

IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH CHATGPT STRATETEGY AT ELEVENTH GRADE IN SMAN 1 RAJABASA

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Abstract

This research aims to improve the ability to write descriptive texts of eleventh grade students at SMAN 1 Rajabasa through the ChatGPT strategy as a learning medium in the Independent Curriculum. This study used two classes as samples, namely class 11-3 (21 students) and class 11-4 (18 students). The ChatGPT strategy allows students to receive instant feedback and assistance in writing, so it is expected to overcome obstacles in the preparation of descriptive texts, such as errors in structure and word choice. This research method is Classroom Action Research (PTK) with three cycles, consisting of planning, action, observation, and reflection stages in each cycle. The results showed that the use of ChatGPT significantly improved students' writing skills, as seen from the increase in average scores from pre-cycle to third cycle in both sample classes. In addition, students are more active and motivated in the process of learning to write. This study concluded that the ChatGPT strategy was effective in improving the ability to write descriptive texts in eleventh grade students at SMAN 1 Rajabasa.

Keywords: ChatGPT Strategy, Descriptive Texts, Independent Curriculum, Writing Skills.

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks deskripsi siswa kelas XI SMAN 1 Rajabasa melalui strategi ChatGPT sebagai media pembelajaran pada Kurikulum Mandiri. Penelitian ini menggunakan dua kelas sebagai sampel, yaitu kelas 11-3 (21 siswa) dan kelas 11-4 (18 siswa). Strategi ChatGPT memungkinkan siswa memperoleh umpan balik dan bantuan secara langsung dalam menulis, sehingga diharapkan dapat mengatasi kendala dalam penyusunan teks deskripsi, seperti kesalahan struktur dan pilihan kata. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan tiga siklus, yang terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi pada setiap siklusnya. Hasil penelitian menunjukkan bahwa penggunaan ChatGPT meningkatkan keterampilan menulis siswa secara signifikan, terlihat dari peningkatan nilai rata-rata dari prasiklus hingga siklus III pada kedua kelas sampel. Selain itu, siswa lebih aktif dan termotivasi dalam proses pembelajaran menulis. Penelitian ini menyimpulkan bahwa strategi ChatGPT efektif dalam meningkatkan kemampuan menulis teks deskripsi siswa kelas XI SMAN 1 Rajabasa.

Kata Kunci: Strategi ChatGPT, Teks Deskriptif, Kurikulum Independen, Keterampilan Menulis.

A. INTRODUCTION

Language skills have four components, namely listening, speaking, reading, and writing. The four components of these skills can be practiced on learning topics related to one language skill, this is because each skill is very closely related to the processes that are the basis of mutually supportive language (Rachmani, 2019) One of the productive language skills is writing. Writing activity is a form of manifestation of language competence that is most recently mastered by language learners after listening, speaking, and reading competencies (Raissa et al., 2022). Writing is the process of expressing ideas, ideas, thoughts, and feelings expressed through writing (Riswanto, 2019).

Writing skills are one of the language skills that are beneficial for human life, especially students. When writing, students are required to think about pouring ideas in writing based on their knowledge and experience. Writing descriptive paragraphs is a non-fiction type of writing (based on data and facts), usually descriptive writing concerns only one subject (Romaisa, 2023) The type of descriptive writing contains details and objects that are written (Safitri, 2021) Based on the results of initial observations at SMAN 1 Rajabasa, many students have difficulty writing descriptive texts with the right structure and vocabulary.

In an effort to overcome the problems faced by students in writing descriptive texts, an innovative approach is needed that can support the learning process effectively. One of the alternatives that is currently starting to be widely applied is the use of artificial intelligence (AI) technology in learning, especially in honing writing skills. This technology not only provides extensive access to information, but is also able to provide interactive assistance that is relevant to language learning needs. In this context, ChatGPT has emerged as one of the AI technologies designed to support the teaching and learning process, especially in helping students develop writing skills more easily and effectively (Sholihatin et al., 2023)

ChatGPT, with its advanced ability to understand context and provide appropriate responses, can assist students in compiling good descriptive texts (Setiawan & Luthfiyani, 2023). Through ChatGPT, students can receive examples of relevant descriptive sentences according to the desired text structure. Not only that, ChatGPT can also help students in correcting writing mistakes directly, from using the right vocabulary to improving sentence structure. This instant feedback makes students understand the mistakes they make faster and learn to correct them (Kusworo et al., 2024) This is important to improve students' writing

skills, especially in facing various challenges that often arise in the process of writing descriptive texts.

This study was conducted to evaluate the effectiveness of ChatGPT-based learning strategies in improving the ability to write descriptive texts for eleventh grade students at SMAN 1 Rajabasa. The focus of this study is on students in grades 11-3 and 11-4, which have a total of 21 and 18 students, respectively. The use of ChatGPT is expected to have a positive impact on improving students' writing skills, so that they can better compose descriptive texts. The study also aims to assess the extent to which ChatGPT can support the student learning process by providing appropriate guidance and feedback.

Through this research, it is hoped that empirical evidence can be found regarding the successful use of ChatGPT in improving students' writing skills. The results of this research can not only be used as a reference in the application of AI technology in the field of language education, but can also be the foundation for the development of teaching methods that are more interactive and responsive to student needs. If proven effective, this ChatGPT strategy can be applied more widely in other schools in supporting the Independent Curriculum, which prioritizes learning based on student needs and interests.

B. RESEARCH METHODS

This study uses the Classroom Action Research (CAR) method with a qualitative approach to dig deeper into the effectiveness of using ChatGPT in improving students' ability to write descriptive texts. CAR was chosen because it allows researchers to intervene directly and see student development gradually in the context of learning in the classroom. A qualitative approach is used to gain a deeper understanding of the interaction between students and ChatGPT and its impact on their motivation and understanding in writing. Thus, this study not only measures the improvement of writing skills, but also observes students' experiences during the learning process.



Figure 1. Students in grades 11-3 while studying

The subjects of this study are students in grades 11-3 consisting of 21 people and grades 11-4 consisting of 18 people at SMAN 1 Rajabasa. These two classes were chosen as samples to see how effective the use of ChatGPT is in different classroom situations, both in terms of the number of students and class dynamics. In addition, the use of two sample classes is expected to provide richer and deeper data on the diversity of student responses to ChatGPT-based learning strategies. By involving both classes, this research is expected to provide a more representative picture of the effectiveness of ChatGPT in improving its ability to write descriptive text.



Figure 2. Students in grades 11-4 are learning

This research was carried out in three cycles, each of which included the stages of planning, action, observation, and reflection. Each cycle is designed to identify the obstacles faced by students, then make adjustments based on the results of reflection so that research objectives can be achieved optimally. These cycle stages are designed to build a continuous understanding and responsiveness to student needs, allowing researchers to make appropriate adjustments to each cycle. In this way, research can directly identify improvements or obstacles faced in the use of ChatGPT over time.

The first stage in each cycle is planning. At this stage, researchers developed a learning strategy that involved ChatGPT as a tool to help write descriptive text. This plan includes the preparation of learning materials, the selection of relevant descriptive text topics, and the preparation of writing assignments that are in accordance with the level of student understanding. In addition, the researcher also designed instructions for using ChatGPT so that students can take advantage of existing features to get example sentences, improvements, and

feedback that suit their learning needs. Careful preparation in this planning stage is very important to ensure that the learning process runs in accordance with the research objectives.

The second stage is action, where the planned learning strategy is applied in teaching and learning activities. At this stage, students are asked to construct descriptive text with the help of ChatGPT, which provides examples and feedback instantly. In this process, students can see and imitate how to structure good descriptive sentences and receive corrections if there are errors in the structure or diction they use. With the help of ChatGPT, students are expected to learn independently and more quickly understand important concepts in writing descriptive text. This stage of action is also a moment for researchers to observe the interaction between students and the technology used.

The observation stage is carried out simultaneously with the action stage, where the researcher observes the learning process and students' interaction with ChatGPT. This observation aims to record students' responses, their enthusiasm, and motivation that arise during the writing process. The results of the observations were then analyzed to see how effective ChatGPT was in helping students understand the structure of descriptive texts and correct writing errors. The last stage in each cycle is reflection, where the researcher evaluates the results of observations and the results of the students' work. At this stage of reflection, the researcher assesses whether the strategies applied are effective or still need adjustments for the next cycle. Reflection also helps researchers understand the obstacles that arise, so that improvements can be made in the next cycle, to optimize student learning outcomes

C. RESULTS AND DISCUSSION

The results of the study showed a significant improvement in the ability to write descriptive texts in students in both sample classes, namely grades 11-3 and 11-4. In the pre-cycle stage, the average writing score of students in grades 11-3 was 65, while in grades 11-4 it reached 64. This shows that students' initial ability to write descriptive texts is still at a fairly low level, with some constraints in terms of sentence structure and vocabulary choice. This data then becomes the basis for implementing interventions with ChatGPT-based learning strategies.

In the first cycle, there was an increase in the average score in both classes. Students in grades 11-3 managed to increase their average score from 65 to 72, while grades 11-4 increased from 64 to 71. This increase shows that the use of ChatGPT in the early stages has had a

positive influence on students' writing skills. In this stage, ChatGPT is used to provide good descriptive sentence examples and feedback on students' writing, which helps them understand how to structure the text in a more structured way.

The second cycle showed a more significant increase. The average score of students in grades 11-3 rose to 78, while in grades 11-4 it reached 76. This increase occurred because in the second cycle, students began to become more accustomed to using ChatGPT as a tool to construct richer and more varied descriptive sentences. In addition, students are also more adept at utilizing ChatGPT feedback to correct errors in sentence structure and word choices, resulting in better text.

In the third cycle, students' writing skills increased with an average score of 84 in grades 11-3 and 80 in grades 11-4. This improvement shows that the continued use of ChatGPT can help students understand important aspects of writing descriptive text, such as plot setting, proper word selection, and the use of more in-depth descriptions. In this cycle, most students are able to structure texts with the correct structure and use more varied vocabulary.

The following is a table of results of the increase in students' average writing scores in grades 11-3 and 11-4 from pre-cycle to third cycle:

Table 1. Results of increasing students' average writing scores

Cycle	Grades 11-3	Grades 11-4
Pre-Cycle	65	64
Cycle 1	72	71
Cycle 2	78	76
Cycle 3	84	80

In addition to the increase in grades, this study also recorded positive changes in students' motivation and confidence during the learning process. Students showed higher enthusiasm in composing descriptive texts and felt more confident in presenting their ideas. This is due to ChatGPT's ability to provide instant feedback and provide clear guidance on how to fix writing errors. With accessible guidance, students are more encouraged to try writing and explore words and structures they have never used before.

ChatGPT serves not only as a technical tool but also as a source of inspiration for students in developing more creative and unique ideas. Through example sentences and descriptions provided by ChatGPT, students feel more motivated and helped in finding new ways to describe objects or situations in descriptive text. Students can learn a variety of word choices, expressions, and styles of description that they were not previously familiar with. In this way, ChatGPT provides a more interactive and rewarding learning experience for students, making the writing process more engaging and enjoyable.

Overall, the results of the study show that the use of ChatGPT can be an effective strategy in improving students' writing skills. Students not only experience an improvement in the aspect of grades, but also in terms of motivation and understanding of the structure of descriptive texts. ChatGPT helps students solve obstacles that often arise in writing texts, especially in terms of structure and word choice, so that the learning process becomes more interesting and interactive for students

D. CONCLUSION

The use of the ChatGPT strategy has been proven to be effective in improving the ability to write descriptive texts in eleventh grade students at SMAN 1 Rajabasa. By utilizing this artificial intelligence technology, students are able to produce more structured and vocabulary-rich descriptive texts, which may have previously been difficult to achieve through conventional methods. ChatGPT provides examples, suggestions, and feedback in real time, allowing students to immediately understand mistakes and make improvements to their writing. With the help of this technology, students are not only assisted in choosing more varied vocabulary, but also in composing sentences that fit the logical flow and correcting improper grammar. This ease makes them more confident in writing and encourages them to experiment with different writing styles in descriptive texts.

The recommendation for further research is to explore the potential of this strategy in other materials in the Independent Curriculum, which emphasizes holistic and practical skills-based learning. By expanding the application of ChatGPT to other materials, such as narrative text, exposition, or argumentative text, researchers and education practitioners can assess whether this technology provides similar results in improving students' abilities in different types of writing. In addition, the development of special features on ChatGPT that are more tailored to the needs of Indonesian learning can also be an interesting focus. For example, more

specific features to identify errors in Indonesian spelling rules, provide synonymous suggestions according to local contexts, or detect sentence structure errors that often occur in students can further increase the effectiveness of ChatGPT in supporting language learning in Indonesia. Thus, this research has the potential to open up innovative opportunities in the application of AI technology in education, especially in supporting writing skills in accordance with the demands of the Independent Curriculum

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