# THE EFFECT OF USING AI AS ASSISTANT TO THE STUDENTS' WRITING ACHIEVEMENT IN TEACHING DESCRIPTIVE TEXT

## SKRIPSI

*Submitted in Partial Fulfillment of Requirements*
*For Degree of Sarjana Pendidikan (S.Pd)*
*English Education Program*

**By:**

**<u>INTAN MELIA SIREGAR</u>**
**2002050005**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**MEDAN**
**2024**

## BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 12 Oktober 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama             : Intan Melia Siregar
NPM            : 2002050005
Program Studi  : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Using AI as Assistant to the Students' Writing Achievement in Teaching Descriptive Text

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan       : ( **A** ) Lulus Yudisium
                 (    ) Lulus Bersyarat
                 (    ) Memperbaiki Skripsi
                 (    ) Tidak Lulus

### PANITIA PELAKSANA

Ketua                                      Sekretaris

**Dra. Hj. Syamsuyurnita, M.Pd.**        **Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.**

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.    1. _____

2. Halimah Tussa'diah, S.S., M.A.          2. _____

3. Habib Syukri Nst, S.Pd., M. Hum.      3. _____

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

## LEMBAR PENGESAHAN SKRIPSI

بسْـــــمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Intan Melia Siregar

NPM : 2002050005

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text

sudah layak disidangkan.

Medan,   September 2024
Disetujui oleh:
Pembimbing

**Habib Syukri Nasution, SPd., M.Hum.**

Diketahui oleh:

Dekan                                                    Ketua Program Studi

**Dra. Hj. Syamsuyurnita, M.Pd.**              **Dr. Pirman Ginting, S.Pd, M.Hum.**

# PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

| | |
|---|---|
| **Nama** | : **Intan Melia Siregar** |
| **NPM** | : **2002050005** |
| **Program Studi** | : **Pendidikan Bahasa Inggris** |
| **Judul Skripsi** | : **The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text** |

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text"** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, September 2024
Hormat Saya
Yang membuat pernyataan,

**Intan Melia Siregar**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

## BERITA ACARA BIMBINGAN SKRIPSI

| | | |
|---|---|---|
| Perguruan Tinggi | : Universitas Muhammadiyah Sumatera Utara | |
| Fakultas | : Keguruan dan Ilmu Pendidikan | |
| Jurusan/Prog. Studi | : Pendidikan Bahasa Inggris | |
| Nama | : Intan Melia Siregar | |
| NPM | : 2002050005 | |
| Program Studi | : Pendidikan Bahasa Inggris | |
| Judul Skripsi | : The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text | |

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---|---|---|
| 22/07/2024 | Revision Of Chapter I : a. Background of the study <br> b. Identification of the problem <br> c. Formulation Of the problem. | |
| 6/09/2024 | Revision Of Abstract. <br> Revision Of Acknowledgement | |
| 7/Sep/2024 | Revision Of Chapter III : 3.2 location of time table 3.2 Planning and Implementing Of research. | |
| 16/Sep/2024 | Revision Of Chapter IV : Finding and discussion 4.1 Description Of data | |
| 18/09/2024 | Revision Of Chapter IV : 4.1.2. Data analysis 4.1.2.5. T. test | |
| 23/09/2024 | Full Chapter Check, abstract and reference. | |
| 23/2024/09 | acc | |

Medan, September 2024

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

( Habib Syukri Nasution, SPd., M.Hum)

# ABSTRACT

**Siregar,Intan Melia. 2002050005 "The Effect of Using AI as Assistant to the Students' Writing Achievement in Teaching Descriptive Text". Skripsi. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan 2024.**

This study investigates the impact of using Artificial Intelligence (AI) as an assistant on students' writing achievement in teaching descriptive text. This study aims to determine whether AI improves students' writing skills and identify the challenges faced by students when learning descriptive text through traditional techniques. Conducted at SMA Negeri 9 Medan, this study highlights issues such as limited vocabulary and difficulty in expressing ideas. This study used an experimental design involving two classes from grade X that were randomly selected: X-3 as a control group using conventional teaching methods and X-5 as an experimental group using AI (ChatGPT). The sample consisted of 30 students in each class. Data were collected through pre-test and post-test assessments to measure students' writing skills before and after the treatment, The assessment instrument included a rubric to evaluate descriptive writing, focusing on clarity, detail, imagery, organization, and overall effectiveness, then all data were processed using SPSS to conduct a t-test independent sample test which then The findings showed a significant increase in the average score of the experimental group from a pre-test average of 45.77 to a post-test average of 86.67, compared to the control group scores of 42.80 and 76.07, respectively. These results indicate that the use of AI significantly improved students' descriptive writing skills while reducing common challenges associated with traditional learning methods. Consequently, the null hypothesis was rejected, which confirmed that AI positively affects students' writing skills in a descriptive context. The implications of this study suggest that integrating AI into educational practices can improve student engagement and writing proficiency, especially in subjects such as descriptive texts. This study contributes to the understanding of the role of AI in language learning and provides practical insights for educators who want to improve their teaching methodologies.

*Keywords: AI, Descriptive Text, writing skills, conventional method*

# ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh Alhamdulillah, praise and gratitude, prayed to the presence of Allah SWT, who has given grace and health. Without it, the researchers cannot complete this research. Sholawat and greetings are poured to our Prophet Rasulullah SAW, who has brought humans from darkness to lightness.

The research entitled "The Effect of Using AI as Assistant to The Students'Writing Achievement in Teaching Descriptive Text", is submitted in partial fulfillment of the requirements to obtain a Sarjana degree in the English Education Department. During the research process, The researcher faced many obstacles and of course, without the help of many parties, the researcher couldn't complete this research. Therefore, the researcher would like to express his deepest gratitude to his parents, Zulman Siregar and Lila Royani Harahap. Thank you for giving everything and always trying your best, accompanying the author with endless prayers every day. Although his parents did not have the chance to experience college, for their child, they tried everything for the sake of the degree that would be achieved. The author presents this degree to his parents as a gift that they have been working for all this time. Then, The research would also like to thank:

1. Prof. Dr. Agussani, M.AP,the Rector of the Universitas of Muhammadiyah Sumatera Utara.

2. Drs. Hj Syamsuyurita, M.Pd,  the Dean of Faculty of Teacher Training.

persons that I consider friends in this lecture. Thank you for adding joy and passion to the author's life. This is what makes the college experience so wonderful.

11. Thank you to Sahdrina, Windy Febriyanti Nabila, Naiyla, Nadila Putri Nirwana, Mifta Huljannah and Yuni Afriani, my friends whom I met by chance and who have since been like family. You have not only shown the author love and comfort but have also introduced her to new things that she finds valuable.

12. To the next great people who provided and accompanied the author before entering the world of lectures, which the author now refers to as the "Skripsi call" because during the thesis period they accompanied and always provided support that still feels the same as when he was still in school, thank you for growing and processing together.

Finally, the researcher humbly conveyed her profound appreciation to everyone who helped and encouraged her throughout this research process. In the future, suggestions and criticism regarding the positive aspects of this research will be appreciated, and hopefully, the good things that have been done will become acceptable prayers to her. May the blessings of Allah reach everyone. Assalamu'alaikum Warahmatullahi Wabarakatuh.

Medan, 28 Agustus 2024
The Researcher


**Intan Melia Siregar**
**NPM. 2002050005**

# LIST OF CONTENTS

**APPENDICES**

# LIST OF TABLES

# LIST OF FIGURES

**CHAPTER I**

**INTRODUCTION**

**1.1 Background of the Study**

The rapid development of Artificial Intelligence (AI) has become a crucial factor in transforming educational paradigms, especially in the field of language learning. Ali (2020) explained that Artificial Intelligence (AI) is a system that, similar to other technologies we use daily, will gradually become invisible to the human eye for various human tasks. As a result, human dependence on AI may become commonplace. Artificial intelligence facilitates the creation of advanced educational systems that provide intelligent guidance in language learning, thus revolutionising the field.

According to the explanation from Aldabe et al., (2023) Roll & Wylie, (2016), AI has played a significant role in developing language learning chatbots and virtual conversation partners, revolutionizing how learners improve their language skills beyond traditional tutoring systems. These AI-driven creatures provide captivating and genuine conversations, allowing learners to fully engage in realistic conversational environments and actively enhance their language abilities. Moreover, AI is a beacon for promoting multilingualism and linguistic inclusion by removing language barriers and fostering a culture of multiple languages in education. Advances in AI have led to the development of advanced translation and language understanding systems that offer instant translation and interpretation services (Aldabe et al., 2023; Roll & Wylie, 2016).

AI-powered writing tools have gained recognition for their ability to help students create essays, provide advice on grammar and style, and help develop material. This technology has demonstrated its value as a valuable resource for students, especially by offering quick feedback and improving writing skills (Gayed et al., 2022). Students from different places increasingly utilize AI technology to improve their writing procedures. AI-based tools significantly assist various aspects of scientific writing, including language refinement, grammar verification, and editing (Alharbi, 2023; Dale & Viethen, 2021).

According to Farrokhnia et al.,(2023), these tools can assist students in identifying and correcting language issues, there by improving the overall clarity and coherence of their compositions; essay writing by students in academia is an essential component of intellectual communication, demonstrating their understanding, analytical skills, and research aptitude. While important, these techniques are fraught with obstacles that often arise when students struggle to organise their essays. It also involves finding effective ways to formulate logical arguments and ensure clarity and synthesis, conducting thorough and detailed literature reviews, and ensuring the authenticity and accuracy of citations.

AI-based learning modes can help educators effectively convey the target language and inspire students to engage with the material. This approach fosters a learning environment that embraces and utilizes technological advancements, ultimately enhancing the educational experience across multiple disciplines. As a result, students are more likely to be engaged and attentive during learning. The

effectiveness of teaching activities depends on students' engagement with the subject and their motivation to learn.

English language teaching in Indonesia is becoming increasingly important due to the implementation of the Independent Curriculum Policy. This policy allows educational institutions to create a curriculum more suited to local needs, allowing teachers and policymakers to customize learning materials based on student needs and preferences. However, implementing English in this policy is not as smooth as think including teachers and students, have many obstacles because English is a foreign language in Indonesia, hindering its daily application. English education is still stagnant, relying on traditional teaching approaches without innovation. The absence of change or new development in teaching methods results in low student enthusiasm, aptitude and attachment to English.

Four areas are often studied when learning English: listening, speaking, reading and writing. These skills are utilized to develop students' strategic language competencies and enhance their passion for learning English. Writing is one of the most essential skills for academic development. As with any other ability, writing skills cannot be achieved without a learning process.

Students need basic skills to create ideas, identify goals, organized thoughts, and form coherent sentences. Students are introduced to various means and methods to create quality writing. However, some children experience difficulties in their writing skills. Students sometimes face some writing difficulties due to limited vocabulary and difficulty expressing their ideas, thus hampering their writing skills.

Therefore, one of the materials that hone students' writing skills was chosen: learning about descriptive text, which is very important to improving students' writing skills. Explanatory text is literature depicting a specific person, place, or item. Students can use simple present tense and adjective clauses while composing descriptive texts. The purpose of descriptive writing is primarily to provide information (Panjaitan & Elga 2020).

From the explanation above, descriptive text learning is a process that allows students to effectively describe objects or things visually. Therefore, as teachers, we must be able to provide different teaching and be more able to explore different learning media so that there is no monotonous learning and the development of student ideas and apply to students the importance of opening up to developing technology but must remain on things that make a difference.

As a prospective teacher, what must be done is to deliver learning materials to students that they can receive well and quickly. Exploring different ways of delivering material and providing an atmosphere different from what is usually done is very important. Mastery of learning support applications in this day and age must be introduced. This is now known as learning using artificial intelligence, which can be used to deliver and work on questions during learning, and it is essential to be introduced to students.

In the field of rapid technological advances today, it is schools that play an essential role, which requires schools as educational institutions to actively utilize technology, especially for the teaching and learning process in the classroom, because technological learning will move according to the needs of the times. Technological advances and easy access to more modern learning applications in

the school environment must have a significant impact on the progress of learning development in the classroom so that later, there will be more and more learning applications like this that can explore more exciting learning and not just stick to one way of teaching.

However, it was seen that when conducting observations at SMA Negeri 9 Medan school, the application of more varied learning applications has not been appropriately implemented. The delivery of material is still carried out in the same way. However, the teachers are still using traditional methods, such as using picture models as one way to teach, so this makes students have when learning to write, such as the inability to organize their ideas into a coherent essay because of a lack of understanding of vocabulary.A limited vocabulary might make it more difficult for students to articulate ideas exactly and clearly.

One of the most common issues students face while writing descriptive text is a lack of understanding of English tenses. This lack of knowledge might result in sentences that are incomprehensible or unconstitutional in specific situations. Students may use unclear vocabulary or repetition if they lack the words to express their ideas clearly. In writing, an extensive vocabulary enables the expression of variety and depth. Without it, students could find it challenging to explain what they mean to say or to distinguish between similar ideas. Students cannot select and develop the topic sentence due to a lack of writing activities in writing their paragraphs. Without practice, students might be unable to provide relevant supporting facts, examples, or explanations for their topic sentences. This can result in paragraphs that seem disconnected or lack depth.

Based on the problem description above, researchers will analyze descriptive text learning activities using artificial intelligence as a teaching aid at SMA Negeri 9 Medan. Therefore, the researcher raised the author's research title to "The Effect of Using AI as an Assistant on Students' Writing Achievement in Teaching Descriptive Texts."

## 1.2 The Identification of the Problem

Based on the background above, the problems will be identified as follows:

1. Teachers at school are still using traditional methods, such as picture models, to teach descriptive text, which may not be effective for students

2. Student achievement taught using AI would be better than that taught using the traditional method.

3. The students have difficulties in writing descriptive text.

## 1.3 The Scope and Limitation

The scope of this research is related to writing and is limited to the use of AI in writing descriptive text at ten grades of SMA Negeri 9 Medan 2023/2024 Academic.

## 1.4 The formulation of the problem

Based on the background above, the problem of this research was formulated as follows:

1. Is there any significant effect of using AI on students writing skills in descriptive text?

2. Which is higher, the student's achievement taught using the AI method or the students' achievement taught using the traditional method in writing the descriptive text?

3. What are the difficulties for students in learning descriptive text using the Traditional methods?

**1.5 The Objective of the Study**

Based on the problem of the study, the aims of the study are:

1. To determine the effectiveness of using AI to change students writing skills in descriptive text.

2. To search out the students' achievement in learning descriptive text with compare the effectiveness of AI and traditional method.

3. To identify the students' difficulties in learning descriptive text.

**1.6 The Significances of the Study**

The significance of the study is that it will provide to be useful theoretically and practically,

    **a. Theoretical**

This research is expected to be a reference for other researchers who want to investigate the effect of AI assistants on students' writing achievement when teaching descriptive text. This research can also explain how the use of Artificial Intelligence (AI) in writing for institutions or institutions can provide various significant benefits, especially in

improving the quality and efficiency of writing scientific papers.

**b. Practically**

1) To Researchers

   The researcher hopes this study will help them improve their capacity to write descriptive text for students. The study's findings are intended to be a reference for future research.

2) To Students

   The findings of this study should improve students' writing skills by making the learning process more exciting and enjoyable.

3) To English Teachers

   Teachers need to use exciting techniques and media, such as Artificial intelligence. They must also create a positive classroom environment that piques students' interest in paying attention to the lesson to ensure students learn comfortably.

# CHAPTER II

# REVIEW OF LITERATURE

## 2.1 Theoretical Framework

## 2.1.1 Writing in English Learning

Writing in English is often challenging for foreign language learners. Writing is a crucial linguistic skill that must be acquired. When writing, concepts are expressed through well-structured, interconnected phrases to convey information effectively. Writing is the process of expressing one's thoughts through written language.

According to a study by Saddler et al. (2019), writing is challenging for native and non-native speakers. Writers must excel in various areas, including organization, content, purpose, vocabulary, audience, and mechanics like spelling, punctuation, and capitalization. Students must grasp these aspects to enhance their writing abilities. Cole & Feng (2015: 4) state that writing is a fundamental language component. When children write, their thoughts and knowledge create unique meaning. Students should focus on developing their writing skills, which may be more challenging than listening and reading. Additionally, writing is the skill that most students are least likely to master when learning a new language.

Experts from many resources give many different definitions of writing. According to Jeffrey R. Wilson (2022:3), Writing is generally seen as the act of conveying thoughts, but we will reframe it as an actual thought process. Writing does not only involve cognition. Writing is a form of cognitive process. Writing is a sequential process where the interpretation forms the basis of an argument, and

the presentation of that argument in a paper must be carried out in stages, with each phase building on the previous phase. Then, according to Durga & Rao (2018), Writing plays a vital role in conveying communication effectively, more than other forms of media. Based on the details provided, it can be inferred that writing is a communication method. Writing is one of the four essential language skills to teach. Writing is a talent that involves students articulating their thoughts, emotions, opinions, and feelings through written expression.

**2.1.1.1 Purposes of Writing**

Writing is an inherent and essential need for humans. However, mastering the art of writing can be challenging, causing many people to avoid writing assignments. Students need ample time to receive practical instruction, study exemplary texts as examples, engage in extensive writing and revision, explore various forms of writing, and receive ongoing support to develop their writing skills. Additionally, it is beneficial for students to understand the purpose of writing. According to Reading Rockets (2024), Writing serves several purposes.

a. To Tell a Story

Telling a story or recounting an event. Short stories, chapter books, graphic novels, and memoirs are examples of literary works you can share with children.

b. To Inform and Explain

Writing to convey information, presenting facts, or explaining something. Here are some examples of educational materials that are suitable for students:

nonfiction books, illustrated instructional books, encyclopedias, news stories, and how-to guides.

c.  To Share Opinions or Persuade

Writing to persuade readers to accept a particular perspective or engage in a specific action. You can share some examples with children: advertisements, speeches, articles, and editorials.

d.  To Entertain Others

Writing to attract and entertain readers through narrative or comedic elements. Here are some examples you can share with kids: graphic novels, updated versions of traditional stories, short narratives, readers' theatre scripts, personal essays, and poetry.

e.  To Describe

Writing aims to evoke vivid images and sensory sensations through complex language and by appealing to the reader's senses. Here are some examples you can share with children: poetry, personal notebooks and diaries, letters, and writing about nature.

**2.1.1.2 Writing Principles**

Ideas are the core of writing. Writing becomes challenging in the absence of ideas. The capacity to effectively organize thoughts and construct supporting sentences is crucial for producing high-quality writing. Poor organization of ideas in writing might hinder readers from comprehending the intended message. Murray (2012:14) states that the fundamental components of writing are:

a. Choosing Ideas or Topics

It is choosing an interesting topic. Subject matter that captures readers' interest can compel them to seek a comprehensive understanding of the written content. Furthermore, developing a new idea for each paragraph is unnecessary when writing multiple paragraphs. The key is to signal a new paragraph by indenting the initial line slightly, approximately one centimeter or half an inch.

b. Good Argument Structure (Coherence)

The key to excellent academic writing lies in having a well-structured argument. Well-organized concepts enhance reader comprehension and increase their likelihood of eliciting a sympathetic reaction. To gain a more exact understanding of what it entails, it is necessary to consider the concept of coherence. Coherence pertains to how the ideas are interconnected.

c. Explaining Everything and Avoiding Assumptions

The importance of providing comprehensive explanations rests not only in facilitating the reader's comprehension of your logical reasoning or argumentative framework but also in instilling confidence in your grasp of the discussed ideas. Offering comprehensive and meticulous explanations in your writing is twofold: first, it assists your reader in comprehending your line of reasoning (effective planning also contributes significantly to this ). Second, it allows readers to gauge your level of comprehension regarding the ideas you are addressing.

d.  Supporting Statement (Evidence)

Communicating evidence effectively is essential in academic writing. It is necessary to examine strategies that will persuade the reader of the validity and strength of your arguments. Providing solid evidence to support your claims increases the credibility of your work. As a result, when readers reach the final paragraphs or pages, they are more likely to be sympathetic to what they read and have greater trust in the integrity of your writing.

e.  Concise and Relevant

Conciseness refers to expressing ideas succinctly and directly, using language efficiently, and conveying the necessary information without any unnecessary additions. It entails ensuring that each word carries significance, being meticulous in thought and language, and carefully considering and constructing.

Being relevant entails focusing on the topic, avoiding digressions, and refraining from introducing concepts that do not align with the project's objectives. Especially when engaging in in-depth discussions on complex subjects, it is straightforward to become distracted and deviate from the main emphasis or idea.

Irawati (as cited in Pohan,2017) Stated that five steps in the writing process, there are:

a. Pre-writing

Choose a topic, identify your audience and purpose, brainstorm ideas and organize information.

b. Drafting

Write your ideas in sentences and paragraphs. Follow your pre-writing plan to write a first draft of your composition.

c. Revising

Edit your writing. You make changes that will improve your writing.

d. Proofreading

In this stage, finish your editing by checking for grammar, spelling, capitalization and punctuation errors.

e. Publishing

The final stage is publishing, when you decide how to present your writing

to an audience. You may add pictures or read your work aloud.

**2.1.1.3 Types of Writing**

Many kinds of writing have their characteristics. Zulaikah et al.(2018) It classifies four types of writing.

a. Expository

Expository writing serves the purpose of providing explanations or conveying information. The text discusses a topic objectively, refraining from expressing any personal viewpoints. The primary objective of expository writing is to give explanations. The writing style in question is subject-oriented, wherein authors primarily focus on providing information about a specific topic or issue without expressing their viewpoints. These essays or articles provide essential

information and data but do not incorporate personal viewpoints.

b. Descriptive

Descriptive writing is centered around effectively conveying the specific characteristics of a character, event, or location. Origin The primary objective of descriptive writing is to provide detailed and vivid descriptions. Descriptive writing is a literary technique that emphasizes providing intricate details about a character, event, or place.

 c. Persuasive

Persuasive writing aims to convince others to adopt your perspective. The primary objective of persuasive writing is to persuade. Persuasive writing differs from expository writing, including the author's beliefs and biases. Persuasive writing employs arguments and reasoning to sway others to align with the author's perspective. It is commonly employed in correspondence expressing dissatisfaction, promotional materials or adverts, persuasive sales pitches, introductory letters, and newspaper articles expressing personal opinions or providing editorial commentary.

d. Narrative

A narrative is a kind of communication that conveys a sequence of events or experiences. The text will typically include characters and conversations. The primary objective of narrative writing is to recount a tale. The author will develop distinct characters and narrate their experiences, occasionally adopting the perspective of one of the characters, referred to as first-person narration.

### 2.1.2 Descriptive Text

Indonesian senior high school students are obliged to write a descriptive text. Descriptive text refers to writing about a person, location, or thing in a detailed and vivid manner. Descriptive text is a form of communication in which the author or speaker employs language to provide detailed information about a specific object, individual, creature, location, or occurrence to the audience. Describing involves systematically organizing the characteristics of something, beginning with its identification, classification, and examination of its attributes, behaviors, functions, and other relevant aspects.

According to Derewianka (2000), as cited in Kasini & Pusparaini (2019), Descriptive language provides a detailed explanation of the functioning or causes behind certain phenomena. In other words, descriptive text is writing that provides detailed information and vividly describes people, objects, or concepts. A descriptive text commonly consists of two main sections: The first section focuses on identification, which involves introducing and describing a person, place, animal, or object. Secondly, it pertains to providing a detailed account or portrayal of something, such as an animal, object, location, or someone, by highlighting its

distinctive characteristics, physical attributes, colouration, or any other relevant aspects described by the writer.

Descriptive writing uses adjectives, compound adjectives and the simple present tense Nurfidoh & Kareviati (2021). Another statement is provided by Jayanti (2019). Descriptive writing typically includes detailed information on a specific individual, location, or object. Descriptive writing should prioritize using action words (verbs) rather than words that describe sensations (adverbs and adjectives). Descriptive writing exhibits conventional structural and linguistic characteristics. The writer should adopt the perspective of readers who have a complete understanding of the events depicted, as conveyed by the content of the text.

Therefore, descriptive writing is a type of writing that should be taught and achieved by both English teachers and senior high school students. The explanatory text typically serves as a paragraph's main idea or general statement. It explains the supporting facts related to the general statement.
(Rivai et al.,2017).

From the explanation above, The researchers conclude that descriptive text is the act of writing about a person, location, or thing in a detailed and vivid manner and consists of two main structures. The first point emphasizes the importance of identification to prevent making broad statements. The second point details a specified phenomenon or subject's elements, traits, and characteristics.

### 2.1.2.1 Generic Structure of Descriptive Text

The structure or stages of a descriptive text are similar to those of other genres. We must follow several general guidelines while creating descriptive text to make it accurate. They are identification and description. The generic structure of descriptive writing consists of two main components: Identification, which identifies the phenomenon that will be described, and Description, which provides a detailed account of the many elements, traits, or features of the subject.

The general structure of descriptive text comprises two main components: identification and description. Students must explain the objects' various parts, traits, and attributes in the description component. Occasionally, the students struggle to structure the paragraph effectively. In addition to identifying and describing components, students must also consider the chronological order of their work while structuring ideas. Chronological order is a method of organizing information based on the sequence of events in time. It is used to present and explain a process in a step-by-step manner. Chronological order is a term used to describe the arrangement of events in the order in which they occurred across a period (Zulaikah et al.,2018).

**Table 2.1**
**The Generic Structure of Descriptive Text**

| Generic Structure | Function |
|---|---|
| Identification | The identification is typically found in the opening paragraph, which introduces the subject or object to be discussed with the readers. |
| Description | The description itself aids in the identifying process. It provides concise information on the identity or nature of the subject. |

**Borobudur Temple**

Borobudur is a Buddist temple. It was built in the ninth century under the Sailendra dynasty of the ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia **(Identification)**.

Borobudur is well-known all over the world. India's Gupta architecture influences its construction. The temple is constructed on a hill 46 meters high and has eight steps like a stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculptures in bas-relief. The upper three are circular. Each of them has a circle shape. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways **(Description).**

**2.1.2.3 The Language Features of Descriptive Text**

(Gerot and Wignell,1994) Identify the four linguistic characteristics present in descriptive writing.

1. Use of Attributive and Identifying Processes

2. Frequent use of Epithet and Classifiers in nominal groups

3. Use of simple present tense

**2.1.3 Artificial Intelligence**

Baker and Smith (2019) describe Artificial Intelligence AI as a term for computer systems capable of doing cognitive activities, specifically those linked

to human mental processes, such as learning and problem-solving. These factors demonstrate that AI is not independent of technology. It encompasses a range of technologies and approaches, such as machine learning, natural language processing, data mining, neural networks, and algorithms.

In addition, Goertzel (2010) defines artificial intelligence as the characteristic of a system's capacity to identify and analyze visible patterns in developing actions or responses, thereby enabling it to achieve complex goals in diverse environments. Goertzel's work excerpt recognizing patterns is a fundamental aspect of human intelligence, especially intelligence. This also refers to the discussion by Chollet (2019). The intelligence of a system can be understood as the efficiency of skill acquisition within the scope of tasks, taking into account previous difficulties, experiences, and generalizations. Wang (2022) explains that Intelligence can be described as the capacity of an information processing system to adjust to its surroundings while operating with limited knowledge and resources.

AI means the study of building machines with human-like senses (perception), analysis or understanding, and responses. AI is the most developed technology in this decade. It takes the most risky and heavy human work and works efficiently and accurately. This makes AI intended as a scientific and engineering study to build artifacts that can develop knowledge by learning from experience, reading and processing written text in natural language, reasoning with the acquired knowledge (being able to perform such tasks as explaining, planning, diagnosing, etc.) and acting rationally Mondal (2019).

With the development of AI technology, there has been a significant increase in the number of literature reviews related to the application of AI in education (Liang, 2021). artificial intelligence (AI) is a challenging and creative area. With the birth and development of artificial intelligence, people began to use computers for teaching. With the development of computer technology and information technology, the application of artificial intelligence in technology education is gradually becoming a trend in computer teaching (Ming Liu).

**2.1.3.1 Artificial Intelligence in Education**

Whether realize it or not, artificial intelligence (AI) is becoming increasingly prevalent in how we communicate and interact with technology. According to post-humanism, both non-humans and humans. There is a symbiotic and entangled relationship between human and non-human organisms, as these interactions occur everywhere. It can also be said that as we progress in the future, the distinction between human and non-human entities becomes increasingly blurred. A rapidly growing field of technology called artificial intelligence has the power to change the way we communicate with each other (Pedro,2019).

According to (UNESCO 2019:22). Artificial Intelligence has started to generate new teaching and learning solutions in the field of education, which are currently being tested in many situations. With the application of artificial intelligence in education, lesson plans and exercises can be customized for each student depending on their unique needs and learning preferences. This can be especially helpful for students who may have difficulty in specific subjects or need further help understanding other subjects taught in class. Artificial

intelligence can also provide students with immediate feedback on their work, helping them recognize and correct mistakes they may make.

Artificial intelligence is also used in education to help with administrative tasks such as scheduling and evaluation. Artificial intelligence can be taught to interact with students regarding their schedules, homework, and grades, allowing teachers to concentrate on more critical tasks such as class planning and direct student support. In addition, the application of artificial intelligence in technology can streamline the delivery and evaluation of assignments, making it easier for educators to monitor student progress Pedro(2019)

AI has been used to support research in several scientific disciplines, including economics and health. Additionally, it automates tedious processes and builds immersive learning environments, freeing teachers and students to concentrate on more critical work and possibly improving the quality of teaching. AI is also used to automate tedious tasks so that everyone involved in education can focus on more important work. AI, for example, can evaluate essays and exams, allowing teachers to concentrate on providing practical, individualized instruction.

AI can also generate customized lesson plans to free up more time for teachers to engage in activities that promote meaningful learning. By giving students access to cutting-edge technologies, such as automating the delivery of individualized learning experiences, artificial intelligence (AI) can improve the quality of education by increasing student engagement with course material
 Pedro (2019).

### 2.1.3.2 Artificial Intelligence as a Writing Tool

Writing is frequently seen as a crucial skill for success in writing and academics. Writing, arranging ideas, and presenting them more creatively requires time, effort, and talent. As a result, many authors struggle to express their ideas in writing (Mondal,2023). AI-powered writing tools in English as a foreign language classrooms are experiencing significant and rapid growth. These tools include grammar checks, writing aids, and automated programs capable of producing written works such as essays without human assistance. These tools are easy to use and efficient, reducing the time and energy required by students and educators.

Recent advancements in artificial intelligence (AI) have introduced ChatGPT as a promising tool for assisting writers in exploring and cultivating ideas during the writing process. ChatGPT utilizes AI-powered generative language models to produce human-like language and text in response to user input. The writer finds it appealing due to its capacity to comprehend natural language, generate meaningful language, and provide pertinent responses (Mondal, 2023).

ChatGPT can enhance the writer's ideas from basic concepts to more imaginative and refined writing pieces. Students can enhance the efficacy of

chatbots as an educational tool by providing more precise and comprehensive explanations of their words.

**2.1.3.2.1 ChatGPT**

ChatGPT is a large language model. According to Wikipedia (2022), ChatGPT, an AI-powered conversational agent, was created by OpenAI and released on November 30, 2022. Leveraging a large language model (LLM), the feature allows users to customize and direct discussions to achieve a specific length, structure, style, amount of information, and language. Each discussion stage considers the context of previous user requests and replies.

ChatGPT is an advanced AI tool capable of doing various activities that demand knowledge and creative intelligence. ChatGPT can automate various tasks, including exam-style questions, homework assignments, academic essays, and contract drafting (Pradana,2023). Stokel-Walker (2022) asserts (Pradana et al., 2023) that ChatGPT is a revolutionary innovation that has the potential to render certain conventional kinds of assignments and assessments, such as essay writing, unnecessary. Silvi Fitria Daulay and Pirman Ginting (2024) assert that ChatGPT can assist Indonesian students in improving their abilities in the English language. ChatGPT in English allows students to participate in interactive discussions and get prompt feedback on their vocabulary and grammar usage. This can increase their correctness and confidence when writing and speaking in English, and students can also benefit from using ChatGPT to increase their vocabulary.

Although ChatGPT was initially designed to imitate human interaction, its skills surpass that purpose. It can generate original content, such as poetry, stories,

or novels, and may simulate various roles within its capabilities. Utilizing the advanced GPT language model technology, this chatbot is very smart and capable of handling a wide range of text-based inquiries. It can effortlessly address simple questions and more complex duties, such as composing essays and providing guidance in challenging discussions around productivity issues (Tlili et al., 2023).

**Figure 2.1 ChatGPT in Website Platform**
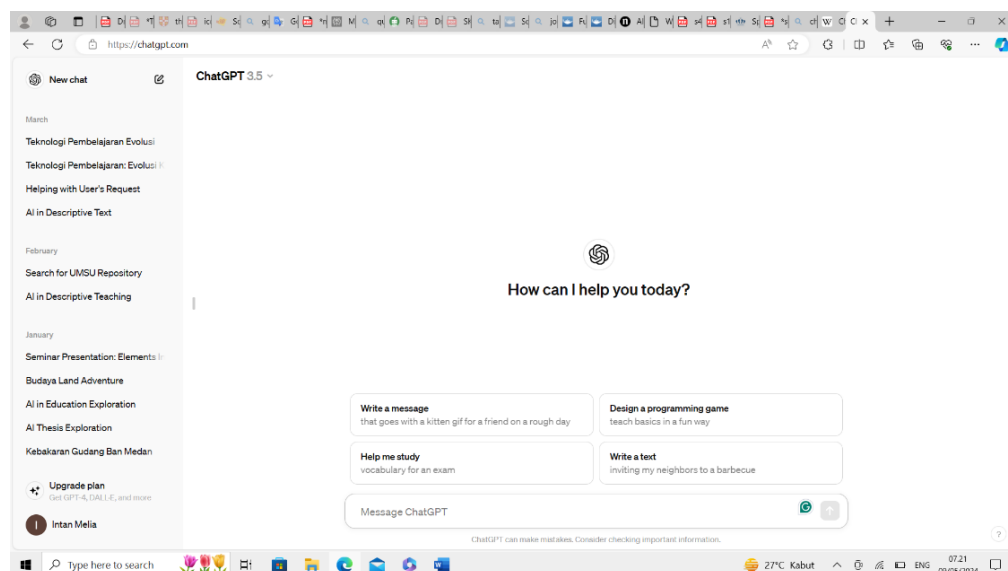


### 2.1.3.3 Strengths and Weakness of Artificial Intelligence

### 2.1.3.3.1 Strengths

Today's digital technologies enable the collection of detailed data about teaching and learning. This data has the potential to provide information and recommend action to a wide range of stakeholders, including students, teachers,

curriculum designers, and managers. Artificial Intelligence has many positive impacts on the development of learning.

Current digital technologies enable the collection of fine-grained data on teaching and learning, which can potentially inform and recommend activities to various stakeholders, including students, teachers, curriculum designers, and managers. Given this backdrop, the Learning Analytics (LA) sector has contributed to understanding and improving learning and its context. In contrast, Artificial Intelligence in Education (AIED) has worked primarily on simulating and predicting learning processes and behaviors. These themes emphasizes the potential strengths of artificial intelligence in education, illustrating how AI technology may support instructors in numerous activities and enhance the overall learning environment  (Cain et al.,2023).

### 2.1.3.3.2 Weakness

In addition to its numerous benefits for human life, AI presents several potential challenges. These possible issues can be attributed to both the inherent nature of the technology and the involvement of humans. The primary concerns pertain to protecting privacy and personal data. At the same time, the secondary Issue revolves around copyright infringement caused by AI's capacity to generate original works, making it challenging to ascertain copyright ownership. The ultimate issue that may arise is associated with cyber security, which hackers can breach, leading to criminal activities such as system sabotage, personal data theft, and even harassment (Budhi, 2022: 41).

### 2.2 Previous Related Study

Some studies have been conducted previously relating to this research. As follows:

1. Tira Nur Fitria (2021) wrote a research titled "The Use of Technology based on Artificial Intelligence in English Teaching and Learning." This research employs the library research approach to obtain a theoretical grasp of the subject being examined through data collecting or scientific writing. This research focuses on how artificial intelligence (AI) can help students overcome their challenges in learning English and its application in teaching and studying English. According to the study's findings, using artificial intelligence (AI) to teach English can help students learn more useful, needs-based English in more user-friendly classroom settings. In meanwhile, this research will concentrate on using AI to raise students' writing proficiency. The samples examined in this research will be more specifically designed to make use of experimental research techniques and are important to raise the proficiency level of writing descriptive text

2. Fauziah and Minarti (2023) wrote a research titled "Artificial intelligence-assisted writing application for improving writing skills of Islamic education students." This research investigates the application of artificial intelligence in academic writing using qualitative research techniques, such as interviewing and writing assignment analysis. The purpose of this research is to describe how writing assignments, interviews, and artificial intelligence (AI) assisted applications can be used to enhance academic writing abilities. Utilizing AI-assisted applications is the main goal of this research project.

The research findings demonstrate how advantageous it is for students to use artificial intelligence-assisted applications, particularly for those enrolled in Islamic Religious Education courses. Meanwhile, a one-group pretest and posttest design with an experimental design utilizing a quantitative method will be used in this study. There are two classes in use: the experimental class and the control class.

3. Gayed et al. (2022) wrote a research titled "Exploring an AI-based writing Assistant's impact on English Language Learners." In this research, the author used a case study design research method with a convenience sample, a research approach in which the researcher selects participants based on their availability and ease of accessibility.

In the context of this research, the researcher used a convenience sample by recruiting ten Japanese adult participants attending a language school. This research aims to measure the impact of using a digital writing aid called "AI KAKU" on second-language writing skills (L2 writing) for learners of English as a second language. This research shows that most Participants felt that using AI KAKU made it easier for them to express ideas in English. However, some participants had difficulty adapting to the tool. Meanwhile, in this research, the sample selected using a simple random sampling technique with a lottery or lottery system because all classes have the same characteristics.

4.Debora Simamora,Fenty Debora Napitupulu,Herpen Silitonga (2024) wrote a research titled "The Effect of ChatGPT Application Towards The

Students' Ability In Writing Exposition Text at The Eight Grade of SMP Negeri 37 MedaN". This study focuses on investigating the effects of ChatGPT application use on students' ability to write exposition texts at SMP Negeri 37 Medan. The method used is a quantitative experimental study with 40 eighth-grade students divided into two groups: the experimental group using ChatGPT and the control group using a traditional method. The study's findings indicate that the rata-rata score of students in the experimental group (81,05) was higher than that of the control group (79,65), with a significant t-observation of 6,403. This study demonstrates that ChatGPT positively affects students' ability to write expressive texts and provides evidence that this technology can improve the English language learning process.

**2.3 Conceptual Framework**

This research mainly focused on using Artificial Intelligence to influence students' ability to write descriptive text. This research will begin with the following diagram.

**Figure 2.2  Conceptual Framework**

```
       ┌──────────┐           ┌──────────┐
       │          │           │          │
┌──────┴─────┐          ┌──────┴──────┐
│ Conclusion │          │ Suggestion  │
└────────────┘          └─────────────┘
```
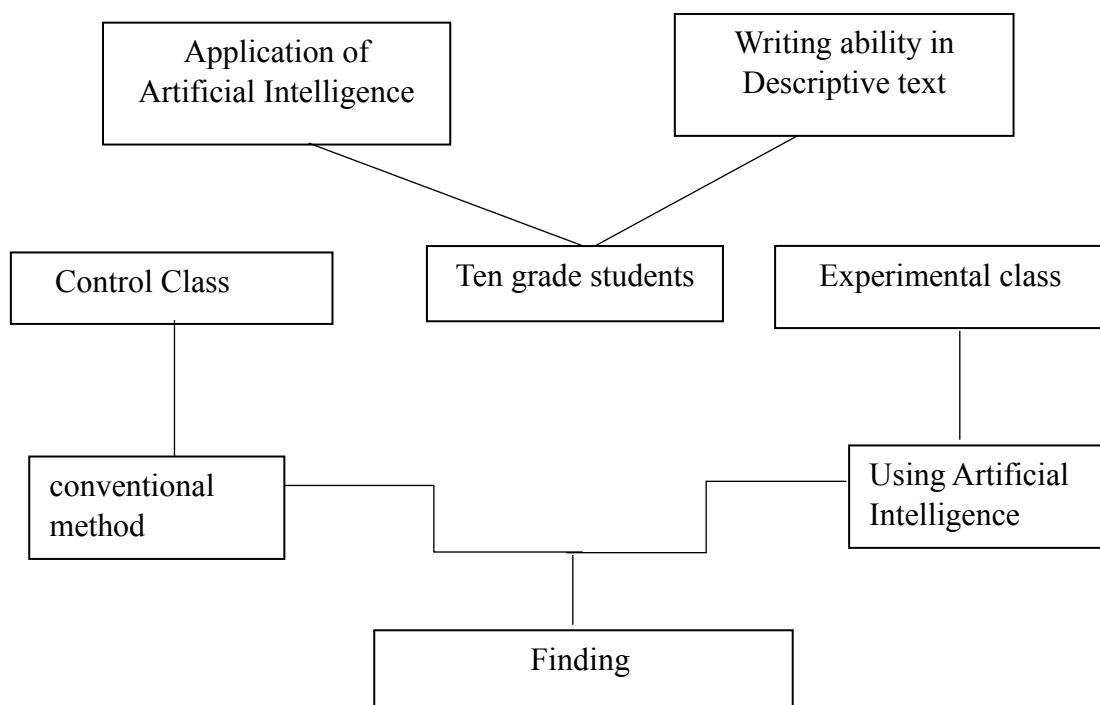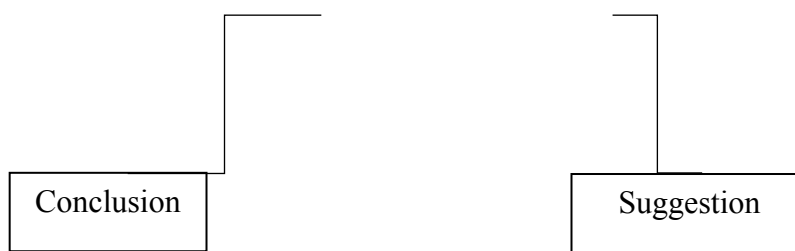
At this stage, primary information was collected about students' ability to write descriptive text and the use of Artificial Intelligence, delivered to ten-grade students at SMAN 9 Medan by giving a writing test before applying the treatment. The stages were Pre-test, Treatment, and Post-test.

In the following stages, the researcher applied the test to affect the student's ability to write descriptive text by using artificial intelligence, which applied the repetition method.

At the discovery stage, researchers determined the effect of using applications in learning writing ability to students. The pretest, treatment, and posttest could show results. Whether the effect of students" ability in writing is descriptive to effect or not.

This research data was collected using pretest, treatment, and posttest. To collect data, researchers used the following steps:

a.  Pre-test

Researchers assessed students' proficiency in writing descriptive text by giving a pretest before treatment. The test assessed students' writing ability for descriptive text prior to treatment. For this pretest, students produced a two-paragraph descriptive text. After administering the pre-test, the researcher

reviewed the students' assignments to ensure their writing level. After the pre-test, students received treatment from researchers.

b. Treatment

The treatment was implemented using artificial intelligence to provide effects. Using the same theme but different treatments means that the researcher used Artificial Intelligence as a medium to test students' abilities in writing descriptive text.

c. Posttest.

After the treatment, the students were given the post-test, which followed the same procedure as the pre-test and was intended to determine whether the treatment was successful.

## 2.4 Hypothesis

Ha   : There is a significant effect of AI on students' writing achievement in descriptive text.

Ho   : There is no significant effect of AI on students' writing achievement in descriptive text

# CHAPTER III

# METHOD OF RESEARCH

## 3.1 Research Design

Research can be defined as the application of a scientific approach to the study of a problem. It is a way to acquire dependable and valuable information. According to Ary et al. (2006: 21), research is an attempt to solve problems by using a scientific approach systematically.

This study employed an experimental design utilizing a quantitative method, explicitly employing a one-group pretest-posttest design. Gay et al. (2012:251) define an experimental study as a scientific investigation where the investigator manipulates and produces one or more independent variables and observes the dependent variable or variables for any variation that occurs due to manipulating the independent variables. Experimental research can be conducted in a laboratory setting, within a classroom environment, or out in the field. This study conducted experimental research in a classroom setting, using students as the population.

This research used a quasi-experimental with a quantitative design. Experimental design is the traditional approach to conducting quantitative research. The aim was to find out whether or not using artificial intelligence has a significant effect on students. This research included two groups: the experimental group and the control group. The pre-test was applied before treatment, and the post-test was applied after treatment.

The researcher used artificial intelligence in the experimental class and the control group and used conventional teaching media, such as picture models, to conduct the treatment.

**Table 3.1**
**Research Design**

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental (X-3) | | Using Artificial Intelligence | |
| Control class (X-5) | | Using conventional technique (picture model) | |

**3.2 Location and Time**

This research was conducted at SMAN 9 Medan on JL. SEI MATI LABUHAN, SEI MATI, Kec. Medan Labuhan, Medan City Prov. North Sumatra, in the academic year 2023/2024. The research was conducted on tenth-grade high school students. This school was selected because researchers found that the tenth-grade students were having problems with their ability to write descriptive text. Researchers wanted to provide new ideas using Artificial Intelligence, which did not yet exist in teaching writing schools.

**Table 3.2**
**Planning and implementing research**

| Activity | Month/Year | Notes |
|---|---|---|
| planning and research and preparation | June | preparation of research proposal |
| Implementation and data collection | July- August | implementing research using the planned method |
| Data analysis and data preparation | September | completing the chapter on findings and conclusion |

**3.3 Population and Sample**

**3.3.1 Population**

Creswell (2012:144) stated that a population is a group of individuals who have the same characteristics, including specific characteristics in common that the researcher can identify and investigate. The sample of this study was all tenth-grade students of SMAN 9 Medan for 2023/2024, which consisted of  9 classes and a total of 320 students.

**3.3.2 Sample**

Gay et  al  (2012: 131) in quantitative research, a good sample is one that is representative of the population from which it was selected, and selecting a representative sample is not a haphazard process. Several techniques for selecting a sample are appropriate, and selection depends on the situation.Generally, sampling is divided into two types: systematic sampling, called probability sampling, and unsystematic non-probability sampling.

In this research, researchers chose one type of probability. The sampling is simple random sampling with a lottery or lottery system because all classes have

the same characteristics. According to Gay (2012:131 ), random sampling is the process of selecting a sample to ensure each member of the specified population has an equal and chance of being chosen for the sample. The sample is chosen randomly, or by chance, and is not subject to the researcher's influence at all. Stated differently, each candidate has an equal chance of being chosen, and the choice of one candidate has no influence on the choice of another. As a result, classes X-3 and X-5 were selected as the sample classes, with a total of 60 students.

**Table 3.3**
**Sample of Research**

| Class | Total |
|-------|-------|
| X-3 | 30 |
| X-5 | 30 |

**3.4 Instrument of Research**

Researchers used a written test as an instrument for this study. According to Mulchay et al. (2021), a written test is a comprehensive assessment of a person's writing ability and a test of working memory and executive function. This test measured the level of understanding and retention of the material presented.

Pre and post-tests were conducted. The test used a picture as a model. This pre-test aimed to determine how good students are at writing detailed text before using Artificial Intelligence. The post-test assessed how well students could use the application and detailed text after using Artificial Intelligence.

The research instrument used to collect data is a writing test. There are some criteria to consider when describing the student's competency in writing. Hughes (2003:104) states, "There are five scores component scales namely: content, organization, vocabulary language use, and mechanism".

**Table 3.4**
**Score Components**

| Criteria | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 |
|---|---|---|---|---|---|
| **Content** Clarity and completeness of the description | Very unclear | Some what unclear | Clear but incomplete | Mostly clear and complete | Very clear and complete |
| **Organization** Logical structure with introduction ,body and conclusion | No structure | Weak structure | Basic structure | Good structur e | Excellent structure |
| **Vocabulary** use of appropriate and varied descriptive word | Very limited vocabular | Limited vocabulary | Some variety in vocabulary | Good variety vocabulary | Excellent of vocabulary |
| **Grammar** correct use of present tense, adjectives and sentence structure | Many errors that confuse meaning | Several errors :some confusion | Some errors: mostly clear meaning | Few errors ;clear meaning | No errors |
| **Mechanic** correct spelling punctuation, and capitalization | Many errors; hard to read | Several errors;som e what readable | Some errors; mostly readable | Few errors; easy to read | No errors |

**Table 3.5**
**Assessment Students**

| Score | Description |
|---|---|
| 90-100 ( Excellent) | Descriptive details are fresh, vivid, and powerful |
| 80-89(Very good) | Reader can see and/or feel the scene the writer describes. |
| 70-79 (Good) | Most descriptive details are concrete and sensory, but the writer could be more specific |
| 60-69 (fair) | The student demonstrates a basic understanding of writing descriptive texts, but there are many areas that need improvement |
| Below 59 (needs improvement) | The student shows significant difficulty in writing descriptive texts |

## 3.5 Technique of Collecting the Data

Research instruments are defined as any apparatus or tools utilized to gather data. In this case study, the equipment utilized for experimental research consisted of a test. A test, as defined by Ary et al. (2006:201), is a sequence of stimuli given to individuals to elicit reactions that serve as the foundation for awarding a numerical score. Pre-tests were administered to assess students' abilities before engaging with the subject. At the same time, post-tests were used to measure the impact of presenting the material with Artificial Intelligence on students' ability to create descriptive writing. This research data was collected using pretest, treatment, and posttest. To collect data, researchers followed the following steps:

a. Pre-test

Researchers assessed students' proficiency in writing descriptive text by giving a pretest before treatment. The test assessed students' writing ability for descriptive text prior to treatment. For this pretest, students produced a two-paragraph descriptive text.

After administering the pre-test, the researcher reviewed the students' assignments to ensure their writing level. After the pre-test, students received treatment from researchers.

b. Treatment

The treatment was implemented using artificial intelligence to provide effects. Using the same theme but different treatments meant that the researcher used Artificial Intelligence as a medium to test students' abilities in writing descriptive text.

c. Posttest.

After the treatment, the students were given the post-test, which followed the same procedure as the pre-test and was intended to determine whether the treatment was successful.

**3.6 Technique of Analyzing Data**

This research collected the data from the pre-test and post-test. The

researcher searches for a difference in mean between the pre-and post-test in this study. Since the data came from the same sample or a single group in the sample,the independent sample test was used to analyze the data.

According to Gay et al (2012 : 351), the t-test is used to determine whether two groups of scores are signifantly different. This test is conducted with the criterion that the hypothesis is accepted if the significance value is <0.05. If the significance value is > 0.05, the hypothesis is rejected individually.The t-test for independent samples is used when want to compare the score for two groups.

Therefore, SPSS was used in this study's data analysis process for data management. With SPSS, statistical analysis could be carried out quickly and effectively on almost any kind of data. The Statistical Package for Social Science (SPSS) type 29 was used to analyze the data to determine the difference in the student's scores.

## CHAPTER IV

## FINDINGS AND DISCUSSION

### 4.1 Description of Data

The findings of this research focused on students' ability to write descriptive text. The researchers collected data based on the results of descriptive text writing tests. The writing test consisted of two parts: a pre-test and a post-test. The pre-test was used to collect data before the use of the Artificial Intelligence(ChatGPT) learning model, and the post-test was used to determine the achieve in students' ability in writing descriptive text after treatment with ChatGPT.

**Table 4.1**
**The result of the Pre-test Experimental Group**

| No | Initial Name | Pre-test |
|----|--------------|----------|
| 1 | AD | 56 |
| 2 | AE | 52 |
| 3 | AF | 40 |
| 4 | AH | 44 |
| 5 | AMM | 48 |
| 6 | ARS | 54 |
| 7 | B | 38 |
| 8 | BM | 44 |
| 9 | BP | 36 |
| 16 | BS | 56 |
| 10 | CS | 44 |
| 11 | CSH | 40 |
| 12 | ES | 38 |
| 13 | FS | 40 |
| 14 | GFS | 48 |

| 15 | KQ | 44 |
|---|---|---|
| 17 | MAH | 44 |
| 18 | MK | 42 |
| 19 | N | 48 |
| 20 | NZ | 58 |
| 21 | QS | 40 |
| 29 | RLT | 46 |
| 22 | RS | 46 |
| 23 | SAL | 52 |
| 24 | SM | 44 |
| 25 | SM | 48 |
| 26 | SN | 44 |
| 27 | SN | 45 |
| 28 | TYS | 42 |
| 30 | ZZ | 52 |
| **Total** | **-** | **1.373** |
| **Mean** | **-** | **45,76** |

(Note: "41" appears centered between rows 22 and 23)

**Table 4.2**
**The result of the Post-test Experimental Group**

| No | Initial Name | Post-test |
|---|---|---|
| 1 | AD | 72 |
| 2 | AE | 86 |
| 3 | AF | 88 |
| 4 | AH | 94 |
| 5 | AMM | 84 |
| 6 | ARS | 96 |
| 7 | B | 88 |
| 8 | BM | 84 |
| 9 | BP | 84 |
| 16 | BS | 78 |
| 10 | CS | 90 |
| 11 | CSH | 88 |
| 12 | ES | 84 |
| 13 | FS | 80 |
| 14 | GFS | 92 |
| 15 | KQ | 86 |
| 17 | MAH | 90 |
| 19 | NN | 89 |
| 20 | NZ | 84 |
| 21 | QS | 86 |
| 29 | RLT | 94 |
| 22 | RS | 88 |
| 18 | RT | 84 |

| 23 | SAL | 94 |
|---|---|---|
| 24 | SM | 92 |
| 25 | SM | 88 |
| 26 | SN | 76 |
| 27 | SN | 88 |
| 28 | TYS | 80 |
| 30 | ZZ | 93 |
| **Total** | **-** | **2.600** |
| **Mean** | **-** | **86.67** |

Based on the results presented in Table 4.1, the lowest score achieved by students was 36, and the highest score achieved by students in the Pre-test was 58. Meanwhile, Table 4.2 shows the score achieved by students in the Post-test, with the lowest score achieved by students in the Post-test. test was 72, and the highest score was 96. The experimental group's score increased from the pre-test to the post-test. The average pre-test score was 45.76, with an average post-test score of 86.67. This causes a difference of 40.91 points between these two tests. With the decomposition of these values, this research showed that using ChatGPT in the learning style model significantly increases students' ability to write descriptive text, as indicated by higher post-test scores.

**Table 4.3**
**The result of the Pre-test of the Control Group**

| No | Initial Name | Pre-test |
|---|---|---|
| 1 | CV | 40 |
| 2 | FA | 48 |
| 3 | HD | 52 |
| 4 | HN | 36 |
| 5 | IF | 36 |
| 6 | JL | 44 |
| 7 | JVS | 52 |
| 8 | KA | 44 |
| 9 | LYS | 36 |
| 10 | MA | 40 |

| 11 | MAR | 40 |
|---|---|---|
| 12 | MN | 44 |
| 13 | MO | 36 |
| 14 | MY | 40 |
| 15 | NA | 38 |
| 16 | NT | 50 |
| 17 | PR | 44 |
| 18 | RS | 52 |
| 19 | SN | 56 |
| 20 | SO | 44 |
| 21 | SS | 32 |
| 22 | TA | 40 |
| 23 | TN | 38 |
| 24 | VA | 60 |
| 25 | VL | 52 |
| 26 | YA | 40 |
| 27 | YG | 38 |
| 28 | YZ | 32 |
| 29 | ZB | 44 |
| 30 | ZF | 36 |
| **Total** | | **1.284** |
| **Mean** | | **42,8** |

**Table 4.4**
**The result of the Post-test Control Class**

| No | Initial Name | Post-test |
|---|---|---|
| 1 | CV | 76 |
| 2 | FA | 74 |
| 3 | HD | 64 |
| 4 | HN | 76 |
| 5 | IF | 68 |
| 6 | JL | 64 |
| 7 | JVS | 80 |
| 8 | KA | 76 |
| 16 | LM | 80 |
| 9 | LYS | 68 |
| 10 | MA | 76 |
| 11 | MAR | 64 |
| 12 | MN | 88 |
| 13 | MO | 68 |
| 14 | MY | 72 |
| 15 | NA | 72 |
| 17 | PR | 80 |
| 18 | RS | 80 |

| 19 | SN | 76 |
|-------|----|-------|
| 20 | SO | 72 |
| 21 | SS | 82 |
| 22 | TA | 86 |
| 23 | TN | 80 |
| 24 | VA | 84 |
| 25 | VL | 86 |
| 26 | YA | 82 |
| 27 | YG | 80 |
| 28 | YZ | 76 |
| 29 | ZB | 76 |
| 30 | ZF | 76 |
| **Total** | | **2.282** |
| **Mean** | | **76,07** |

The pre-test mean score for the control group was 42.8, and the post-test mean was 76.07, according to Tables 4.3 and 4.4, which represented the pre-and post-test results. There is a 33.27-point difference in the mean values. This indicated that the conventional method was still inadequate, especially when it concerned analyzing the competence of descriptive texts.

It was shown by comparing the pre-test and post-test results from the experimental group and the control group that utilizing ChatGPT, an artificial intelligence tool, was more effective for the achievement of students' writing abilities of descriptive texts than the conventional method.

### 4.1.2. Data Analysis

### 4.1.2.1 Descriptive Statistic

Descriptive statistics are techniques employed to collect or analyze data in the form of numbers and to provide helpful information. This is an essential first step in data analysis, helping to understand the fundamental structure of the data

and providing a platform for subsequent analysis. Based on the SPSS results, which had been divided into two groups, the experimental group, and the control group, and their pre- and post-test results. The following table shows the score in one with the values of the mean, standard deviation, maximum, and minimum.

**Table 4.5**
**The result of Descriptive Statistic**

|  | N | Minimum | Maximum | Mean | Std Deviation |
|---|---|---|---|---|---|
| Pre-Test Experiment | 30 | 36 | 58 | 45.77 | 5.764 |
| Post-Test Experimentn | 30 | 72 | 96 | 86.67 | 5.634 |
| Pre-Test Control | 30 | 32 | 60 | 42.80 | 7.136 |
| Post-Test Control | 30 | 64 | 88 | 76.07 | 6.570 |
| Valid N | 30 |  |  |  |  |

Table 4.5 shows the maximum, lowest, mean, and standard deviation values for the experimental and control groups before and after the test. The maximum value represents the highest score attained by the students on both tests, while the minimum value reflects the lowest score. The mean number shows the group's average performance, indicating whether or not there was an overall improvement from pre-test to the post-test. In addition, the standard deviation indicates the spread of the scores, identifying how much individual outcomes deviate from the mean and whether student performance is consistent or variable within the group. By comparing these results between the experimental and control groups, researchers can determine the success of the procedures employed.

**4.1.2.2 Normality Test**

The normality test aims to determine if the data is normal or not. If the data's significance value (Sig) is ≤ 0.05, it is considered abnormal and not normally distributed. If the significance value (Sig) of the data is ≥ 0.05, it is considered to be normally distributed. SPSS was used to analyze the normality tests in this investigation. The following table 4.6 shows the normalcy test results.

**Table 4.6**
**The result of the Normality Test**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Statistic | Df | Sig. | Statistic | df | **Sig.** |
| Pretest Experimental | .120 | 30 | .200[*] | .963 | 30 | .366 |
| Post test Experimental | .112 | 30 | .200[*] | .970 | 30 | .546 |
| Pretest Control | .129 | 30 | .200[*] | .968 | 30 | .486 |
| Post test Control | .081 | 30 | .200[*] | .982 | 30 | .877 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

According to the above normality test results, the experimental pre-test produced a result of (Sig = 0.366) and the experimental post-test produced a result of (Sig = 0.546). The control pre-test (Sig = 0.486) and the control group post-test (Sig = 0.877) were reached. Table 4.6 shows a significant difference between the pre-and post-test results for the experimental and control groups, with a value ≥0.05. It is possible to conclude that the data gathered from the two groups was normally distributed.

**4.1.2.3 Homogeneity Test**

The homogeneity test determines whether various groups or samples are formed from populations with similar variance or distribution. In other words, it

analyzes if the variability within groups is equal throughout the multiple groups being compared and has the same level of diversity (homogeneous) or not the same ( heterogeneous). SPSS was used to analyze both groups' scores, and the results are presented in the table below.

**Table 4.7**
**The result of Homogeneity Variance**

Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Students' outcome | Based on Mean | .443 | 1 | 58 | .508 |
| | Based on Median | .503 | 1 | 58 | .481 |
| | Based on Median and with adjusted df | .503 | 1 | 57.634 | .481 |
| | Based on trimmed mean | .477 | 1 | 58 | .493 |

The table above shows a significant value for determining the sig value. If the mean is $\geq 0.05$, the data is considered homogeneous. Data is considered inhomogeneous if the mean value is $\leq 0.05$. The sig value can be determined using the steps in the table above. The mean value of 0.508 shows a significant result (homogeneous). Data from research can be considered homogeneous if the mean value is $\geq 0.05$.

**4.1.2.5 T-test**

In this research, the independent sample test was performed on 60 students divided into two groups. To evaluate the effectiveness of the treatment given, the same pre-and post-tests were given to each group. The objective was to find out if each group's results before and after the treatment varied significantly. The study

attempted to assess the success of the intervention by comparing the pre-test and post-test scores, providing insight into the treatment's possible impact on the student's learning outcomes.

**Table 4.8**
**Independent Sample Test**

### Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | One-Sided p | Two-Sided p | Mean Difference | Std. Error Difference | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|---|
| outcome | Equal variances assumed | .443 | .508 | -6.708 | 58 | <.001 | <.001 | -10.600 | 1.580 | -13.763 | -7.437 |
| | Equal variances not assumed | | | -6.708 | 56.683 | <.001 | <.001 | -10.600 | 1.580 | -13.765 | -7.435 |

According to Table 4.8, the calculated t-value is 6.708, with a significance level of $0.001 \leq 0.05$. According to the established decision-making criteria, the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted. The rules for evaluating the t-test results are as follows:

a. If the t-test's significance value is $\geq 0.05$, it means that H0 is accepted and Ha is rejected, showing no significant effect.

b. If the t-test's significance value is $\leq 0.05$, it implies that H0 is rejected and Ha is accepted, suggesting a statistically significant effect**.**

From these results, the results show that Ha is regarded as valid, suggesting that the application of artificial intelligence (AI) has a significant effect on students' ability to write descriptive texts.

**4.2 Finding**

Sugiyono (2018) defines the t-test as a statistical technique for determining how much an independent variable influences a dependent variable while assuming that other independent variables remain constant. The effectiveness of students' descriptive writing skills was assessed in this study utilizing the t-test analysis, which has been carried out using SPSS. The independent sample test results showed a significant difference in students' writing scores before and after the treatment, with a significance value (Sig. 2-tailed) $\leq 0.05$.

The findings prove that the application of artificial intelligence (AI) improves students' writing achievement. The analysis showed an important increase in students' descriptive writing skills after the AI treatment compared to their performance before the treatment. Based on the statistically significant results, it has the potential to conclude that AI plays an essential role in improving students' abilities to write descriptive texts. This demonstrates the concept that introducing AI into the learning process can be an effective way to improve students' academic performance on writing tasks.

**4.3 Discussion**

This section discusses how to analyze the results of data analysis and researcher observations during the research process. The main purpose of this discussion is to provide a comprehensive overview of students' descriptive writing skills. According to the test results, there is a substantial difference in students' writing abilities before and after the application of artificial intelligence (AI) in

the learning process for writing descriptive texts at SMAN 9 Medan.

At the first meeting, when the researcher gave an initial test (pre-test), it was discovered that many students struggled to compose descriptive sentences, although they were brief and simple. They looked confused when creating words and sentences with the correct descriptive text structure. This difficulty resulted in low first test scores for students, as seen in Tables 4.3 and 4.4. Students' initial scores ranged between 32 and 60, with an average pre-test score of 42.8. Furthermore, the final test given in the control class showed better results. The lowest score achieved by students in the control class was 64, while the highest score reached 88, with an average final score of 76.07.

Meanwhile, in the experimental class that included AI as a treatment, students' pre-test scores ranged from 36 to 58, with an average score of 45.76. After the treatment with artificial intelligence (AI), a final test (post-test) was given to the experimental class, which showed a significantly more significant increase than the control class. The lowest score achieved by students was 72, and the highest score was 92, with an average post-test score of 86.67.

The data analysis concluded that using AI technology to learn to create descriptive texts significantly enhances students' ability to write more structured and language-rule-compliant texts. This improvement is not only seen in comparing pre-test and post-test scores, but it also shows the beneficial effect of AI in assisting students in better understanding and applying the structure of descriptive texts. These findings suggest that AI technology has significant

potential as a tool for improving learning quality, especially for improving writing abilities.

**BAB V**

**CONCLUSION AND SUGGESTION**

**5.1 Conclusion**

This study focuses on students with difficulties generating ideas, organizing, and constructing essays. Research indicates that teachers are less effective at teaching writing. This study found that employing artificial intelligence (AI) to teach descriptive writing significantly improved student performance. The independent sample test revealed a significant change in students' writing abilities before and after the AI treatment.

The control group's pre-test scores varied from 32 to 60, averaging 42.80. post-test scores varied from 64 to 88, with an average score of 76.07, showing improvement but remaining in the moderate range. Meanwhile, the experimental group, which performed AI treatment, had pre-test scores ranging from 36 to 58, averaging 45.76. After implementing AI, post-test scores climbed dramatically, ranging from 72 to 92, with an average score of 86.67

The research also concludes that AI is a more efficient method than traditional teaching methods for enhancing students' descriptive writing skills. The experimental group, which received AI-based learning, achieved much higher post-test scores than the control group, which received conventional teaching methods. The result is that AI can provide students with assistance and feedback, helping them solve their difficulties in generating ideas, structuring, and creating essays.

In other words, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. Thus, it can be assumed that using AI in the classroom significantly improves students' descriptive writing abilities.

**5.2 Suggestion**

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. For teachers

Teachers should consider incorporating artificial intelligence (AI) resources into their lesson plans, especially for writing skills. AI has the potential to be a very useful tool in helping students grasp complex concepts such as sentence formation, word usage, and text structure. Teachers should learn about the various AI-powered tools and platforms that can provide diversity in their instruction to students while encouraging independent learning.

2. For students

Students are encouraged to explore and use AI tools to improve their writing skills. These tools provide quick feedback on errors so students can immediately correct and learn from their mistakes. AI will help students develop confidence in their writing and improve their overall performance.

3. For other researchers

Researchers should continue to explore how more types of AI can be applied in various educational fields beyond writing and do more research into the benefits of AI in this field. This paper can serve as an example for other research.

# REFERENCE

Ali, Z. (2020). Artificial Intelligence (AI): A Review of its Uses in Language Teaching and Learning. *IOP Conference Series: Materials Science and Engineering*, *769*(1). https://doi.org/10.1088/1757-899X/769/1/012043

Cain, C. C., Buskey, C. D., & Washington, G. J. (2023). Artificial intelligence and conversational agent evolution – a cautionary tale of the benefits and pitfalls of advanced technology in education, academic research, and practice. *Journal of Information, Communication and Ethics in Society*, *21*(4), 394–405. https://doi.org/10.1108/JICES-02-2023-0019

Chollet, F. (2019). *On the Measure of Intelligence*. 1–64. http://arxiv.org/abs/1911.01547

Cole, J., & Feng, J. (2015). Chinese American Educational Research and Development Association Annual Conference. *Effective Strategies for Improving Writing Skills of Elementary English Language Learners*, 4.

Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston: Pearson Education, Inc., 2012. ISBN 978-0-13-136739-5.

Daulay,S.F.,& Ginting,P. (2024). Transforming English Language Teaching Through AI : Evaluation of the Strategies and Potential of Artificial Intelligence Applications in EFL. 4778, 376–395. https://doi.org/10.24256/ideas.

Durga, S. . S., & Rao, C. S. (2018). Developing Students' Writing Skills in English-A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, *2*(6), 1–5. http://www.jrspelt.com

Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2023). A SWOT analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*, *61*(3), 460–474. https://doi.org/10.1080/14703297.2023.2195846

Fauziah, Z., & Minarti, S. (2023). Artificial Intelligence-Assisted Writing Application for Improving Writing Skills of Islamic Education Students. *Jurnal Kependidikan Islam*, *13*(2), 119–123. https://doi.org/0.15642/jkpi.2023.13.2.119-123

Fitria, T. N. (2021). Artificial Intelligence (AI) in Education: Using AI Tools for Teaching and Learning Process. *Proceeding Seminar Nasional & Call for Papers*, *December*, 134–147.

Gayed, J. M., Carlon, M. K. J., Oriola, A. M., & Cross, J. S. (2022). Exploring an AI-based writing Assistant's impact on English language learners. *Computers and Education: Artificial Intelligence*, *3*(October 2021), 100055. https://doi.org/10.1016/j.caeai.2022.100055
Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research* (10th ed.). Boston, MA: Pearson Education, Inc.

Goertzel, B. (2010). Toward a formal characterization of real-world general intelligence. *Artificial General Intelligence - Proceedings of the Third Conference on Artificial General Intelligence, AGI 2010*, 19–24. https://doi.org/10.2991/agi.2010.17

Kasini, K., & Pusparaini, M. (2019). Grammatical Error in Writing Descriptive Text At Seventh Grade Students of Junior High School in Cimahi. *PROJECT (Professional Journal of English Education)*, *2*(4), 501. https://doi.org/10.22460/project.v2i4.p501-506

Liang, J. C., Hwang, G. J., Chen, M. R. A., & Darmawansah, D. (2023). Roles and research foci of artificial intelligence in language education: an integrated bibliographic analysis and systematic review approach. *Interactive Learning Environments*, *31*(7), 4270–4296. https://doi.org/10.1080/10494820.2021.1958348

Mondal, B. (2019). Artificial intelligence: state of the art. In *Intelligent Systems Reference Library* (Vol. 172). https://doi.org/10.1007/978-3-030-32644-9_32

Nurfidoh, S., & Kareviati, E. (2021). an Analysis of Students' Difficulties in Writing Descriptive Texts. *PROJECT (Professional Journal of English Education)*, *4*(1), 16. https://doi.org/10.22460/project.v4i1.p16-22

Pedró, F. (2019). Artificial intelligence in education: challenges and opportunities for sustainable development. *Unesco*, 46. https://en.unesco.org/themes/education-policy-

Pradana, M., Elisa, H. P., & Syarifuddin, S. (2023). Discussing ChatGPT in education: A literature review and bibliometric analysis. *Cogent Education*, *10*(2). https://doi.org/10.1080/2331186X.2023.2243134

Rivai, I. M., Arniz, E. A., & Mujadidi, S. (2017). The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade Of Smk Pasundan 1 Kota Serang). *Journal of English Language Studies*, *2*(2), 155–165. https://doi.org/10.30870/jels.v2i2.2243

Saddler, B., Asaro-Saddler, K., Moeyaert, M., & Cuccio-Slichko, J. (2019). Teaching Summary Writing to Students with Learning Disabilities via Strategy Instruction. *Reading and Writing Quarterly*, *35*(6), 572–586. https://doi.org/10.1080/10573569.2019.1600085

Simamora, D., & Debora, F. (2024). The Effect of ChatGPT Application Towards Students ' Ability in Writing Exposition Text at The Eight Grade of SMP NEGERI 37 MEDAN. 7, 5037–5041.

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, *10*(1). https://doi.org/10.1186/s40561-023-00237-x

Wang, G., Badal, A., Jia, X., Maltz, J. S., Mueller, K., Myers, K. J., Niu, C., Vannier, M., Yan, P., Yu, Z., & Zeng, R. (2022). Development of metaverse for intelligent healthcare. *Nature Machine Intelligence*, *4*(11), 922–929. https://doi.org/10.1038/s42256-022-00549-6

Zulaikah, Z., Agustina, E., & Muklas, M. (2018). An Analysis Student's Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, *10*(1), 12. https://doi.org/10.30739/darussalam.v10i1.264

# APPENDICES

**Appendix 1.Modul Ajar Kelas Eksperimental**

**MODUL PEMBELAJARAN**

| | |
|---|---|
| Satuan Pendidikan | SMA Negeri 9 Medan |
| Mata Pelajaran | Bahasa Inggris |
| Materi Pokok | Descriptive Text |
| Jenjang/Kelas | SMA/X |
| Alokasi Waktu | 45 menit x 3JP |
| Profil pelajar pancasila | Mandiri,Bernalar kritis,kreatif |
| Fase | E |
| Penulis | Intan Melia Siregar |
| Tahun Ajaran | 2024/2025 |

**TUJUAN PEMBELAJARAN**

**Elemen:** 4.4 menyajikan teks descriptive dalam bentuk tulisan dengan memperhatikan struktur dan unsur kebahasaan yang benar **.**

**Capaian Pembelajaran :**

4.4.1 Peserta didik mengkomunikasikan ide mereka melalui paragraph sederhana dan terstruktur kalimat sederhana.

4.4.2 Peserta didik menulis teks descriptive.

**Kompetensi Awal**

 1.Peserta didik mampu merencanakan pengembangan penulisan teks descriptive.

 2.Peserta didik mampu menulis teks descriptive dengan struktur teks dan unsur kebahasan yang benar.

**Tujuan Pembelajaran**

Mengkomunikasikan ide melalui paragraph sederhana dan

terstruktur,menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhanan.Siswa mampu menulis teks descsriptive sederhana menggunakan kalimat dan struktur kebahasaan yang benar.

**Konsep Utama** : Menulis

**Profil Pelajar Pancasila :**

**1.Beriman dan Bertaqwa kepada Tuhan yang Maha Esa**

berdoa sebelum dan sesudah melaksanakan kegiatan pembelajaran.

**2.Berkebhinekaan Global**

Saling menghargai keragaman budaya,agama,latar belakang sosial dan lainnya.

**3.Bernalar Kritis**

Mengevaluasi informasi secara akurat dan kritis.

**4.Mandiri**

Menumbuhkan kepercayaan diri peserta didik agar mampu menyelesaikan tugas.

**5.Kreatif**

Mampu menulis teks descriptive.

**Materi,Media/Alat,Bahan,dan Sumber belajar :**

**1.Materi**

 a.Pengertian Descriptive Text

 b.Struktur Descriptive Text

 c.Ciri-Ciri Descriptive Text

 d.Teknik menulis Descriptive Text

**2.Media/Alat**

 a.Laptop dan infocus

 b.Handphone

| |
|---|
| **3.Bahan**<br><br>a.LKPD<br><br>**4.Sumber Belajar**<br><br>a.Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X,Kemendikbud 2017. |
| **TARGET PESERTA DIDIK** |
| Peserta didik mampu menuliskan descriptive text secara tulis dengan memperhatikan struktur dari descriptive text. |
| **MEDIA PEMBELAJARAN** |
| Aplikasi ChatGPT |
| **KEMAMPUAN PRASYARAT :**<br><br>1.Siswa mampu mengamati dan mencatat detail-detail yang relevan dari objek atau tempat.<br><br>2. Siswa sudah memiliki kemampuan dalam menulis kalimat dan paragraf dengan baik. |
| **PERTANYAAN PEMANTIK**<br><br>Bagaimana saya akan mendeskripsikan sesuatu sehingga orang lain dapat membayangkannya dengan jelas? |
| **URUTAN KEGIATAN PEMBELAJARAN:** |
| **Kegiatan Awal** |
| *Pendahuluan*<br><br>1.Guru menguapkan salam.<br><br>2.Guru mengkondisikan kelas,dan mengawali dengan memca doa<br><br>3.Guru mengabsen peserta didik<br><br>4.Guru menyampaikan semua tujuan pembelajaran dan kompetensi dasar yang ingin dicapai pada kegiatan belajar mengajar<br><br>**Kegiatan Inti**<br>1.Guru menampilkan materi pembelajaran tentang descriptive text dengan menggunakan aplikasi ChatGPT. |

2.Guru menjelaskan Langkah-langkah menulis descriptibe text

3.Guru mengajukan pertanyaan tentang materi menulis descriptive text

4.Guru memerintahkan siswa untuk menggunakan handphone dan aplikasi ChatGPT

5.Guru mengarahkan siswa membuat descriptive text menggunakan aplikasi ChatGPT

6.Guru mengadakan post-test.

**Kegiatan Akhir**

1.Guru meminta siswa untuk mengumpulkan hasil kerja siswa

2.Guru mengajukan kesempatan kepada siswa untuk bertanya jawab mengenai kendala yang mereka hadapi pada saat menulis descriptive text.

3.Guru menutup pembelajaran dengan doa dan salam.

**REFLEKSI PESERTA DIDIK DAN GURU**

**1.Refleksi Peserta didik**

a.Peserta didik menyampaikan pendapat mereka tentang hambatan yang dihadapi selama pembelajaran.

b.Peserta didik menyampaikan pendapat mereka tentang bagian yang sulit dalam merancang dan menulis descriptive text.

c.Peserat didik menyampaikan pendapat mereka selama pembelajaran.

**2.Refleksi Guru**

a.Guru menanyakan hal terkait proses pembelajaran tentang apa yang siswa rasakan Ketika melakukan kegiatan pembelajaran?

b.Guru menanyakan siswa terkait media pembelajaran,serta apa saja yang berjalan tidak baik saat siswa melakukan kegiatan pembelajaran

c.Guru menanyakan Solusi kepada siswa,tentang apa saja yang memungkinkan dilakukan untuk mengatasi kendala saat pembelajaran?

| |
|---|
| **PENGAYAAN DAN REMEDIAL:** |
| **1.Pengayaan:** <br> Peserta didik menulis descriptive text dengan tema yang sudah ditentukan dengan memperhatikan Langkah-langkah yang telah dipelajari! <br><br> **2.Remedial** <br> a.Peserta didik diberikan penugasan yang belum tuntas. <br> b.Peserta didik diberikan kesempatan untuk tes perbaikan. |
| **SUMBER REFERENSI** <br> Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X,Kemendikbud 2017. |

Mengetahui,                                                  Medan, September 2024

Kepala Sekolah                                             Guru Mata Pelajaran

**Dra.Ade Melinda Banjarnahor,M.Si**           **Mery Gusti A Simanjuntak,S.Pd**

Mahasiswa Riset

**Intan Melia Siregar**

**Appendix 2.Modul Ajar kelas Kontrol**

## MODUL PEMBELAJARAN

| Satuan Pendidikan | SMA Negeri 9 Medan |
|---|---|
| Mata Pelajaran | Bahasa Inggris |
| Materi Pokok | Descriptive Text |
| Jenjang/Kelas | SMA/X |
| Alokasi Waktu | 45 menit x 3JP |
| Profil pelajar pancasila | Mandiri,Bernalar kritis,kreatif |
| Fase | E |
| Penulis | Intan Melia Siregar |
| Tahun Ajaran | 2024/2025 |

| **TUJUAN PEMBELAJARAN** |
|---|
| **Elemen:** 4.4 menyajikan teks descriptive dalam bentuk tulisan dengan memperhatikan struktur dan unsur kebahasaan yang benar **.** <br><br> **Capaian Pembelajaran :** <br><br> 4.4.1 Peserta didik mengkomunikasikan ide mereka melalui paragraph sederhana dan terstruktur kalimat sederhana. <br> 4.4.2 Peserta didik menulis teks descriptive. <br><br> **Kompetensi Awal** <br><br> 1.Peserta didik mampu merencanakan pengembangan penulisan teks descriptive. <br> 2.Peserta didik mampu menulis teks descriptive dengan struktur teks dan unsur kebahasan yang benar. |

**Tujuan Pembelajaran**

Mengkomunikasikan ide melalui paragraph sederhana dan terstruktur,menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhanan.Siswa mampu menulis teks descsriptive sederhana menggunakan kalimat dan struktur kebahasaan yang benar.

**Konsep Utama** : Menulis

**Profil Pelajar Pancasila :**

**1.Beriman dan Bertaqwa kepada Tuhan yang Maha Esa**

berdoa sebelum dan sesudah melaksanakan kegiatan pembelajaran.

**2.Berkebhinekaan Global**

Saling menghargai keragaman budaya,agama,latar belakang sosial dan lainnya.

**3.Bernalar Kritis**

Mengevaluasi informasi secara akurat dan kritis.

**4.Mandiri**

Menumbuhkan kepercayaan diri peserta didik agar mampu menyelesaikan tugas.

**5.Kreatif**

Mampu menulis teks descriptive.

**Materi,Media/Alat,Bahan,dan Sumber belajar :**

**1.Materi**
 a.Pengertian Descriptive Text
 b.Struktur Descriptive Text
 c.Ciri-Ciri Descriptive Text
 d.Teknik menulis Descriptive Text

**2.Media/Alat**

**3.Bahan**

| |
|---|
| a.LKPD |
| **4.Sumber Belajar**<br><br>a.Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X,Kemendikbud 2017. |
| **TARGET PESERTA DIDIK** |
| Peserta didik mampu menuliskan descriptive text secara tulis dengan<br><br>memperhatikan struktur dari descriptive text. |
| **MEDIA PEMBELAJARAN : -** |
| **KEMAMPUAN PRASYARAT :**<br><br>1.Siswa mampu mengamati dan mencatat detail-detail yang relevan dari objek<br><br>atau tempat.<br><br>2. Siswa sudah memiliki kemampuan dalam menulis kalimat dan paragraf dengan<br><br>baik. |
| **PERTANYAAN PEMANTIK**<br><br>Bagaimana saya akan mendeskripsikan sesuatu sehingga orang lain dapat<br><br>membayangkannya dengan jelas? |
| **URUTAN KEGIATAN PEMBELAJARAN:** |
| **Kegiatan Awal** |
| *Pendahuluan*<br><br>1.Guru menguapkan salam.<br><br>2.Guru mengkondisikan kelas,dan mengawali dengan memca doa<br><br>3.Guru mengabsen peserta didik<br><br>4.Guru menyampaikan semua tujuan pembelajaran dan kompetensi dasar yang<br><br>ingin dicapai pada kegiatan belajar mengajar<br><br><br>**Kegiatan Inti**<br><br>1.Guru menjelaskan materi pembelajaran tentang descriptive text dengan metode<br><br>ceramah.<br><br>2.Guru menjelaskan Langkah-langkah menulis descriptibe text |

3.Guru mengajukan pertanyaan tentang materi menulis descriptive text

4.Guru mengarahkan siswa menulis descriptive text.

5.Guru mengadakan pre-test.

**Kegiatan Akhir**

1.Guru meminta siswa untuk mengumpulkan hasil kerja siswa

2.Guru mengajukan kesempatan kepada siswa untuk bertanya jawab mengenai kendala yang mereka hadapi pada saat menulis descriptive text.

3.Guru menutup pembelajaran dengan doa dan salam.

**REFLEKSI PESERTA DIDIK DAN GURU**

**1.Refleksi Peserta didik**

a.Peserta didik menyampaikan pendapat mereka tentang hambatan yang dihadapi selama pembelajaran.

b.Peserta didik menyampaikan pendapat mereka tentang bagian yang sulit dalam merancang dan menulis descriptive text.

c.Peserat didik menyampaikan pendapat mereka selama pembelajaran.

**2.Refleksi Guru**

a.Guru menanyakan hal terkait proses pembelajaran tentang apa yang siswa rasakan Ketika melakukan kegiatan pembelajaran?

b.Guru menanyakan siswa terkait media pembelajaran,serta apa saja yang berjalan tidak baik saat siswa melakukan kegiatan pembelajaran

c.Guru menanyakan Solusi kepada siswa,tentang apa saja yang memungkinkan dilakukan untuk mengatasi kendala saat pembelajaran?

**PENGAYAAN DAN REMEDIAL:**

**1.Pengayaan:**

Peserta didik menulis descriptive text dengan tema yang sudah ditentukan dengan memperhatikan Langkah-langkah yang telah dipelajari!

**2.Remedial**

a.Peserta didik diberikan penugasan yang belum tuntas.

b.Peserta didik diberikan kesempatan untuk tes perbaikan.

**SUMBER REFERENSI**

Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X,Kemendikbud 2017.

Mengetahui,                                     Medan,  September 2024

Kepala Sekolah                                  Guru Mata Pelajaran

**Dra.Ade Melinda Banjarnahor,M.Si        Mery Gusti A Simanjuntak,S.Pd**
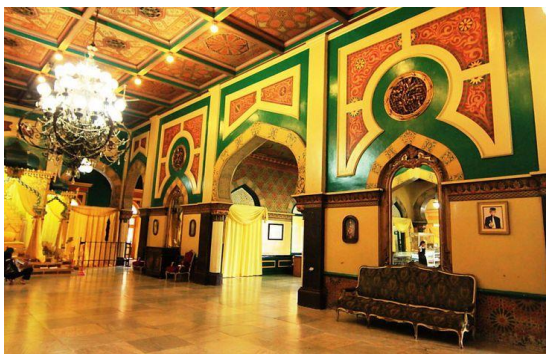
Mahasiswa Riset

**Intan Melia Siregar**

**Test Instrument in the control class**

Direction:
1. Write down your name and class
2. Write a descriptive text about this place.

# Istana Maimun

**Test Instrument for Experimental Class**

Direction:
1.Write down your name and class
2.Write a descriptive text about Istana Maimun

**Appendix 3 Student assesment criteria**

| Criteria | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 |
|---|---|---|---|---|---|
| **Content** Clarity and completeness of the description | Very unclear | Some what unclear | Clear but incomplete | Mostly clear and complete | Very clear and complete |
| **Organization** Logical structure with introduction,body and conclusion | No structure | Weak structure | Basic structure | Good structure | Excellent structure |
| **Vocabulary** use of appropriate and varied descriptive word | Very limited vocabular | Limited voabulary | Some variety in vocabulary | Good variety vocabulary | Excellent of vocabulary |
| **Grammar** correct use of present tense,adjecyives and sentence structure | Many errors that confuse meaning | Several errors:some confusion | Some errors: mostly clear meaning | Few errors;clear meaning | No errors |
| **Mechanic** correct spelling punctuation,and capitalization | Many errors;hard to read | Several errors;some what readable | Some errors;mostly readable | Few errors;easy to read | No errors |

**Student's Score = <u>Total score</u>  x 100**

**25**

**Appendix 4 Pre-test control**

NAMA : FATIMAH AZZAHRA

KLS : X 5

12

4b

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

### Istana Maimun

Maimun palace is the palace of the Deli sultanate
which is one of the icons of medan city,
North Sumatra. This palace is located on Jalan
Brigadier General Katamso, Sukaraja village,
medan maimun District. This palace was
designed by an Italia architect and built
by the sultan of Deli, sultan mahmud
AL Rasyid.

The maimun palace consists of two floors
and has three parts, namely the main
building, the left wing building and
the right wing building.

This palace building faces North and
on the front side there is the AL-mashun
mosque building or more famously known
as the medan brand mosque.

Inside the palace there are 30 rooms
with unique interior designs, we
can find a mix of art from various
countries.

From the outside, the palace facing
east looks like the palace
of the moghul kings.

**Appendix 5 Post-test control**

nama: fatimah azzahra

kls : x5

bls    74

x5

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

### Istana Maimun
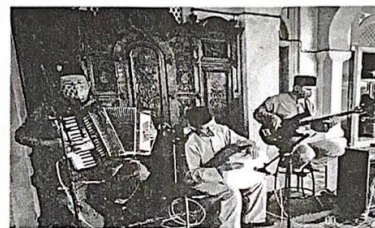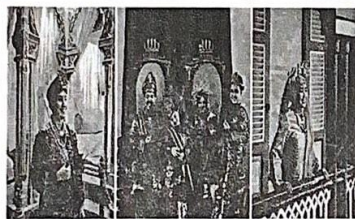


gambar 1 : maimun palace's. Its Characteristic ~~clothes~~ Color
is ~~are~~ yellow and ~~its~~ traditional ~~clothes~~ attire Clothes are
~~are~~ malay traditional ~~clothes~~

gambar 2 : traditional malay music, ~~already using~~ Includes
~~musical~~ Instruments such as gong, tambourine,
rebab, serunai, estimated from 1000 ~~to~~ to 19.90.
violin, guitar, accordion, and finally a
keyboard, probably after 1950.

gambar 3 : - maimun palace has a ~~do in~~ ~~dominant~~ dominant Color lining,
~~ovouing the freedom~~ of the malay sultans
- The yellow color of the maimun palace
~~strengthens~~ the malay feel of this
building.

**Appendix 6 Pre-test control**

Nama : Tika Amelia Mr Paung
Kelas : X⁵

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

### Istana Maimun

Istana Maimun, or maimoon palace in English, is a royal palace in medan. Indonesia. It was built between 1887 and 1891 by sultan maimun al Rasyid Perkasa alamsgah and designed by Dutch architect the door van erp. The palace is a popular tourist destination known for its historical significance and unique interior desing. which blends elements of malay Curtural hiritage, islam, spanish, Indian, and italian styles. The palace is located at Jalan Brigadir jendralkatamso, Aur, medan maimun. it couers. 2,772 Suare meters and has 30 rooms across two floors.

40

**Appendix 7 Post-test Control**

Mama : Tika amelia M

Kelas : x⁵

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

## Istana Maimun



86
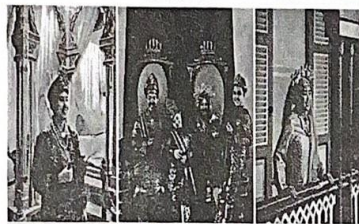
Gambar1 : melayu traditional clothes are characterized by the color of yellow

Gambar2 : 4 The form of prensertation of melayu music at the maimun palace
uses accordion, melayu gendang, violin, and bass musical instruments.

Gambar3 : maimun palace has a dominant color of yellow, Elooking the

greatness of the melayu sultans,

Occupying an area of 2,772 square meters with 30 rooms, this palace.
hasa magnificant structure with there main parks : the main building.
the left wing east, this palace is also adjacent to the al-masmum mosque,
which is better chown as the medan mosque.

**Appendix 8 Pre-test control**

Nama : Irma Fetrisia Tampubolon
Kelas : X-5

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

### Istana Maimun

✳ Istana Maimun Palace is a famous tourist
Spot in Medan , North Sumatra.
Maimun palace is also famous because It is
a luxurious place, because It has cultural place
and is visited by many people because It has
culture and luxury in Maimun palace

✳ Maimun palace also has a large
room. Maimun's palace is also next
to the medan mosque.

9/

36

**Appendix 9 Post-test Control**

Irma Fetrisia Tampubolon

X-5 SMA N-9 Medan.

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

**Istana Maimun**
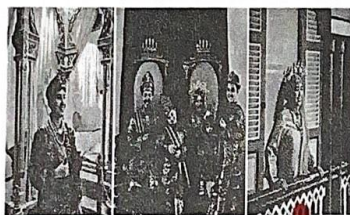


• The musical instruments ~~displayed~~ Maimun Palate ~~used~~ in the modern palace area are traditional ~~tribal~~ instruments used by local tribes. Musical instruments. Visitors can Enjoy the beauty of the Maimun Palace area which also ~~has~~ traditional Malay Musical instruments made by the name of the pakpung Deli Musik group. Music

Architecture

• The ~~history~~ of the building of the maimun palace is also a combination of typical malay styles and several other Countries influences from This historic building also has an area and several square square meters

• Maimun Palace is a Construction Site which also has the most unique of all objects called the ~~butt~~ cannon cannon called meriam buntung which is next to the one called the ~~butt~~ cannon which ~~has~~ a palm fiber roof. is next to the one called fiber

• The ~~butt~~ cannon also has a yellow and green ~~color~~. is painted in yellow

traditional malay attire displayed

• ~~the~~ ~~clothes~~ used in the maimun palace area are traditional malay ~~clothes~~ ~~which~~ are also accessories include in the traditional malay clothes.

• the king and queen, which are available in the maimun palace area

**Appendix 10 Pre-test Experimental**

Maimoon Palace is the Deli sultanate palace which is one of the icons of the city of medan, north sumatra located on jalan Brigadier General Katamso, Sukaraja Village, medan maimun District.

Designed by italian architects and buit by sultan mahmud AL rasyid The construction of this palace began from August 26, 1888 and was completed on my 18, 1891 maimoon Palace had an area of 2.772 m² and 30 rooms maimoon palace consits of 2 floors and has 3 parts, namely the main building, the left wing building and the right wing building, the palace building faces north and on the fronth side there is the AL-mashun mosque building or better known as the medan Great mosque.

A Royal palace in medan, indonesia, that was built between 1887 and 1891 by sultan makmun Al-rasyid Perkasa Alamsyah.

46.

**Appendix 11 Post-test experimental**

Date :

Nama : Rafael coresy L.Tobing
Kelas : X-3
M-P :

### istana maimun

istana maimun, located in medan, north sumatera, indonesia is a prominet example of the opulent place architecture of the deli sultanatre. construted betwen 1888 and 1891 during the reigen of sultan mahmud Al rasyid, The place embodies a unique fusion of architectural styes. reflecting both the grandeur of islmic influnce and the adaptation of european design elements.

architecturaly, iscana maimun is disthigushid by its expensive use of yellow. painted walls which symborize prospreey and power in malay witure. the place's dsign incorparjees a blend of malay, islamic and colonial styles, syhcassing incriate woden carvings, ornate stuco decoecion. and high ceilings suppored by grand colomns. The interior spaces are aroned with revish furhisingh and decoratite motifs that highlight the sultanatre's Affiunce and cutural richhhness

The place's layout features a symetrical arragement with a center hal tatt serve as the primary reception

**Appendix 12 Pre-test Experimental**

Zyzi Zanuba Zahwani
X-3

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

## Istana Maimun

Istana Maimun is a historic palace located in Medan, Indonesia. It was built in 1888 and serves as a symbol of the rich cultural heritage of the Malay, Mughal, and Italian architectural styles, making it a unique and beautifull landmark. It is known for its distinctive yellow facade, intricate carvings, and spacious halls. today, Istana maimun is open to the public as a museum, show casing royal artifacts and offering visitors a glimpes into the history and culture of the region.

52    27

**Appendix 13 Post-test Experimental**

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

## Istana Maimun

My name is Zy2i   Class x-3

Istana Maimun , also known     , as the Maimun palace, is a historic royal          residence situated in Medan , North Sumatra , Indonesia. Constructed in 1888, it served as the royal palace for the Sultanate of Deli , which governed the region during the late 19th and early 20th Centuries. The          architectural design of istana maimun is a distinctive blend of malay, Islamic, and European styles, reflecting the cultural and political influences of the period. The palace features a striking yellow facade, which is a prominent characteristic of malay     culture the          building's such as large, arched windows and high ceiling, which were incorporated to adapt to the tropical climate.

Today, istana maimun stands as a prominent cultural heritage site and a tourist attraction, preserving the historical legacy of    the Deli sultanate and offering valuable insights into the region's past. Its preservation and maintenanance continue to be a testament to the enduring significance of cultural and historical heritage in indonesia

C 74
D
V =
G

93.

**Appendix 14 Pre-test Experimental**

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

## Istana Maimun

Nama: Glenn F. Situmeang

Kelas : X-3
Bahasa: english

Istana Maimun is a historic Palace located in Medan, indonesia. Built in 1888 by Sultan Maimun Al-rasrib Perkasa Alam. It is a strik king example of malay architecture mixed with european influences. The Palace features vibrant Jelow walls, ornate decor, and a grand interior. It serves as a cultural landmark and a symbol of the sultanate of Deli's legacy.

**Appendix 15 Post-test Experimental**

Direction : |
1. Write down your name and class
2. Write a descriptive text about this place.

## Istana Maimun

Nama: Glenn. P. Simanteang

2 Istana maimun, also know as maimun palace, is an iconic landmark located in Medan, North Sumatra, indonesia. Built between 1887 and 1891 by sultan Ma'mun Al Rashid Pertaso Alam of the Deli sultanate, the palace serves as a significant symbol of the malay cultural heritage in the region. The architectural design of istana maimun is a unique fusion of malay, mughal, and italian influences, which reflects the diverse cultural interactions that have historically shaped the region.

The palace, covering an area of 2,772 square meters, comprises 30 rooms spread across two floors. Its distinctive yellow color, often associated with malay royalty, adds to the grandeur of the structure. the interior is adorned with intricate carvings, european-style chandeliers, and antique furniture, providing of the deli sultanate during its peak.

Istana maimun not only functioned as a royal residence but also served as the center of government for the sultanate. today, it stands as a historical and cultural museum, attracting both local and international visitors interested in the rich history and cultural legacy of the Malay people in North Sumatra. the palace is also a venua for traditional ceremonies and cultural performances, further preserving and promoting the region's cultural heritage.

98

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
🌐 https://fkip.umsu.ac.id ✉ fkip@umsu.ac.id 📘 umsumedan 📷 umsumedan 🐦 umsumedan ▶ umsumedan

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

| | | | |
|---|---|---|---|
| Nomor | : **1779/II.3/UMSU-02/F/2024** | Medan, | <u>23 Muharram</u> <u>1446 H</u> |
| Lamp | : --- | | 29 Juli 2024 M |

H a l : **Izin Riset**

**Kepada : Yth. Bapak/Ibu Kepala**
**SMA Negeri 9 Medan**
**Di**
**Tempat.**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

| | | |
|---|---|---|
| Nama | : | **Intan Melia SIregar** |
| N P M | : | 2002050005 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Judul Penelitian | : | **The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text.** |

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

**Dra. Hj. Syamsuyurnita, M.Pd.**
**NIDN : 0004066701**

**PEMERINTAH PROVINSI SUMATERA UTARA**

# DINAS PENDIDIKAN

# SMA NEGERI 9 MEDAN

Jl. Sei Mati Kecamatan Medan Labuhan

Website : www.sman9medan.sch.id  email : smanlanmedan@yahoo.co.id Medan-20252

---

**SURAT KETERANGAN**

**TELAH SELESAI MELAKSANAKAN PENELITIAN**

Nomor : 070/328/SMA.9/VIII/2024

Berdasarkan surat dengan Nomor : 400.3.8/3655/CABDISDIK WIL.I/VIII/2024 tanggal, 13 Agustus 2024 dari Cabang Dinas Pendidikan Wilayah I saya yang bertanda tangan dibawah ini :

| | |
|---|---|
| Nama | : Dra. Ade Melinda Banjarnahor, M.Si |
| NIP | : 19641002 198903 2 002 |
| Pangkat/ Golongan | : Pembina Utama Muda/IV-c |
| Jabatan | : Kepala Sekolah |
| Unit Kerja | : SMA Negeri 9 Medan |
| Alamat | : Jalan Sei Mati Kecamatan Medan Labuhan |

menerangkan bahwa:

| NO | NAMA MAHASISWA | NIM | PROGRAM STUDI |
|---|---|---|---|
| 1. | INTAN MELIA SIREGAR | 2002050005 | S-1 Bahsa Inggris |

mahasiswa tersebut diatas telah selesai melakukan dan melaksanakan Penelitian di SMA Negeri 9 Medan pada tanggal : 1 Agustus s/d 31 Agustus 2024 dengan Judul penelitian :

***"The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text""***

dan selama melakukan dan melaksanakan Penelitian tersebut tidak menggangu proses Belajar mengajar di SMA Negeri 9 Medan.

Demikianlah surat ini dibuat untuk dapat dipergunakan seperlunya.

Medan, 30 Agustus 2024

Kepala SMA Negeri 9 Medan

Dra. Ade Melinda Banjarnahor, M.Si

Pembina Utama Muda

NIP. 19641002 198903 2 002

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
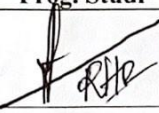Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

**Form : K – 1**

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

| Nama Mahasiswa | : **Intan Melia Siregar** |
| NPM | : 2002050005 |
| Prog. Studi | : Pendidikan Bahasa Inggris |
| Kredit Kumulatif | : 115 SKS |

IPK= 3.74

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|---|---|---|
| | The Effect of Using AI as Assistant to the Students' Writing Achievement in Teaching Descriptive Text | |
| | Students Competence in Writing Using ChatGPT System in Answering Question | |
| | Utilizing technology to Cultive Narrative Writing Digital Storytelling in the English Classroom | |

    Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan,   Maret 2024
Hormat Pemohon,

**Intan Melia Siregar**

Keterangan:

Dibuat rangkap 3  : -  Untuk Dekan/Fakultas
          -  Untuk Ketua/Sekretaris Program Studi
          -  Untuk Mahasiswa yang bersangkutan

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
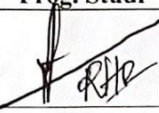Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

**Form : K – 1**

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

| | |
|---|---|
| Nama Mahasiswa | : **Intan Melia Siregar** |
| NPM | : 2002050005 |
| Prog. Studi | : Pendidikan Bahasa Inggris |
| Kredit Kumulatif | : 115 SKS |

IPK= 3.74

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|---|---|---|
| | The Effect of Using AI as Assistant to the Students' Writing Achievement in Teaching Descriptive Text | |
| | Students Competence in Writing Using ChatGPT System in Answering Question | |
| | Utilizing technology to Cultive Narrative Writing Digital Storytelling in the English Classroom | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan,    Maret  2024
Hormat Pemohon,

**Intan Melia Siregar**

Keterangan:

Dibuat rangkap 3  : -  Untuk Dekan/Fakultas
-  Untuk Ketua/Sekretaris Program Studi
-  Untuk Mahasiswa yang bersangkutan

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

**Form K-2**

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

| | |
|---|---|
| Nama Mahasiswa | : **Intan Melia Siregar** |
| NPM | : 2002050005 |
| Prog. Studi | : Pendidikan Bahasa Inggris |

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using AI as Assistant to the Students' Writing Achievement in Teaching
Descriptive Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

**Habib Syukri Nasution, S.Pd., M.Hum.**

01 Maret 2024

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 01 Maret 2024
Hormat Pemohon,

**Intan Melia Siregar**

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                     -   Untuk Ketua / Sekretaris Prog. Studi
                     -   Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400    Medan 20217    Form : K3

Nomor          : **0017/II.3/UMSU-02/F/2024**
Lamp           : ---
H a l          : **Pengesahan  Proyek Proposal**
                 **Dan Dosen Pembimbing**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama              : **Intan Melia Siregar**
N P M             : **2002050005**
Program Studi     : Pendidikan Bahasa Inggris
Judul Penelitian  : **The Effect of Using AI as  Assistent to The Students' Writing**
                    **Achievement in Teaching Descriptive Text.**

Pembimbing        : **Habib Syukri Nasution, S.Pd., M. Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis  proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **05 Januari  2025**

Medan <u>23  Jumadil Akhir  1445  H</u>
       05   Januari          2024 M

Wassalam
Dekan

<u>Dra. Hj. Syamsuyurnita,MPd.</u>
**NIDN : 0004066701**

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
    ***WAJIBMENGIKUTISEMINAR***

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Rabu Tanggal 03 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Intan Melia Siregar
N.P.M : 2002050005
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text.

| No | Masukan dan Saran |
|---|---|
| Judul | |
| Bab I | The Identification of the problem Formulation of the problem Objective of the study. |
| Bab II | Previous related study. |
| Bab III | Population and sample. |
| Lainnya | |
| Kesimpulan | [ ] Disetujui  [ ] Ditolak  [✓] Disetujui Dengan Adanya Perbaikan |

Dosen Pembahas

(Halimah Tussa'diah, S.S., M.A.)

Dosen Pembimbing

(Habib Syukri Nst, S.Pd., M. Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap    : Intan Melia Siregar
N.P.M           : 2002050005
Program Studi    : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Using AI as Assistant to The Students' Writing
                   Achievement in Teaching Descriptive Text.

Pada hari Rabu Tanggal 03 Bulan Juli Tahun 2024 sudah layak menjadi proposal skripsi.

Medan,    Juli 2024

Disetujui oleh:

Dosen Pembahas                                Dosen Pembimbing
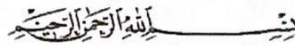
(Halimah Tussa'diah, S.S., MA.)               (Habib Syukri Nst, S.Pd., M. Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

**UMSU**
Unggul | Cerdas | Terpercaya

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Intan Melia Siregar
NPM : 2002050005
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using AI as Assistant to The Students' Writing Achievement in Teaching Descriptive Text

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---|---|---|
| 22/07/2024 | Revision Of Chapter I : a. Background of the study b. Identification Of the problem c. Formulation Of the problem. | |
| 6/09/2024 | Revision Of Abstract. Revision Of Acknowledgement | |
| 7/Sep/2024 | Revision Of Chapter III : 3.2 location Of time table 3.2 Planning and Implementing Of research. | |
| 16/Sep/2024 | Revision Of Chapter IV : Finding and discussion 4.1 Description Of data | |
| 18/09/2024 | Revision Of Chapter IV : 4.1.2. Data analysis 4.1.2.5. T. test | |
| 23/09/2024 | Full Chapter Check, abstract and reference. | |
| 23/09/2024 | acc | |

Medan, September 2024

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

( Habib Syukri Nasution, SPd., M.Hum)

skripsi Intan Melia siregar 2002050005 turnitin-
1727591136992

## 18%
SIMILARITY INDEX

## 15%
INTERNET SOURCES

## 7%
PUBLICATIONS

## 5%
STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|---|---|
| 1 | repository.umsu.ac.id <br> Internet Source | 4% |
| 2 | eprints.walisongo.ac.id <br> Internet Source | 1% |
| 3 | Submitted to UIN Sunan Gunung DJati Bandung <br> Student Paper | 1% |
| 4 | repository.uhn.ac.id <br> Internet Source | 1% |
| 5 | Agung Rinaldy Malik, Yuni Pratiwi, Kusubakti Andajani, I Wayan Numertayasa, Sri Suharti, Arisa Darwis, Marzuki. "Exploring Artificial Intelligence in Academic Essay: Higher Education Student's Perspective", International Journal of Educational Research Open, 2023 <br> Publication | 1% |
| 6 | repository.uinjambi.ac.id <br> Internet Source | <1% |

# RIWAYAT HIDUP

## 👤 DATA PRIBADI

| | | |
|---|---|---|
| Nama | : | Intan Melia Siregar |
| Tempat, Tanggal Lahir | : | Medan, 23 Mei 2002 |
| Jenis Kelamin | : | Perempuan |
| Agama | : | Islam |
| Alamat | : | Komplek Panggon Indah |
| Nomor Telepon | : | 081269324278 |
| Email | : | intanmelia947@gmail.com |

## 🎓 RIWAYAT PENDIDIKAN

| | |
|---|---|
| Universitas Muhammadiyah Sumatera Utara | 2020-2024 |
| SMA Negeri 9 Medan | 2017-2020 |
| SMP Negeri 38 Medan | 2014-2017 |
| SD Swasta Melati | 2008-2014 |

## 👥 PENGALAMAN ORGANISASI

Anggota himpunan Mahasiswa
Jurusan Bahasa Inggris Universitas
Muhammadiyah Sumatera Utara

## ⚫ KEMAMPUAN

Mampu berbicara Bahasa Inggris
Mampu berkomunikasi dengan baik
Mampu bekerja sama dengan tim

# DOCUMENTATION