

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The teaching and learning process has been completely transformed by the use of technology into education, particularly in the field of language instruction. Writing is one of the linguistic abilities that artificial intelligence (AI), especially ChatGPT, has shown promise in improving. The ability of ChatGPT to replicate human speech as closely as possible creates a novel and fascinating avenue for language acquisition (Huang et al., 2022; Kim et al., 2022; Kohnke et al., 2023). The conversational AI model ChatGPT, created by OpenAI, can produce prose that is human-like, offer feedback, recommend words, and assist users in structuring their thoughts. It has gained attention from researchers due to its capacity to perform complex activities that call for human intellect, such as producing academic writing or responding to exam style questions in fields like commerce, law, and medicine (Zhai, 2022). As such, ChatGPT holds substantial potential in supporting English language learners, particularly in improving writing proficiency.

For many learners, especially junior high school students, writing in English remains a major challenge. Cultural differences, a lack of exposure to English-speaking situations, and inadequate instructional support might make it difficult to achieve high writing proficiency in English as a foreign language (EFL) (Masoudi, 2024). Many junior high school students struggle with things like poor grammar, a small vocabulary, and trouble structuring their ideas. These issues might not be sufficiently addressed by traditional instructional techniques, which may lead to reduced motivation and poor writing performance. ChatGPT provides a solution by allowing students to practice writing in a safe setting and by offering interactive, individualized feedback. According to Kim et al. (2023), ChatGPT's most remarkable feature is its ability to generate text based on user instructions, allowing the answer to be gradually refined based on the user's request for a more de-tailed or concise response.

With advancements in Artificial Intelligence (AI), tools such as ChatGPT have emerged as potential solutions for assisting students in writing. ChatGPT, can generate text, provide vocabulary suggestions, and refine sentence structures, thereby helping students enhance their writing skills. Several studies have explored the use of AI in language learning. For instance, Zhai (2022) found that AI-based tools improve students' writing accuracy and coherence. Similarly, Wu (2023) highlighted the benefits of AI in enhancing student engagement and reducing writing anxiety. Additionally, Park and Kim (2021) found that AI tools like ChatGPT could assist students in generating ideas and structuring their narratives more effectively. However, these studies primarily focus on general writing skills rather than narrative writing specifically. Moreover, existing research often targets university students or adult learners, leaving a gap in understanding how AI impacts younger learners, particularly junior high school students.

Previous research has emphasized both the benefits and challenges of AI in writing instruction. For instance, Song et al. (2023) argued that while AI tools enhance student motivation and autonomy, some participants reported inaccuracies in contextual grammar feedback, which may encourage over-reliance on AI-generated output. Similarly, Liu et al. (2021) explored AI-based writing assistance in argumentative writing, noting improvements in organization and coherence but calling for further research on its use with younger learners. Despite the growing use of AI in education, there is a lack of research that specifically investigates how AI tools like ChatGPT can support narrative writing at the junior high school level. Therefore, this study aims to fill that gap by examining the effectiveness of ChatGPT in improving junior high school students' narrative writing skills, particularly in terms of structure. By addressing this underexplored area, the study seeks to provide valuable insights into the potential of AI-assisted instruction for younger learners.

1.2 Reason for Choosing the Topic

The integration of artificial intelligence (AI) in education, particularly in language learning, presents potential solutions to persistent challenges in writing

instruction. ChatGPT, an AI-powered language model developed by OpenAI, has gained attention for its ability to generate human-like responses and provide real-time, adaptive feedback (Orrù et al., 2023). Such features make it a potential tool for supporting students who face difficulties in writing, including issues with confidence, grammar, organization, and vocabulary (Brown, 2001).

This study focuses on narrative writing, a genre that helps students develop the ability to express ideas clearly, structure thoughts coherently, and engage readers. Among its key components, structure is essential to ensure clarity and coherence in narrative writing. However, preliminary observations in a junior high school in Sampang revealed that many students struggle to organize their narratives effectively, indicating a need for targeted instructional support (Amini & Su-santi, 2024).

Junior high school learners, still in the process of developing foundational writing skills, often require more immediate and individualized feedback than traditional methods such as peer review or delayed teacher comments can offer (Dwivedi et al., 2023). In this context, ChatGPT provides an alternative by offering on demand, personalized guidance that may foster greater writing autonomy. Nonetheless, concerns remain about the potential for over-reliance on AI, which could affect students' critical thinking and creativity (Selwyn, 2022).

This study aims to examine whether the use of ChatGPT can improve the narrative writing structure of junior high school students. By focusing on a younger demographic often overlooked in AI-related research, it seeks to contribute insights into the practical application of AI in enhancing writing instruction at the secondary education level.

1.3 Research Questions

Based on the explanation that has been outlined in the research background, the researcher formulates the following research questions:

- a. Does the use of ChatGPT effectively improve the structure of junior high school students' narrative writing?

1.4 Research Objectives

The general objective of this study was to find out how effective ChatGPT is in improving junior high school students writing skills. In addition to the general objective, the specific objectives to be achieved in this study are as follows:

- a. To determine the effectiveness of ChatGPT in improving the structural organization of junior high school students' narrative writing.

1.5 Significance of The Study

This study explores ChatGPT's effectiveness as a tool for enhancing narrative writing skills at the junior high school level. By evaluating its impact, the research contributes to the field of educational technology and provides insight into the challenges students face in using AI-driven tools. The findings aim to guide teachers in integrating ChatGPT into writing instruction, providing personalized feedback, and improving student engagement. Furthermore, the study's findings may inform educational policymakers on the potential of AI-based tools in language curricula to support writing development.

1.6 Research Hypothesis

Based on the research objectives and framework, the hypotheses of this study are formulated as follows:

- a. H_1 (Alternative Hypothesis): The use of ChatGPT significantly improves junior high school students' narrative writing skills, particularly in terms of structure (orientation, complication, and resolution).
- b. H_0 (Null Hypothesis): The use of ChatGPT does not significantly improve junior high school students' narrative writing skills in terms of structure (orientation, complication, and resolution).

1.7 Definition of Terminologies

1. ChatGPT: Based on OpenAI's GPT-3 language model, ChatGPT is an advanced chatbot that uses supervised and reinforcement learning (Radford et al., 2018). It engages in responsive, human-like conversations by generating text based on vast datasets and neural networks, allow it to manage follow-up

questions, recognize errors, and decline inappropriate prompts. (King & ChatGPT, 2023; MacNeil et al., 2022).

2. **Writing Skills:** The ability to express ideas, arguments, and opinions clearly and coherently in writing. Writing is crucial for education, communication, and social impact, serving as a means of conveying concepts and emotions (Sun, cited in Amini & Susanti, 2024).
3. **Effectiveness:** The extent to which a tool or intervention produces the desired outcomes. In education, it refers to how well a method or technology enhances student learning, such as ChatGPT's impact on writing improvement (Slavin, 2018).
4. **Junior High School Students:** Students in Grades 7–9 (ages 12–15) who are in the transitional stage between elementary and high school, focusing on subjects like language, mathematics, science, and social studies (Brint, 2017).
5. **Narrative Text:** A text that tells a story with a clear structure—beginning, middle, and end—often including characters, setting, conflict, resolution, and theme. Narrative texts are used in language learning to enhance storytelling skills and develop coherence and engagement (Anderson, 2018; Smith, 2020; Brown, 2019).