that provides instant feedback, grammar correction, and writing suggestions. Considering this, the present study aims to examine the effectiveness of using ChatGPT in enhancing students' writing skills at the high school level.

This study employed a quantitative research method with a quasi-experimental design to investigate the effectiveness of ChatGPT in teaching writing skills. The subjects of this study were the eleventh-grade students of SMK AL-Huda Kota Kediri. The sample consisted of two classes: the experimental group, which used ChatGPT during the learning process, and the control group, which used peer-correction. The data were collected through writing tests in the form of pre-test and post-test. The students' writing was assessed based on content, organization, grammar, vocabulary, and mechanics. The collected data were analyzed using IBM SPSS Statistics 27 through assumption tests and the Mann–Whitney U test.

The results revealed a significant difference in writing achievement between the experimental and control groups. The significance value of the Mann–Whitney U test was 0.036 ($p < 0.05$), indicating that the use of ChatGPT had a positive effect on students' writing skills. The experimental group achieved higher post-test scores compared to the control group. This finding indicates that students who used ChatGPT improved their writing more effectively through instant feedback, corrections, and suggestions provided during the writing process. In conclusion, the study highlights that ChatGPT is effective at enhancing students' writing skills and can serve as a supportive learning tool in English writing classes at the high school level.

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