

CHAPTER I

INTRODUCTION

This chapter outlines the study's background, the research problem or question, the objectives of the research, its significance, any limitations, and the definitions of key terms. Each of these elements is discussed below.

A. Background of the Study

Writing is a crucial skill in learning the English language. Writing is an English language skill that the students must learn because writing activity can improve their thinking skills and help them to develop other language skills. Not only it is important for students to learn writing skills because it can help students' creativity grow, but writing skills is also important because it is one of the skills that students need to learn. According to Gautam (2019), writing is one of the four fundamental skills of language in English academic skills alongside listening, speaking, reading and writing. Teachers usually taught this skill in school in study hour, but because teacher is not always available and only can be asked in classroom, the presence of AI might help students for a better writing.

Teaching writing requires an organized and systematic approach, and not just by putting words together. Writing involves not only grammar and vocabulary but also the organization of ideas in a clear and logical way. As Harmer (2004) points out, writing is a process that includes planning, drafting, revising, and editing, making it a skill that needs time and guidance to develop. Teachers play a crucial role in helping students through this process, offering feedback and support to improve both clarity and expression. Therefore, writing skills should be taught

to students based on their needs and proficiency levels. Richards and Renandya (2002) argue that when students are given writing activities that are both challenging and relevant, it encourages them to engage more deeply and improve over time. It means that, with learning writing skills, students not only acquire the skills of writing, but they also grow creativity for them because students are improving.

Furthermore, a common problem in teaching writing skills is the difficulty students face with vocabulary and creativity, which limits their ability to express ideas clearly and widely. Without a solid vocabulary knowledge, students tend to repeat words and phrases, making their writing monotonous and less engaging. An observation in SMK AL-Huda Kota Kediri was conducted by the author, and has been concluded that one of the main challenges in teaching writing skills at SMK AL-Huda Kota Kediri is students' limited vocabulary and difficulties in grammar/tenses. As mentioned before, the lack of vocabulary knowledge often leads to repetitive writing and limited expression, making it hard for students to communicate their ideas effectively.

As Nation (2009) points out, a rich vocabulary is essential for successful writing, as it allows students to convey their thoughts more precisely and with greater depth. Additionally, many students struggle with using correct tenses, which impacts on their writing. According to Azar (2002), mastering verb tenses is crucial for students to write coherent sentences and avoid confusion in their writing. Teachers at SMK AL-Huda Kota Kediri often find themselves needing to address

these gaps in both vocabulary and grammar through targeted exercises and constant practice.

The rapid advancement of technology has made education more accessible and efficient. In the field of language learning, technology offers numerous innovations that help students overcome common challenges in writing, such as vocabulary limitations, grammatical errors, and difficulties in structuring sentences. One example of the improvement of technology in education is AI which has changing the way students improve their writing skills. The presence of AI like ChatGPT is really helping for students enhancing their writing skills, because AI like ChatGPT Provides feedback, and gives individual learning needs for students.

Moreover, some studies believe that AI can help students improving their academic skills. AI can improve students' academic skills, improving a deeper understanding of subject matter, knowledges, and improving problem solving skills (Alenezi, 2023). Although, the role of AI in classroom might give a big impact when its deployed, for example the students might get more interested in learning or vice versa, the students might get to attached on the AI or the gadget and the interactions between student and teacher might disturbed over time. Harry et al (2023), highlighting the benefits and the potential of using AI in education such as the potential in personalize learning, improving student engagement etc.

Another example of negative impact by AI is some students' might get lazy searching for a valid source for their assessment. For example, they will just go to AI like ChatGPT and ask them to make their own answers for the students' assessment. AI tools provides vast amount of information to students which can

leads to the students use to copy and paste the data without understanding the contents or the topic (Basha, 2024). This proving that AI might give negative impact toward students' behavior.

Besides that, ChatGPT are still relevant for students for helping them to improving their skills and help them do their assessment, but AI has impact on the teaching method or on the teachers' and students' interactions. According to Gupta et al (2024), AI technologies could remake the way traditional method of teaching and student-teacher interactions, it also has a lot of positive impact such as time efficiency, personalized learning, and access to resources for learning subject. Furthermore, according to Alsaedi (2024), AI provides individual learning which is important for students to improve their academic skills.

This research aims to investigate the effectiveness of using AI in the classroom for academic writing, whether it is effective or non-effective for both students and teachers. The researcher will examine how AI tools impact students' writing skills, focusing on aspects such as grammar, vocabulary, and structure. Additionally, the study will also explore teachers' perspectives on AI as a support tool in enhancing students' writing capabilities. By comparing the performance of students using AI with those not using AI, the research seeks to provide insights into the practical applications, challenges, and potential of AI in improving academic writing at the high school level.

B. Research Problem

EFL learners may face challenges in improving their academic writing skills, which are crucial for their improvement. With the help of ChatGPT students

may overcome their challenges, although ChatGPT may present both positive and negative impact towards the students. This study aims to address the following research problem: Is using ChatGPT effective in teaching writing skills to high school students?

C. Objective of the Study

Based on the research problem, the aim of this study is to investigate the effectiveness of ChatGPT in enhancing students' writing skills, the experimental group will be assessed using ChatGPT and the control group using peer-correction through standardized writing tests. Furthermore, it seeks to investigate the effectiveness of ChatGPT as a helping tool, by analyzing pre-test and post-test scores from both groups to determine any significant changes.

D. Hypothesis

This study is guided by the following hypotheses:

1. Ha (Alternative Hypothesis): There is a significant difference on writing skills between students who use ChatGPT and those who use peer-correction.
2. H0 (Null Hypothesis): There is no significant difference on writing skills between students who use ChatGPT and those who use peer-correction.

E. Significances of the Study

The results of this study are expected to contribute benefit various stakeholders in education:

1. For Teachers

This study provides practical insight for the teacher to considering using AI in study hour to help students in enhancing their writing ability.

2. For Students

This study recommends students use ChatGPT as a tool to help enhancing their writing skills. It offers an instant feedback, and it can also expand their ideas, and refine their writing techniques.

3. For Future Researchers

This study serves as a reference for future researchers interested in exploring the impact of AI-assisted learning on EFL students. It offers insights into the role of ChatGPT in developing writing proficiency, encouraging further investigations into AI-driven language learning

F. Scope And Limitation

This study focuses on students in a specific educational setting, investigating and comparing the writing skills levels of students using ChatGPT as a helping tool to enhancing students' writing skills and with those that relying on peer-correction. The research will specifically analyze the effectiveness of using ChatGPT in the classroom as a tool for students.

However, the study has several limitations. The sample size and specific educational context may affect the findings of the research. Self-selection bias may arise and could also influence the results. In summary, the researcher only focuses on investigate students writing skills on recount text with sample and educational context being its limit.

G. Definition of Key Terms

In addition, intending to clarify the key terms used in this study, researcher have to define these terms. Some definitions are put forward:

1. Writing skills: Writing skills are the abilities used to express ideas and communicate effectively through the written word. These skills include grammar, punctuation, vocabulary, structure, and storytelling, all of which contribute to clear, concise, and engaging written communication.
2. Recount Text: A recount text is a type of writing that retells past events or experiences in a chronological order. Its purpose is to share a story or account of something that happened, either for entertainment or to provide information.
3. AI ChatGPT: An artificial intelligence language model developed by OpenAI that generates human-like text responses based on user input. It is designed to assist with tasks such as answering questions, generating content, and etc.
4. Technology: The application of scientific knowledge and innovation to create tools, systems, and methods that solve problems and improve human life. It has various fields, including information technology, engineering, communication, and artificial intelligence.
5. Peer correction: Peer-correction technique is a technique in which learners receive feedback on their writing from each other. it is a technique where the students correct their drafts in pairs. Each pair will check the draft and correct the mistakes based on what they have known.