

**THE EFFECT OF CHATGPT TO IMPROVING STUDENT WRITING
PROFICIENCY IN RECOUNT TEXTS**

SKRIPSI

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

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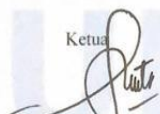
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



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ABSTRACT

Silvina salsabila.2002050020.Analyzing The Effectiveness of ChatGpt To Improving Student Writing Proficiency In Recount Text.Skripsi. English Education Program Faculty of Teacher Training and Eductaion Universitas Muhammadiyah Sumatera.

This research investigates the effectiveness of integrating ChatGPT, an AI language model, in enhancing students' proficiency in writing recount texts. By analyzing the impact of ChatGPT on students' writing skills, the study aims to evaluate the quality, coherence, and language proficiency of student-written outputs before and after incorporating the tool. Additionally, it seeks to identify and propose strategies to overcome potential barriers to maximize ChatGPT's impact on students' ability to write recount texts. The study's findings hold theoretical significance in advancing knowledge on AI integration in language education and practical implications for researchers, students, and teachers alike, offering insights into the potential benefits of AI technologies in writing instruction.

Keywords:

ChatGPT, artificial intelligence, writing proficiency, recount texts, language education, student writing skills, AI integration, language proficiency, writing instruction, educational technology.

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Ultimately, the researcher acknowledges with all humility that this thesis is still far from perfect. If any words in this writing are less than ideal, the author apologizes deeply and hopes that this thesis will be helpful to everyone. May we all always be blessed by Allah Ta'ala. Amen.

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Medan, August 2024

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

ChatGPT is a language model that was developed by OpenAI and is one of the developing technologies that has garnered a substantial amount of interest. In addition, ChatGPT can be understood as a chatbot that is powered by artificial intelligence and uses deep learning techniques in order to generate responses that are like those of a human in real time..zhang.et.al (2024) . In this day, ChatGPT has become an essential educational tool.Rejeb.et.al (2024) ChatGPT may help students organize their thoughts, use suitable vocabulary, and write coherently. ChatGPT efficiently forms student groups that work together on tasks and fostering problem-solving and teamwork skills.Dwivedi et al.(2023).

Recount text is a type of text that describes past experiences. This research focuses on providing events that occur sequentially. Meanwhile, Knapp and Watkins (2005) define recount text as the most basic type of text it is formal sequential writing that does more than simply record events in chronological order.We can explore the efficacy of students' narrative writing by using recount text as a research topic because Recount texts have a well-defined structure consisting of orientation, a sequence of events that occur, and reorientation. Students composing recount texts have a clear framework because of this structure.

By focusing on recount text, students can develop writing skills gradually, because composing recount text is one of the writing skills that students must

master. Sari (2017). Writing recount narratives requires the ability to sequence events chronologically and build coherent relationships between phrases and paragraphs. Using ChatGPT can help students improve their ability to develop a clear storyline, arrange events in the right time sequence, and form strong character development. This can provide a new perspective on the role of technology in education and open up the possibility of developing unique teaching practices.

Regarding research that is still relevant to the subject of recount texts, Habibah (2018) described how students' writing abilities in recount texts can be enhanced by using holiday images as a media tool. The usefulness of employing vacation photographs as media was tested in this study by Habibah using the classroom action research technique. The findings of the study demonstrate an increase in students' writing in recount texts.

Themes presented in prior studies have commonalities, but there are also distinctions in the media and instruments used. The purpose of this study is to determine if using ChatGPT, an OpenAI language model, may help students write recount texts more effectively. On the other hand, Habibah's (2018) study sought to determine whether or not holiday picture-taking might enhance students' recall text writing skills. As a result, employing holiday images as a teaching tool might stimulate students' visual senses and inspire them to write recount text.

Text research regarding the effectiveness of ChatGPT in improving students' writing skills in recount text is very important to research. New perspectives on the possible application of artificial intelligence technologies in

educational settings can be gained from this research. Writers can investigate novel approaches to integrating technology into the teaching and learning process by knowing how well ChatGPT works to enhance students' writing abilities. ChatGPT assist students in becoming better communicators and thinkers by helping them to write better.

Difficulties faced by XI YPHB students when learning recount text include:

1. **Complicated Text Structure:** Students have difficulty understanding the structure of recount text which involves a chronological sequence of events. Understanding how to start, develop, and end a story in an orderly manner can be a challenge.
2. **Appropriate Vocabulary:** Choosing the right words to describe events in recount text can be difficult for students, especially in choosing appropriate verbs and descriptive adjectives.
3. **Correct Use of Tenses:** Students are often confused about the correct use of tenses to describe events that have occurred. Mistakes in choosing tense can confuse readers and ruin the flow of the story.
4. **Vocabulary Limitations :** Limitations in vocabulary can make it difficult for students to express ideas clearly and concisely. This can hinder the flow of the story and make the recount text less interesting.

Writing scores of class XI-1 YPHB students :

**Standard of minimum competencies of mastery learning class XI-1
and XI-2 YPHB students :**

No	Class	Kkm	X<75	X>75	Total
1	X-I	75	22	0	22
2	X-2	75	25	0	25
Total			22	25	47

Based on the data listed in the table, it can be concluded that no students achieved or exceeded the KKM score, which possibly indicates strict assessment standards at the school. Specifically, there are 22 students in class X-1 who have scores below the KKM, while in class X-2 there are 25 students with similar scores. This condition illustrates that a number of students in both classes may face challenges in achieving the set standards.

Given the number of students who do not reach the KKM, schools may need to carry out in-depth evaluations regarding teaching methods, learning approaches, and provide additional support to these students. It is important for schools and educators to pay extra attention to students who need additional help in achieving set standards. By providing an appropriate learning approach, as well as appropriate guidance and support, it is hoped that these students can improve their academic achievement and achieve adequate grades in accordance with the established KKM.

1.2 Identification of the Problem

The traditional methods of writing instruction in educational institutions often fall short of providing personalized feedback and guidance, particularly in the recount text genre. The limits faced by teachers, along with the lack of

individualized guidance, hinder students' advancement in writing and impede their ability to effectively convey their thoughts. By embracing technology, encouraging peer cooperation, and setting aside specific time for one-on-one conferences, educational institutions have the ability to bridge this gap and enable students to improve their writing proficiency in a manner that is more individualized and effective.

1.3 Scope and Limitation

This study will focus on analyzing the effectiveness of ChatGPT in improving student writing proficiency, specifically in the genre of recount texts. The research will involve a specific group of students, such as those in a particular grade level or language proficiency level, to ensure a coherent and manageable sample size. The study will have a specific duration for the implementation of ChatGPT and the assessment of student writing proficiency. However, it is important to acknowledge that the findings may not be applicable universally, as they will be limited to the selected sample and context.

1.4 Formulation of the Problem

1. To what extent does the integration of ChatGPT aid students in developing their writing skills for recount texts?
2. How can these barriers be effectively removed to maximize the tool's impact on students' ability to write recount texts?

1.5 Objective of the Study

The primary objective of this study is to analyze the effectiveness of ChatGPT in improving student writing proficiency in recount texts. The specific objectives include:

1. Evaluate the impact of integrating ChatGPT on students' writing skills for recount texts: This objective aims to assess the effectiveness of using ChatGPT as a tool to support students in developing their writing skills specifically for recount texts. It involves analyzing and comparing the quality, coherence, organization, and language proficiency of students' written outputs before and after incorporating ChatGPT into the writing instruction process.
2. Identify and propose strategies to overcome barriers to maximize the tool's impact on students' ability to write recount texts: This objective focuses on identifying potential challenges or limitations that students may face when using ChatGPT for writing recount texts. It aims to uncover barriers such as technical difficulties, language limitations, or overreliance on the tool and propose effective strategies to address these barriers, thereby maximizing the impact of ChatGPT on students' writing proficiency. The study seeks to provide practical recommendations for educators and curriculum designers to optimize the integration of ChatGPT into writing instruction.

1.6 Significance of the Study

Theoretically:

By investigating the use of ChatGPT, an artificial intelligence model, in the context of writing education, it adds to the corpus of existing knowledge. The study sheds light on how well ChatGPT works as a tool for improving students' writing skills, particularly when it comes to recount narratives. This theoretical contribution deepens our comprehension of the possible advantages and difficulties of incorporating AI technology into language instruction.

Practically:

a. To researchers:

The study's conclusions provide insightful information about how well ChatGPT works to help students become more proficient writers. Building on this work, researchers might look at the application of AI models or technologies in language learning and writing training. It also serves as a foundation for the development and improvement of writing tools aided by artificial intelligence.

b. To students:

Students can benefit from the outcomes of this research as it highlights the potential of ChatGPT to enhance their writing skills in the genre of recount texts. The results imply that using ChatGPT as a writing tool can help students become more proficient writers by offering insightful criticism and encouragement. To improve their skills in crafting compelling recount tales, students might think about using ChatGPT in their writing exercises.

c. To teachers:

Teachers can gain insights from this study to inform their instructional practices. The study's conclusions provide light on how well ChatGPT might be incorporated into writing lessons to help students become more proficient writers of recount texts. To improve their students' writing skills, teachers should consider using ChatGPT as an additional tool or as part of their overall pedagogical strategy. The study can also assist educators in comprehending the possible benefits and drawbacks of implementing AI technologies in the classroom.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Theoretical studies play an important role in research because they present and analyze theories related to the variables studied. These theories provide the basis and guidelines for discussing research. These theories are used to support understanding of the problems to be researched, so that research becomes more focused and detailed.

2.1.1 Definition ChatGpt

According to Imran and Almusharraf (2023) found the description of ChatGpt is a versatile Chatbot capable of performing a wide array of jobs, including writing, answering queries, coding, and providing guidance to individuals and groups to enhance productivity. This tool is extremely adaptable and may be utilised by customers in various areas due to its wide variety of features. ChatGpt is notable for its exceptional writing prowess and possesses the capacity to provide prompt and precise responses to inquiries, rendering it a helpful instrument for consumers seeking swift and reliable information across a wide range of subjects.

According to Wenzlaff and Spaeth (2022) ChatGPT is model enables users to pose enquiries, which are then responded to by artificial intelligence that has been trained using both supervised and reinforced machine learning techniques. The outcome is contingent upon the input that the algorithm receives from the user, as well as the content that is delivered. ChatGpt is trained on a lot of data

from many sources, so it may use a variety of facts to respond. This training data helps ChatGpt understand subjects and offer accurate and informative answers. ChatGpt improves its understanding and reaction to user questions through this repeated training process.

In addition Kalla et al (2023) defines ChatGPT is a sophisticated language model that employs advanced artificial intelligence methods to provide natural language responses based on a given prompt or input. According to Greitemeyer, Kastenmüller (2023) ChatGPT possesses the ability to produce text that is both highly logical and contextually appropriate, rendering it a potent resource for tasks involving natural language processing, including language translation, content creation, and conversational agents. Based on the description, both studies highlight the remarkable quality of the text generated by ChatGPT. They agree that ChatGPT is capable of producing highly coherent responses, meaning that the generated text flows smoothly, making logical sense to human readers. The coherence of the generated text suggests that ChatGPT has a good understanding of the input and can provide contextually appropriate and meaningful responses.

2.1.1.1 Characteristics of ChatGPT

There are five characteristics of Chatgpt:

- a. Language Generation:

ChatGPT is a language model designed to generate human-like responses in natural language. It can generate coherent and contextually appropriate responses to user inputs.

b. Contextual Understanding:

ChatGPT has the ability to understand and maintain context over a conversation. It can take into account previous messages and responses to provide meaningful and relevant replies.

c. Versatility:

ChatGPT is capable of engaging in conversations on a wide range of topics. It can discuss various subjects, answer questions, provide explanations, and offer suggestions or opinions.

d. Language Fluency:

ChatGPT produces responses that are typically fluent and grammatically correct. It can generate coherent sentences and use appropriate vocabulary and grammar structures.

e. Creative Expression:

ChatGPT can exhibit creativity in its responses. It can generate novel ideas, analogies, or perspectives, and provide imaginative or alternative solutions to problems.

2.1.1.2 The Purpose of ChatGpt

According to Dempere.et.al.(2023) claims ChatGPT aims as a writing assistant, assisting individuals in producing unique and grammatically and

logistically correct processes. The purpose of ChatGPT is to become an artificial intelligence assistant that is able to engage with people in a natural way and provide assistance to them in a variety of different ways. Additionally, ChatGPT strives to deliver effective communication solutions, information that is accurate and pertinent, and a responsiveness that is commensurate with the requirements of its users. The goal of ChatGPT also to deliver a more human and pleasant interaction experience by using its capacity to understand and generate text based on the input provided by the user interface. ChatGPT offers users valuable insights, analysis, and many perspectives to facilitate well-informed decision-making. By offering pertinent information and alternative choices, ChatGPT can offer vital assistance to users in enhancing their decision-making process. By comprehending the contextual factors and individual preferences of users, ChatGPT has the capability to offer an alternative viewpoint, present novel prospects, and assist users in perceiving the potential ramifications or advantages linked to each decision under consideration. This feature enables users to make decisions that are better informed, enhances their comprehension, and mitigates the potential for ignorance or confusion. ChatGPT serves as a valuable tool that assists users in enhancing their decision-making abilities and attaining more ideal outcomes across diverse scenarios.

2.1.1.3 Type of ChatGpt

There are four type of ChatGpt:

GPT-3: Generative Pre-trained Transformer 3 (GPT-3) :

OpenAI has recently released the most recent iteration of the ChatGPT model. The aforementioned model possesses a staggering 175 billion parameters, rendering it one of the most extensive natural language models to date. GPT-3 possesses a wide range of abilities in responding to inquiries, offering elucidations, and producing imaginative written content.

GPT-2: Generative Pre-trained Transformer 2 (GPT-2):

The previous version of the ChatGPT design. Despite possessing a reduced number of parameters compared to GPT-3, GPT-2 demonstrates the ability to generate text that is both cohesive and instructive. The aforementioned approach has been employed in diverse applications, encompassing question and answer scenarios as well as text generating tasks.

GPT-Neo:

The ChatGPT model known as GPT-Neo was developed by EleutherAI. This is a reduced-scale iteration of GPT-3 with a decreased parameter count, however it retains the ability to generate high-quality text. The primary objective of GPT-Neo is to enhance accessibility for both the developer and research community.

ChatGPT Plus:

OpenAI offers a subscription-based version of ChatGPT called ChatGPT Plus. By subscribing to ChatGPT Plus, customers can avail themselves of priority access to ChatGPT, expedited access during periods of high user demand, and enjoy a range of supplementary premium functionalities.

In this research i will use ChatGPT-3 for this research because ChatGPT-3 is one of the largest versions of the ChatGPT family of models developed by OpenAI. With 175 billion parameters, ChatGPT-3 has a greater capacity to understand and generate complex text compared to previous versions. ChatGPT-3 has extraordinary capabilities in producing natural, high-quality text. This model can help in producing examples or models of good recount writing. Students can use ChatGPT-3 to produce examples of recount text that are accurate, detailed, and appropriate to students' writing needs.

ChatGPT-3 can help improve students' language fluency and flexibility by providing examples of appropriate use of vocabulary in recount texts. Students can use ChatGPT-3 to produce rich and varied sentences in recount text, thereby helping improve students' writing skills. By choosing ChatGPT-3, this research can explore the potential of ChatGPT-3 in improving students' writing skills in recount texts.

2.1.2 Definition recount text

According Rosalinah et al. (2020) state that A recount text is a genre of written communication that narrates a specific experience or event. The literature serves the objective of conveying information or entertaining by recounting occurrences. Recount text represents a genre that includes several literary genres such as personal tales, historical records, travelogues, and memoirs. Every distinct subgenre of recount text possesses its own distinct traits and purposes;

nonetheless, they all converge in their shared mission of effectively and captivatingly describing experiences or occurrences.

In addition Agustawati (2018) argues that recount text provides information about past events. The particulars in a recount may encompass the events, individuals implicated, location, timing, and rationale for the occurrence. When composing a recount text, the author or speaker strives to communicate a thorough account of the past, guaranteeing the inclusion of all pertinent particulars.

According to Sayukti and Kurniawan (2018) recount text is a method that assists students in narrating personal experiences, histories, or prior events in a sequential manner, using suitable words. According to Hartiwi et al (2018), an opinion recount text is a written account that provides a detailed description of a series of events that are all connected to a specific date. The addition of the viewpoints put out by Sayukti and Kurniawan (2018) as well as Hartiwi et al. (2018) reveals that the use of a recount text facilitates students in narrating personal experiences, histories, or past occurrences in a sequential manner, employing a deliberate selection of language. It empowers individuals to proficiently convey the events and their importance, promoting the growth of their narrative and writing skills.

A recount text refers to a form of written or spoken communication that recounts historical events or personal encounters. Its primary objective is to furnish a comprehensive narrative of events, usually presented in a sequential manner. The primary objective of a recount text is to provide the reader or listener

with information or amusement through the portrayal of personal experiences, historical occurrences, or even fictional narratives. The primary emphasis lies on the events themselves, namely the pivotal incidents that constitute the essence of the narrative. The aforementioned events encompass a wide spectrum, spanning from individual encounters to significant historical events, scientific investigations, and even works of fiction.

2.1.2.1 Generic structures of recount text

According to Aprilina et al. (2022) There are three generic structures for writing recounts: First orientation: The orientation serves as the initial phase of the recount narrative. It offers crucial contextual information to establish the framework for the events being described. This section may encompass specific particulars such as the temporal and spatial context, individuals implicated, and any other pertinent elements to facilitate the reader's comprehension of the circumstances.

Second events: The events section encompasses a succession of significant events or incidents that transpired inside the specific occasion or experience, presented in chronological order. The primary objective of this part is to present the events in a cohesive and rational sequence, so facilitating the reader's comprehension of the narrative's development. Every event is succinctly explained, emphasising the notable actions, interactions, or advancements that occurred.

Third reorientation : The inclusion of a reorientation phase, while not universally present, serves to provide a concluding or concluding statement to the

recount. The present part potentially encompasses an impression message or reflection that offers insights, feelings, or personal reflections pertaining to the events delineated. It enables the author to create a memorable impact on the reader and offer a feeling of conclusion to the narrative.

2.1.2.2 Type of recount text

According to Sitorus and Sipayung (2018) There are three type of recount text:

a. Personal Recount:

Personal recount is a kind of written work that centers on the retelling of a personal experience or event, as perceived by the author. The process entails the retelling of authentic events, such as a noteworthy vacation, a noteworthy accomplishment, or a personal obstacle. Personal narratives frequently employ first-person pronouns and offer subjective elucidation of the author's thoughts, emotions, and responses to the occurrence. The objective of this text is to convey individual experiences and captivate the reader by means of a personal tale..

b. Factual Recount:

A factual recount refers to a form of written communication that presents an accurate and unbiased narrative of an occurrence or event. The primary objective is to provide facts in a clear and useful manner, devoid of personal biases or emotional inclinations. Factual narratives frequently adhere to a chronological arrangement, so presenting occurrences in a coherent and rational progression. The details encompass the vital facts and relevant information,

including who, what, when, where, and why. The objective is to provide the reader with information and knowledge regarding a certain event or incident.

c. **Imaginative Recount:**

An imaginative recount is a form of written expression that amalgamates personal anecdotes with fictitious or imagined components. Narrative reimagining entails the act of recounting an event or experience by using imaginative components, such as fictional characters, conversation, or embellishments, to enrich the storyline. Descriptive language and narrative strategies are frequently employed in imaginative recounts to effectively captivate the reader's imagination. The primary objective is to provide amusement and engage the reader by combining authentic and fictional components.

2.1.2.3 Gramatical features of recount text

According Asriani Hasibuan,et.al (2018) There are five Gramatical features of recount text:

1. Use of nouns and pronouns serves the purpose of identifying the individuals, animals, and objects that are implicated in the events being narrated. They aid in establishing lucidity and make reference to particular entities.
2. Use of action verbs Action verbs are utilized to effectively depict the occurrences or behaviors that transpired. They contribute to the retelling by introducing motion and vitality.

3. Use of the past tense to situate events within the temporal context of the speaker or writer. The selection of tense in this context suggests that the events in question have already transpired
4. Use of conjunctions and time connectives is employed to establish the order of events in the recount. They establish a coherent sequence and denote the correlation between various occurrences.
5. Use of adverbs and adverbial phrases serves the purpose of indicating the specific location and time within the narrative. They give supplementary information regarding the location or timing of the events.

2.2 The Related Study Research

There were several research have been related about this study:

The first research, pratiwi,et,al (2023) conducted the research entitled “The Use Of Video As An Authentic Materials In Improving Students’ Writing Skills Of Recount Text” the study find that video,as a visual multimedia tool, can engage students and make the learning process more interesting. Videos, accompanied by audio components, provide a rich and authentic language input, which can help students improve their writing abilities.The results of the study indicated a significant difference in students' writing skills before and after being taught using video as an authentic material. The use of video had a positive impact on students' writing of recount text, as indicated by the documentation of students' tests. Additionally, the interviews with students revealed that those with high,

middle, and low achievement levels responded positively to using video as an authentic material in improving their writing skills.

The second research was in journal of Fadli (2021) the research entitled “Developing Digital Eyewitness Game As A Media To Teach Writing Recount Text For The Tenth Grade Students In Sma Negeri 1 Perbaungan” The highlighted the potential of digital media, specifically educational games like the Eyewitness game, in enhancing the teaching and learning of writing recount text. Digital Game-Based Learning (DGBL) was identified as a promising approach to overcome challenges associated with traditional education, such as lack of motivation and confidence. The Eyewitness game was designed based on the needs and preferences of the tenth-grade students. It was created in a digital format that could be accessed through smartphones. The game underwent a validation process, where two experts evaluated its content and design. The high average scores received during the validation indicated that the game was valid and suitable for the intended audience. The researchers conducted a reconnaissance interview with an English teacher from SMA Negeri 1 Perbaungan and discovered that digital games had not been implemented in teaching recount text. This finding led to the development of the digital Eyewitness game, which aimed to provide an engaging and accessible platform for students to practice and improve their writing skills.

The third research was in journal of Fitria (2023) entitled “Artificial intelligence (AI) technology in OpenAI ChatGPT application: A review of ChatGPT in writing English essay”

the researcher investigated the potential of AI technology, specifically ChatGPT, in assisting English language learners with their essay writing tasks. ChatGPT was able to answer questions on various topics related to English essays, such as descriptive texts about Solo and My Family, recount texts about personal experiences and unforgettable moments, resolutions in 2023, and future careers. ChatGPT considered the order of events and writing, including the use of main and explanatory sentences, conclusions, and both active and passive voice the research acknowledged the usefulness of ChatGPT in providing responses, guidance, and information on various topics related to English essays. However, they emphasized the need for further research to assess the grammatical accuracy of the essay results produced by ChatGPT.

The fourth research was in journal of Widiyanto.et.al (2015) entitled “The Effectiveness of Scrapbook as A Media to Improve Students’ Ability in Writing Recount Text “a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015 / 2016 Academic Year” The researchers have reached the conclusion that the utilization of Scrapbook as an instructional tool is efficacious in enhancing students' proficiency in composing recount texts. The study consisted of two classes, namely Class VIII A and Class VIII B, which were chosen as the control group and experimental group, respectively. The assessment instruments employed by the researchers encompassed pre-tests and post-tests, which were utilized to evaluate many facets of writing, such as content, organization, vocabulary, grammar, and mechanics. The research findings revealed that the average score of students' writing recount text without utilizing Scrapbook was

65.6, placing it in the "adequate" category in terms of achievement level. In contrast, the average score of students' written recount text, which was instructed via Scrapbook, was 74.57, indicating a commendable degree of achievement. This implies that the utilization of Scrapbook as an instructional instrument has the potential to enhance students' proficiency in composing narrative texts.

The fifth research journal of Khusnita(2017) entitled “The Use Of Facebook To Improve Students” Skill And Increase Their Motivation In Writing Recount Text” The research found that the utilization of Facebook as an educational platform had a notable positive impact on the writing proficiency and motivation levels of tenth-grade students when composing recount texts. An action research study was undertaken, which included pre-tests, cycle 1, and cycle 2. A Facebook group was established with the purpose of facilitating students in composing recount texts and offering constructive criticism on their classmates' written work. Data collection involved the utilization of writing tests, observation sheets, and questionnaires. The examination of the questionnaire responses indicated that the students exhibited a favorable attitude towards the utilization of Facebook in their educational pursuits. In summary, the researchers reached the conclusion that the utilization of Facebook played a role in augmenting students' abilities and drive in composing narrative accounts.

The sixth research journal of salsabila.et.al (2024) entitled “Exploring The Use Of Chatgpt In Language Learning In Students' Writing Skill” The significance of artificial intelligence (AI) technology, namely in the format of chatbots such as ChatGPT, in enhancing human activities and productivity was

deliberated by the researchers. Artificial Intelligence (AI) is a technological advancement that empowers computer systems, software, and robotics to emulate human-like thinking and behavior. The system emulates human cognitive abilities and has the capability to autonomously generate responses to inquiries posed by individuals. The researchers observed that ChatGPT shown proficiency in responding to inquiries and producing English essays across a range of subjects, encompassing descriptive and recount texts. However, they underscored the necessity for additional investigation to ascertain the grammatical precision of the essay outcomes generated by ChatGPT. This suggests that although ChatGPT exhibits potential in aiding with English assignments, further development and verification may be necessary to assure the grammatical accuracy of the writings it produces.

The seventh research journal of Shidiq (2023) entitled “The Use Of Artificial Intelligence-Based Chatgpt And Its Challenges For The World Of Education; From The Viewpoint Of The Development Of Creative Writing Skills” The researchers found that using the ChatGPT system, an AI-based chatbot, presents obstacles in the field of education, particularly in the development of students' creative writing abilities. While artificial intelligence (AI) provides numerous benefits in education, such as virtual mentors, voice assistants, and tailored learning, ChatGPT's simplicity in digesting information from text input limits the originality of students' work, causing it to be uncreative. However, the ChatGPT system understands human language and can readily generate creative

writing, such as poetry, short tales, and novels, which are similar to human work. This has an impact on students' lack of creative writing skills.

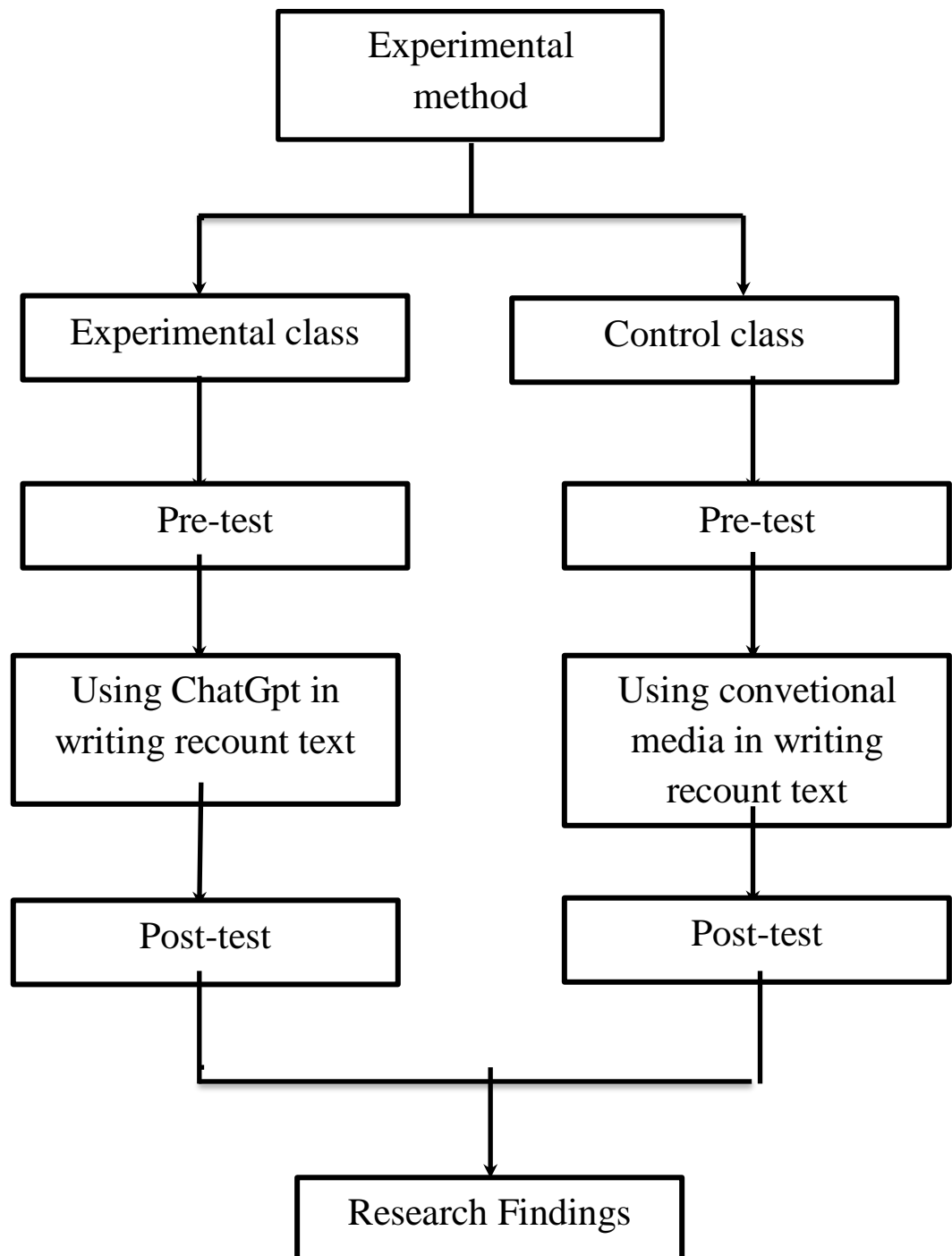
In summary this research aligns with prior research that centers on the utilization of technology, particularly ChatGPT, as a strategy to enhance students' writing proficiency. The distinction resides in the particular emphasis of the study. The publication references prior research projects that investigated diverse approaches and technology for improving students' writing skills in recount texts. The studies mentioned above encompass several subjects, including the utilization of video as genuine resources (Pratiwi et al., 2023), the advancement of digital games (Fadli, 2021), and the implementation of artificial intelligence technology (Fitria, 2023) to enhance writing proficiency. This research distinguishes itself from previous studies by specifically examining the efficacy of ChatGPT in enhancing students' writing skills in recount texts.

Moreover, this study is a valuable opportunity to investigate the distinctive attributes and functionalities of ChatGPT in facilitating students' writing assignments. This encompasses the analysis of the writing's quality and coherence under the guidance of ChatGPT, the evaluation of its influence on the development of language skills, the assessment of students' levels of involvement and motivation, and the investigation of how ChatGPT facilitates the successful structuring and organization of recount texts.

2.3 Conceptual framework

Figures 2.1

Conceptual Framework



This research is based on a conceptual framework design involving two main components: an experimental class and a control class. The experimental class refers to the group of students who received the ChatGPT intervention, while the control class did not. By comparing these two groups, the effectiveness of ChatGPT can be evaluated. The process begins with a pre-test carried out in both the experimental and control classes. It serves as a baseline assessment to measure students' initial writing proficiency. After the pre-test, the experimental class used ChatGPT during the writing process, while the control class followed a traditional learning approach.

After a certain period of time, a post-test was conducted for both groups to assess their writing skills. This post-test allows for a comparison between the experimental and control classes, providing insight into the impact of ChatGPT on students' writing abilities. The conceptual framework also includes post-test assessments for both the experimental and control classes. This assessment measures their writing proficiency after the intervention period. By comparing post-test results, researchers can evaluate the effectiveness of ChatGPT in improving students' writing skills.

This conceptual framework, describes the progression from pre-test to intervention using ChatGPT and post-test assessment. It provides a clear picture of the research process and its aim in analyzing the impact of ChatGPT on students' writing proficiency in recount texts.

2.4 Hypothesis

Null Hypothesis (Ho):

1. The integration of ChatGPT as a teaching tool does not have a significant impact on improving students' writing skills in recount texts..
2. Alternative Hypothesis (Ha): The integration of ChatGPT as a teaching tool has a significant impact on improving students' writing skills in recount texts.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

The research design employed in this study by quantitative experimental design. The study entails comparing the writing proficiency of two cohorts: an experimental group that receives training with ChatGPT and a control group that receives conventional teaching without ChatGPT. This methodology facilitates a comparison between the two groups to ascertain the efficacy of ChatGPT in enhancing students' writing proficiency in recount texts. The pre-test is given to both the experimental and control groups prior to the implementation of the intervention.

The pre-test serves to evaluate the participants' initial writing proficiency. It serves as an initial assessment of their writing abilities in recount texts prior to any instructional intervention. The post-test is delivered to both the experimental and control groups after the intervention period concludes. The post-test is designed to assess the participants' writing skills in recount texts following the instructional interventions they have received. The post-test should include standardized writing activities or prompts that evaluate the specific writing skills being addressed, just like the pre-test. The researchers can assess the efficacy of ChatGPT in enhancing students' writing proficiency by comparing the scores achieved in the post-test with those from the pre-test.

3.2 Location And Time

The research was conducted at Yayasan Pendidikan Harapan Bangsa Kuala, located at JL.Bela Rakyat, Kec. Kuala, Kabupaten Langkat, Sumatera Utara 20762. Students in the eleven grade at a senior high school. researcher selected this institution due to the noticeable absence of technological integration in its educational practices. A significant number of students only depend on books and conventional learning methods, despite the rapid advancements in technology that can serve as a highly effective instrument for enhancing learning. researcher interested in exploring the use of ChatGPT, an AI-powered application that can assist with writing recap text researcher interested in using this technology in the educational process in order to enhance students' writing proficiency.

The researcher encountered numerous challenges in comprehending the lesson on recount texts throughout the tenth grade session. Certain pupils may encounter challenges in terms of organizing thoughts, constructing coherent language, or articulating ideas with clarity. ChatGPT is expected to provide students with supplementary assistance in addressing these challenges. Through the implementation of this technology, researcher aim is to enhance students' writing

3.3 Population And Sample

a. Population

The population of this study comprises 47 tenth-grade students from Yayasan Pendidikan Harapan Bangsa Kuala, namely from the academic year 2023/2024, encompassing both. (XI-1 and XI-2) classes.

Table 3.1
Population Of Research

No	Class	Population
1	XI-1	22
2	XI-2	25
Total		47

b. Sample

Sampling technique where the number of samples is the same as the population. (Sugiyono,2017).Sample refers to a representative portion of a larger whole that's taken for analysis, testing, or observation. Think of it like taking a small part of something to understand or make judgments about the whole.sample is a subset of individuals or items from a larger population. It's used to make inferences or draw conclusions about the entire population.

Table 3.2
Sample Of Research

No	Class	Sample
1	XI-1	22
2	XI-2	25
Total		47

3.4 The Instrument of Research

The researcher uses a written test as an evaluation method in this research. the researcher employs a written test as the evaluation method to assess the effectiveness of ChatGPT in improving students' proficiency in writing recount texts. The written test serves as a means to measure students' writing abilities both before and after the implementation of ChatGPT. The test consists of carefully designed writing prompts or tasks that require students to produce recount texts. These prompts are specifically constructed to elicit a recount of past experiences or events. By utilizing a similar written test format before and after the usage of ChatGPT, the researcher aims to compare and evaluate the changes or improvements in students' writing abilities over the course of the study.

Before implementing ChatGPT, students are asked to complete the initial written test, which serves as the baseline measurement of their writing proficiency in recount texts. This initial assessment provides a starting point for evaluating the impact of ChatGPT on students' writing skills. Following the initial test, the researcher introduces ChatGPT as an intervention to enhance students' writing abilities. During this intervention phase, students have the opportunity to interact with ChatGPT, utilizing its functionalities and receiving feedback on their writing. This interactive engagement is aimed at facilitating students' growth in writing recount texts.

After the intervention period, students are given the same written test again, mirroring the format and prompts of the initial test. This post-intervention test allows the researcher to assess the progress made by students and to determine

whether ChatGPT has had a positive impact on their writing proficiency in recount texts. By comparing the results of the pre- and post-intervention tests, the researcher can analyze and evaluate the effectiveness of ChatGPT in improving students' writing skills. The findings of this analysis will provide valuable insights into the potential benefits and limitations of utilizing ChatGPT as an instructional tool for enhancing students' proficiency in writing recount texts.

Hughes (2003:104) states, "There are five scores component scales namely: content, organization, vocabulary language use, and mechanism".

Table 3.3

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 structure	Excellent structure
Vocabulary use of appropriate and varied descriptive word	Very limited vocabular	Limited voabulary	Some variety in vocabular	Good variety in vocabular	Excellent of vocabular
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;c lear meanin g	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
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3.5 Technique of Collecting Data

There are some procedures in collecting data:

1. Pretest:

a) Before the intervention begins, a pretest will be administered to both the experimental and control groups. The purpose of the pretest is to assess the initial writing proficiency of the students in producing recount texts.

Standardized writing prompts or tasks will be provided to both groups, and their written responses will be collected.

b) The written responses will then be evaluated based on established criteria or rubrics for assessing writing proficiency. This evaluation will provide a baseline measurement of the students' writing skills prior to the intervention.

2. Treatment:

a) The treatment phase involves implementing the intervention using ChatGPT to improve students' writing proficiency in recount texts. The experimental group will be the focus of the treatment, while the control group will not have access to ChatGPT during this phase.

b) Participants in the experimental group will receive access to ChatGPT as a tool to support their writing process. They will be introduced to ChatGPT

and provided with instructions and guidance on how to effectively use the tool for writing recount texts.

- c) Interactive sessions will be conducted where students in the experimental group actively engage with ChatGPT while working on their writing tasks. They will have the opportunity to utilize ChatGPT's assistance, receive feedback, and refine their writing skills with the support of the tool.

3. Posttest:

- a) After the treatment phase, a posttest will be administered to both the experimental and control groups. Similar to the pretest, the posttest will involve a writing assessment or test with comparable prompts or tasks. This ensures consistency in evaluating the students' writing proficiency.
- b) The written responses of the students in both groups will be collected. The same criteria or rubrics used in the pretest will be applied to assess the improvement in their writing skills.
- c) By comparing the pretest and posttest results, the progress made by the students in both the experimental and control groups can be directly compared. This allows for an evaluation of the impact of the intervention on the experimental group and whether the use of ChatGPT has contributed to enhancing their writing proficiency in recount texts.

3.6 Technique For Analyzing The Data

According to Handayani.et.al (2023).SPSS is a statistical data processing software or used for statistical analysis. SPSS is able to accommodate managing

large data. Statistics has two very important main functions, descriptive and the inferential function.

The researchers chose to use SPSS version 25 because, by choosing SPSS version 25, researcher can take advantage of special statistical tools and functions designed specifically for educational research. This decision ensures that researcher have access to the resources necessary to conduct rigorous data analysis, SPSS version 25 provides researcher with a comprehensive set of statistical techniques and tests that are highly relevant to educational research.

This analysis facilitates a thorough examination of the impact of ChatGPT on students' writing proficiency, thus allowing researcher to assess changes in performance through comparative analysis of scores before and after intervention, group comparisons, and examination of relationships between variables. Additionally, SPSS version 25's user-friendly interface and intuitive features make it easy for researcher to navigate and utilize the software effectively. Researchers can easily import and manage data, perform necessary statistical analysis, and produce comprehensive reports presenting their findings. This simplified workflow saves time and effort, allowing researcher to focus more on interpreting results and gaining meaningful insights.

CHAPTER IV

DATA AND DATA ANALYSIS

4.1 The Data Collection

The data was the result of students' achievement in writing test. The data consist of 22 students at XI-1 and 25 students at XI-2 and the total is 47 students. The class was divided into two groups, namely experimental group (XI-1) and Control Group (XI-2). Both of groups were given the same essay on writing form on the pre test and post test.

Table 4.1
The Score of Pre-test Experimental Group

No	Name	Score
1	AR	75
2	AO	65
3	AP	70
4	AD	70
5	AN	75
6	CN	65
7	DG	75
8	DA	65
9	DE	75
10	FS	70
11	IS	70
12	MH	65
13	MS	75
14	MO	75
15	MA	65
16	NN	70
17	NV	75
18	PD	70
19	RF	70
20	RR	65
21	SY	65
22	WA	70
Total Scores		1.540

From the table above, it was known that the lowest score of pretest experimental group was 65 and the highest score was 75.

Table 4.2
The Score of Pre-test Control Group

No	Name	Score
1	AP	60
2	AM	60
3	AI	65
4	BD	70
5	CN	65
6	DA	60
7	DK	60
8	DS	65
9	FD	70
10	KI	75
11	MA	65
12	MF	75
13	NA	75
14	NR	60
15	ON	65
16	RP	75
17	SA	60
18	SF	75
19	SM	60
20	TM	65
21	TP	65
22	VA	75
23	WE	75
24	WR	65
25	ZA	60
Total Scores		1.665

From the table above, it was known that the lowest score of pretest control group was 60 and the highest score was 75.

Table 4.3**The Score of Post-test Experimental Group**

No	Name	Score
1	AR	95
2	AO	95
3	AP	99
4	AD	97
5	AN	97
6	CN	99
7	DG	95
8	DA	95
9	DE	97
10	FS	99
11	IS	95
12	MH	99
13	MS	95
14	MO	99
15	MA	97
16	NN	97
17	NV	99
18	PD	99
19	RF	97
20	RR	95
21	SY	95
22	WA	99
Total Scores		1.940

From the table above, it was known that the lowest score of posttest experimental group was 95 and the highest score was 99.

Table 4.4
The Score of Post-test Control Group

No	Name	Score
1	AP	80
2	AM	80
3	AI	85
4	BD	87
5	CN	80
6	DA	80
7	DK	85
8	DS	87
9	FD	87
10	KI	87
11	MA	80
12	MF	80
13	NA	85
14	NR	85
15	ON	87
16	RP	87
17	SA	85
18	SF	87
19	SM	80
20	TM	80
21	TP	85
22	VA	87
23	WE	87
24	WR	85
25	ZA	80
Total Scores		2.098

From the table above, it was known that the lowest score of posttest control group was 80 and the highest score was 87.

4.2 Data analysis

4.2.1 The Effect of ChatGpt

After the data collected, it was continue in analyzing the data in order to know the differences score of pre-test and post-test of experimental group.

Table 4.5

The differences score of pre-test and post-test of the Experimental Class

No	Name	Pretest (X1)	Posttest (X2)	X (X1-X2)
1	AR	75	95	20
2	AO	65	95	30
3	AP	70	99	29
4	AD	70	97	27
5	AN	75	97	22
6	CN	65	99	34
7	DG	75	95	20
8	DA	65	95	30
9	DE	75	97	22
10	FS	70	99	29
11	IS	70	95	25
12	MH	65	99	34
13	MS	75	95	20
14	MO	75	99	24
15	MA	65	97	32
16	NN	70	97	27
17	NV	75	99	24
18	PD	70	99	29
19	RF	70	97	27
20	RR	65	95	30
21	SY	65	95	30
22	WA	70	99	29
	Total	1.540	1.940	567

1. The calculation for total in pre-test and post-test in experimental group

Looking for the average result (mean) from a single data set can be found by adding up all the existing data and then dividing it by the number of existing data. The mean formula quoted by Sutisna (2020) is as follows :

a. Mean :

$$M \times = \frac{\sum x}{N} = \frac{567}{22} = 25,77$$

Which:

MY : The Mean Scores of experimental group

$\sum Y$: The Scores of Y2 – Y1

N : Sample of experimental Group

Table 4.6

The differences score of pre-test and post-test of the control Class

No	Name	Pretest (Y1)	Posttest (Y 2)	Y (Y1-Y2)
1	AP	60	80	20
2	AM	60	80	20
3	AI	65	85	20
4	BD	70	87	17
5	CN	65	80	15
6	DA	60	80	20
7	DK	60	85	25
8	DS	65	87	22
9	FD	70	87	17
10	KI	75	87	12
11	MA	65	80	15
12	MF	75	80	5
13	NA	75	85	10
14	NR	60	85	25
15	ON	65	87	22
16	RP	75	87	12
17	SA	60	85	25
18	SF	75	87	12
19	SM	60	80	20
20	TM	65	80	15
21	TP	65	85	20

22	VA	75	87	12
23	WE	75	87	12
24	WR	65	85	20
25	ZA	60	80	20
	Total	1.665	2.098	433

Based on the table 4.6 the mean score of control group were calculated as the follows:

$$M_y = \frac{\sum y}{N_2} = \frac{433}{25} = 17,32$$

Which:

MY : The Mean Scores of Control Group

$\sum Y$: The Scores of Y2 – Y1

N : Sample of Control Group

Table 4.7

The calculating of Mean and Deviation Standard in Experimental Class

No	X	$X - M_x$	$(X - M_x)^2$
1	20	-5,77	33,2929
2	30	4,23	17,8929
3	29	3,23	10,4329
4	27	1,23	1,5129
5	22	-3,77	14,2129
6	34	8,23	67,7329
7	20	-5,77	33,2929
8	30	4,23	17,8929
9	22	-3,77	14,2129
10	29	3,23	10,4329
11	25	-0,77	0,5929
12	34	8,23	67,7329
13	20	-5,77	33,2929
14	24	-1,77	3,1329
15	32	6,23	38,8129
16	27	1,23	1,5129
17	24	-1,77	3,1329

18	29	3,23	10,4329
19	27	1,23	1,5129
20	30	4,23	17,8929
21	30	4,23	17,8929
22	29	3,23	10,4329
SUM	594	27,06	427,2838

The standard deviation formula for a set of data according to Zulfikar (2023) is as follows:

$$SDt = \sqrt{\frac{\sum(X_2 - X_1)^2}{N}}$$

$$= \sqrt{\frac{427,2838}{22}}$$

$$= \sqrt{19,4211}$$

$$= 4,4069$$

SDt : the standard deviation of the difference between $X_2 - X_1$

$(X_2 - X_1)^2$: the sum of the squares of the differences between each pair of data

N : Sample of Experimental Group

Table 4.8

The calculating of Mean and Deviation Standard in Control Class

No	Y	$Y - M_x$	$(Y - M_x)^2$
1	20	2,68	7,1824
2	20	2,68	7,1824
3	20	2,68	7,1824
4	17	-0,32	0,1024
5	15	-2,32	5,3824
6	20	2,68	7,1824
7	25	7,68	58,9824

8	22	4,68	21,9024
9	17	-0,32	0,1024
10	12	-5,32	28,3024
11	15	-2,32	5,3824
12	5	-12,32	151,7824
13	10	-7,32	53,5824
14	25	7,68	58,9824
15	22	4,68	21,9024
16	12	-5,32	28,3024
17	25	7,68	58,9824
18	12	-5,32	28,3024
19	20	2,68	7,1824
20	15	-2,32	5,3824
21	20	2,68	7,1824
22	12	-5,32	28,3024
23	12	-5,32	28,3024
24	20	2,68	7,1824
25	20	2,68	7,1824
SUM	433	0,00	641,44

$$SDt = \sqrt{\frac{\sum(X2-X1)^2}{N}}$$

$$= \sqrt{\frac{641,44}{25}}$$

$$= 5,0653$$

Wich :

SDt : the standard deviation of the difference between X2 – X1

(X2-X1)² : the sum of the squares of the differences between each pair of data

N : Sample of Control Group

Based on the tables the calculation of tables above, The following formula, the t-test, was used to determine the critical value of both classes as the foundation for testing the research hypothesis, based on the tables and calculations shown above. calculating the variable's deviation standard using the following formula:

1. DS Variable X

$$\begin{aligned}
 \text{DSx Or DS1} &= \sqrt{\frac{\sum X^2}{N}} \\
 &= \sqrt{\frac{\sum 567^2}{22}} \\
 &= \sqrt{\frac{321489}{22}} \\
 &= \sqrt{14613.1} \\
 &= 120
 \end{aligned}$$

Wich:

DSx Or DS1 : standard deviation of the sample.

X^2 : the sum of the squares of each value in the sample.

N : Sample of Experimental Group

2. DS Variable Y

$$\begin{aligned}
 \text{DSy Or DS2} &= \sqrt{\frac{\sum Y^2}{N}} \\
 &= \sqrt{\frac{\sum 433^2}{25}}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{\frac{187489}{25}} \\
 &= \sqrt{7499.5} \\
 &= 86
 \end{aligned}$$

Wich:

DSy Or DS2 : standard deviation of the sample.

Y^2 : the sum of the squares of each value in the sample.

N : Sample of Control Group

The calculating above showed the following facts:

$$DSx \text{ Or } DS1 = 120$$

$$DSy \text{ Or } DS2 = 86$$

$$N1 = 22$$

$$N2 = 25$$

$$\Sigma x = 567$$

$$\Sigma y = 433$$

Measuring the mean of error standard between both variable. Therefore,

the following formula was implemented according to Harding.et.al (2014) is as

follows:

$$\begin{aligned}
 ES_{m1} &= \sqrt{\frac{SDx}{\sqrt{N1-1}}} \\
 &= \sqrt{\frac{120}{\sqrt{22-1}}}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{120}{\sqrt{21}}} \\
&= \sqrt{\frac{120}{4.583}} \\
&= \sqrt{26.1837} \\
&= 5.116
\end{aligned}$$

Wich:

ESm1 : standard error of the mean of the first sample.

SDx: standard deviation of the sample.

N1: total number of observations in the first sample.

$$\begin{aligned}
ESm1 &= \sqrt{\frac{SDy}{\sqrt{N2-1}}} \\
&= \sqrt{\frac{86}{\sqrt{25-1}}} \\
&= \sqrt{\frac{86}{\sqrt{24}}} \\
&= \sqrt{\frac{86}{4.899}} \\
&= \sqrt{17.5546} \\
&= 4.191
\end{aligned}$$

Wich:

ESm1 : standard error of the mean of the first sample.

SDy: standard deviation of the sample.

N2: total number of observations in the second sample.

Next, the following formula to find out the differences of the error standard mean between MxorM1 and MyorM2

$$\begin{aligned}
 ES_{m1-m2} &= \sqrt{SEm_1^2 - SEm_2^2} \\
 &= \sqrt{5.116^2 - 4.191^2} \\
 &= \sqrt{26.1734 - 17.5644} \\
 &= \sqrt{86.090} \\
 &= 9.273
 \end{aligned}$$

According to Sutrisno (2022) formulation to test the hypothesis is as follows:

$$\begin{aligned}
 T^o &= \frac{M1-M2}{SEm} \\
 &= \frac{25.77 - 17.32}{9.273} \\
 &= 9.1124
 \end{aligned}$$

Wich:

TO : the t-statistic value

M1: the mean of the first sample.

M2: the mean of the second sample.

SEm : standard deviation error mean

4.3 Testing Hypothesis

After the data above were calculated by using t-test formula, it was found the result that observed was 9.1124. Then after seeking the table of distribution of t-observed as the basic of counting critical in certain of degree of freedom (df), the calculation showed that df were 45 (N_1+N_2-2) or ($22+25-2=45$).

4.4 Research Finding

Writing abilities are greatly impacted by the use of ChatGpt when creating recount texts. This indicates that students who learn recount text using ChatGpt receive better scores than those who do not use ChatGpt. This is demonstrated by test results that result in higher scores. Therefore, it is intended that this research demonstrate that utilizing ChatGpt can produced better outcomes than not using it, in order to enhance students' writing recount text skills and enable them to used ChatGpt in their learning.

So, the researcher concluded that the alternative hypothesis was accepted that "The integration of ChatGPT as a teaching tool has a significant impact on improving students' writing skills in recount texts. ". In other words, students who those taught using ChatGpt were better than those who used the conventional method.

4.5 Discussion

From the data obtained, there are two groups in this study, namely the experimental group and the control group. Prior to receiving treatment, the

experimental group underwent a pre-test. Next, a therapy using Chat Gpt was administered to the experimental group. Following the treatment, the experimenter received a post-test. According to the experimental group's pre- and post-test table above, the pre-test with the lowest score, which was 65 is 7 people and the highest pre-test score with a value of 75 is 7 people. Meanwhile, there were 8 people with the lowest post-test score with a score of 95 and people with the highest post-test score with a score of 99 is 8 people.

The control group was given a pre-test before being given treatment. Then the control group was given treatment with the conventional media. After giving the treatment, the control group was given a post-test. Based on the pre-test and post- test table for the control group above, it shows that the lowest pre-test score with a score of 60 is 8 people and the highest pre-test score with a score of 75 is 7 people. Meanwhile, the lowest post-test score with a score 80 of is 9 people and the highest post-test score with a score of 87 was 9 people.

The Experimental Group, which received some intervention or treatment, showed a significant improvement in their writing skills from the pre-test to the post-test. The Control Group also showed improvement, albeit to a lesser extent compared to the Experimental Group. The data suggests that the use of ChatGPT have positively influenced the writing skills of the students in the Experimental Group.

Based on previous related study conducted by Fauzi, A. (2017), entitled "The Effect of Edmodo on Students' Writing Skill in Recount Text" Fauzi statement has similarities with what researchers found in Fauzi research. Fauzi observations

aims to improve students' writing skills in the recount text genre, seeks to identify methods or technologies that can help students develop their writing skills. They were divided into experimental and control groups, with the experimental group using Edmodo for writing instruction.

Data was carried out in this research and what I did was to use class learning outcomes tests in the form of pretest and posttest, and the similarities in The research results have a significant influence on improving students' writing skills. The difference between these two research lies in the approach and technology used. Research using Edmodo focuses more on online classroom teaching and management, in improving students' writing skills in recount texts, while this research focuses on natural language interactions with users to provide information and assistance based on the given context, for a similar purpose.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1. Conclusions

This research focuses at the issues faced by students who struggle with idea generation, organization, and proper paragraph construction in sentence texts. This is evident from research findings during the process of teaching and learning. The teacher who still using conventional methods, their students get bored and are unable to express their ideas and feelings in writing. The eleventh grade students of Yayasan Harapan Bangsa Kuala are impacted by this research.

After utilizing ChatGpt, students writing skills are significantly improved. Using this teaching method, students' interest in ChatGpt increases while they are studying in class. Research has consequences as a source of data and a guide for additional research, enabling it to be expanded upon in future research products to raise the standard of instruction. There are undoubtedly a lot of restrictions on the research that has been done, including a short research period.

One of the things that can limit the amount of area available for research is this short time frame. This, it may have an impact on the findings of the conducted research. Based on study findings, this study offers crucial information on ChatGpt's impact on the creation of recount texts. H_0 test is rejected and H_a is accepted. This, it can be said that there is The pretest and posttest questions differ significantly, indicating that ChatGpt has an impact on students' capacity to produce recount texts.

5.2. Suggestion

Based on the preceding conclusion, the following recommendations are deemed prudent for enhancing the instruction of English writing, specifically in the area of creating recount texts:

a. For English Teachers:

English teachers should use ChatGPT to help students write better when they are learning to compose texts. In addition, teachers should assign assignments more frequently to help students become accustomed to writing and should be more creative in order to create a comfortable learning environment that will encourage students to write.

b. For Students:

It is hoped that in this modern era, we can make the most of ChatGpt learning as a way to deepen scientific understanding. In this way, students can improve their understanding of recount texts and their ability to put the knowledge they will learn in the real world into well-written pieces, particularly when it comes to composing recount texts.

c. For Fellow Researchers:

The findings of this study will be used by the other researcher to inform future investigations and the composition of recount texts.

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APPENDIX

Normality Test

Tests of Normality

	Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Experimental Group	Pre-Test	.208	22	.074	.805	22	.081
	Post-Test	.238	22	.062	.780	22	.090

a. Lilliefors Significance Correction

From the SPSS output in the Test of Normality table above, the Shapiro-Wilk Sig value is obtained. for the pretest it was 0.081 and the posttest was 0.090. Based on the basis for decision making in the normality test above, the experimental group score data for the two tests obtained a significance value of > 0.05 , which means it can be concluded that the data is normally distributed.

Homogeneity test

Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Score Experimental Group	Based on Mean	9.524	1	42	.064
	Based on Median	9.524	1	42	.074

Based on Median and with adjusted df	9.524	1	26.654	.075
Based on trimmed mean	9.524	1	42	.084

Based on the SPSS output above, the Levene Statistics figure is 9,524 with a significance or probability (Sig) of 0.064. Because the significance value is greater than 0.05, it can be concluded that the variance of the two test groups being compared is homogeneous.

Normality Test

Tests of Normality

	Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Control	Pre-Test	.244	25	.071	.809	25	.070
Group	Post-Test	.276	25	.070	.743	25	.073

a. Lilliefors Significance Correction

From the SPSS output in the Test of Normality table above, the Shapiro-Wilk Sig value is obtained. for the pretest it was 0.070 and the posttest was 0.073. Based on the basis for decision making in the normality test above, the control group score data for the two tests obtained a significance value of > 0.05 , which means it can be concluded that the data is normally distributed.

Homogeneity test

Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Score Control	Based on Mean	15.338	1	48	.100
Group	Based on Median	6.549	1	48	.114
	Based on Median and with adjusted df	6.549	1	36.209	.115
	Based on trimmed mean	14.551	1	48	.100

Based on the SPSS output above, the Levene Statistics figure is 15,338 with a significance or probability (Sig) of 0.100. Because the significance value is greater than 0.05, it can be concluded that the variance of the two test groups being compared is homogeneous.

Interpretation of the SPSS Independent Sample T-Test Output

Group Statistics

	Type	N	Mean	Std. Deviation	Std. Error Mean
Score Experimental Group	Pre-Test	22	70.00	4.082	.870
	Post-Test	22	97.00	1.746	.372

Based on the "Group Statistics" output table above, it is known that the total score data for the pretest is 22, while for the posttest it is 22. The average score or mean for the pretest is 70.00, while for the posttest it is 97.00. This, descriptive statistics can be concluded that there is a difference in the average pretest and posttest scores. Next, to prove whether the difference is significant (real) or not, it is necessary to interpret the following "Independent Samples Test" output:

Tabel
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	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Experimental Groups	Equal variances assumed	9.524	.004	-28.522	42	.000	-27.000	.947	-28.910	-25.090
	Equal variances not assumed			-28.522	28.432	.000	-27.000	.947	-28.938	-25.062

- a) Based on the output above, the Sig value is known. Levene's Test for Equality of Variances is $0.004 < 0.05$, which means that the data variance between the pretest and posttest is heterogeneous or different (V. Wiratna Sujarweni, 2019: 99). So the interpretation of the Independent Samples Test output table above is guided by the values contained in the "Equal variances assumed" table.

- b) Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, it is known that the Sig. (2-tailed) is $0.000 < 0.05$, so as is the basis for decision making in the independent sample t test, it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be concluded that there is

Interpretation of Control Group Results

Basis for Decision Making Independent Sample T Test

Before interpreting the output results from SPSS, you must first know the basis for decision making in the independent sample t test as follows:

- a) If the Sig value. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected, which means there is no difference in the average score in the control group between the pretest and posttest.
- b) If the Sig value. (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted, which means there is a difference in the average score in the control group between the pretest and posttest. (V. Wiratna Sujarweni, 2019: 99).

Interpretation of the SPSS Independent Sample T-Test Output

Group Statistics

	Type	N	Mean	Std. Deviation	Std. Error
					Mean
Score Control Group	Pre-Test	25	66.60	6.076	1.215
	Post-Test	25	83.92	3.108	.622

Based on the "Group Statistics" output table above, it is known that the total score data for the pretest is 25, while for the posttest it is 25. The average score or mean

for the pretest is 66.60, while for the posttest it is 83.92. This, descriptive statistics can be concluded that there is a difference in the average pretest and posttest scores. Next, to prove whether the difference is significant (real) or not, it is necessary to interpret the following "Independent Samples Test" output:

Tabel
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	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Control Group	Equal variances assumed	15.338	.000	-12.689	48	.000	-17.320	1.365	-20.064	-14.576
	Equal variances not assumed			-12.689	35.755	.000	-17.320	1.365	-20.089	-14.551

- a) Based on the output above, the Sig value is known. Levene's Test for Equality of Variances is $0.000 < 0.05$, which means that the data variance between the pretest and posttest is heterogeneous or different (V. Wiratna Sujarweni, 2019: 99). So the interpretation of the Independent Samples Test output table above is guided by the values contained in the "Equal variances assumed" table.

b) Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, it is known that the Sig. (2-tailed) is $0.000 < 0.05$, so as is the basis for decision making in the independent in the average score of the control grou sample t test, it can be concluded that H_0 is rejected and H_a is accepted. This it can be concluded that there is a difference

LESSON PLAN
EXPERIMENTAL CLASS

Nama Sekolah : Yayasan Pendidikan Harapan Bangsa Kuala	Keterampilan : Writing (Menulis)
Mata Pelajaran : Bahasa Inggris	Tahun Pelajaran : 2023/2024
Kelas/Semester : 2/Ganjil	Alokasi Waktu : 2 JP x 40 Menit
Materi Pokok : Recount Text	Pertemuan : Ke 1

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.3 Memahami struktur teks recount, Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai, Kemampuan menyusun narasi koheren, menganalisis dan refleksi atas peristiwa, Keterampilan presentasi lisan yang efektif.</p>	<p>3.3.1 Mengidentifikasi struktur teks recount, Penggunaan kosakata yang tepat, Pengembangan kalimat dan paragraf terstruktur, Penggunaan tense yang sesuai, Penyusunan narasi koheren, Analisis dan refleksi peristiwa, Keterampilan presentasi lisan efektif.</p>
<p>4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai yang efektif dengan</p>	<p>4.3.1 Membuat makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai yang efektif dengan</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi
sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.3.2 Mempresentasikan teks makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai yang efektif dengan sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan *Scientific-TPACK* dan model *Problem Based Learning (PBL)*, peserta didik diharapkan mampu untuk:

1. Mengembangkan Kemampuan Menulis: Memperbaiki kemampuan siswa dalam menulis recount text dengan struktur yang jelas dan benar.
2. Meningkatkan Pemahaman Teks: Memahami siswa tentang struktur, ciri khas, dan tujuan dari recount text.
3. Memperluas Kosakata: Membantu siswa memperluas kosakata mereka dan menggunakan kata-kata yang tepat dalam menyusun recount text.

4. Mengasah Keterampilan Gramatikal: Membantu siswa menggunakan tense yang sesuai (seperti past tense) dan struktur kalimat yang benar dalam recount text.
5. Mengembangkan Keterampilan Analisis: Mendorong siswa untuk menganalisis peristiwa yang mereka ceritakan dan merenungkan nilai atau pelajaran yang dapat dipetik.
6. Mendorong Kreativitas: Mendorong siswa untuk menyusun narasi yang koheren dan menarik, serta menggunakan detail yang relevan untuk memperkaya cerita.
7. Meningkatkan Keterampilan Presentasi Lisan: Mengembangkan keterampilan siswa dalam menyampaikan recount text secara lisan dengan jelas, meyakinkan, dan menarik perhatian pendengar.

D. Materi Pembelajaran

1. *Definition of Recount Text:*

- Recount text is a type of text that retells events or experiences that happened in the past. It aims to inform or entertain the reader by providing a detailed account of a particular event, often in chronological order.

2. *Social Function of Recount Text:*

- The social function of recount text is to inform or entertain readers by narrating past events or experiences. It serves to share personal

experiences, historical events, or anecdotes with the audience in a structured and engaging manner.

3. Generic Structure of Recount Text:

- **Orientation:** Introduces the setting and participants of the recounted event.
- **Events:** Describes the series of events in chronological order.
- **Reorientation:** Concludes the recount and may reflect on the significance of the recounted event.

4. Language Features of Recount Text:

- **Past tense verbs:** Used to describe actions or events that have already occurred.
- **Time connectives:** Words or phrases that indicate the sequence of events (e.g., first, then, next, finally).
- **Specific details:** Descriptive language to provide vivid details and create a clear picture of the recounted event.

5. Example of Recount Text:

- **Title:** A Memorable Trip to the Beach
- **Orientation:** Last summer, my family and I decided to spend a day at the beach.

- **Events:** We packed our picnic basket, set up our umbrella, and enjoyed a swim in the clear blue water. Later, we built sandcastles and played beach volleyball.
- **Reorientation:** As the sun began to set, we gathered around a bonfire, roasting marshmallows and sharing stories. It was a day filled with laughter and happiness, creating memories that will last a lifetime.

1. Definition of ChatGPT:

ChatGPT is an AI-powered conversational model developed by OpenAI that utilizes natural language processing techniques to interact with users in a human-like manner. It is based on the GPT (Generative Pre-trained Transformer) architecture and is designed for generating coherent and contextually relevant responses in text-based conversations..

2. How ChatGPT Uses Natural Language Models to Interact with Users:

ChatGPT utilizes pre-trained language models that have learned patterns in vast amounts of text data. These models enable ChatGPT to generate responses based on the input it receives, mimicking natural language conversations with users.

3. How ChatGPT Works:

ChatGPT works by processing input text through its neural network to predict and generate coherent responses. It analyzes context, semantics, and syntax to produce

text that is contextually relevant and grammatically correct, fostering engaging conversations with users.

4. Advantages of ChatGPT:

- ***Natural Conversational Ability:*** ChatGPT can engage users in natural and contextually relevant conversations.
- ***Scalability:*** It can handle a large volume of interactions simultaneously, making it suitable for various applications.
- ***Versatility:*** ChatGPT can be adapted to different domains and tasks, offering flexibility in its usage.

5. Examples of Interactions with ChatGPT:

Scenario: A student named Sarah is studying for her upcoming history exam and needs help understanding a complex historical event.

Sarah: Hello, ChatGPT! Can you help me understand the causes of World War II?

ChatGPT: Of course, Sarah! World War II was primarily caused by a combination of factors, including unresolved issues from World War I, the rise of totalitarian regimes, and economic instability

Sarah: Thank you, ChatGPT! Your explanations are really helpful. Do you have any recommendations for further reading on this topic?

ChatGPT: I recommend exploring books such as "The Rise and Fall of the Third Reich" by William L. Shirer and "Stalingrad" by Antony Beevor for in-depth insights into World War II history. These resources provide detailed accounts of the events you're studying.

Sarah: Great, I'll check those out. Thanks again for your assistance, ChatGPT!

E. Model, Pendekatan, dan Metode Pembelajaran

Model Pembelajaran	Pendekatan Pembelajaran	Metode Pembelajaran
Problem Based Learning (PBL)	Scientific Learning	Diskusi, Tanya Jawab, Pengamatan dan Penugasan

F. Media, Bahan dan Sumber Ajar

Media Pembelajaran	Bahan Ajar	Sumber Ajar
<ul style="list-style-type: none"> • Laptop • Proyektor 	PPT tentang Recounttext	<ul style="list-style-type: none"> • Buku Paket Bahasa Inggris kelas XI K13 • Internet : <p>I. https://www.ChatGpt.com</p>

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
<i>Pendahuluan</i>	<p>A. Orientasi</p> <ol style="list-style-type: none"> 1. Guru membuka pembelajaran dengan salam pembuka serta menanyakan kabar peserta didik 2. Guru membimbing peserta didik untuk berdoa sebelum memulai pelajaran. 3. Guru memeriksa kehadiran peserta didik. 4. Guru menyiapkan psikis dan mental peserta didik terlebih dahulu, sebelum memulai pembelajaran. <p>B. Apersepsi</p> <ol style="list-style-type: none"> 1. Guru mengaitkan materi yang akan dilakukan dengan kehidupan sehari hari atau pengalaman peserta didik. 2. Guru mengajukan pertanyaan kepada peserta didik mengenai materi yang akan dipelajari. <p>C. Motivasi</p> <ol style="list-style-type: none"> 1. Guru memberikan gambaran kepada peserta didik tentang manfaat 	10 Menit

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	<p>mempelajari pelajaran yang akan dipelajari.</p> <p>D. Pemberian Acuan</p> <ol style="list-style-type: none"> 1. Peserta didik menyimak penjelasan guru terkait tujuan pembelajaran dan mekanisme pelaksanaan pembelajaran. 	
	<p>A. Mengamati (M1)</p> <ol style="list-style-type: none"> 1. Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic Recount Text dengan mengobservasi gambar yang terlihat di Power Point. 2. Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic ChatGpt dengan mengobservasi gambar yang terlihat di Power Point. 3. Peserta didik dibimbing oleh guru untuk membangkitkan rasa keingintahuan mereka terhadap materi yang akan di jelaskan oleh guru. <p>B. Menanya (M2)</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan kesempatan untuk 	

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
Inti	<p>mengidentifikasi hal hal sebanyak yang berkaitan dengan materi yang disajikan dengan diiringin pertanyaan dri guru.</p> <ol style="list-style-type: none"> 2. Peserta didik diberikan kesempatan oleh guru untuk menyampaikan pendapat mereka, hasil dari materi yang disajikan. 3. Peserta didik diberikan kesempatan untuk bertanya mengenai hal kurang dimengerti <p>C. Mengumpulkan Informasi (M3)</p> <ol style="list-style-type: none"> 1. Peserta didik mengumpulkan hasil informasi yang di peroleh dari hasil amatan mereka terhadap materi yang mereka baca dari buku dan sumber lainnya dibimbing oleh guru. 2. Peserta didik diberikan arahan/instruksi dalam pengerjaan tugas. <p>Rules</p> <ul style="list-style-type: none"> • Peserta didik diminta menuliskan pengalaman mereka saat liburan sekolah <p>D. Mengasosiasikan (M4)</p>	55 Menit

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	<ol style="list-style-type: none"> 1. Peserta didik menuliskan pengalaman liburan sekolah. 2. Peserta didik membuka web ChatGpt.com. 3. Peserta didik menulis kembali pengalaman liburan sekolah yang sama dengan menggunakan web ChatGpt.com.dengan menggunakan kata kunci: improve the quality,grammar,and structure of this writing,according to the recount text. 4. Peserta didik bertanya tentang hal yang masih belum dipahami dan guru membimbing peserta didik. <p><i>E. Mengkomunikasikan (M5)</i></p> <ol style="list-style-type: none"> 1. Meminta beberapa siswa untuk mempresentasikan recount text yang mereka tulis di depan kelas. 2. Memberikan umpan balik positif dan konstruktif kepada para siswa yang mempresentasikan karyanya.. 	

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
Penutup (Closing)	<ol style="list-style-type: none"> 1. Menyusun sesi koreksi bersama di mana kesalahan umum dalam penggunaan tense, kosakata, atau struktur kalimat dapat dibahas. 2. Melibatkan siswa dalam mengidentifikasi dan memperbaiki kesalahan dalam teks recount yang dibuat. 3. Melakukan evaluasi terhadap kemampuan siswa dalam menulis dan menyampaikan recount text. 4. Memberikan umpan balik yang konstruktif untuk membantu siswa memperbaiki keterampilan menulis mereka. 5. Berdiskusi tentang apa yang telah dipelajari selama kegiatan pembelajaran recount text. 6. Merenungkan cara meningkatkan kemampuan menulis recount text di masa depan. 	15 Menit

H. Hasil Penilaian Pembelajaran

1. Penilaian

a. Penilaian Sikap Spiritual

- Teknik Penilaian : Non Tes
- Jenis Penilaian : Lembar Observasi
- Bentuk Instrument : Terlampir

b. Penilaian Pengetahuan

- Teknik penilaian : Tes Tertulis
- Bentuk Instrumen : Terlampir

c. Penilaian Keterampilan

- Teknik Penilaian : Tes Keterampilan
- Jenis Penilaian : Penilaian Kinerja Bersama
Kelompok
- Bentuk Instrumen : Terlampir

2. Lampiran

a. Bahan Ajar

b. Lampiran Instrument Penilaian

Mengetahui,

Medan, 2024

Kepala Sekolah YPHB kuala

Guru Bidang Studi

Faisal Siregar,S.T

Abdul Qodir Zailani

LESSON PLAN
CONTROL CLASS

Nama Sekolah : Yayasan Pendidikan Harapan Bangsa Kuala	Keterampilan : Writing (Menulis)
Mata Pelajaran : Bahasa Inggris	Tahun Pelajaran : 2023/2024
Kelas/Semester : 2/Ganjil	Alokasi Waktu : 2 JP x 40 Menit
Materi Pokok : Recount Text	Pertemuan : Ke 1

H. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

I. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.3 Memahami struktur teks recount, Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai, Kemampuan menyusun narasi koheren, menganalisis dan refleksi atas peristiwa, Keterampilan presentasi lisan yang efektif.</p>	<p>3.3.1 Mengidentifikasi struktur teks recount, Penggunaan kosakata yang tepat, Pengembangan kalimat dan paragraf terstruktur, Penggunaan tense yang sesuai, Penyusunan narasi koheren, Analisis dan refleksi peristiwa, Keterampilan presentasi lisan efektif.</p>
<p>4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai yang efektif dengan</p>	<p>4.3.1 Membuat makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai yang efektif dengan</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi
sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.3.2 Mempresentasikan teks makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan Menggunakan kosakata yang tepat, Pengembangan kalimat dan paragraf yang terstruktur, Pemahaman penggunaan tense yang sesuai yang efektif dengan sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

J. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan *Scientific-TPACK* dan model *Problem Based Learning (PBL)*, peserta didik diharapkan mampu untuk:

1. Mengembangkan Kemampuan Menulis: Memperbaiki kemampuan siswa dalam menulis recount text dengan struktur yang jelas dan benar.
2. Meningkatkan Pemahaman Teks: Memahamkan siswa tentang struktur, ciri khas, dan tujuan dari recount text.
3. Memperluas Kosakata: Membantu siswa memperluas kosakata mereka dan menggunakan kata-kata yang tepat dalam menyusun recount text.

4. Mengasah Keterampilan Gramatikal: Membantu siswa menggunakan tense yang sesuai (seperti past tense) dan struktur kalimat yang benar dalam recount text.
5. Mengembangkan Keterampilan Analisis: Mendorong siswa untuk menganalisis peristiwa yang mereka ceritakan dan merenungkan nilai atau pelajaran yang dapat dipetik.
6. Mendorong Kreativitas: Mendorong siswa untuk menyusun narasi yang koheren dan menarik, serta menggunakan detail yang relevan untuk memperkaya cerita.
7. Meningkatkan Keterampilan Presentasi Lisan: Mengembangkan keterampilan siswa dalam menyampaikan recount text secara lisan dengan jelas, meyakinkan, dan menarik perhatian pendengar.

K. Materi Pembelajaran

1. Definition of Recount Text:

- Recount text is a type of text that retells events or experiences that happened in the past. It aims to inform or entertain the reader by providing a detailed account of a particular event, often in chronological order.

2. Social Function of Recount Text:

- The social function of recount text is to inform or entertain readers by narrating past events or experiences. It serves to share personal experiences,

historical events, or anecdotes with the audience in a structured and engaging manner.

3. Generic Structure of Recount Text:

- **Orientation:** Introduces the setting and participants of the recounted event.
- **Events:** Describes the series of events in chronological order.
- **Reorientation:** Concludes the recount and may reflect on the significance of the recounted event.

4. Language Features of Recount Text:

- **Past tense verbs:** Used to describe actions or events that have already occurred.
- **Time connectives:** Words or phrases that indicate the sequence of events (e.g., first, then, next, finally).
- **Specific details:** Descriptive language to provide vivid details and create a clear picture of the recounted event.

5. Example of Recount Text:

- **Title:** A Memorable Trip to the Beach
- **Orientation:** Last summer, my family and I decided to spend a day at the beach.

- **Events:**We packed our picnic basket, set up our umbrella, and enjoyed a swim in the clear blue water. Later, we built sandcastles and played beach volleyball.
- **Reorientation:**As the sun began to set, we gathered around a bonfire, roasting marshmallows and sharing stories. It was a day filled with laughter and happiness, creating memories that will last a lifetime.

L. Model, Pendekatan, dan Metode Pembelajaran

Model Pembelajaran	Pendekatan Pembelajaran	Metode Pembelajaran
Problem Based Learning (PBL)	Scientific Learning	Diskusi, Tanya Jawab, Pengamatan dan Peenugasan

M. Media, Bahan dan Sumber Ajar

Media Pembelajaran	Bahan Ajar	Sumber Ajar
<ul style="list-style-type: none"> • Laptop • Proyektor 	PPT tentang Recounttext	<ul style="list-style-type: none"> • Buku Paket Bahasa Inggris kelas XI K13

N. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	<i>E. Orientasi</i>	

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
<i>Pendahuluan</i>	<p>5. Guru membuka pembelajaran dengan salam pembuka serta menanyakan kabar peserta didik</p> <p>6. Guru membimbing peserta didik untuk berdoa sebelum memulai pelajaran.</p> <p>7. Guru memeriksa kehadiran peserta didik.</p> <p>8. Guru menyiapkan psikis dan mental peserta didik terlebih dahulu, sebelum memulai pembelajaran.</p> <p><i>F. Apersepsi</i></p> <p>3. Guru mengaitkan materi yang akan dilakukan dengan kehidupan sehari hari atau pengalaman peserta didik.</p> <p>4. Guru mengajukan pertanyaan kepada peserta didik mengenai materi yang akan dipelajari.</p> <p><i>G. Motivasi</i></p> <p>2. Guru memberikan gambaran kepada peserta didik tentang manfaat mempelajari pelajaran yang akan dipelajari.</p>	10 Menit

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	<p><i>H. Pemberian Acuan</i></p> <p>2. Peserta didik menyimak penjelasan guru terkait tujuan pembelajaran dan mekanisme pelaksanaan pembelajaran.</p>	
Inti	<p><i>F. Mengamati (M1)</i></p> <p>4. Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic Recount Text dengan mengobservasi gambar yang terlihat di Power Point.</p> <p>5. Peserta didik dibimbing oleh guru untuk membangkitkan rasa keingintahuan mereka terhadap materi yang akan di jelaskan oleh guru.</p> <p><i>G. Menanya (M2)</i></p> <p>4. Peserta didik diberikan kesempatan untuk mengidentifikasi hal hal sebanyak yang berkaitan dengan materi yang disajikan dengan diiringin pertanyaan dri guru.</p> <p>5. Peserta didik diberikan kesempatan oleh guru untuk menyampaikan pendapat mereka, hasil dari materi yang disajikan.</p>	55 Menit

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	<p>6. Peserta didik diberikan kesempatan untuk bertanya mengenai hal kurang dimengerti dari materi recount</p> <p>H. Mengumpulkan Informasi (M3)</p> <p>3. Peserta didik mengumpulkan hasil informasi yang di peroleh dari hasil amatan mereka terhadap materi Recount Text yang mereka baca dari buku dan sumber lainnya dibimbing oleh guru.</p> <p>4. Peserta didik diberikan arahan/instruksi dalam pengerjaan tugas.</p> <p>Rules</p> <ul style="list-style-type: none"> • Peserta didik diminta menuliskan pengalaman mereka saat liburan sekolah <p>I. Mengasosiasikan (M4)</p> <p>5. Peserta didik menuliskan pengalaman liburan sekolah</p> <p>6. Peserta didik bertanya tentang hal yang masih belum dipahami dan guru membimbing peserta didik.</p>	

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	<p><i>J. Mengkomunikasikan (M5)</i></p> <p>3. Meminta beberapa siswa untuk mempresentasikan recount text yang mereka tulis di depan kelas.</p> <p>4. Memberikan umpan balik positif dan konstruktif kepada para siswa yang mempresentasikan karyanya..</p>	
<p>Penutup (Closing)</p>	<p>7. Menyusun sesi koreksi bersama di mana kesalahan umum dalam penggunaan tense, kosakata, atau struktur kalimat dapat dibahas.</p> <p>8. Melibatkan siswa dalam mengidentifikasi dan memperbaiki kesalahan dalam teks recount yang dibuat.</p> <p>9. Melakukan evaluasi terhadap kemampuan siswa dalam menulis dan menyampaikan recount text.</p> <p>10. Memberikan umpan balik yang konstruktif untuk membantu siswa memperbaiki keterampilan menulis mereka.</p>	<p>15 Menit</p>

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	11. Berdiskusi tentang apa yang telah dipelajari selama kegiatan pembelajaran recount text. 12. Merenungkan cara meningkatkan kemampuan menulis recount text di masa depan.	

I. Hasil Penilaian Pembelajaran

3. Penilaian

d. Penilaian Sikap Spiritual

- Teknik Penilaian : Non Tes
- Jenis Penilaian : Lembar Observasi
- Bentuk Instrument : Terlampir

e. Penilaian Pengetahuan

- Teknik penilaian : Tes Tertulis
- Bentuk Instrumen : Terlampir

f. Penilaian Keterampilan

- Teknik Penilaian : Tes Keterampilan
- Jenis Penilaian : Penilaian Kinerja Bersama Kelompok
- Bentuk Instrumen : Terlampir

4. Lampiran

- c. Bahan Ajar
- d. Lampiran Instrument Penilaian

Mengetahui,

Medan, 2024

Kepala Sekolah YPHB kuala

Guru Bidang Studi

Faisal Siregar,S.T

Abdul Qodir Zailani

THE STUDENTS ANSWER SHEET

A. Experimental Class (Pre-Test)

Name: Chris Nalanda
class: XI SMA

Holiday

One Tuesday morning, my family and I were invited by my brother to go to Pamah Semile. We went by car. We departed from 11:00 and arrived at 13:00. When I arrived here, I was very amazed by the view at Pamah Semile. My family got here for 100. That's a short story about my holiday to Pamah Semile.

C = 3
O = 2 65
V = 3
G = 3

Name: ma. w. ju

Holiday

During the school holidays last semester, my friend and I planned to go on holiday. We decided on Sunday to go to a river located behind my friend's house.

Then we went to a hyper list to buy all the poppies and ice cubes after finishing buying everything, we headed for the highway.

When we arrived at home, my friend and I made ice cubes then boiled water for poppie. After a long time, after that everything was finished, then we both walked towards the river. When we arrived at the river, my friend and I saw the view which was very beautiful.

After we finished eating, the two of us sat down and saw the beautiful view and then we both took a bath and swam in the river. Long time later, it was getting late and we were both going home and we had arrived at the school.

C = 3
O = 2 65
V = 3
G = 3

nama = Ayu Nuraini
kelas = XI-1

No _____
Date: _____

Holiday

During the school i'm at home. So for my
~~job~~ I help my holidays sister who sells
in front of the house. After that I went to
my cousin's house, there I learned costumes
or sewing clothes. That's my job while i'm
away from school. Thank you

C = 3
O = 3 75
V = 3
G = 3

B.Experimental Class (Post-Test)

class XI sma
 holiday

one Tuesday morning my family and I were invited by my mother to visit Ramah semir. We traveled by car departing at 11:00 and arriving at 13:00. When we got there I was amazed by the beautiful views at Ramah semir my family and I had a wonderful time. That's a brief account of my holiday to Ramah semir.

Chat Gpt :com

C = 4
 O = 4
 V = 4
 G = 3

99

visited

During the school holidays last semester my friend and I planned a getaway on Sunday. We decided to visit a river located behind my friend's house. First we went to a shop to buy all the necessary supplies and the cooler. After completing our shopping we headed back to my friend's house. There we prepared the ice cubes and boiled water for our initial needs. Once everything was ready we made our way to the river. Upon arriving we were surprised by the stunning view. After taking a few minutes to enjoy the view, we started the picnic. And then, as the sun was setting, the day progressed and it started getting late. We decided to head home. We eventually arrived back at the school and my friend and I.

C = 4
 O = 4
 V = 4
 G = 3

99

 xi¹ Sma

Holidays

During the School holidays, I was at home. I helped my Sister, who sells items in front of our house. After that, I visited my Cousin's house, where I learned about costumes and sewing clothes that was what I did while I was away from School thank you.

Chat GPT.com

C = 4
 O = 4 499
 V = 4
 G = 3

C.Control Class (Pre-Test)

NAMA: NADA NAPSILA
 Kelas: XI-2 sma

No. _____
 Date: _____

HOLIDAYS

during the full school holidays in Batam. Where I live and work. Today is my normal holiday. I am also there working at my mother's shop. Almost every day when we come from work, we first stop at restaurant. a small restaurant in Batam. If it's my work holiday, we decide to go to the beach.

C = 3
 O = 3
 V = 3
 G = 3

75

Quality is Our Priority Sandoz

No. 29-07-2024
 Date: _____
 Status: _____

School holiday Time

I went on holiday to the cinema. then I was looking at the cinema screen and the screen movie is over and then happy. then I bought food after buying food I went straight home then I stopped at the beach after leaving the beach I was looking at the waves and then I was having fun. School holidays make me happy.

C = 3
 O = 2
 V = 3
 G = 3

65

ALBINO

D.Control Class (Post-Test)

HOLIDAYS

During the recent school holidays in Batam, where I live and work today was just a typical day off. Also help out at my mother's shop almost every day. When we finish work, we usually stop at a restaurant, a small restaurant in Batam. On my days off, we often go to the beach. Thank you.

C = 4
O = 4
V = 4
G = 2

85

25-07-2024

Program Bahasa Inggris

I went on holiday to the cinema after watching the movie on the big screen. I felt happy. Then I bought some food and some refreshments. I slept at the beach house. I enjoyed watching the waves and relaxing. School holidays always make me happy.

C = 4
O = 4
V = 4
G = 2

85

KES: XI-2

Holiday

During school holidays, I just stay at home. After waking up, I played on my cellphone for a while. After playing on my cellphone, I do housework such as washing clothes, sweeping the house and washing dishes. After my homework is finished, I do koraoke at home. After that, I continued playing on my cellphone until I got bored. After that, I took a nap. After taking a nap, I continued playing on my cellphone again.

That's my short story during the school holidays at home.

6 - 3
 # 0 - 3 80
 # V 4
 6 - 3

DOCUMENTATION OF RESEARCH





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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umstu.ac.id> E-mail: skripsi@umstu.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 : Silvina Salsabila
NPM : 2002050020
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 113 SKS

IPK= 3.48

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Analyzing the Effectiveness of ChatGPT to Improving Student Writing Proficiency in Recount Texts	
	Utilizing Technology to Cultive Narrative Writing Digital Storytelling in the English Classroom	
	The Effect of Parental Attention and Involvement on Student Learning and Achievement	

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

Medan, 15 Januari 2024
Hormat Pemohon,

Silvina Salsabila

Keterangan:

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



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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 : Silvina Salsabila
NPM : 2002050020
Prog. Studi : Pendidikan Bahasa Inggris

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

Analyzing the Effectiveness of ChatGPT to Improving Student Writing Proficiency in Recount Texts

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Khairun Niswa, M.Hum.

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, Januari 2024
Hormat Pemohon,

Silvina Salsabila

Keterangan

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



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 Website: <http://www.fkip.umhu.ac.id> E-mail: pp@umhu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Silvina Salsabila
 NPM : 2002050020
 Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Analyzing the Effectiveness of ChatGPT to Improving Student Writing Proficiency in Recount Texts	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
 Dosen Pembimbing

Khairun Niswa, M.Hum.

Medan, 6 Januari 2024
 Hormat Pemohon,

Silvina Salsabila

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

Nomor : 0182/II.3/U/MSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
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 : Silvina Salsabila
N P M : 2002050020
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Analyzing the Effectiveness of ChatGPT to Improving Student Writing Proficiency in Recount Texts.**

Pembimbing : **Dr. Khairun Niswa, 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 : **19 Januari 2025**

Medan 08 Rajab 1445 H
19 Januari 2024 M

Wassalam
Dekan


Dra. H. Samsurnita, MPd.
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

WAJIBMENGKUTISEMINAR





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Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 29 Bulan Mei Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Silvina Salsabila
N.P.M : 2002050020
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Analyzing the Effectiveness of Chatgpt to Improving Student Writing Proficiency in Recount Texts

No	Masukan dan Saran
Judul	-
Bab I	harus ada formula of the problem.
Bab II	-
Bab III	eksplan about pretest and posttest. - explain about pretest and posttest.
Lainnya	-
Kesimpulan	<input checked="" type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Bambang Nur Alamsyah, M.Hum.)

Dosen Pembimbing

(Dr. Khairun Niswa, M. Hum.)

Panitia Pelaksana

Ketua

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

Sekretaris.

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



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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Silvina Salsabila
N.P.M : 2002050020
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Analyzing the Effectiveness of Chatgpt to Improving Student Writing Proficiency in Recount Texts

Pada hari Rabu, tanggal 29 bulan Mei, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Mei 2024

Disetujui oleh:

Dosen Pembahas


(Dr. Bambang Nur Alamsyah, M.Hum.)

Dosen Pembimbing

(Dr. Khairun Niswa, M. Hum.)

Diketahui oleh
Ketua Program Studi,

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



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

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Bila diperlukan, kami akan segera mengirimkan informasi dan tanggapan.

Nomor	: 1749 /II.3/UMSU-02/F/2024	Medan, <u>19 Muharram 1446 H</u>
Lamp	: ---	<u>25 Juli 2024 M</u>
Hal	: Izin Riset	

**Kepada : Yth. Bapak/Ibu Kepala
Yayasan Pendidikan Harapan Bangsa Kuala
Di
Tempat.**


Bismillahirrahmanirrahim
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	: Silvina Salsabila	
N P M	: 2002050020	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Penelitian	: Analyzing the Effectiveness of Chatgpt to Improving Student Writing Proficiency in Recount Texts.	





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. H. Sriamsyurnita, M.Pd.
NIDN : 0004066701





YAYASAN PENDIDIKAN HARAPAN BANGSA KUALA
SEKOLAH MENENGAH ATAS (SMA)
Jln. Binjai – Kuala Km, 18,5 Psr. 1 Bela Rakyat
Kec. Kuala, Kab. Langkat, Telp : (061) 8930290 Kode Pos 20772
Email : yphbsma@gmail.com Website : www.yphb.sch.id



Nomor : 007/SMA-HB/VII/2024
Lamp : -
Hal : Penerimaan Izin Riset

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris
Di –
Tempat

Dengan Hormat.

Berdasarkan surat dari Ketua Program Studi Pendidikan Bahasa Inggris 1749/IL3/UMSU-02/F/2024 Tanggal 25 Juli 2024 tentang Izin Riset, maka Kepala SMAS Harapan Bangsa Kuala dengan ini menerangkan mahasiswa di bawah ini :

Nama : SILVINA SALSABILA
NIM : 2002050020
Jurusan : Pendidikan Bahasa Inggris
Jenjang : Strata I

Bahwa benar nama di atas telah melakukan Riset di SMAS Harapan Bangsa Kuala guna memperoleh informasi/keterangan dan data – data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul “ANALYZING THE EFFECTIVENESS OF CHATGPT TO IMPROVING STUDENT WRITING PROFICIENCY IN RECOUNT TEXTS”

Demikian surat Balasan ini dibuat untuk dapat dipergunakan seperlunya. Demikian kami sampaikan, atas kerjasamanya Bapak/Ibu kami ucapkan terima kasih





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BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Silvina Salsabila
 NPM : 2002050020
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Analyzing The Effectiveness of Chat Gpt to Improving Student Writing Proficiency In Recount Texts

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/7/24	revisi of research methods	VE
14/7 ²⁴	revisi research findings	VE
17/7 ²⁴	revisi reference	VE
20/7 ²⁴	revisi conclusion	VE
24/7 ²⁴	check mendeley	VE
4/8 ²⁴	check plagiarism	VE
20/8 ²⁴	acc	VE-

Diketahui oleh:
 Ketua Prodi



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

Medan, Agustus 2024
 Dosen Pembimbing

Dr. Khairun Niswa, M.Hum.

SKRIPSI SILVINA SALSABILA 01-1724748479782

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Silvina salsabila



About me

I am silvina salsabila, 21 years old. I am an alumni student of the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra

Education

- SD Bela rakyat
- SMPN 1 kuala
- SMK putra anda
- Muhammadiyah of North
- Sumatera University

Contact

083863922022

jln.Bela Rakyat Kuala

Bahasa



Bahasa Indonesia



Bahasa Inggris

Experience

Internship Experience
 PLP 1 Juni 2022
 PLP 2 September 2022
 PLP 3 September 2023
 di MAN 1 Medan