

The use of artificial intelligence to improve EFL students' writing skill

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ABSTRACT

This research aims to analyze the use of artificial intelligence platforms that can be used to convey writing subjects. This research used a mixed-method design that combines quantitative and qualitative approaches. This research aims to test the effectiveness of AI in teaching writing involving 30 high school students around the Kalideres RPTRA as samples. Quantitative data is obtained through pre-tests and, post-tests and surveys to measure English writing skills and students' perceptions of using AI in learning writing. Qualitative data was obtained through interviews. The findings of this research show that Artificial Intelligence technology can be used as a medium in developing English language learning for students, especially writing skills. This research applies AI platforms, namely Gencraft and ChatGPT. The research results show an increase in writing skills after using AI. These findings support that using AI is effective in learning English, especially writing skills. The data analysis results show that the output Sig = 0.00 means that the pre-test and post-test averages differ. The application of Gencraft and ChatGPT media is effective in improving student's writing skills. Learning effectiveness with Gencraft and ChatGPT media can also be seen from the average pre-test score of 71,47 and post-test of 46,81, which shows that learning outcomes have increased. Observations made during the learning process using Gencraft and ChatGPT media revealed that the average student's writing ability was in a good category and was improving, as evidenced by the students' work in writing descriptive texts.

Keywords: Artificial Intelligence; writing; gencraft; ChatGPT

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INTRODUCTION

Language is a communication tool for conveying someone's ideas or opinions. With language ability, a person can express what is in his mind. Forms of language expression can be oral and written. Writing skills are one of the four skills in English learning besides reading, listening, and speaking skills. Writing skills are the most difficult skills to master because of the complexity required in this skill. This is because writing skills require skills in generating and organizing ideas and mastering various aspects of writing such as grammar, vocabulary, word choice, punctuation (Dendup & Onthanee, 2020; Suvin, 2020; Valizadeh, 2022). One student was used to expressing ideas and feelings in writing. However, they must still pay attention to the structure of the language so that what is written can be understood by readers, as explained by Tarigan (2008) that writing skills require a long time and intensive practice.

The integration of contemporary technology into English teaching encompasses the utilization of inventive approaches, tools, materials, equipment, systems, and strategies. This integration is intricately linked to English language instruction and contributes to the achievement of anticipated objectives. According to Prayudi et al. (2021), the method employed by instructors in their classes is a crucial element in facilitating the

language learning process. In the current era of digital progress, the education sector has experienced extraordinary development, and one of the reasons is that it is influenced by the incorporation of Artificial Intelligence (AI).

Artificial Intelligence (AI), as an integral component of technological advancement, has significantly facilitated the realm of education and learning. Numerous AI-based systems are frequently employed in educational settings (Shidiq, 2023). AI has emerged as a sophisticated tool that can provide a different experience in English learning. Abimanto (2023) stated that the effectiveness of AI in English language teaching plays an important role in opening new opportunities in language education. Artificial Intelligence (AI) or artificial intelligence turned out to have a tremendous impact pedagogical (Garg & Sharma, 2020). Experts have recognized the potential of AI in education because of its ability to provide engaging support for students and accurate feedback. One expert who admitted the effectiveness of using AI in English language learning is Dr. Johnson. Johnson (2019) stated that AI has the potential to revolutionize teaching language, making it accessible and efficient for learners from various backgrounds.

In this research, AI is used to support learning writing skills in high school students. With AI, students get a different experience and more interesting learning than learning by listening to lectures or explanations from Teachers. This research uses several AI platforms to understand students' English writing skills. This research aims to see whether AI effectively teaches high school students English writing skills, especially in descriptive text material. An AI platform that proves valuable in supporting the development of English writing skills is ChatGPT. ChatGPT, developed by OpenAI, is a machine technology grounded in artificial intelligence. Using Natural Language Processing (NLP) technology, it is trained to mimic human conversation. As Setiawan and Luthfiyani (2023) stated, ChatGPT can be harnessed to generate highly sophisticated written content, including scientific papers or even entire books, beginning from well-crafted and effective prompts.

The latest advancements in chatbot technology, specifically in artificial intelligence (AI), ChatGPT, have initiated noteworthy transformations in the arena of teaching and learning English (Subiyantoro et al., 2023). Kasneci in (Xiao & Zhi, 2023) stated that The advantages of ChatGPT for English language learning encompass aiding in the enhancement of language skills, providing personalized insights into practice materials, and offering support for tasks related to writing, research, and problem-solving. In addition to ChatGPT, there is also the Gencraft AI platform. Gencraft is an AI Art Generator that enables users to transform text descriptions into unique images and videos. Users merely need to provide a clear command, and Gencraft will create an image corresponding to the report.

Gencraft is a unique brand that encourages everyone's creative spirit. With a comprehensive selection of quality art supplies and innovative craft supplies, they help artists, crafters, and makers bring their visions to life. Gencraft differentiates itself from competitors by focusing on empowering individual creativity, rather than simply providing tools. They carefully curate their products to ensure the best performance and quality. Whether you are a seasoned artist or just starting out on your creative journey, Gencraft invites you to discover the joy of self-expression. With Gencraft, the possibilities are truly endless (Woodwalker, 2023). According to Pramawati and Wirastuti (2021), engaging in English learning through creative activities, such as crafting or drawing enables students to connect key learning points with life values, mathe learning process both enjoyable and effective in their daily routines.

In the journey of learning to write, the inclusion of visual media becomes essential. It aids students in translating their ideas into the structured form of an essay (Oktovan et al., 2020). Visual media serves as a learning medium with a profound impact on students' senses, aiding in their comprehension and memory retention of objects. Students who combine visual and auditory learning typically demonstrate higher recall abilities compared to those who rely solely on auditory learning (Putri et al., 2020).

In the scope of this research, the scholars explored the combined use of ChatGPT and Gencraft to enhance writing skills, particularly in the realm of descriptive text

composition. This study aims to assess AI's effectiveness in instructing high school students in developing their English writing skills, particularly in composing descriptive texts. A descriptive text pertains to a written piece that delineates a specific person, place, or thing. This implies that the descriptive text is specifically crafted to provide detailed information about an individual, a location, or an object. It is characterized by the objective depiction of the subject's features without incorporating personal opinions, as emphasized by proponents of this type of text (Anderson, M. & Anderson, 2003). Writing skills are organizing ideas systematically and expressing them explicitly so that readers can easily understand the message or the idea conveyed; the writer must have good abilities in writing. Dalman (2015) explained that writing is the process of students sharing information or things with others and expressing ideas for communication in a written way. The resulting writing is called the result of the writing process. Good writing skills help readers understand the author's goal is to convey a message or thought in a text.

Writing is one manifestation of language skills, most of which are only mastered by someone who learns the language after listening, speaking, and reading skills. More writing skills are more difficult than the other three language skills. According to Nurgiyantoro (2018), writing ability is the ability or intelligence to communicate about something in writing and to express ideas, thoughts, and feelings. Writing is a series of activities that require a continuous learning process. Through the learning that is applied at school, students learn and experience the process of writing activities. According to Febrina and Kartolo (2022), writing teaching is carried out to achieve the following objectives: encouraging students to write honestly and responsibly with the use of language with caution, integrity, and sensitivity, stimulating students' imagination and thinking power or intellect, producing writing or essays that are well organized, precise, clear, and economical in using language to free everything contained in the heart and mind, and writing goals will be achieved with ideal writing teaching. Perfect writing is the implementation of writing teaching that is well maintained so that it successfully improves students' writing skills.

In this age of advanced telecommunications and information technology, the influence of technology on human life and behavior is profound, especially among students. It's evident that students typically access information before teachers do, and this is a common occurrence. As a result, educators and the broader field of education must acknowledge the necessity of integrating internet-based media as an essential tool for learning. One of the uses of technology is to apply artificial intelligence in the learning process. Artificial intelligence refers to the simulation of human intelligence in machines programmed to think like humans and imitate their actions. The term can also be applied to any machine that exhibits traits associated with the human mind such as learning and problem solving (Frankenfield, 2021).

The research conducted by Febrina and Kartolo (2022) led to the conclusion that there are areas for improvement in traditional essay writing instruction without internet-based resources. Specifically, students tend to experience boredom due to a lack of creativity in teaching and learning, which negatively impacts their essay writing proficiency. However, upon introducing internet media into the learning environment, notable benefits and enhancements in students' essay writing skills become evident. This positive transformation occurs because using Internet resources fosters greater student engagement and creativity. Students also find the learning experience more enjoyable and captivating when using internet-based tools. Consequently, this heightened engagement aids in better retention of information, making it easier for students to grasp the principles of essay writing.

The relationship between artificial intelligence (AI) and education has been closely intertwined since the inception of AI. Numerous pioneers of AI in its early days were also cognitive scientists who made significant contributions to education. These researchers viewed AI as a valuable instrument for contemplating human learning, utilizing their insights into the learning process to propel the development of AI. According to Abimanto (2023), during the 1960s, a new wave of exploration emerged, primarily focused on the possibilities of AI within the educational domain, notably in the field of intelligent tutoring systems (ITS). Adiwisastro and Basjaruddin (2017)

stated that An Intelligent Tutoring System (ITS) is an interactive application program that leverages artificial intelligence techniques. ITS serves as both a means for delivering information and a tool for assessing the learning process. Whether referred to as an Intelligent Tutoring System (ITS) or an Intelligent Tutor System (STC), these systems empower students to apply their skills actively by engaging in interactive assignments and exercises within specific lessons. The incorporation of Artificial Intelligence into the realm of education represents a hallmark of the Fourth Industrial Revolution. This era is defined by automation and seamless data exchange, where individuals actively seek, quote, analyze data/information, and access cloud services via the internet (Prastiwi & Pujiawati, 2019).

In English language education, artificial intelligence (AI) significantly offers novel learning opportunities for students and learners. AI enhances English language learning by assisting in communication and furnishing valuable feedback to students (Jati et al., 2021). Wang and Hu (2020) stated that AI platforms provide an array of interactive exercises accompanied by prompt feedback. Furthermore, AI customizes explanations and learning materials to align with the specific requirements of individual students and learners. The integration of AI in language education can facilitate adaptive learning experiences, personalized instruction, and targeted feedback, allowing learners to progress at their individual paces (Lee, 2021). Additionally, Subiyantoro et al. (2023) also explored the influence of artificial intelligence on English language education. The research findings indicate that integrating artificial intelligence (AI) into English language instruction in higher education institutions in Indonesia brings about both opportunities and challenges. The practicality of artificial intelligence in English learning and teaching is readily apparent. The ongoing development of AI applications provides educators, professors, and students access to abundant knowledge. Furthermore, AI proves effective in addressing immediate language learning difficulties.

The research poses the following key questions:

1. How do apply AI in learning writing skills?
2. What are the obstacles to implementing AI in learning writing skills?
3. How does the application of AI affect students' writing skills?

Researchers hope that this research can make a contribution to learning writing skills that is more enjoyable by applying artificial intelligence and can provide inspiration for teachers of writing skills to create creative and innovative learning.

METHODS

Research Design

In this research, researchers used a mixed-methods design combining quantitative and qualitative approaches. Mertens (2010) stated that combination methods (mixed methods) are research, in which researchers collect and analyze data, integrate findings, and draw inferential conclusions with uses two approaches or research methods, quantitative and qualitative in one study. According to Sugiyono (2015) anticipated to employ both quantitative and qualitative approaches, the amalgamation is expected to yield a more comprehensive understanding compared to utilizing a single method. In line with Sugiyono's opinion, Creswell (2018) stated that A mixed methods design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strenghts of both quantitative and qualitative research can provide the best understanding. The aim of this research to test the effectiveness of AI in English language teaching involving 30 high school students around the Kalideres RPTRA as samples. Quantitative data was obtained through pre-tests and post-tests, as well as surveys to measure writing skills English and students' perceptions of the use of AI in teaching English. This research employs an experimental approach to assess students' writing skills. It begins with a pre-test to evaluate the initial skill levels of the students. Subsequently, the researchers provide instructional treatment in descriptive text writing skills, utilizing

AI technology. To gauge any changes in the students' abilities, a post-test is administered. The post-test results are then compared to the pre-test scores to determine the impact of the AI-based teaching method. This research design is a common method for evaluating the effectiveness of educational interventions, allowing researchers to measure improvements in students' skills resulting from the treatment. It's crucial to ensure that the study is well-controlled and that potential confounding variables are considered in the analysis. While qualitative data was obtained through questionnaires.

Participants of the Study

The participants in this research were high school students who lived around the Kalideres RPTRA. The number of participants in this research was 30 students. The research was conducted at RPTRA Kalideres Jalan Bukit Elok 5 No.11B, Kalideres, Jakarta Barat.

Research Instrument

This research employed two distinct instruments: a writing assessment rubric and a questionnaire.

a) Questionnaire

A questionnaire serves as a data collection method by presenting respondents with questions or written statements to answer (Sugiyono, 2017). Questionnaires prove to be an effective data collection technique when the researcher clearly understands the variables to be measured and has specific expectations from the respondents. Researchers distributed questionnaires to students to find out their perceptions of using AI in learning writing.

b) Writing Assessment Rubric

The writing assessment rubric evaluated students' writing skills based on their completed assignments. This rubric encompassed various aspects, including content, organization, vocabulary, language use and mechanics.

Table 1. Table of Scoring Writing Skill

Score	Level	Criteria
Content	30 - 27	Excellent to very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 - 22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21 - 17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16 - 13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 - 18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	17 - 14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 - 10	Fair to poor: non-fluent, ideas confused or disconnect, lacks logical sequencing and development
	9 - 7	Very poor: does not communicate, no organization, or not enough to evaluate

Vocabulary	20 - 18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17 - 14	Good to average: adequate range, occasional error of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 - 10	Fair to poor: limited range, frequent errors of word/idiom form. Choice, usage, <i>meaning confused or obscured</i>
	9 - 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use	25 - 22	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order function, articles, pronouns, prepositions
	21 - 18	Good to average: effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense, number, word order function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17 - 11	Fair to poor: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, <i>meaning confused or obscured</i>
	10 - 5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning but obscured</i>
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, <i>meaning confused or obscured</i>
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate

Data Collection

In this study, researchers used questionnaires and students' writing skill scores to collect data. The questionnaire was used to collect students' opinions regarding the application of AI in the writing learning process. Questionnaires are distributed online via g-form with the stipulation that each student can only fill it out once. Furthermore, data was also obtained from the scores from the writing skills pre-test which was

carried out before the treatment using AI and the writing skills post-test which was carried out after the treatment.

Data Analysis

Questionnaire data was analyzed using SPSS 23 and tested for validity and reliability. This validity test is carried out to measure whether the data is valid obtained after research is valid data or not, with using the measuring instrument used (questionnaire) (Sugiyono, 2017). The result of the validity and reliability of the questionnaire are:

Table 2. Validity Test Result

No	Statement	r test	r table	Note
1	Item 1	0,469	0,361	Valid
2	Item 2	0,499	0,361	Valid
3	Item 3	0,614	0,361	Valid
4	Item 4	0,413	0,361	Valid
5	Item 5	0,469	0,361	Valid
6	Item 6	0,385	0,361	Valid
7	Item 7	0,614	0,361	Valid
8	Item 8	0,573	0,361	Valid
9	Item 9	0,614	0,361	Valid
10	Item 10	0,586	0,361	Valid

After all questions are declared valid, a reliability test is then carried out. According to (Sugiyono, 2017) reliability test is the extent to which the measurement results using the same object will be produce the same data. The result of the reability test is:

Table 3. Reability Result

Reliability Statistics

Cronbach's Alpha	N of Items
.821	10

An instrument is considered reliable if its Cronbach Alpha value exceeds 0.60 (Priyatno, 2017). The results of the reliability test displayed in the image above indicate that the student perception instrument concerning the integration of AI in the learning process has a Cronbach Alpha value of 0.821, which is greater than the 0.60 threshold. Therefore, it can be concluded that the instrument is reliable.

Additionally, the researcher conducted pre-tests and post-tests to assess students' writing abilities, where they were instructed to write descriptive essays. During the pre-test, students were tasked with composing descriptive essays on their hobbies. In the post-test, students were again required to write descriptive essays, but this time, they could use Gencraft and ChatGPT as aids. Then, the results of the pre-test and post-test scores were analyzed using SPSS 23. The results were carried out with a paired t test

RESULTS AND DISCUSSION

Results

The research results were obtained from processing data on student learning outcomes in learning to write descriptive texts as well as the results of questionnaires distributed to students. Learning outcomes are obtained through descriptive text writing tests. The speaking test was carried out twice, namely before using Gencraft and ChatGPT media and after using Gencraft and ChatGPT media (post-test). Thirty students took the test. Furthermore, the next meeting after the pre-test is the learning process using Gencraft and ChatGPT media. Researchers explain how to use each

media—starting from how to use Gencraft. Following the learning theme, namely descriptive text, students are asked to be able to describe an object or person in the Gencraft application. Then, Gencraft will display the results in the form of an image according to the description given by the student. The image's suitability depends on how students describe the object or person in Gencraft.

Once students have obtained an image of the object or person they intend to describe, they transfer the picture to Microsoft Word, where they compose descriptive text about the depicted object or individual. This approach aids students in providing a more detailed and coherent description, as they already have a visual reference of the subject in question. Additionally, ChatGPT is employed to explore the meanings of various terms and concepts associated with the image currently under discussion, further enhancing the depth and accuracy of the description. After practising for two meetings, a post-test was carried out, where students had to write descriptive essays using Gencraft and ChatGPT media. The post-test results are then assessed using a predetermined rubric instrument. The assessment results are then processed using SPSS combined with the results of the pre-test assessment, which was carried out on the first day before students received teaching treatment using Gencraft and ChatGPT. The following are the results of the pre-test and post-test analysis.

Table 4. The Result of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	56	86	71.47	7.040
posttest	30	70	90	81.23	4.681
Valid N (listwise)	30				

The outcomes of the pre-test analysis, conducted using SPSS 23 software, revealed several key findings. The highest pre-test score observed was 86, while the lowest pre-test score recorded was 56, with an average pre-test score of 71.47 and a standard deviation (data distribution level) of 7.04. Subsequently, the post-test results yielded an average score of 81.23, and the data's spread level is 4.68, with the highest score reaching 90 and the lowest score at 70. These results were examined to ascertain whether there were variations in student learning outcomes before the implementation of AI in the learning process and after its integration. Based on this analysis, there are indeed differences in learning outcomes. Moreover, these differences indicate a positive trend, with students exhibiting increased learning outcomes following the incorporation of AI in the educational process.

After that, a normality test was performed on the data. The data's normality was assessed using the Kolmogorov-Smirnov test. To determine whether the data follows a normal distribution, a significance level of 5% was applied. It signifies that the researcher is willing to accept a 5% risk of making an incorrect decision when rejecting a hypothesis, aiming for a minimum accuracy of 95% in decision-making. Lower error rates are generally preferable in research. Here is the decision-making process based on statistical hypotheses, the residual values follow a normal distribution if the significance value is greater than 0.05. If the significance value is less than 0.05, it suggests that the residual values do not conform to a normal distribution.

Table 5. Normality Test Result

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.184	30	.011	.939	30	.083
posttest	.202	30	.003	.952	30	.186

a. Lilliefors Significance Correction

According to the information presented in the table, the Kolmogorov-Smirnov test results for both the pre-test and post-test data indicate a significance level greater than 0.05. Specifically, the value is 0.083 for the pre-test and 0.186 for the post-test, which confirms that the data follows a normal distribution. Given this normal distribution, the research can proceed with a paired comparative test utilizing the paired sample T-test analysis to conclude from the results. The comparison of pre-test and post-test results is framed with the following statistical hypotheses:

H₀: If the two-tailed significance value (Sig) is less than 0.05, there is a significant difference between the pre-test and post-test results.

H₁: If the two-tailed significance value (Sig) is greater than 0.05, then there is no significant difference between the pre-test and post-test results.

Table 6. Paired Samples Correlation Test

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.808	.000

The output above shows the correlation test results, the relationship between the two data, or the relationship between the Pre-Test variable and the Post-Test variable. Based on the output above, it is known that the correlation coefficient value is 0.808 with a significance value (Sig.) of 0.000. Because of the Sig value $0.000 < 0.05$, there is a relationship between the Pre-Test and Post-Test variables.

Table 7 Paired Sample Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	pretest - posttest	-9.767	4.272	.780	-11.362	-8.171	-12.521	29	.000

According to Santoso (2014), the decision-making guidelines for paired or double t-tests based on the significance value (Sig.) from SPSS output results are as follows:

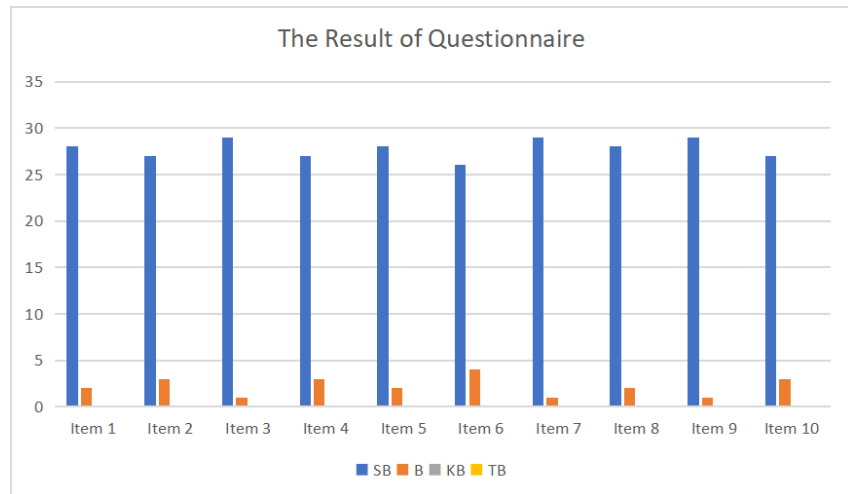
1. If the Sig. (2-tailed) < 0.005 , then H₀ is rejected and H₁ is accepted
2. If the Sig. (2-tailed) > 0.005 , then H₀ is accepted and H₁ is rejected

The research hypothesis is formulated as follows:

H₀: There is no significant difference in average learning outcomes between the Pre-Test and Post-Test, implying no impact of using AI in the learning process for writing descriptive text.

H₁: There is a significant difference in average learning outcomes between the Pre-Test and Post-Test, indicating an impact of using AI in the learning process for writing descriptive text.

Based on the "paired sample test" output table provided, the Sig value is determined to be 0.000, which is less than 0.05. Consequently, H₀ is rejected, and H₁ is accepted. Therefore, the use of AI has a significant impact on learning to write descriptive text. In addition to assessing student learning outcomes, the questionnaire results also indicated that students responded positively to integrating AI in learning to write descriptive texts. The following graph proves this:

Figure 1. The Result of Questionnaire

Discussion

The aim of this research is to find out whether the implementation of AI, especially Gencraft and ChatGPT, in the process of learning to write English, especially descriptive text, can improve students' ability to write descriptive text. Result of the analysis stage shows that the application of technology, especially the use of AI in the learning process, can improve students' skills in the learning process, in this case learning to write descriptive text.

This is because the use of technology can make the learning process more interesting as the results of previous research conducted (Masril et al., 2021). In his research, it is written that the learning process can be made more interesting when used ICT-based learning. Apart from that, he is a teacher can be more effective and efficient in Presents lesson material to participants students benefit from the media good and accurate; and learning process using media can be created more effective and efficient. This aligns with the findings of Prayudi et al. (2021) in his research, where he concluded that technology has the potential to significantly enhance the teaching and learning process in education. The diverse range of media and technology available facilitates the acquisition of information and knowledge. Teaching with technology can be not only more effective but also enjoyable, as educators have numerous methods to create engaging classes that capture students' interest in the learning process. Additional research conducted by Malvado et al. (2022) demonstrating that the integration of technology can enhance English language skills, particularly in the realm of writing. The finding of the research is the proficiency in crafting greeting cards among seventh-grade students at SMP N 13 Semarang during the academic year 2021/2022 demonstrated satisfactory results when comparing the average pre-test and post-test scores. The average pre-test score was 48.56, while the average post-test score increased to 77.25. This indicates that Quizizz, employed as a technology-based assessment, effectively enhances students' skills in writing greeting cards.

The application of ICT, especially AI, is considered effective in increasing a positive atmosphere in the learning process. A positive atmosphere in the teaching and learning process pertains to a setting that cultivates dynamic collaboration between educators and students. This involves fostering high motivation for learning, encouraging open communication, instilling enthusiasm for learning materials among students, and ensuring active participation of all students in the learning process. This approach aims to consistently generate positive feedback from both students and teachers. This is confirmed again by research conducted by Abimanto (2023). He stated that the utilization of AI in English learning has a profound and positive influence on enhancing the skills of the participants. The research findings clearly indicate a substantial improvement in listening, speaking, reading, and writing abilities following the adoption of AI as a primary learning method. These results offer empirical validation for the efficacy of integrating AI into language learning. In line

with Abimanto, Ramadhan et al. (2023) stated that ChatGPT has the capacity to enhance the quality and productivity of the learning process in several ways. It serves as a valuable source of information and resources, aiding in the improvement of language skills. Additionally, it promotes collaboration among students. For learners, ChatGPT offers a potential alternative to conventional search engines that yield an overwhelming number of results, providing an equal opportunity to cultivate and develop ideas more effectively. Additional research conducted by Risang Baskara, (2023) has led to the conclusion that incorporating ChatGPT in EFL (English as a Foreign Language) writing instruction brings forth numerous potential advantages. These include the capability to offer personalized feedback and support, sustain students' interest and motivation, and contribute to the enhancement of language skills. Nevertheless, certain considerations should be kept in mind regarding the utilization of ChatGPT, and teachers can implement measures to moderate its usage. Cassidy (2023) highlights one of the merits of employing ChatGPT in creative writing assignments, emphasizing its utilization of paper as a medium.

In accordance with the results of this research and supported by the results of previous research, it can be concluded that the combination of gencraft and chatgpt is proven to be able to improve students' writing skills around the Kalideres RPTRA. The integration of artificial intelligence (AI), particularly with tools like ChatGPT and Gencraft, in English writing instruction brings forth several pedagogical implications. Notably, AI contributes by offering personalized feedback, aiding students in comprehending their individual strengths and areas for improvement. Furthermore, it facilitates the broadening of accessibility in learning to write, catering to students with diverse abilities and requirements by providing additional assistance. The utilization of AI technology also holds the potential to boost student motivation, as it delivers a more interactive and engaging learning experience.

CONCLUSION

The research leads to the conclusion that implementing Gencraft and ChatGPT media in the learning process of writing descriptive texts has effectively enhanced students' writing skills. Learning effectiveness with Gencraft and ChatGPT media can be seen from the average pre-test score of 71.47 and post-test of 81.23, which shows that learning outcomes have increased. Based on the "paired sample test" output table provided, the Sig value is determined to be 0.000, which is less than 0.05. Consequently, H₀ is rejected, and H₁ is accepted. Therefore, it can be concluded that the use of AI does indeed have a significant impact on learning to write descriptive text. Furthermore, the questionnaire results reveal that students hold the perception that incorporating AI in the learning process offers numerous advantages, impacting their writing learning outcomes positively. Further investigation is required to thoroughly assess the effectiveness of ChatGPT and Gencraft, and this entails involving a larger sample size. It is essential to take into account factors such as the technological proficiency of both students and teachers, the accessibility of the internet, student motivation in the teaching and learning process, and the level of parental support for integrating technology or AI into the learning experience. This extended research endeavor aims to provide a more detailed presentation of the findings related to the utilization of these tools in the educational setting.

CONFLICS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Pratama, R.M.D.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), editing (supporting), securing funding. Hastuti, D.P.: Conceptualization (supporting), methodology (supporting), writing – original draft (lead), review (lead).

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