

**THE INFLUENCE OF CHATGPT ON THE ABILITY TO
WRITE DESCRIPTIVE TEXT FOR STUDENTS OF ENGLISH
EDUCATION CLASS OF 2024**



A THESIS

As a Requirement for Compiling a Thesis
English Education Study Program (S.Pd).

By:

NURUL MUTMAINNAH
210110004

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2025**



**THE INFLUENCE OF CHATGPT ON THE ABILITY TO
WRITE DESCRIPTIVE TEXT FOR STUDENTS OF ENGLISH
EDUCATION CLASS OF 2024**



A THESIS

As a Requirement for Compiling a Thesis
English Education Study Program (S.Pd).

By:

NURUL MUTMAINNAH
210110004

Supervisors:

1. Dr. Muhlis, S.Kom.I., M.Sos.I.
2. St. Rahmaniah Bahrin, S.Pd., M.Pd

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2025**

STATEMENT OF WORKS ORIGINALLY

I am student with following identity:

Name : Nurul Mutmainnah
Student Number : 210110004
Study Program : English Education Study Program

Truly state that:

1. This thesis proposal is really the result of my own work, not plagiarism or duplication of the writings/works of other people which I admit to be the result of my own writing or thoughts.
2. All parts of this thesis proposal are my own work other than the quotation indicated the source. Any errors in it are my responsibility.

Hereby this statement is made accordingly. If later this statement turns out to be untrue, then I am willing to accept sanctions for that act in accordance with the provisions of the applicable laws.

Sinjai, May 27, 2025
The Researcher,



Nurul Mutmainnah
NIM: 210110004

PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of ChatGPT on The Ability to Write Descriptive Text for Students of English Education Class of 2024*, yang ditulis oleh Nurul Mutmainnah, Nomor Induk Mahasiswa (NIM) 210110004, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 8 Agustus 2025 M bertepatan dengan 15 Shafar 1447 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

Dewan Penguji

Dr. Suriati, M.Sos.I.	Ketua	(.....)
Dr. Jamaluddin, M.Pd.I.	Sekretaris	(.....)
Dr. Harmilawati, M.Pd	Penguji I	(.....)
Dr. Atmaranie Dewi Purnama, M.Pd.	Penguji II	(.....)
Dr. Muhlis, M.Sos.I.	Pembimbing I	(.....)
St. Rahmania Bahrn, S.Pd., M.Pd.	Pembimbing II	(.....)

Mengetahui:
Dekan FTIK UIAD,



Dr. Takdir, M.Pd.I.,
NBM. 1213495

ABSTRACT

Nurul Mutmainnah, *The Influence Of Chatgpt On The Ability To Write Descriptive Text For Students Of English Education Class Of 2024: English education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2025.*

This research aims to examine the influence of ChatGPT on the ability to write descriptive texts among English Education students of the 2024 cohort. The background of the research is based on the importance of writing skills and the challenges students face in producing effective descriptive texts. ChatGPT is considered a helpful tool through its features such as idea generation, vocabulary support, and grammar correction.

Theoretical review covers ChatGPT, writing skills, and descriptive text, supported by constructivist and cognitive learning theories. Previous studies also show that ChatGPT positively contributes to improving students' writing performance.

This research applies a quantitative approach with an ex post facto design. The sample consists of 34 students, using a closed-ended questionnaire as the instrument. Data were analyzed using validity, reliability, normality, linearity, and paired sample t-test.

The findings indicate that ChatGPT significantly influences students' descriptive writing ability, proven by a significance value of $0.000 < 0.05$. ChatGPT is proven effective as a writing aid, especially when used wisely and balanced with critical thinking and creativity.

Keywords: ChatGPT, descriptive writing, English language learning

ABSTRACT

Nurul Mutmainnah. *The Influence of ChatGPT on the Ability to Write Descriptive Texts among English Education Students of the Class of 2024.* Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University (UIAD) Sinjai, 2025.

This study aims to examine the influence of ChatGPT on the ability of English Education students from the Class of 2024 to write descriptive texts. The study is based on the importance of writing skills and the challenges students face in producing effective descriptive texts. ChatGPT is considered a useful learning tool due to its ability to generate ideas, provide vocabulary support, and assist with grammar correction.

The theoretical framework of this study covers ChatGPT, writing skills, and descriptive texts, supported by constructivist and cognitive learning theories. Previous studies have also indicated that ChatGPT contributes positively to the improvement of students' writing performance.

This research employed a quantitative approach using an ex post facto design. The sample consisted of 34 English Education students from the Class of 2024. Data were collected through a closed-ended questionnaire and analyzed using validity, reliability, normality, linearity, and hypothesis tests with the assistance of statistical software.

The findings reveal that ChatGPT has a significant influence on students' ability to write descriptive texts, as indicated by a significance value of 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). These results suggest that ChatGPT is an effective writing support tool that can enhance students' descriptive writing ability when used appropriately and complemented by critical thinking and creativity.

Keywords: ChatGPT, Descriptive Writing, English Language Learning, Writing Ability

مستخلص البحث

نور المطمئنة، أثر تطبيق ChatGPT على قدرة طلاب قسم تعليم اللغة الإنجليزية لعام ٢٠٢٤ على كتابة النصوص الوصفية: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٥.

يهدف هذا البحث إلى دراسة أثر تطبيق ChatGPT على قدرة طلاب قسم اللغة الإنجليزية لعام ٢٠٢٤ على كتابة النصوص الوصفية. ويستند البحث إلى أهمية مهارات الكتابة والتحديات التي يواجهها الطلاب في إنتاج نصوص وصفية فعّالة. ويُعتبر تطبيق ChatGPT أداة مفيدة لما يتميز به من خصائص، مثل توليد الأفكار، ودعم المفردات، وتصحيح القواعد.

يتناول الاستعراض النظري تطبيق ChatGPT، ومهارات الكتابة، والنصوص الوصفية، مدعوماً بنظريات البنائية والتعلم المعرفي. كما تُشير الدراسات السابقة إلى أن تطبيق ChatGPT يُسهم إيجاباً في تحسين أداء الطلاب في الكتابة.

يستخدم هذا البحث منهجاً كمياً بتصميم ما بعدي. وتتكون العينة من ٣٤ طالباً، باستخدام استبيان مغلق كأداة لجمع البيانات. تم تحليل البيانات باستخدام اختبارات الصدق والثبات والتوزيع الطبيعي والخطية واختبار t للعينات المزدوجة.

تشير النتائج إلى أن تطبيق ChatGPT يؤثر بشكل ملحوظ على قدرة الطلاب على الكتابة الوصفية، وهو ما تؤكدُه قيمة الدلالة الإحصائية $0.000 < 0.05$. وقد ثبتت فعالية ChatGPT كأداة مساعدة في الكتابة، خاصةً عند استخدامه بحكمة وتوازنه مع التفكير النقدي والإبداع.

الكلمات الأساسية: ChatGPT، الكتابة الوصفية، تعلم اللغة الإنجليزية

ACKNOWLEDGMENTS



Praise and gratitude be to Allah SWT. On this occasion, the writer would like to express heartfelt thanks to all parties who have provided guidance and support throughout the writer's studies. Therefore, the writer would like to extend sincere appreciation and gratitude to:

1. My beloved parents, Mr. Usman Nawir and Mrs. Nurwahidah, for their patience in raising, educating, praying for, and supporting me, as well as for their continuous motivation which enabled me to complete this thesis. I also extend my gratitude to all family members for their tremendous support.
2. Dr. Suriati, S.Ag., M.Sos.I., as the Rector of the Islamic University of Ahmad Dahlan Sinjai;
3. Dr. Jamaluddin, S.Pd.I., M.Pd.I. (Vice Rector I), Dr. Rahmatullah, M.A. (Vice Rector II), and Dr. Muhlis, S.Kom.I., M.Sos.I. (Vice Rector III) of the Islamic University of Ahmad Dahlan Sinjai;
4. Dr. Takdir, S.Pd.I., M.Pd.I. as the Dean of the Faculty of Tarbiyah and Teacher Training at the Islamic University of Ahmad Dahlan Sinjai;
5. Dr. Muhlis, S.Kom.I., M.Sos.I. as the first supervisor and St. Rahmaniah Bahrin, S.pd., M.Pd as the second supervisor, who always patiently guided and directed the author with great care;
6. Dr. Harmilawati, S.S., S.Pd., M.Pd. as the Head of the English Education Study Program at the Islamic University of Ahmad Dahlan Sinjai;
7. All lecturers who have guided and taught during the researcher's education at the Islamic University of Ahmad Dahlan Sinjai;
8. All staff and employees of the Islamic University of Ahmad Dahlan Sinjai who have assisted in academic matters;

9. The Head and Staff of the Library at the Islamic University of Ahmad Dahlan Sinjai;
10. To someone who is equally important in my life, Hermawan. Thank you for accompanying me throughout every stage of completing this scientific writing. Despite the distance between us, but he has always been present offering encouragement, companionship, support, and comfort during difficult times, as well as patiently listening to my concerns. Your constant motivation has inspired me to never give up, enabling me to successfully complete this work.
11. To my dear long-distance friend, whom I met during KKNMas 2024, Irma, Tanti, Qina, Wulan, Nelly, Fiqih, Sofyan, and Rafiq, who has been a companion in sharing both joy and sorrow, reminding and strengthening each other amidst the many challenges in completing this research. Despite the distance between us, she has always been present through her prayers and support.
12. My sincere gratitude goes to all my classmates and fellow members of AMA21NG, who have been more than just friends, they have been my second family throughout this journey. I wish you all good health, continued success, and hope that our friendship will endure for years to come, even as we build our own families, without ever forgetting one another.
13. Students English Education Study Program, who have always been faithful in coloring life and supporting the researcher in all matters;

Along with prayers, may all the good deeds of those who have contributed be rewarded manifold by Allah SWT, and may this scientific work be beneficial to everyone who reads it. Aamiin.

Sinjai, May 21, 2025



Nurul Mu'mainnah
NIM: 210110004

TABLE OF CONTENTS

TITLE PAGE	iii
STATEMENT OF WORKS ORIGINALLY.....	iv
SUPERVISOR APPROVAL.....	v
ABSTRCT	vii
ABSTRAK ARAB	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS.....	xii
LIST OF THE TABLE	xiv
LIST OF THE PICTURE.....	xv
LIST OF APPENDIX	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Research Question.....	6
C. Objective of The Research	6
D. Significance oh The Research	6
CHAPTER II LITERATURE REVIEW	8
A. Some Pertinent Ideas	8
B. Previous of Related Research.....	20
C. Hypothesis	23
CHAPTER III RESEARCH METHODS	24
A. Types and Approach of the Research.....	24
B. Variables Definition	25
C. Place and Time of The Research.....	25
D. Population and Sample of The Research.....	26
E. Techniques of Data Collections	27
F. Instruments of The Research.....	28
G. Validity and Reliability	28
H. Techniques of Data Analysis.....	29
CHAPTER IV FINDINGS AND DISCUSSION	31
A. Finding of the Research.....	31
B. Discussion of the Research	41

CHAPTER V CLOSING	47
A. Conclusion of the Research.....	47
B. Suggestions of the Research.....	47
REFERENCES	47
APPENDIX	51

LIST OF THE TABLE

Table 3.2 English Education Students Class of 2024 UIAD Sinjai	26
Table 4.1 Validity Test Results for ChatGPT Usage	31
Table 4.2 Validity Test Results for Perception of Benefits	32
Table 4.3 Validity Test Results for Impact on Writing Skills.....	33
Table 4.4 Validity Test Results for Potential Dependency	33
Table 4.5 Validity Test Results for Writing Process Awareness	34
Table 4.6 Reliability Test Result for ChatGPT Usage.....	35
Table 4.7 Realibility Test Results for Perception of Benefits.....	36
Table 4.8 Realibility Test Results for Impact on Writing Skills.....	36
Table 4.9 Realibility Test Results for Potential Dependency	37
Table 4.10 Realibility Test Results for Writing Process Awareness	37
Table 4.11 Descriptive Statistics of Questionnaire	38
Table 4.12 Shapiro-Wilk Normality Test Results for Questionnaire Items.....	39
Table 4.13 ANOVA Linearity Test Results	40
Table 4.14 Paired Sample t-Test Results	41

LIST OF THE PICTURE

Picture 2.1 Initial Display of ChatGPT	13
Picture 2.2 ChatGPT Display When a Question is Asked	14
Picture 2.3 Display of Request and Response for a Question.....	14
Picture 3.1 Research Design	24

LIST OF APPENDIX

Questionnaire sheet	53
---------------------------	----

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language serves as the fundamental tool of human communication, functioning as a bridge that connects individuals across diverse contexts and cultures. As a sophisticated system of symbols and rules, language enables people to express thoughts, share knowledge, convey emotions, and negotiate meanings in both spoken and written forms (Muhlis et al., 2024). In the realm of education, particularly in the teaching of English as a foreign language, mastering language skills becomes essential for effective communication in an increasingly globalized world.

English is often referred to as a universal language due to its role as a unifying medium between nations and cultures (Crystal, 2019). It serves as a common ground for international dialogue, enabling people from diverse backgrounds to engage in meaningful conversations. In diplomatic relations, business transactions, and academic exchanges, proficiency in English often opens doors to opportunities and fosters collaboration.

In education, the ability to use English effectively is integral to personal and career development. English is the medium of instruction at various higher education institutions globally, including in Indonesia. With the rising demand for English proficiency, it is crucial for students to master the four core skills of language: listening, speaking, reading, and writing (Bahrin, 2020). Among these skills, writing is often considered the most challenging. Writing requires both linguistic proficiency and deep cognitive engagement, which is why it is often regarded as one of the most demanding tasks in language learning (Roisah & Widyaningsih, 2024). Therefore, mastering writing skills is essential for academic success and effective communication in various fields of life.

Writing skill is the fundamental competencies that students must possess in English language education, as this ability is crucial for various aspects of communication and learning (Herianti, 2023). Writing not only

allows students to express their ideas and thoughts in written form but also helps them develop critical and analytical thinking skills. Writing is crucial for academic success it requires students to organize ideas logically, form strong arguments, and communicate clearly and coherently in written form (Bezbaruah, 2025). Academic writing also involves critical thinking skills, including analysis, synthesis, and evaluation of information. For students, mastering writing is an essential skill that will determine their success in higher education and in their future careers.

However, many students face difficulties in writing, especially when it comes to writing descriptive texts. Descriptive writing aims to depict or convey details about an object, place, person, or phenomenon with vivid and engaging language. As a form of writing that focuses on creating visual representations through words, descriptive writing requires keen observation and the ability to organize information in a way that allows readers to visualize what is being described.

For university students, particularly those in English language education, mastering descriptive writing plays an important role in supporting various aspects of their academic and professional development. Firstly, descriptive writing is often used in academic activities such as reflections, observational reports, and essays, where students are required to present ideas in a detailed and structured manner. This practice not only improves academic writing competence but also helps students become more expressive and accurate in delivering information. Secondly, descriptive writing strengthens observation skills, as students must pay close attention to the characteristics of objects, places, or people they describe. This habit of observing details fosters analytical thinking and sharpens their ability to interpret their surroundings. Furthermore, the ability to describe something clearly and effectively contributes to students' written communication skills, enabling them to convey ideas more precisely and engagingly. In addition, descriptive writing also stimulates creativity and imagination by encouraging the use of sensory language, varied vocabulary, and expressive imagery, all of

which are essential for personal and intellectual growth. Finally, these skills prepare students for professional careers in fields such as education, media, marketing, and communication, where the ability to write descriptively and persuasively is often a key requirement. Thus, developing proficiency in descriptive writing equips students not only with linguistic competence but also with essential life and career skills.

In today's digital era, advances in information and communication technology have brought significant changes to various aspects of life, including the field of education. One of the latest innovations gaining attention is the use of artificial intelligence (AI) in learning, particularly in the development of writing skills. One popular AI application is ChatGPT, a language model developed by OpenAI. ChatGPT is capable of generating coherent and relevant text based on the input it receives, making it a potentially effective tool for helping students improve their writing abilities.

The development of writing skills is one of the fundamental aspects of language learning, especially in an EFL (English as a Foreign Language) context. (Khudaverdiyeva, 2025) states that writing skills require not only linguistic knowledge but also deep cognitive engagement in sentence construction, paragraph structure, and idea development. According to Piaget's constructivist learning theory, effective learning occurs when students actively build understanding through interaction with various resources, including technology. ChatGPT, as an AI-based writing assistant, can provide inspiration and feedback that helps students overcome writer's block and enhance their creativity in writing descriptive texts.

In the context of education in Indonesia, the use of information and communication technology is regulated by various policies that support learning innovation. Law Number 20 of 2003 on the National Education System emphasizes that education must utilize technology in accordance with the development of the times. This is reinforced by Ministerial Regulation of the Ministry of Education and Culture Number 24 of 2016, which states that technology must be integrated into the curriculum to support an effective and

engaging learning process. In addition, Law Number 11 of 2008 on Electronic Information and Transactions (ITE) provides a legal basis for the use of technology in education, as long as it does not violate prevailing ethics and regulations. Based on these legal foundations, the use of ChatGPT in learning can be seen as a positive effort that aligns with the goals of national education, namely to enhance the competencies of the younger generation so they are well-prepared to face global challenges.

In the field of education, writing skills are of great importance, as emphasized in Surah Al-Qalam (68:1-4),

نَّ ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Meaning: "Nun. By the pen and what they inscribe" (Kemenag, 2022).

In this verse, it is shown that the pen becomes a symbol of the writing process and a means of conveying knowledge. In this context, ChatGPT, as an AI-based technology, can be seen as a tool that helps improve writing skills, especially in writing descriptive texts, which is a form of writing that requires the ability to describe and organize information effectively. As an educational tool that utilizes technology, ChatGPT offers convenience in the writing learning process, similar to the function of the pen in the context of education as taught in the Qur'an, which connects humans with knowledge and a deeper understanding.

With its interactive features, ChatGPT not only assists students in overcoming writer's block but also provides constructive suggestions to enhance writing style and structure. Through the use of this technology, students can access various examples of descriptive texts, gain creative ideas, and learn how to construct better sentences. This encourages students to become more engaged in the learning process while broadening their understanding of different writing techniques. However, it is important to remember that while ChatGPT can be a highly useful tool, students still need to develop their writing skills independently to avoid becoming overly dependent on technology. Therefore, the integration of ChatGPT in education

offers great potential to enhance writing skills, as long as it is balanced with approaches that promote creativity and critical thinking.

The background to this research arises from a paradigm shift in academic writing, caused by technological advances, especially in the context of the use of Chat Generative Pre-trained Transformer (GPT). ChatGPT is one of the leading artificial intelligence models that is capable of automatically generating text with a quality level that resembles human ability to process natural language.

Based on field observations conducted among students of the English Education Study Program Class of 2024, it was found that many students still experience difficulties in writing descriptive texts effectively. These challenges include limited vocabulary, lack of vivid details, and difficulty in organizing ideas coherently. Although students are frequently assigned writing tasks, they often struggle to transform their ideas into well-structured and cohesive descriptive paragraphs.

These observations were supported by interview data collected on November 22, 2024, from a writing lecturer and one of the students. According to the lecturer, students generally face difficulties in selecting appropriate vocabulary and tend to make frequent grammatical errors. Their writing is often limited in complexity and lacks development. The student interview further revealed that learners often feel uncertain when choosing the right words and are unsure about the grammatical accuracy of their sentences. This indicates that vocabulary mastery and grammatical control remain key weaknesses in students' descriptive writing performance.

Since the introduction of ChatGPT in the learning process, however, several improvements have been observed. Students have shown greater enthusiasm and active participation during writing activities, using ChatGPT as a tool to generate ideas, expand their vocabulary, and improve grammar. The ability of ChatGPT to provide human-like responses has helped reduce writing anxiety and guide students in constructing clearer

and more effective sentences. This suggests that integrating AI-based tools such as ChatGPT has had a positive impact on students' development in descriptive writing, which demands both clarity and creativity. These findings support the need for further research into the effects of ChatGPT on students' writing abilities within the context of English language education.

Based on this background, this research aims to examine the influence of ChatGPT in teaching descriptive text writing to students of English Education Class of 2024. Thus, the title of this research is *"The Influence of ChatGPT on the Ability to Write Descriptive Text for Students of English Education Class of 2024"*.

B. Research Question

Based on the background of the problem above, the research question in this research as follow: "What is the influence of ChatGPT on the ability to write descriptive text for students of English Education Class of 2024?"

C. Objective of The Research

Based on the problem formulation above, this research aims to determine the influence of ChatGPT on the ability to write descriptive text for students of English Education Class of 2024.

D. Significance oh The Research

The benefits of the research are divided into two parts, namely:

1. Theoretical Benefits

This research is expected to contribute to the development of theories in English language teaching, particularly in the use of AI-based technology such as ChatGPT to enhance students' ability in writing descriptive texts.

2. Practical Benefits

- a. For Students: This research can provide insights for students on how to effectively use ChatGPT to improve their writing skills, especially in writing descriptive texts.

- b. For Lecturers/Teachers: The findings of this research can serve as a reference for lecturers in designing innovative learning methods by utilizing AI technology as a learning medium.
- c. For Educational Institutions: This research can be used as a consideration in developing a curriculum that is adaptive to digital technology advancements, particularly in English language learning.
- d. For Future Researchers: This research can serve as a reference and comparison material for other researchers who wish to further explore the use of AI in language education.

CHAPTER II

LITERATURE REVIEW

A. Some Pertinent Ideas

1. ChatGPT in Language Learning

a. Definition of ChatGPT

ChatGPT is a sophisticated artificial intelligence language model created by OpenAI, built to produce text that resembles human language based on the prompts it receives. Through the use of deep learning methods, ChatGPT can participate in dialogues, offer explanations, and create content across a broad spectrum of subjects. Its effectiveness lies in its capacity to grasp context, deliver logical responses, and replicate natural language patterns. According to Radford et al. In Amaliya, language models such as ChatGPT function as unsupervised multitask learners, meaning they can handle a variety of language-based tasks without the need for direct, task-specific programming (Amaliyah, 2024).

According to Demir & Zaremba in Mohamed Haggag, ChatGPT is a large-scale language model developed by OpenAI. This model is built upon the transformer architecture and has been trained on an extensive amount of data. The transformer architecture itself is a type of deep neural network that utilizes a self-attention mechanism to process sequences of data, enabling it to handle input and output of varying lengths and to generate human-like text. ChatGPT is one of the latest Artificial Intelligence technologies used in Foreign Language (FL) education (Mohamed Haggag, 2023).

The ChatGPT application (Generative Pre-training Transformer) is an artificial intelligence (AI) technology developed by technology experts, designed to interact in a conversational format. ChatGPT is an easy-to-use technology, similar to asking a teacher in class, but ChatGPT can provide quick answers to various questions. Currently, users can not only access it through the website, but they

can also download the ChatGPT application via the Playstore on Android devices. ChatGPT is a popular AI-based conversational platform. This platform was developed by OpenAI, based in the United States, with the goal of providing ease for students in the learning process and making learning more engaging through the use of the ChatGPT application (Nababan, 2024).

Based on the various definitions presented, it can be concluded that ChatGPT is an artificial intelligence (AI)-based language model developed by OpenAI, with the capability to generate human-like text through processing based on transformer architecture and deep learning. ChatGPT is able to understand context, respond logically, and perform various language-related tasks without the need for specific programming. The application is designed in a conversational format that is easy to use, similar to interacting with a teacher in class, and is now widely accessible via both the website and Android applications. Moreover, ChatGPT has become one of the latest AI innovations effectively utilized in the field of education, particularly in Foreign Language learning, as it helps students learn in a more engaging, efficient, and interactive manner.

b. History of ChatGPT

ChatGPT is a product of OpenAI, an artificial intelligence research organization founded in December 2015 by prominent technology leaders including Elon Musk and Sam Altman. The organization was established with the mission of ensuring that artificial general intelligence (AGI) benefits all of humanity. OpenAI initially started as a non-profit organization but later transitioned into a capped-profit model to attract necessary funding for research and development (zur Muehlen, 2023).

The development of ChatGPT is based on the GPT (Generative Pre-trained Transformer) architecture, a series of large language models (LLMs) that have evolved significantly over time.

The first version, GPT, was released in 2018, followed by GPT-2 in 2019, which gained attention for its ability to generate coherent and contextually relevant text. However, due to concerns about potential misuse, OpenAI initially withheld its full release. By 2020, GPT-3 was introduced, marking a major leap with 175 billion parameters, enabling it to perform a wide array of language tasks with high fluency (Wang et al., 2025).

ChatGPT itself was officially launched in November 2022, built on a fine-tuned version of GPT-3.5, and later GPT-4. It quickly gained global popularity, reaching over 100 million users within two months—making it one of the fastest-growing consumer applications in history. Its conversational format made it highly accessible and practical for everyday users, educators, and students alike.

Academic literature emphasizes ChatGPT's evolution as a blend of deep learning, unsupervised training, and reinforcement learning from human feedback (RLHF), making it highly adaptive in responding to human-like inputs (Bhattacharya et al., 2024). Its widespread application has sparked debates about its role in education, ethics, and the future of learning. Despite concerns, its positive impact on productivity and accessibility continues to be a key topic in educational research.

Thus, the development of ChatGPT reflects both technological advancement and its implications in various fields, including English language education. As a result, understanding its history provides a broader perspective on how it has emerged as a transformative tool in enhancing writing skills, particularly in teaching descriptive text (Mahapatra, 2024b).

c. **ChatGPT in Language Learning**

The capabilities of language models like ChatGPT as unsupervised multitask learners have a significant impact on language learning. Radford et al. In Ghafar emphasize that ChatGPT can

engage in interactive conversations, generate content, and provide explanations, making it an effective tool for language acquisition (Ghafar, 2023).

Research by Gao et al. indicates that ChatGPT can offer personalized feedback and enhance student engagement in language learning activities (Gao et al., 2024). Their findings reveal that using ChatGPT contributes to improved language proficiency and greater student involvement compared to traditional learning methods.

Hidayatullah in Heryanti also found that using ChatGPT as a writing assistant helps students produce higher-quality essays and strengthens their understanding of grammar and stylistic aspects (Heryati, 2024).

Beyond supporting the development of basic language skills, ChatGPT also plays a role in fostering higher-order thinking abilities. A study by (Avsheniuk et al., 2024) shows that students using ChatGPT in critical thinking and problem-solving activities demonstrated enhanced analytical abilities and language creativity. This suggests that ChatGPT is not just a language learning aid, but also a tool that nurtures cognitive skills essential for achieving advanced language proficiency.

ChatGPT's adaptability to various learning contexts allows for its integration into blended learning environments. Alshahrana, found that ChatGPT effectively supports both classroom and online learning (Alshahrana, 2023). Students reported a smooth transition between different learning modes, with ChatGPT providing consistent support and feedback in every setting. This highlights ChatGPT's flexibility as a language learning tool in diverse educational situations.

Moreover, ChatGPT contributes to the enhancement of autonomous learning. (Lee et al., 2024) found that by offering direct access to a wide range of language resources and real-time feedback, ChatGPT encourages students to be more active in managing and

directing their own learning process. This demonstrates ChatGPT's potential to empower learners to become independent and responsible for their own educational progress.

Despite its various benefits, ChatGPT also presents several limitations in the context of language learning. One significant drawback is its potential to provide incorrect or misleading information, which may confuse learners who rely too heavily on it. Furthermore, ChatGPT lacks true understanding and cultural nuance, which are essential in mastering a foreign language contextually. Another issue is the risk of reducing students' critical thinking and problem-solving efforts, as they may become overly dependent on instant answers rather than developing their own reasoning skills. In addition, the use of ChatGPT in academic writing raises concerns about originality and plagiarism, especially when students copy responses without proper paraphrasing or citation. Therefore, while ChatGPT serves as a valuable supplementary tool in language education, its usage must be balanced with critical guidance and human supervision to ensure ethical and effective learning.

a. ChatGPT Feature

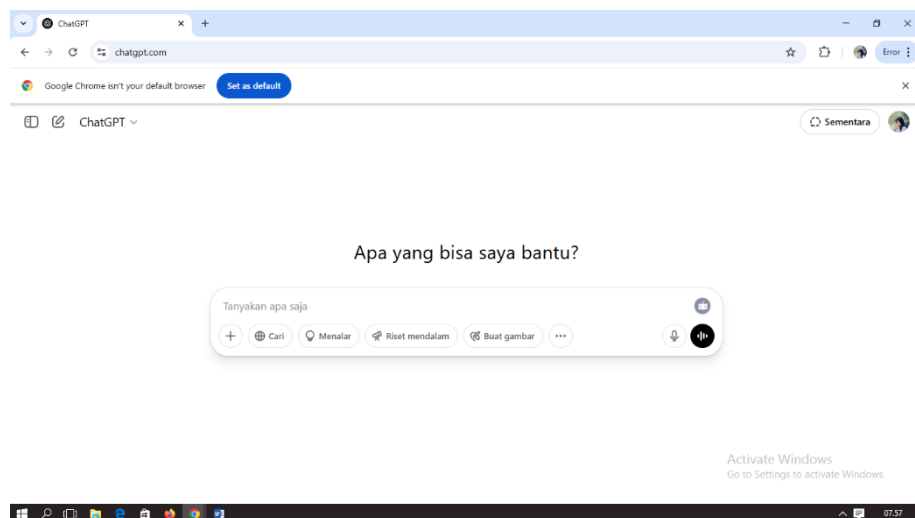
In the context of language learning, ChatGPT offers a variety of highly beneficial features to enhance students' language skills. Key features such as instant feedback, sentence rephrasing, idea generation, and contextual vocabulary suggestion allow students to explore the use of English more actively and independently. ChatGPT not only answers questions directly but also provides alternative sentences, corrects grammar, and suggests more effective sentence structures. For instance, in the process of writing descriptive texts, the *descriptive enhancement* feature helps students add more vivid and imaginative details, while the *real-time correction* feature minimizes common language errors. Through interactions with this AI, students can

build their language understanding in a constructive and continuous manner, aligning with technology-based learning approaches that emphasize collaboration between users and intelligent systems. In other words, ChatGPT serves as an interactive learning partner, supporting the development of writing skills, critical thinking, and richer vocabulary use in language learning.

b. How to Use ChatGPT

The following is a basic guide for using the ChatGPT website:

- 1) Open the Chrome application.
- 2) Click on the search bar and type ChatGPT.openai.com.

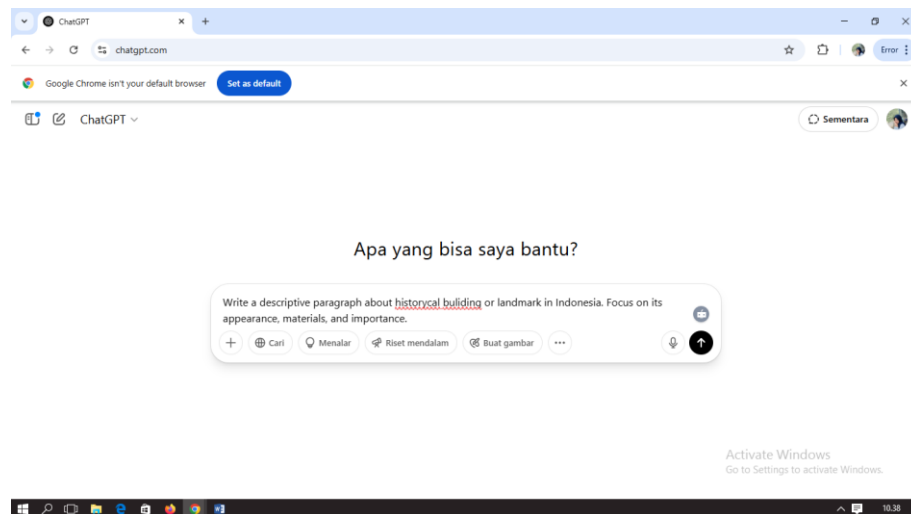


Source: (<https://Chatgpt.Com/>, n.d.)

Picture 2.1

Initial Display of ChatGPT

- 3) Select the desired feature, for example, Q&A for conversation.
- 4) Type your question or statement in the available chat box.

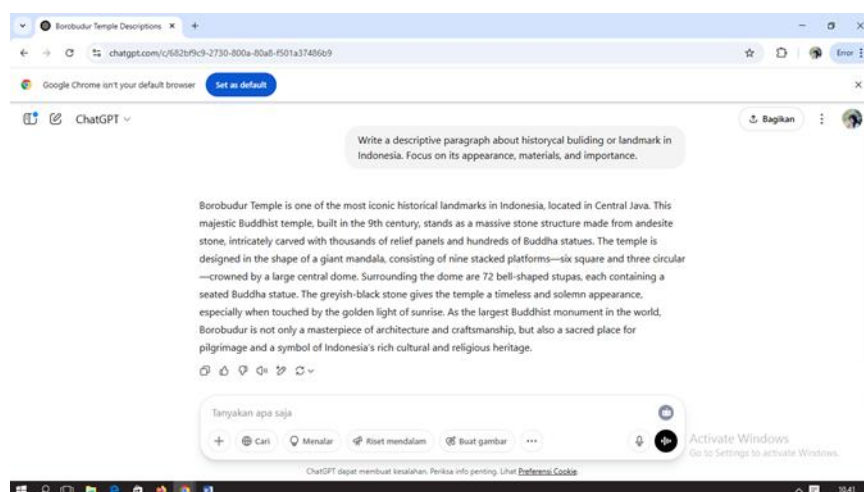


Source: (<https://Chatgpt.Com/>, n.d.)

Picture 2.2

ChatGPT Display When a Question is Asked

- 5) Click send and wait for the response to appear, which may take a few seconds.



Source: (<https://Chatgpt.Com/>, n.d.)

Picture 2.3

Display of Request and Response for a Question

It is important to note that ChatGPT has limitations in its use. In addition to being unable to respond to illegal or violent instructions, ChatGPT

does not guarantee one hundred percent accuracy in the answers it provides to users' questions.

2. Definition of Writing

Writing skills offer many benefits. Writing is a form of direct communication that allows individuals to express themselves, convey information, develop critical thinking, and provide entertainment. These are the main purposes of writing. It is also one of the four essential skills in learning English that students must master. Writing is not a simple task, as it involves a complex process including formulating meaning and delivering messages effectively (Rao, 2017). A piece of writing is produced after organizing thoughts in a logical order. This process requires selecting appropriate vocabulary, using correct grammatical structures, and expressing meaning clearly through sentences. In short, writing serves as a medium of communication aimed at producing systematic and well-organized written work. To create good writing, one must practice and understand writing components such as grammar and vocabulary.

Moreover, writing also demands critical thinking skills. Writing reflects the writer's perspectives and thoughts on social and cultural values. Therefore, critical thinking emerges when the writer's identity aligns with the norms of academic writing culture (McKinley, 2022). Academic writing is typically used for professional purposes, and in English, it takes a formal writing style. Ideas in academic writing should be fact-based and supported by references from credible sources. Thus, writers need to analyze data from those sources before including them in their writing. One key aspect of critical thinking is the ability to analyze. The critical thinking skills of EFL (English as a Foreign Language) learners can be seen in their argumentative writing (Nejmaoui, 2019). Argumentative writing also contributes to the improvement of EFL students' English skills. Overall, writing requires critical thinking, especially in the context of academic writing.

In addition to requiring critical thinking, writing is also a process-oriented activity that involves several recursive stages. According to Flower and Hayes (1981), writing consists of three major cognitive processes: planning, translating, and reviewing. These processes do not occur in a fixed sequence but interact dynamically as the writer works through a task. This perspective gave rise to what is widely known as the process approach to writing, which is especially relevant in second language instruction.

Generally, the writing process is divided into five stages:

1. Prewriting, which involves brainstorming, planning, and organizing ideas;
2. Drafting, where writers begin composing their initial ideas into text form;
3. Revising, which includes improving clarity, coherence, and content structure;
4. Editing, focusing on correcting grammar, punctuation, and word choice; and
5. Publishing, or sharing the final version of the work.

This approach, as emphasized by Murray (1985), views writing as a discovery process in which meaning emerges through cycles of reflection and revision. In EFL settings, applying the writing process theory not only fosters better language output but also builds learners' autonomy and metacognitive awareness. Digital tools like ChatGPT can support several stages of the writing process—particularly prewriting, drafting, and revising—by offering vocabulary suggestions, idea generation, and structural feedback. Thus, integrating both critical thinking and writing process strategies can significantly enhance the quality and depth of students' written work in academic contexts.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one of the text types commonly taught in schools, aimed at providing a depiction of various real-world subjects. The term comes from the word "describe," which means to present the characteristics of an object, place, or person. Through words, descriptive text conveys sensory impressions such as sound, atmosphere, appearance, and feeling (Mahmur et al., 2021). Description is the result of the writer's observations, impressions, and feelings expressed in writing. It is often compared to painting with words to portray an object, person, or place (Haryadi & Al Kansaa, 2021). Writing descriptive text involves gathering ideas, information, and thoughts into a composition that portrays people, places, or objects in detail. The main purpose is to inform or persuade readers, allowing them to clearly visualize what is being described (Siregar & Dongoran, 2020). In line with this, Pratama et al. (2020) explain that descriptive text illustrates real-world objects to help readers understand them more clearly. Description engages the five senses to create vivid impressions, enabling the reader to feel, see, and hear as if experiencing it firsthand.

Syamsudin, as cited in Pratama et al. (2020), also emphasizes that descriptive text is a form of discourse that illustrates something based on the writer's observations, experiences, and emotions. The aim is to spark the reader's imagination so they can sense or picture the object being described. Similarly, Alwasilah and Senny, in D. P. Dewi & Yuniani (2020), state that descriptive text depicts people, objects, events, or scenes verbally. The writing method is designed to make readers feel as though they are seeing, hearing, or experiencing it through their senses. Thus, description relies heavily on specific and detailed imagery.

Descriptive text aims to depict objects, places, or individuals using clear and understandable language, depending on the topic discussed. It is presented so that the reader can identify the subject being described and understand it in detail (Hermaditoyo, 2018). Mahsun, as cited in Purbania et al. (2020), states that descriptive text explains the social purpose of one or more objects based on their physical traits, making readers feel as if they are seeing the subject, even if they have never seen it in reality.

Descriptive text is considered complete when the depiction process is finished and the characteristics are clearly sequenced, including naming, classification, behavior, and function. The reader can visualize what the writer describes as if seeing it with their own eyes. Similarly, Putri & Hasmianti (2021) state that descriptive text explains people, places, and other things in detail to help readers imagine the described object vividly as if it were real.

Based on the explanations above, it can be concluded that descriptive text is a type of writing that illustrates people, places, animals, or objects through detailed and clear descriptions to stimulate the reader's imagination and understanding as if they were seeing it themselves.

b. General Structure Descriptive Text

The general structure of descriptive text consists of two parts:

- 1) Identification : Identifies the phenomenon that needs to be described.
- 2) Description : In the description, the author must explain the parts, characteristics, and qualities of certain things (Hafizah et al., 2024).

In contrast to the above opinion, it is stated that descriptive text has three elements in its structure, namely:

- 1) Identification : This section contains the identification of people, objects, or other things.

- 2) Classification : It is a component of the preparation that is in accordance with the system in a group based on applicable rules and norms.
- 3) Description part : Contains an image of an object from the text (Lusita & Emidar, 2019).

Furthermore, according to Mahsun in (Ulfa, 2018), the structure of Descriptive text is as follows:

- 1) Title : Contains several words that describe the content of the text
- 2) General description : Explained object identity
- 3) Description part : Contains a more detailed classification of objects

Based on the explanation above, it can be concluded that there are two general structures of Descriptive text, namely;

- 1) Identification : Contains an explanation of the recognition of the object you want to describe.
- 2) Description : Contains a specific description of the object described.

c. Features of Descriptive Text

According to Brown in (Junaili, 2020), there are three characteristics of descriptive text:

- 1) Uses the simple present tense, as descriptive text describes a truth or fact. One of the functions of the simple present tense is to express facts. Therefore, it must use the base form of the verb (Verb-1).
- 2) Uses adjectives, because descriptive text serves to explain something by describing its qualities or characteristics.
- 3) Uses relating verbs (linking verbs), since descriptive text aims to describe, it often uses words equivalent to "is," which are examples of linking verbs. For example: "His name is Awis."

The same characteristics of descriptive text are also presented as follows:

- 1) The text uses the simple present tense because it describes facts, which is one of the functions of the simple present tense.
- 2) It uses adjectives and nouns, because descriptive text provides information and explains a truth; therefore, adjectives and nouns are frequently used.
- 3) It uses relating verbs, which provide clarification about the noun that serves as the subject of a sentence (Suharyati, 2021).

According to Maskanah, the characteristics of descriptive text are as follows:

- 1) Descriptive text uses attributive verbs such as *to be* (am, is, are).
- 2) Uses the simple present tense.
- 3) Uses specific nouns, such as *my rabbit, national monument*.
- 4) Uses adjectives to clarify nouns, such as *my mother, my father, my sister*.

From the explanations above, it can be concluded that the characteristics of descriptive text are:

- 1) Uses the simple present tense
- 2) Uses adjectives
- 3) Uses nouns
- 4) Uses relating verbs

B. Previous of Related Research

There are several previous studies that serve as sources or references in this research, including:

1. The research conducted by Farda Amini and Arik Susianti in 2024 titled "*Chat GPT: Enhancing Students' Writing Skills for EFL Students in Descriptive Text*". The objective of this research was to assess the influence of ChatGPT on improving the writing abilities of junior high school students in descriptive text. The results of this research that the use of ChatGPT significantly improved students' writing skills,

particularly in the aspects of content, organization, grammar, vocabulary, and mechanics (Amini & Susanti, 2024).

The difference between this research and the previous research lies in the focus and location of the research. The previous research by Farda Amini and Arik Susianti focused on improving junior high school students' writing skills with the help of ChatGPT. Meanwhile, this research focuses on the influence of using ChatGPT on university students' ability to write descriptive texts. The similarities in both studies are that they both focus on the use of ChatGPT as a tool in the writing learning process, particularly in improving writing skills in English.

2. The research conducted by Ji-Young Seo in 2024 titled *"Exploring the Educational Potential of ChatGPT: AI-Assisted Narrative Writing for EFL College Students"* explored the use of ChatGPT in narrative writing by EFL college students. The results of this research showed that ChatGPT helped improve writing fluency and syntactic complexity, although there were some limitations in the deep cohesion of the generated narrative texts (Seo, 2024).

The difference between this research and the previous research lies in the objective of the research. The previous research by Ji-Young Seo aimed to explore the educational potential of ChatGPT in assisting college students with narrative writing. Meanwhile, this research aims to measure the influence of using ChatGPT on the descriptive writing skills of English education students. The similarities in both studies are that they aim to improve students' writing abilities in English, in terms of structure, fluency, and overall text quality.

3. The research conducted by Santosh Mahaparta in 2024 titled *"Impact of ChatGPT on ESL Students' Academic Writing Skills: A Mixed Methods Intervention Study"* examined the impact of ChatGPT as a formative feedback tool on the academic writing skills of undergraduate ESL students. The results of this research showed that ChatGPT had a

significantly positive impact on students' writing abilities and was well-received by them as an effective feedback tool in large classroom settings (Mahapatra, 2024a).

The difference between this research and the previous research lies in the target subjects and research methods. The previous research by Santosh Mahaparta specifically investigated undergraduate ESL students from various backgrounds and used a mixed methods approach (a combination of quantitative and qualitative methods). Meanwhile, this research focuses on English Education students of the 2024 cohort and uses a quantitative method. The similarities in both studies highlight the use of AI technology (ChatGPT) in the context of modern learning, particularly in writing skills development.

4. The research conducted by research by Roisah & Widyaningsih in 2024 titled *"The Impact of ChatGPT Use on EFL Students' Writing Ability"* focused on how ChatGPT influenced the writing performance of English as a Foreign Language (EFL) students. The study involved classroom-based observation and writing assessments. The results of this research showed that the use of ChatGPT significantly enhanced students' ability to organize paragraphs and apply correct grammar and vocabulary. The tool also contributed to increased writing fluency and confidence among learners (Roisah & Widyaningsih, 2024).

The difference between this research and the previous research lies in the research focus. The previous research by Roisah & Widyaningsih focuses broadly on general writing ability among EFL students. Meanwhile, this research specifically investigates descriptive writing skills among English education students. The similarities in both studies examine the positive influence of ChatGPT on writing performance in EFL contexts.

5. The research conducted by research by research by Amaliyah in 2024 titled *"University Students' Perceptions of ChatGPT as a Tool for Assisting Writing"* explored how university students view the role of

ChatGPT in their writing activities. The findings revealed that most students perceived ChatGPT as a helpful assistant, particularly for generating ideas and correcting grammar. However, some expressed concern about overreliance on the tool and the risk of decreased independent thinking.

The difference between this research and the previous research lies in the types of research. The previous research by Amaliyah is perception-based, focusing on students' attitudes and experiences. Meanwhile, this research employs a quantitative approach to measure actual writing ability. The similarities in both studies address ChatGPT's role in supporting student writing at the university level, especially in dealing with grammar and vocabulary issues.

C. Hypothesis

Based on the literature previously presented, the researcher proposes the following research hypothesis:

- H0: The ChatGPT does not influence the descriptive writing ability of English Education students from the Class of 2024.
- H1: The ChatGPT influences the descriptive writing ability of English Education students from the Class of 2024.

CHAPTER III

RESEARCH METHODS

A. Types and Approach of the Research

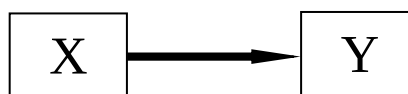
1. Types of Research

The research approach used in this research is the Ex-Post Facto method. In this method, the researcher first observes the dependent variable, and then the independent variable is introduced or analyzed as the research process progresses. The term ex post facto comes from Latin, meaning "after the event has occurred." This indicates that the research will be conducted after changes in the independent variable had occurred naturally, without direct intervention from the researcher.

When the independent variable has already undergone a change, researchers face difficulties in identifying the cause-and-effect relationship being studied. Due to the lack of control in ex-post facto research, it becomes more challenging to determine whether the independent variable X is truly related to the dependent variable Y.

In ex post facto research, researcher looked for phenomena that have occurred which were related to the Influence of ChatGPT on the Ability to Write Descriptive Text for Students of English Education Class of 2024. This method can be described as follows:

The design form in this research is as follow:



Picture 3.1
Research Design

Information:

X : ChatGPT

Y : Ability to write descriptive text

2. Research Approach

The type of research used in this research is Ex Post Facto. Ex Post Facto research is a method used to investigate causal relationships

that are not manipulated by the researcher. The existence of a cause-and-effect relationship is based on theoretical studies, where a certain variable is believed to cause another variable (Syahrizal & Jailani, 2023). Ex Post Facto research is directed at studying events that have already occurred and then tracing back to the past to identify the factors that may have caused those events (Rukmaningsih et al., 2020). The purpose of this quantitative research is to test the hypothesis in the research by looking for the influence of chatGPT on the ability to write descriptive text for students of English education class of 2024.

B. Variables Definition

1. Independent Variable

The independent variable (variable X) in this research is chatGPT. The use of ChatGPT refers to the application of the AI-based chatbot developed by OpenAI as a learning tool to assist students in the writing process, particularly in generating ideas, vocabulary, grammar correction, and organizing content in writing descriptive texts. In this research, it is measured by the frequency, manner, and purpose of students' interaction with ChatGPT during their writing activities

2. Dependent Variable

The dependent variable (variable Y) in this research is ability to write descriptive text. The ability to write descriptive text refers to the students' competence in expressing ideas clearly and vividly in written form by describing a person, place, object, or event. This ability is assessed through several components, including content, organization, vocabulary, language use (grammar), and mechanics (spelling and punctuation), following the criteria of descriptive writing performance.

C. Place and Time of The Research

1. Place

The research was conducted at the Islamic University of Ahmad Dahlan (UIAD) Sinjai, located on Sultan Hasanuddin Street No. 20, Sinjai District, South Sulawesi Province. The reason for choosing this

location is that UIAD Sinjai is the institution where the researcher is currently pursuing her studies, making it accessible and familiar for data collection purposes.

2. Time

This research began in June 2025 until complete data is collected.

D. Population and Sample of The Research

1. Population

The populations in this research were students of English Education Study Program class of 2024. There are 2 classes and the total number of students were 34 students.

Table 3.2

English Education Students Class of 2024 UIAD Sinjai

Class	Total
TBI A	16
TBI B	18
Total	34

Source: UIAD Sinjai

2. Sample

The sample in this research were English education students class of 2024 UIAD Sinjai with a total of 34 people select using total sampling, also known as saturated sampling. Saturated sampling is method where all members of the population are included as the sample. This technique is typically use when the population size is small, usually fewer than 30 individuals. Another term for saturated sampling is a census, which indicates that every member of the population is considered as a sample to obtain more comprehensive and accurate data (Suriani et al., 2023). The sample in this research was determined by considering that the class will have almost the same level of knowledge in learning English.

E. Techniques of Data Collections

This research was used a quantitative approach. Therefore, the data collection techniques in this research will include questionnaires, and documentation.

1. Questionnaire

The questionnaire is a data collection technique that is carried out by providing several questions or written statements to the respondent to be answered by that the respondent (Sugiyono, 2019).

The data collection technique used is by giving questions or statements to respondents to answer. A questionnaire was distributed to gather additional data about students' experiences and perceptions regarding the use of ChatGPT in writing descriptive texts. There are two types of questionnaires that can be used in research, namely closed questionnaires that contain notes on questions with a number of answers (options) that have been prepared by researcher and respondents are not encouraged to choose other answers besides the answers that have been provided. The second is an open questionnaire which contains questions that are not provided with a choice of answer (options) by the researcher so that respondents are free to express answers to the available questions. In this research, the researcher used closed questionnaire in data collection so that data could be obtained about the influence of ChatGPT on the on the ability to write descriptive text for students English Education class of 2024.

2. Documentation

To support this research, documentation is carried out to collect several photos or images and archive the research documents. This documentation was support the evaluation of the influence of ChatGPT of English education class of 2024.

F. Instruments of The Research

The research instruments that were used in this research include:

1. Questionnaire Sheet

In cases where the data collection method uses a questionnaire, the questionnaire sheet is given to respondents as an initial step to discover students' opinions or responses to statements or questions in the questionnaire. In this research, the Likert scale, consisting of twenty items, is also used as a measurement tool. These can be in the form of statements or questions. For quantitative analysis, answers can be scored such as strongly agree, 4 points, agree, 3 points, and strongly disagree, 1 point. This data was the basis for drawing conclusions from research on the influence of ChatGPT of English education class of 2024.

2. Documentation List

The final research tool is a documentation list, which consists of various lists collected during the documentation process. This list includes questionnaires, photo, and archives of complete research documents, as well as other supporting data.

G. Validity and Reliability

To ensure that the research results are valid and reliable, validity and reliability tests were conducted on the collected data, including questionnaires. The Validator Team from the Faculty of Tarbiyah and Teacher Training at Islamic University Ahmad Dahlan Sinjai performed the reliability and validity tests. Research instruments, including questionnaires, must undergo a validation process before being used to collect data to ensure their reliability and accuracy. Validity testing is a procedure used to determine the validity of a measurement instrument.

1. Validation Test

Research instruments, including questionnaires, must undergo a validation process before being used to collect data to ensure their reliability and accuracy. Validity testing is a procedure used to determine the validity of a measurement instrument. Questionnaire and test are said

to be valid if the statements in the questionnaire and test are able to reveal what the questionnaire and test will measure. Test the validity of each question the results of r count compared to r table where $df = n - 2$ for a significant 5% $n =$ number of sample, if a significant value is $<$ than $\alpha = 0.05$, it can be said to be valid, whereas if a significant value is $>$ than $\alpha = 0.05$, it can be said to be invalid.

2. Reliability Test

Reliability aims to determine the extent to which measurement results remain consistent. The level of consistency and dependability of measurement data is measured by reliability. When repeating measurements of the same phenomenon using the same measuring instrument, the consistency of the measurement results can be used to determine reliability (Suhirman & Yusuf, 2019). There are several techniques that can be used to measure the reliability of an instrument, one of which is the Cronbach's Alpha technique. The Cronbach's Alpha coefficient is used to assess the reliability of research instruments. Research instruments are often considered reliable if the reliability coefficient is higher than 0.6 (Duli, 2019).

H. Techniques of Data Analysis

In quantitative research, the data analysis process is carried out after all data from respondents or other sources have been successfully collected. The method used in quantitative data analysis involves the use of statistics. There are two commonly used types of statistics: descriptive statistics and inferential statistics (Sugiyono, 2019). This research used inferential statistics with the aim of identifying or measuring the degree of relationship between two variables. The normality test is conducted to determine whether the variables have a normal data distribution or not.

1. Normality Test

The normality test is conducted to measure whether the obtained data follows a normal distribution for use in statistics. The normality test is divided into several types, one of which is the Kolmogorov-Smirnov

normality test, which is used when the sample size is larger than 50. In this test, the data is considered normally distributed if the significance value is greater than 0.05 ($\text{sig.} > 0.05$). (Pandriani et al., 2023).

2. Linearity Test

Linearity testing is a stage conducted to measure whether the data distribution in the research is linear or not. The results of this linearity test will influence the choice of the appropriate analysis technique to be used. It is important to know whether two variables have a significant linear relationship, as good data should exhibit a linear relationship. In the SPSS version 25 program, the linearity test is performed using the Test for Linearity with a significance level of 0.05. The relationship between two variables is considered linear if the significance value (Deviation from Linearity) > 0.05 (Siti, 2023).

3. Hypothesis Test

In this research, hypothesis testing is conducted using regression analysis, which is used to analyze the extent of the influence of independent variables on dependent variables. Linear regression is divided into two types; in this reserach, simple linear regression analysis was used, focusing on the functional or causal relationship between one independent variable and one dependent variable (Irmayanti et al., 2021).

Testing criteria:

1. If the sig value < 0.05 and t-value $> t\text{-table}$, then H_0 is rejected and H_1 is accepted.
2. If the sig value > 0.05 and t-value $< t\text{-table}$, then H_0 is accepted and H_1 is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding of The Research

1. Validity and Reliability

a. Validity Test

Before the questionnaire instrument was used in this research, a validity test was conducted to ensure that each item truly measured what it was intended to measure. Validity is one of the essential requirements in designing research instruments to ensure that the data obtained is accurate and aligned with the measurement objectives. The validity test was conducted using the Pearson Product Moment technique with the assistance of the SPSS program. In this test, the r-count (correlation result) was compared with the r-table value based on a sample size of $N = 34$ and a significance level of $\alpha = 0.05$. The r-table value used was 0.3388.

To provide a more detailed overview, the validity test results for each section of the questionnaire are presented in the following five tables, which correspond to the five key indicators measured in this study: ChatGPT Usage, Perception of Benefits, Impact on Writing Skills, Potential Dependency, and Writing Process Awareness.

Table 4.1
Validity Test Results for ChatGPT Usage

Correlations			
Items	Pearson Correlation	R_{tabel} (Sig. 0,05)	Criterion
1	0,778	0,338	Valid
2	0,884	0,338	Valid
3	0,829	0,338	Valid

4	0,494	0,338	Valid
5	0,881	0,338	Valid

The table above shows the validity test results for the ChatGPT Usage section of the questionnaire. All five items in this section have Pearson correlation values (r-count) greater than the r-table value of 0.338 at a significance level of 0.05 with $N = 34$. This indicates that each item is positively correlated with the total score and can be declared valid. Therefore, all items in the ChatGPT Usage section are suitable to be used as valid instruments for data collection.

Table 4.2
Validity Test Results for Perception of Benefits

Correlations			
Items	Pearson Correlation	R_{tabel} (Sig. 0,05)	Criterion
1	0,866	0,338	Valid
2	0,402	0,338	Valid
3	0,866	0,338	Valid
4	0,816	0,338	Valid
5	0,866	0,338	Valid

The results presented in table 4.2 show that all five items related to the Perception of Benefits meet the validity criteria. Each item has a Pearson correlation value (r-count) greater than the r-table value of 0.338 at the 0.05 significance level with a sample size of 34. This indicates that each statement in this section is significantly correlated with the total score, meaning they are valid and appropriate for measuring students' perceptions of the benefits of using ChatGPT in the writing process.

Table 4.3
Validity Test Results for Impact on Writing Skills

Correlations			
Items	Pearson Correlation	R_{tabel} (Sig. 0,05)	Criterion
1	0,858	0,338	Valid
2	0,729	0,338	Valid
3	0,761	0,338	Valid
4	0,859	0,338	Valid
5	0,717	0,338	Valid

The results presented in table 4.3 show that all five items under the Impact on Writing Skills category have Pearson correlation values above the r-table value of 0.338 at a significance level of 0.05. With a sample size of 34, these findings confirm that each item is valid. This indicates that all statements in this section are significantly correlated with the overall score and are suitable to be used in evaluating how ChatGPT affects students' writing abilities in terms of grammar, content, and structure.

Table 4.4
Validity Test Results for Potential Dependency

Correlations			
Items	Pearson Correlation	R_{tabel} (Sig. 0,05)	Criterion
1	0,864	0,338	Valid
2	0,864	0,338	Valid
3	0,858	0,338	Valid

4	0,858	0,338	Valid
5	0,343	0,338	Valid

The validity test results in table 4.4 indicate that all five items under the Potential Dependency category are considered valid. Each Pearson correlation value exceeds the critical r-table value of 0.338 at a significance level of 0.05 with a sample size of 34. Even the lowest correlation value, 0.343, is still above the required threshold. This confirms that all items in this section are significantly correlated with the overall score and are appropriate for measuring the level of dependency students may develop toward ChatGPT in their writing practices.

Table 4.5
Validity Test Results for Writing Process Awareness

Correlations			
Items	Pearson Correlation	R_{table} (Sig. 0,05)	Criterion
1	0,957	0,338	Valid
2	0,429	0,338	Valid
3	0,957	0,338	Valid
4	0,814	0,338	Valid
5	0,733	0,338	Valid

As presented in table 4.5, all five items in the Writing Process Awareness section meet the validity requirements. Each item has a Pearson correlation value higher than the r-table value of 0.338 at a significance level of 0.05, with a sample size of 34. The highest correlation is 0.957, while the lowest is 0.429—still well above the threshold. These results indicate that every item in this section is valid and appropriate for assessing students' understanding of the

stages and elements involved in the writing process when using ChatGPT.

b. Reliability Test

After conducting the validity test, the next step is to examine the reliability of the questionnaire. Reliability refers to the extent to which an instrument consistently measures what it is intended to measure, producing stable and consistent results across repeated applications under similar conditions. In this study, reliability was measured using the Cronbach's Alpha coefficient, calculated with the assistance of the SPSS program. According to Duli (2019), a research instrument is considered reliable if the Cronbach's Alpha value exceeds 0.60. The closer the value is to 1.00, the higher the internal consistency of the instrument.

Table 4.6
Reliability Test Result for ChatGPT Usage
Reliability Statistics

Cronbach's Alpha	N of Items
.829	5

Source: SPSS Statistic 21

As presented in table 4.6, the reliability test for the ChatGPT Usage section shows a Cronbach's Alpha value of 0.829. According to Duli (2019), a research instrument is considered reliable if the reliability coefficient exceeds 0.60. Since the obtained value is well above this threshold, it can be concluded that the items under the ChatGPT Usage category are internally consistent and suitable for use as a reliable measurement tool in this research.

Table 4.7
Reliability Test Results for Perception of Benefits
Reliability Statistics

Cronbach's Alpha	N of Items
.815	5

Source: SPSS Statistic 21

Based on table 4.7, the reliability test result for the Perception of Benefits section shows a Cronbach's Alpha value of 0.815. Referring to Duli (2019), an instrument is considered reliable if the reliability coefficient exceeds 0.60. Since the obtained value is well above the threshold, it can be concluded that the items in this section are internally consistent and reliable for measuring students' perceptions regarding the advantages of using ChatGPT in their writing activities.

Table 4.8
Reliability Test Results for Impact on Writing Skills
Reliability Statistics

Cronbach's Alpha	N of Items
.842	5

Source: SPSS Statistic 21

The Cronbach's Alpha coefficient for the Impact on Writing Skills section is recorded at 0.842, as presented in Table 4.8. This value indicates that the five items designed to measure this variable possess strong internal consistency. According to the benchmark provided by Duli (2019), a coefficient above 0.60 is sufficient to categorize an instrument as reliable. Hence, the results confirm that the questionnaire items related to the impact of ChatGPT on students' writing ability yield dependable and consistent responses, making them suitable for further analysis.

Table 4.9
Reliability Test Results for Potential Dependency
Reliability Statistics

Cronbach's Alpha	N of Items
.800	5

Source: SPSS Statistic 21

The data in table 4.9 demonstrates that the Potential Dependency section achieved a Cronbach's Alpha value of 0.800. This score suggests that the items are sufficiently consistent in measuring the same underlying construct. Referring to Duli (2019), any instrument with a reliability coefficient exceeding 0.60 is considered acceptable. Therefore, the items under this section are regarded as reliable and can be trusted to accurately assess the degree of student dependency on ChatGPT during the writing process.

Table 4.10
Reliability Test Results for Writing Process Awareness
Reliability Statistics

Cronbach's Alpha	N of Items
.825	5

Source: SPSS Statistic 21

As shown in table 4.10, the Writing Process Awareness section yields a Cronbach's Alpha value of 0.825, indicating good internal consistency among its five items. In accordance with the guideline suggested by Duli (2019), a reliability coefficient greater than 0.60 is sufficient to classify an instrument as reliable. This means the statements in this section consistently reflect students' awareness of the stages involved in writing, particularly when using

ChatGPT, and are therefore appropriate for inclusion in this study's data analysis.

2. Data Analysis

a. Descriptive Statistics

Before conducting further inferential analysis, descriptive statistics were used to examine the distribution of student responses across each questionnaire indicator. This includes the minimum and maximum values, mean (average score), standard deviation, and variance for each item group. The purpose of this analysis is to provide a general overview of how students responded to the variables measured in this research .

Table 4.11
Descriptive Statistics of Questionnaire
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
ITEM1	34	15	20	19.15	1.500	2.250
ITEM2	34	16	20	19.21	1.366	1.865
ITEM3	34	15	20	19.03	1.566	2.454
ITEM4	34	16	20	19.29	1.315	1.729
ITEM5	34	16	20	19.35	1.300	1.690
Valid N (listwise)	34					

Sourch: SPSS Statistic 21

Table 4.11 demonstrates that the average scores across all five questionnaire items were notably high, with means ranging between 19.03 and 19.35 on a scale with a maximum score of 20. This reflects a strong overall tendency among respondents to agree with the statements provided in this section. The relatively low standard deviation values, ranging from 1.300 to 1.566, suggest that participants' responses were consistent and showed little variation from the mean. Among the items, ITEM5 achieved the highest average score (19.35), indicating it received the greatest

level of agreement. In contrast, ITEM3 had the lowest mean (19.03), though the difference was slight and still within a high agreement range. In summary, the data suggest that students perceived the items positively and responded with a high degree of consistency, particularly in relation to their use of ChatGPT for descriptive writing activities.

b. Inferential Statistics

1) Normality Test

To determine whether the data meet the assumptions for parametric statistical tests, a normality test was conducted using the Shapiro-Wilk method, which is recommended for samples smaller than 50. This test assesses whether each variable is normally distributed by comparing the distribution of scores to a normal distribution.

Table 4.12
Shapiro-Wilk Normality Test Results for Questionnaire Items
Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
ITEM1	.948	34	.104
ITEM2	.952	34	.145
ITEM3	.957	34	.203
ITEM4	.947	34	.101
ITEM5	.950	34	.127

Source: SPSS Statistic 21

As shown in Table 4.12, the significance values (Sig.) for all five questionnaire items based on the Shapiro-Wilk test are greater than 0.05: ITEM1 (0.104), ITEM2 (0.145), ITEM3 (0.203), ITEM4 (0.101), and ITEM5 (0.127). These results indicate that the distribution of the data for each item does not significantly differ from a normal distribution. Therefore, it can be concluded that the data for all questionnaire items are

normally distributed, and the assumptions for conducting parametric statistical tests are met.

2) Linearity Test

A linearity test was conducted to examine whether there is a linear relationship between the independent and dependent variables. This test is essential before performing correlation or regression analysis, as these methods assume a linear association between variables. The test was performed using ANOVA (Analysis of Variance), where the significance value of the *Linearity* row indicates whether the relationship is statistically linear.

Table 4.13
ANOVA Linearity Test Results
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
y * x	(Combined)	69.235	28	2.473	.727	.736
	Between Groups	17.009	1	17.009	5.003	.076
	Linearity	52.226	27	1.934	.569	.844
	Deviation from Linearity					
	Within Groups	17.000	5	3.400		
	Total	86.235	33			

Sourch: SPSS Statistic 21

As shown in table 4.13, the significance value for the Deviation from Linearity is 0.844, which is greater than 0.05 ($0.844 > 0.05$). This indicates that there is no statistically significant deviation from linearity in the relationship between the independent and dependent variables. Therefore, it can be concluded that the assumption of linearity is fulfilled, and the relationship between the variables can be considered linear. This justifies the use of parametric statistical methods, such as correlation or regression, in the subsequent analysis.

3) Hypothesis Test

After a series of prerequisite tests confirmed that the data were normally distributed and exhibited a linear relationship, the next step in the analysis was to conduct a hypothesis test. This test aims to examine the validity of the assumptions or hypotheses that had been previously in the formulated research. This research employed a paired sample t-test to analyze the data.

Table 4.14
Paired Sample t-Test Results
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1	52.118	22.539	3.865	44.254	59.982	13.483	33	.000

Source: SPSS Statistic 21

The results of the paired sample t-test, as shown in table 4.14, reveal a significance value (Sig. 2-tailed) of 0.000, which is less than the threshold of 0.05. Additionally, the calculated t-value of 13.483 exceeds the critical value of the t-table for 33 degrees of freedom (approximately 2.0345). Based on these results, it can be concluded that the null hypothesis (H_0), which states that there is no significant difference between the pretest and posttest scores, must be rejected. Consequently, the alternative hypothesis (H_1) is accepted, which states: The ChatGPT influences the descriptive writing ability of English Education students from the Class of 2024.

B. Discussion of the Research

This research was conducted among students of the English Education Study Program, Class of 2024, with a total of 34 respondents.

The purpose of this research was to examine the extent to which the use of ChatGPT influences students' ability to write descriptive texts. Data were collected through a questionnaire consisting of five indicators, including ChatGPT usage, perception of benefits, impact on writing skills, potential dependency, and writing process awareness.

Before conducting the hypothesis test, the data were first analyzed to meet the assumption of normality. The results of the Shapiro-Wilk test indicated that all five questionnaire items had significance values greater than 0.05, suggesting that the data were normally distributed and suitable for further analysis using the paired sample t-test. In addition, the questionnaire instrument was tested for both validity and reliability. All items were declared valid, as their correlation coefficients exceeded the critical r-table value, and the reliability for each indicator demonstrated Cronbach's Alpha values above 0.8, indicating strong internal consistency. These results strengthen the validity of the data and support the interpretation that the difference in scores before and after using ChatGPT reflects a real and measurable shift in students' perceptions.

The results of the paired sample t-test indicated a statistically significant difference between student responses before and after the use of ChatGPT, as evidenced by a significance value of 0.000 ($p < 0.05$) and a t-value that far exceeded the critical value from the t-distribution table. These findings suggest that the integration of ChatGPT in writing activities had a meaningful impact on students' perceptions and engagement with descriptive writing tasks. Specifically, the five indicators assessed through the questionnaire ChatGPT usage, perceived benefits, impact on writing skills, potential dependency, and writing process awareness, all showed high mean scores with minimal variation. This implies a strong and consistent positive response among students, reflecting increased confidence, improved writing strategies, and a greater sense of support when completing descriptive texts.

The statistical outcomes highlight that students not only accepted the presence of ChatGPT in their learning process but also perceived it as a valuable tool that enhanced their ability to write more effectively. The shift in responses indicates an increased awareness of the writing process and recognition of ChatGPT as a functional aid in content generation, grammar correction, and vocabulary selection.

The findings of this research can be explained through the lens of constructivist theory in (Khudaverdiyeva, 2025), which emphasizes that effective learning occurs when learners actively build their knowledge through direct experience and independent exploration. In this context, the use of ChatGPT provides students with the opportunity to engage actively in the writing process, such as by exploring ideas, constructing sentences, and revising texts based on instant feedback. This technology serves as a learning tool that facilitates an interactive and reflective learning process, in line with the principles of constructivism.

In addition, the findings also align with cognitive learning theory, which highlights the importance of information processing and mental support in the development of language skills. (Pradeep et al., n.d.) ChatGPT, through its capabilities in offering vocabulary suggestions, sentence structure improvement, and idea clarification, acts as a cognitive stimulus that encourages students to think critically and compose their writing more systematically.

Thus, the use of ChatGPT in writing instruction not only supports modern educational theories but also provides empirical evidence that technology can serve as an effective support tool in enhancing students' writing abilities, particularly in the context of descriptive texts.

To strengthen the findings of this research, it is important to review several previous studies with similar focuses. The study conducted by Amini and Susanti (2024) revealed that the use of ChatGPT significantly improved junior high school students' descriptive writing skills, particularly in terms of content, organization, grammar, vocabulary, and mechanics.

These findings are in line with the current research, which also indicates that English Education students responded positively to the use of ChatGPT in writing activities, both in terms of usability, perceived benefits, and its impact on their writing process and outcomes.

Additionally, Ji-Young Seo's (2024) research, which focused on ChatGPT use in narrative writing by EFL college students, found that the tool helped improve writing fluency and syntactic complexity, although it had some limitations in producing cohesive narratives. While the text type examined differs, Seo's findings support the conclusion that ChatGPT contributes positively to students' overall writing ability.

Another relevant study is that of Santosh Mahapatra (2024), who investigated the use of ChatGPT as a formative feedback tool in academic writing for ESL students. His findings showed that ChatGPT was well-received by students and effective in enhancing writing quality in large-class settings. This current study builds on Mahapatra's work by focusing on descriptive text writing and measuring five specific indicators of students' perceptions through a quantitative approach.

Furthermore, research by Roisah and Widyaningsih (2024) demonstrated that ChatGPT helped EFL students organize paragraphs more effectively and improved their grammar and vocabulary usage. These results reinforce the current study's findings, in which students also reported greater confidence and improved ability to compose descriptive texts in a structured manner.

Overall, the present research aligns with and supports a growing body of literature that emphasizes ChatGPT's effectiveness as a writing support tool, both in technical and affective aspects. However, this study offers a unique contribution by focusing on university-level English Education students, with a specific emphasis on descriptive writing tasks and a quantitative assessment of five dimensions related to their perception of ChatGPT use in writing instruction.

The findings of this research offer several significant implications within the context of English writing instruction, particularly in the development of descriptive writing skills at the higher education level. Overall, the results indicate that the use of ChatGPT, as an artificial intelligence-based tool, can enhance students' positive perceptions of the writing process while providing substantial cognitive and linguistic support in composing descriptive texts.

For educators, these findings suggest that the integration of technology such as ChatGPT can serve as a strategic alternative in writing instruction. Instructors may utilize ChatGPT as a self-directed learning medium that encourages students to explore ideas, revise sentence structures, and enrich their vocabulary in an interactive and independent manner. This allows the learning process to become more contextual, reflective, and rooted in real-world experiences.

For students, the application of ChatGPT holds the potential to boost motivation, confidence, and awareness of the writing process. ChatGPT functions as a personal learning tool by offering instant feedback, enabling users to develop their writing skills autonomously. These benefits are aligned with the principles of constructivist and cognitive learning theories, which emphasize learner-centered instruction and active knowledge construction through interaction with meaningful resources.

From a curriculum development perspective, this research supports the integration of AI-based tools in language education. The English education curriculum especially courses related to writing may incorporate the use of ChatGPT as a supplemental instructional aid, adjusted to meet specific learning objectives and student needs.

Theoretically, this research contributes to the expanding body of literature concerning the role of artificial intelligence in language learning. It reinforces and extends previous research that has demonstrated the effectiveness of ChatGPT in the context of English as a Foreign Language

(EFL), particularly in enhancing university students' ability to write descriptive texts.

CHAPTER V

CLOSING

A. Conclusion of the Research

Based on the results of data analysis and the discussion presented in the previous chapter, it can be concluded that the use of ChatGPT has a positive influence on the descriptive writing skills of English Education students from the 2024 cohort. This conclusion is supported by descriptive statistical analysis showing high average scores across all perception indicators, and by the paired sample t-test results, which demonstrated a significant difference between scores before and after using ChatGPT (significance value $0.000 < 0.05$). All five measured indicators ChatGPT usage, perceived benefits, impact on writing skills, potential dependency, and writing process awareness received consistently positive responses from the students. These findings indicate that ChatGPT serves as an effective support tool in the writing learning process, particularly in composing descriptive texts. In addition to enhancing linguistic competence, ChatGPT also contributes to students' confidence, language awareness, and development of more structured writing strategies.

B. Suggestions of the Research

In light of these findings, several suggestions can be offered. Educators are encouraged to consider the integration of AI-based tools such as ChatGPT into writing instruction. Its interactive and real-time feedback features make it a valuable supplement to traditional teaching methods. Students, meanwhile, should view ChatGPT not as a crutch but as a tool for self-development, using it to practice and refine their writing while maintaining critical thinking and creativity. From a curriculum development perspective, these findings support the inclusion of AI technology in writing-related courses, aligning teaching practices with the digital competencies needed by today's learners. For future researchers, it is recommended to expand this line of inquiry by exploring the effects of ChatGPT on other text genres such as narrative, expository, or

argumentative writing or by employing mixed-method approaches for a more comprehensive understanding of its impact. Further comparative studies across educational levels may also provide deeper insights into the role of AI in language learning.

REFERENCES

- Alshahrana, A. (2023). The impact of ChatGPT on blended learning: Current trends and future research directions. *International Journal of Data & Network Science*, 7(4).
- Amaliyah, R. (2024). *University students' perceptions of ChatGPT as a tool for assisting writing*. Islamic State University Maulana Maling Ibrahim Malang.
- Amini, F., & Susanti, A. (2024). Chat GPT: Enhancing Students' Writing Skills for EFL Students in Descriptive Text. *International Journal of Research and Innovation in Social Science*, 8(10), 2273–2285.
- Avsheniuk, N., Lutsenko, O., Svyrydiuk, T., & Seminikhyna, N. (2024). Empowering language learners' critical thinking: Evaluating ChatGPT's role in English course implementation. *Arab World English Journal (AWEJ) Special Issue on ChatGPT*.
- Bahrn, S. R. (2020). Improving Speaking Ability of the Second Year Students of Smk Negeri 1 Sinjai Through Small Group Discussion. *JLE: Journal of Literate of English Education Study Program*, 1(01), 15–25. <https://doi.org/10.47435/jle.v1i01.381>
- Bezbaruah, R. (2025). *Effective Writing and Style: An Introduction*. Chyren Publication.
- Bhattacharya, P., Prasad, V. K., Verma, A., Gupta, D., Sapsomboon, A., Viriyasitavat, W., & Dhiman, G. (2024). Demystifying chatgpt: An in-depth survey of openai's robust large language models. *Archives of Computational Methods in Engineering*, 31(8), 4557–4600.
- Crystal, D. (2019). English as a global language. *Cambridge UP*.
- Gao, Y., Wang, Q., & Wang, X. (2024). Exploring EFL university teachers' beliefs in integrating ChatGPT and other large language models in language education: A study in China. *Asia Pacific Journal of Education*, 44(1), 29–44.
- Ghafar, Z. N. (2023). ChatGPT: a new tool to improve teaching and evaluation of second and foreign languages a review of ChatGPT: the future of education. *International Journal of Applied Research and Sustainable Sciences*, 1(2), 73–86.
- Hafizah, W., Husna, N., Sunengsih, N., & Maulidya, R. A. (2024). High School Students' Difficulties in Writing Descriptive Text. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 8(1), 61–70.
- Haryadi, R., & Al Kansaa, H. N. (2021). Pengaruh media pembelajaran e-learning terhadap hasil belajar siswa. *At-Ta'lim: Jurnal Pendidikan*, 7(1), 68–73.
- Herianti, H. (2023). *The Influence Of Self-Efficacy On Students Speaking Skill At English Education Study Program Class Of 2021 At Iaim Sinjai*. Universitas

Islam Ahmad Dahlan.

- Hermaditoyo, S. (2018). Teks deskriptif dalam pembelajaran bahasa Indonesia kurikulum 2013. *Jurnal Pendidikan Dan Kebudayaan Missio*, 10(2), 267–273.
- Heryati, T. F. (2024). *Exploring students' perception in using ouillbot as an Artificial Intelligence in writing skills*. Universitas Islam Negeri Maulana Malik Ibrahim. <https://chatgpt.com/>. (n.d.).
- Irmayanti, I., Nurjannah, N., & Syarifuddin, S. (2021). *Statistika Dasar*. CV Pena Persada.
- Junaili, R. (2020). Peningkatan Hasil Belajar Descriptive Text Melalui Model Pembelajaran Picture And Picture. *Azkiya*, 5(1), 52–60.
- Kementrian Agama. (2015). *al Qur'an Online dan Terjemahannya*.
- Khudaverdiyeva, T. (2025). The Importance of Writing in Language Acquisition: A Cognitive, Communicative, and Pedagogical Perspective. *Global Spectrum of Research and Humanities*, 2(3), 127–138.
- Lee, H.-Y., Chen, P.-H., Wang, W.-S., Huang, Y.-M., & Wu, T.-T. (2024). Empowering ChatGPT with guidance mechanism in blended learning: Effect of self-regulated learning, higher-order thinking skills, and knowledge construction. *International Journal of Educational Technology in Higher Education*, 21(1), 16.
- Lusita, J., & Emidar, E. (2019). Struktur dan Unsur Kebahasaan Teks Deskripsi Siswa Kelas VII SMP Negeri 30 Padang. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(1), 113–120.
- Mahapatra, S. (2024a). Impact of ChatGPT on ESL students' academic writing skills: a mixed methods intervention study. *Smart Learning Environments*, 11(1). <https://doi.org/10.1186/s40561-024-00295-9>
- Mahapatra, S. (2024b). Impact of ChatGPT on ESL students' academic writing skills: A mixed methods intervention study. *Smart Learning Environments*, 11(1), 9.
- Mahmur, M., Hasbullah, H., & Masrin, M. (2021). Pengaruh minat baca dan penguasaan kalimat terhadap kemampuan menulis narasi. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 3(02), 169–184.
- McKinley, J. (2022). An argument for globalized L2 writing methodological innovation. *Journal of Second Language Writing*, 58, 100945.
- Mohamed, H. (2023). A program based on chat generative pre-trained text transformer (Chatgpt) for enhancing EFL majors' descriptive paragraph writing skills and their English grammar use. 39(6), 1–29.
- Muhlis, M., Suriyati, S., Musliadi, M., Firdaus, R. W., & Syahria, S. (2024).

KOMUNIKASI ANTAR BUDAYA (Studi Tentang Komunikasi Antar Budaya di Kalangan Mahasiswa Suku Bugis dan Suku Konjo di Universitas Islam Ahmad Dahlan Sinjai. *RETORIKA: Jurnal Kajian Komunikasi Dan Penyiaran Islam*, 6(1), 1–9.

Nababan, S. (2024). *the Effect of Semantic Mapping Strategy Towards Students Ability in Writing Descriptive Text At the Eight Grade of Smpn 37 Medan*. 7, 5037–5041.

Nejmaoui, N. (2019). Improving EFL Learners' Critical Thinking Skills in Argumentative Writing. *English Language Teaching*, 12(1), 98–109.

Pandriani, P., Vina, N. V. H., Abdul, W., Sisca, V., Sri, S., Endang, K. N., Bagus, D. H. S., Vini, R., Muhammad, I. H., Syamsidar, G., Trisna, Y., Anisa, R., Firdhani, F., & Siti, M. (2023). *Statistika Dasar*. Widina Media Utama.

Pradeep, K., Anbalagan, R. S., Thangavelu, A. P., Aswathy, S., Jisha, V. G., & Vaisakhi, V. S. (n.d.). *Neuroeducation : understanding neural dynamics in learning and teaching*.

Rao, P. S. (2017). The characteristics of effective writing skills in English language teaching. *Research Journal of English*, 2(2), 75–86.

Roisah, S., & Widyaningsih, T. L. (2024). The impact of ChatGPT use on EFL students' writing ability. *Concept: Journal of Social Humanities and Education*, 3(3), 191–199.

Rukmaningsih, R., Gunawan, A., & Muhammad, A. L. (2020). *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan* (M. Erni & A. Havid (Eds.)). Erhaka Utama.

Seo, J. Y. (2024). Exploring the Educational Potential of ChatGPT: AI-Assisted Narrative Writing for EFL College Students. *Language Teaching Research Quarterly*, 43, 1–21. <https://doi.org/10.32038/ltrq.2024.43.01>

Siregar, S. R., & Dongoran, N. (2020). Students' ability in writing descriptive text. *English Education: English Journal for Teaching and Learning*, 8(01), 81–90.

Siti, N. (2023). *Statistika Pendidikan: Teori, Aplikasi, dan Kaus*. Salemba Humanika.

Sugiyono, P. D. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Cet. Ke-12. Bandung: Alfabeta.

Suharyati, S. (2021). Upaya meningkatkan kemampuan menulisteks deskriptif melalui teknik gambas di smpn 1 sungai raya. *Jurnal Pembelajaran Dan Pendidikan Karakter*, 1(1), 79–84.

Syahrizal, H., & Jailani, M. S. (2023). Jenis-Jenis Penelitian Dalam Penelitian Kuantitatif dan Kualitatif. *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora*, 1(1), 13–23. <https://doi.org/10.61104/jq.v1i1.49>

- Ulfa, N. (2018). *Keterampilan Menulis Teks Deskripsi Bahasa Makassar Melalui Media Gambar Siswa Kelas VII SMP Negeri 1 Bajeng Barat Kabupaten Gowa*. UNIVERSITAS NEGERI MAKASSAR.
- Wang, Z., Chu, Z., Doan, T. V., Ni, S., Yang, M., & Zhang, W. (2025). History, development, and principles of large language models: an introductory survey. *AI and Ethics*, 5(3), 1955–1971.
- Zur, M. (2023). GPTs Spitball about OpenAI. *Available at SSRN 4642520*.

APPENDIX

APPENDIX I

RESEARCH INSTRUMENT

Appendix 1: questionnaire sheet

Questionnaire sheet



THE INFLUENCE OF CHATGPT ON THE ABILITY TO WRITE DESCRIPTIVE TEXT FOR STUDENTS OF ENGLISH EDUCATION CLASS OF 2024

Respondent Identity

Name :

Class :

Instructions:

1. This research conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University Sinjai. This is an experimental study aimed at determining the influence of ChatGPT on the ability to write descriptive text for students of English education class of 2024.
 2. Read each statement carefully and mark (✓) in the column that corresponds to your assessment for each observed aspect.
 - 4 = Strongly Agree
 - 3 = Agree
 - 2 = Disagree
 - 1 = Strongly Disagree
- a. ChatGPT Usage in Writing Descriptive Texts

No	Statement	Score			
		1	2	3	4
1	I often use ChatGPT to help write descriptive texts.				

2	I find ChatGPT easy to use for writing.				
3	ChatGPT helps me generate ideas when writing descriptive texts.				
4	I use ChatGPT to correct grammar in my writing.				
5	ChatGPT helps me choose the right vocabulary when writing descriptive texts.				

b. Perception of ChatGPT's Benefits

No	Statement	Score			
		1	2	3	4
1	I feel my writing is better after using ChatGPT.				
2	ChatGPT helps me organize structured paragraphs.				
3	ChatGPT encourages me to be more active in learning to write				
4	Using ChatGPT increases my confidence in writing descriptively				
5	ChatGPT helps me understand the structure of descriptive texts				

c. Impact on Writing Skills

No	Statement	Score			
		1	2	3	4
1	I have improved in terms of content after using ChatGPT.				
2	I better understand the correct use of tenses in descriptive texts.				
3	I have become more aware of writing mistakes after using ChatGPT.				
4	ChatGPT helps me understand the characteristics of descriptive texts				
5	I feel more creative in writing after using ChatGPT.				

d. Potential Dependency

No	Statement	Score			
		1	2	3	4
1	I rely too much on ChatGPT when writing assignments.				
2	I find it difficult to write without ChatGPT's help.				
3	I still try to write on my own before using ChatGPT.				
4	I use ChatGPT as a tool, not as the main writer.				
5	I strive to develop my own writing even when using ChatGPT				

e. Writing Process Awareness

No	Statement	Score			
		1	2	3	4
1	I follow several steps when writing, such as brainstorming, drafting, and revising.				
2	I use ChatGPT during the planning or idea-generation stage of writing.				
3	I revise and improve my writing after receiving suggestions from ChatGPT.				
4	I try to organize my writing clearly before finalizing it.				
5	I feel more confident in the writing process because ChatGPT supports different writing stages.				

Percentage Scoring Formula:

$$\text{Percentage Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

Maximum Score per Section:

$$1. \quad 5 \text{ items} \times 4 \text{ (maximum score)} = 20$$

2. So, the percentage is calculated by dividing the score by 20 and multiplying by 100.

Score Interpretation per Section (in %):

1. 85% – 100% : Very High
2. 70% – 84% : High
3. 55% – 69% : Low
4. Below 55% : Very Low

APPENDIX II
DATA AND ANALYSIS DATA
OF THE RESEARCH

Appendix 3: Questionnaire sheet result

item 1	q1	q2	q3	q4	q5	
r1	4	4	4	4	4	20
r2	4	4	4	4	4	20
r3	4	4	4	3	4	19
r4	4	4	4	4	4	20
r5	4	4	4	4	4	20
r6	4	4	4	4	4	20
r7	4	4	4	4	4	20
r8	4	4	3	4	3	18
r9	4	4	4	4	4	20
r10	3	3	3	3	3	15
r11	4	4	4	4	4	20
r12	3	4	3	3	4	17
r13	4	4	4	4	4	20
r14	4	4	4	4	4	20
r15	4	4	4	3	4	19
r16	4	4	4	4	4	20
r17	4	3	3	3	3	16
r18	3	3	3	4	3	16
r19	4	4	4	4	4	20
r20	4	4	4	4	4	20
r21	4	4	4	3	4	19
r22	4	3	3	4	3	17
r23	4	4	4	4	4	20
r24	4	4	4	3	4	19
r25	3	3	4	4	3	16
r26	4	4	4	4	4	20
r27	4	4	4	4	4	20
r28	4	4	4	4	4	20
r29	4	4	4	4	4	20
r30	4	4	4	4	4	20
r31	4	4	4	4	4	20
r32	4	4	4	4	4	20
r33	4	4	4	4	4	20
r34	4	4	4	4	4	20
	0.7775395	0.8841767	0.8291029	0.49362	0.8813057	
	0.3388	0.3388	0.3388	0.3388	0.3388	

item 2	q1	q2	q3	q4	q5	
r1	4	4	4	4	4	20
r2	4	4	4	4	4	20
r3	4	3	4	4	4	19
r4	4	4	4	4	4	20
r5	4	4	4	4	4	20
r6	4	4	4	4	4	20
r7	4	4	4	4	4	20
r8	4	3	4	3	4	18
r9	4	4	4	4	4	20
r10	3	4	3	3	3	17
r11	4	4	4	4	4	20
r12	4	3	4	3	3	17
r13	4	4	4	4	4	20
r14	4	4	4	4	4	20
r15	4	3	4	4	4	19
r16	4	4	4	4	4	20
r17	3	3	3	4	3	16
r18	3	4	3	3	3	16
r19	4	4	4	4	4	20
r20	4	4	4	4	4	20
r21	4	3	4	4	4	19
r22	3	4	3	3	3	16
r23	4	4	4	4	4	20
r24	4	3	4	4	4	19
r25	3	4	3	3	4	17
r26	4	4	4	4	4	20
r27	4	4	4	4	4	20
r28	4	4	4	4	4	20
r29	4	4	4	4	4	20
r30	4	4	4	4	4	20
r31	4	4	4	4	4	20
r32	4	4	4	4	4	20
r33	4	4	4	4	4	20
r34	4	4	4	4	4	20
	0.8658642	0.4022583	0.8658642	0.8162179	0.8658642	
	0.3388	0.3388	0.3388	0.3388	0.3388	

item 3	q1	q2	q3	q4	q5	
r1	4	4	4	4	4	20
r2	4	4	4	4	4	20
r3	4	3	4	4	3	18

r4	4	4	4	4	4	20
r5	4	4	4	4	4	20
r6	4	4	4	4	4	20
r7	4	4	4	4	4	20
r8	3	3	3	3	3	15
r9	4	4	4	4	4	20
r10	3	3	3	3	3	15
r11	4	4	4	4	4	20
r12	3	3	4	3	3	16
r13	4	4	4	4	4	20
r14	4	4	4	4	4	20
r15	4	3	4	4	3	18
r16	4	4	4	4	4	20
r17	3	3	4	4	4	18
r18	3	4	3	3	4	17
r19	4	4	4	4	4	20
r20	4	4	4	4	4	20
r21	4	3	4	4	3	18
r22	3	4	3	3	4	17
r23	4	4	4	4	4	20
r24	4	3	4	4	3	18
r25	3	4	3	3	4	17
r26	4	4	4	4	4	20
r27	4	4	4	4	4	20
r28	4	4	4	4	4	20
r29	4	4	4	4	4	20
r30	4	4	4	4	4	20
r31	4	4	4	4	4	20
r32	4	4	4	4	4	20
r33	4	4	4	4	4	20
r34	4	4	4	4	4	20
	0.858137	0.7294647	0.7613038	0.858727	0.7167316	
	0.3388	0.3388	0.3388	0.3388	0.3388	

item 4	q1	q2	q3	q4	q5	
r1	4	4	4	4	4	20
r2	4	4	4	4	4	20
r3	4	4	4	4	3	19
r4	4	4	4	4	4	20
r5	4	4	4	4	4	20
r6	4	4	4	4	4	20
r7	4	4	4	4	4	20
r8	4	4	3	3	3	17
r9	4	4	4	4	4	20
r10	3	3	4	4	4	18
r11	4	4	4	4	4	20
r12	3	3	4	4	3	17
r13	4	4	4	4	4	20
r14	4	4	4	4	4	20
r15	4	4	4	4	3	19
r16	4	4	4	4	4	20
r17	4	4	4	4	4	20
r18	3	3	3	3	4	16
r19	4	4	4	4	4	20
r20	4	4	4	4	4	20
r21	4	4	4	4	3	19
r22	3	3	3	3	4	16
r23	4	4	4	4	4	20
r24	4	4	4	4	3	19
r25	3	3	3	3	4	16
r26	4	4	4	4	4	20
r27	4	4	4	4	4	20
r28	4	4	4	4	4	20
r29	4	4	4	4	4	20
r30	4	4	4	4	4	20
r31	4	4	4	4	4	20
r32	4	4	4	4	4	20
r33	4	4	4	4	4	20
r34	4	4	4	4	4	20
	0.8635363	0.8635363	0.8580426	0.8580426	0.3433212	
	0.3388	0.3388	0.3388	0.3388	0.3388	

item 5	q1	q2	q3	q4	q5	
r1	4	4	4	4	4	20
r2	4	4	4	4	4	20
r3	4	3	4	4	4	19
r4	4	4	4	4	4	20
r5	4	4	4	4	4	20
r6	4	4	4	4	4	20
r7	4	4	4	4	4	20
r8	4	4	4	4	4	20
r9	4	4	4	4	4	20
r10	3	3	3	3	4	16
r11	4	4	4	4	4	20
r12	3	3	3	4	4	17
r13	4	4	4	4	4	20
r14	4	4	4	4	4	20
r15	4	3	4	4	4	19
r16	4	4	4	4	4	20
r17	4	4	4	4	4	20
r18	3	4	3	3	3	16
r19	4	4	4	4	4	20
r20	4	4	4	4	4	20
r21	4	3	4	4	4	19
r22	3	4	3	3	3	16
r23	4	4	4	4	4	20
r24	4	3	4	4	4	19
r25	3	4	3	4	3	17
r26	4	4	4	4	4	20
r27	4	4	4	4	4	20
r28	4	4	4	4	4	20
r29	4	4	4	4	4	20
r30	4	4	4	4	4	20
r31	4	4	4	4	4	20
r32	4	4	4	4	4	20
r33	4	4	4	4	4	20
r34	4	4	4	4	4	20
	0.9574157	0.4287869	0.9574157	0.8144519	0.733483	
	0.3388	0.3388	0.3388	0.3388	0.3388	

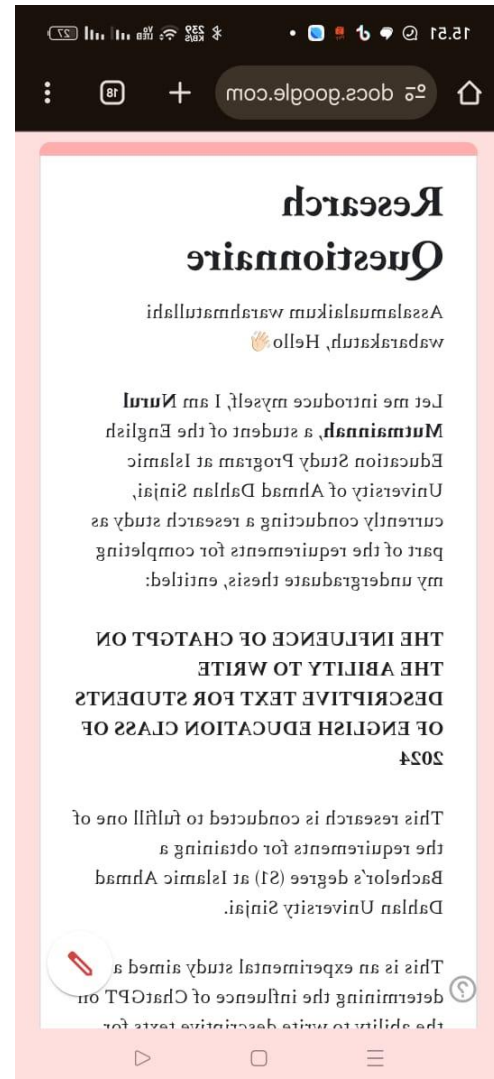
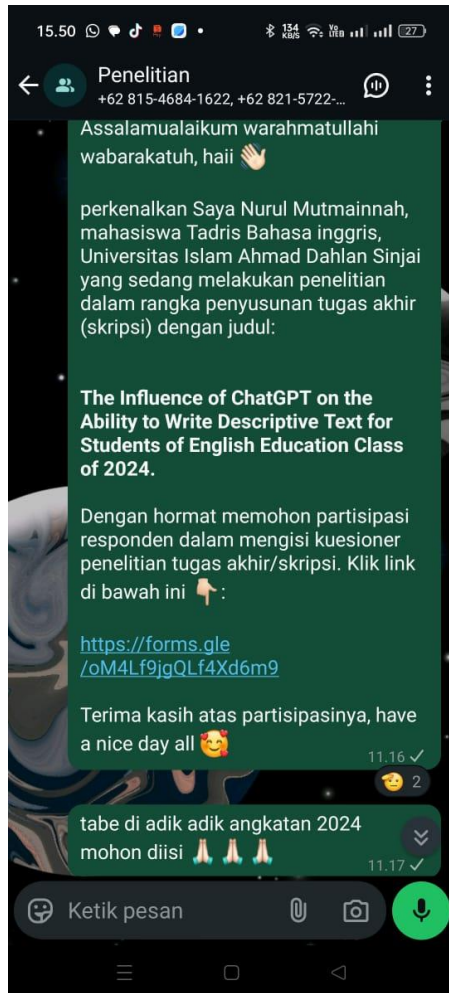
Correlations

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
VAR00001	Pearson Correlation	1	.403*	.815**	.909**	.280	.858**
	Sig. (2-tailed)		.018	.000	.000	.108	.000
	N	34	34	34	34	34	34
VAR00002	Pearson Correlation	.403*	1	.161	.289	.918**	.729**
	Sig. (2-tailed)	.018		.362	.098	.000	.000
	N	34	34	34	34	34	34
VAR00003	Pearson Correlation	.815**	.161	1	.897**	.199	.761**
	Sig. (2-tailed)	.000	.362		.000	.258	.000
	N	34	34	34	34	34	34
VAR00004	Pearson Correlation	.909**	.289	.897**	1	.337	.859**
	Sig. (2-tailed)	.000	.098	.000		.052	.000
	N	34	34	34	34	34	34
VAR00005	Pearson Correlation	.280	.918**	.199	.337	1	.717**
	Sig. (2-tailed)	.108	.000	.258	.052		.000

APPENDIX III

DOCUMENTATION





APPENDIX IV

CORRESPONDENCES



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

SURAT KETERANGAN

Nomor : 404.D1/III.3.AU/F/KET/2025

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan di bawah ini:

Nama	: Dr. Takdir, M.Pd.I.
Pangkat / Gol. Ruang	: Lektor III.D
Jabatan	: Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Instansi	: Universitas Islam Ahmad Dahlan

Dengan ini menerangkan bahwa:

Nama	: Nurul Mutmainnah
Nomor Pokok	: 210110004
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)

Benar yang bersangkutan telah melaksanakan penelitian di Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan dalam rangka penyusunan Skripsi dengan judul penelitian **"The Influence of ChatGPT on the Ability to Write Descriptive Text for Students of English Education Class of 2024"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sinjai, 11 Shafar 1447 H
5 Agustus 2025 M

Dekan,

Dr. Takdir, M.Pd.I.
NBM: 1213495

Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai
Telp. 082291930870 Kode Pos. 92612

✉ ftikulad@gmail.com
📍 UIAD Sinjai Official

📷 ftikulad
📱 ftikuadsinjai
🌐 ulad_sinjai

🌐 www.ftik.ulad.ac.id



**GUGUS INSTRUMEN PENELITIAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

KETERANGAN VALIDITAS INSTRUMEN
Nomor: 235.G3.1/III.3.AU/A/2025

Gugus Instrumen Penelitian Fakultas Tarbiyah dan Ilmu Keguruan telah menvalidasi instrumen untuk keperluan penelitian yang berjudul:

"The Influence of ChatGPT on the Ability to Write Descriptive Text for Students of English Education class of 2024"

Oleh peneliti:

Nama : Nurul Mutmainnah
NIM : 210110004
Program studi : Tadris Bahasa Inggris

Setelah diperiksa secara teliti oleh Tim Validasi dari Gugus Instrumen Penelitian, maka Instrumen Penelitian tersebut valid dan dapat digunakan dalam penelitian.

Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sinjai, Juli 2025

Validator 1

Dr. Harmilawati, S.S., S.Pd., M.Pd.

Validator 2

Dr. Atmaranie Dewi Purnama, M.Pd.

Mengetahui,
Ketua Gugus Validator

Dr. Syarifuddin, M.Pd.
NBM. 463964



UIAD
ISLAM - BERMUTU - KEMAJUAN

**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

**SURAT KEPUTUSAN
NOMOR: 781.D1/III.3.AU/F/KEP/2024**

**TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
- Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.

MEMUTUSKAN

- Menetapkan** :
- Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** :
- Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Muhlis, S.Kom.I., M.Sos.I.	St. Rahmaniah Bahrin, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Nurul Mutmainnah
 NIM : 210110004
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi : The Influence of ChatGPT on The Students' Ability in Writing Descriptive Text at English Education Study Program Class of 2024

- Kedua** :
- Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** :
- Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** :
- Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

**UIAD**
ISLAM BERAGUTU KARDINAL**UNIVERSITAS ISLAM
AHMAD DAHLAN****FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 27 Rabiul Akhir 1446 H
30 Oktober 2024 M

Dekan,

Dr. Takdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



SURAT KETERANGAN HASIL TURNITIN

Nomor : 146.L10/III.3.AU/A/2026

Saya yang bertanda tangan di bawah ini;

Nama : **Asriani Abbas, S.I.P.**
 NBM : **1235305**
 Jabatan : **Kepala Perpustakaan UIAD Sinjai**

Menerangkan bahwa,

Nama : **Nurul Mutmainnah**
 Nim : **210110004**
 Prodi : **TBI**
 Jenis dokumen : **Skripsi**

Telah melakukan cek plagiat menggunakan aplikasi *Turnitin Similarity Check* dengan **Indeks Plagiat 20%.**

Demikian surat keterangan ini supaya digunakan sebagaimana mestinya.

Sinjai, 18 Mei 2026

Kepala Perpustakaan UIAD Sinjai


Asriani Abbas, S.I.P.
NBM. 1235305