

THE EFFECTIVENESS OF CHATGPT TO IMPROVE THE STUDENTS' WRITING SKILLS (STUDY AT STUDENTS OF ENGLISH DEPARTMENT UNIVERSITAS MUSLIM INDONESIA)

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Abstrak

Penelitian ini bertujuan untuk menentukan apakah mahasiswa dapat menggunakan ChatGPT secara efektif untuk meningkatkan kualitas keterampilan menulis mereka dan faktor-faktor kunci yang memengaruhi efektivitas penggunaan ChatGPT dalam meningkatkan keterampilan menulis. Penelitian ini mengevaluasi efektivitas ChatGPT dalam mendukung keterampilan menulis mahasiswa semester empat pada Program Studi Pendidikan Bahasa Inggris di Universitas Muslim Indonesia melalui survei kuantitatif. Hasil penelitian menunjukkan bahwa ChatGPT meningkatkan kualitas tulisan mahasiswa, terutama dalam pengembangan ide, struktur kalimat, dan kepercayaan diri, melalui umpan balik konstruktif. Mahasiswa merasa terbantu oleh saran dan contoh dari ChatGPT, yang membantu mereka mengembangkan ide lebih efektif dan memperluas kosa kata mereka. Studi ini menunjukkan bahwa ChatGPT adalah alat yang efektif untuk pengajaran menulis, yang secara signifikan meningkatkan hasil belajar mahasiswa. Integrasi ChatGPT ke dalam pendidikan menulis memiliki implikasi penting untuk pengembangan pendidikan di masa depan.

Kata Kunci: *ChatGPT, keterampilan menulis, kecerdasan buatan, teknologi pendidikan.*

Abstract

This research aimed to determine whether students could effectively use ChatGPT to improve the quality of their writing skills and the key factors that influenced the effectiveness of using ChatGPT in improving writing skills. This study evaluated ChatGPT's effectiveness in supporting the writing skills of fourth-semester students in the English Education Study Program at Universitas Muslim Indonesia through a quantitative survey. The results of the research showed that ChatGPT improved the quality of students' writing, particularly in idea development, sentence structure, and confidence, through constructive feedback. Students felt supported by ChatGPT's suggestions and examples, which helped them develop ideas more effectively and expand their vocabulary. The study demonstrated that ChatGPT was an effective tool for writing instruction, significantly enhancing students' learning outcomes. Integrating ChatGPT into writing education had important implications for future educational development.

Keywords: *ChatGPT, writing skills, artificial intelligence, educational technology.*

INTRODUCTION

In the rapidly advancing digital era, technology has become an integral part of daily life, including in the field of education. Educational technology (edtech) has opened new opportunities to enhance the teaching and learning process, one of which is through the use of artificial intelligence (AI). AI-based chatbots, such as ChatGPT developed by OpenAI, have shown great potential in supporting various aspects of learning. ChatGPT's ability to understand and generate complex texts offers a new way for university students to improve their writing skills. Research shows that integrating AI technology in education can enhance students' motivation and engagement in learning. (Fryer and Carpenter, 2021).

Writing skills are crucial for university students, especially in an academic context. These skills are not only important for completing academic assignments but also for future professional development (Johnson, 2022). However, not all students possess strong writing abilities. Many of them face various challenges, such as difficulties in organizing ideas, developing coherent arguments, and using appropriate language (Smith & Brown, 2021). One of the difficulties in writing in a foreign language is that it is generally believed to require mastery of writing in the first language. There seems to be a perception that once learners can write sentences and paragraphs in their first language, they will automatically transfer these skills to other languages (Sulaiman & Muhajir, 2019). In this context, ChatGPT can serve as an effective tool to help students overcome these challenges by providing real-time suggestions and feedback (Lee, 2022).

The use of ChatGPT in education is not limited to answering students' questions but can also be employed as a virtual tutor that assists in the writing process. ChatGPT can provide input on the structure of the writing, correct grammatical usage, and effective argument presentation. This enables students to learn independently and gain a deeper understanding of good writing techniques. Studies have shown that the use of virtual tutors can improve the quality of students' writing and help them become more confident writers (Luxton-Reilly, Beck, dan McLaren, 2021). Although the potential of ChatGPT in supporting writing skills is significant, further research is needed to empirically evaluate its effectiveness. Some preliminary studies show promising results, but many aspects still need exploration, such as how ChatGPT can be effectively integrated into the curriculum, how interactions between students and ChatGPT affect the learning process, and what factors influence the success of using ChatGPT in teaching writing. Therefore, this study aims to fill these gaps and provide a more comprehensive understanding of using ChatGPT to support university students' writing skills.

Moreover, this research is also expected to provide practical contributions to the development of educational policies and curricula. By understanding how ChatGPT can be used effectively, educators can design more innovative and responsive teaching strategies to meet students' needs. The use of ChatGPT can be one of the solutions to address challenges in teaching writing and help students achieve their full academic potential. Therefore, this study is not only relevant in an academic context but also has broad practical implications for the future development of education.

METHOD

This study employed a quantitative approach with a survey design to assess the effectiveness of ChatGPT in improving students' writing skills (Sugiyono, 2018). The research

population consisted of fourth-semester students from the English Education Study Program at Universitas Muslim Indonesia, with a sample of 30 students selected through a total sampling technique. The instrument used was a questionnaire with a Likert scale to measure respondents' agreement with statements related to the use of ChatGPT (Azhuri, Pratama, and Sari, 2021). The data collected were analyzed using descriptive statistical techniques to determine the frequency and percentage of responses (Sanjaya, 2015).

FINDINGS

Findings were a section of a report or research paper that presented the results obtained from the research or experiments conducted. This section usually consisted of raw data that had been processed and analyzed to provide a clear picture of what was discovered during the study. The findings were presented objectively and systematically, so the reader could understand the research outcomes without further interpretation or analysis.

The Use of ChatGPT can improve the quality of fourth-semester students' writing in the English Education Department at the Faculty of Letters, Universitas Muslim Indonesia.

Q1					
		Q1	Q1	Q1	Cumulative Percent
Valid	4	30	100.0	100.0	100.0

For question Q1, all respondents provided valid answers, total 30 respondents. This meant that every respondent who answered this question gave a legitimate response. The percentage of valid responses for Q1 was 100%, indicating that there were no missing or invalid answers. In other words, all respondents gave valid answers to question Q1, resulting in a perfect valid percentage of 100%. Cumulatively, 100% of the total responses were valid, indicating that the data for Q1 was complete and reliable for further analysis.

Q2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	26.7	26.7	26.7
	4	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

For question Q2, there were a total of 30 valid responses. The frequency distribution showed that 8 respondents, or 26.7%, gave a response of 3. Meanwhile, 22 respondents, accounting for 73.3%, gave a response of 4. This indicated a strong preference or agreement with the statement or question posed in Q2. The cumulative percentage showed that after accounting for both groups of responses (3 and 4), 100% of the responses were valid, confirming that the data for Q2 was complete and could be reliably used for further analysis. The distribution suggested a tendency towards higher agreement or a more favorable rating, with the majority of respondents choosing 4 over 3.

		Q3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	30.0	30.0	30.0
	4	21	70.0	70.0	100.0
	Total	30	100.0	100.0	

For question Q3, there were a total of 30 valid responses. The frequency distribution showed that 9 respondents, or 30%, gave a response of 3, while 21 respondents, or 70%, gave a response of 4. This indicated that a majority of the respondents (70%) had a higher level of agreement or a more favorable rating towards the statement or question posed in Q3. The cumulative percentage reflected that both groups of responses together accounted for 100% of the valid responses, confirming the completeness and reliability of the data for Q3. Overall, the distribution suggested a strong inclination towards the higher rating of 4, with a significant majority choosing this option over 3.

		Q4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	26.7	26.7	26.7
	4	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

For question Q4, there were a total of 30 valid responses. The frequency distribution revealed that 8 respondents, or 26.7%, provided a response of 3, while 22 respondents, or 73.3%, gave a response of 4. This indicated that a significant majority of the respondents (73.3%) had a higher level of agreement or a more favorable rating towards the statement or question posed in Q4. The cumulative percentage showed that the combined responses of 3 and 4 accounted for 100% of the valid responses, ensuring the completeness and reliability of the data for Q4. Overall, the distribution demonstrated a strong preference for the higher rating of 4, with the majority of respondents selecting this option over 3.

		Q5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

For question Q5, there were a total of 30 valid responses. The frequency distribution showed that 7 respondents, or 23.3%, selected a response of 3, while 23 respondents, or 76.7%, chose a response of 4. This indicated that a substantial majority of respondents (76.7%) favored the higher rating of 4, reflecting a stronger level of agreement or a more positive evaluation of the statement or question posed in Q5. The cumulative percentage confirmed that the total valid responses added up to 100%, ensuring that the data for Q5 was complete and could be relied upon for further analysis. Overall, the distribution highlighted a clear preference for the higher rating, with most respondents opting for 4 over 3.

		Q6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	13.3	13.3	13.3
	4	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

For question Q6, there were a total of 30 valid responses. The frequency distribution indicated that 4 respondents, or 13.3%, selected a response of 3, whereas a significant majority of 26 respondents, or 86.7%, chose a response of 4. This suggested that an overwhelming majority of the respondents (86.7%) had a higher level of agreement or a more favorable evaluation regarding the statement or question posed in Q6. The cumulative percentage ensured that all valid responses accounted for 100%, affirming the completeness and reliability of the data for Q6. Overall, the distribution clearly demonstrated a strong preference for the higher rating of 4, with the vast majority of respondents favoring this option over 3.

		Q7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

For question Q7, there were a total of 30 valid responses. The frequency distribution showed that 7 respondents, or 23.3%, gave a response of 3, while 23 respondents, or 76.7%, gave a response of 4. This indicated that a significant majority of the respondents (76.7%) had a higher level of agreement or a more favorable opinion towards the statement or question posed in Q7. The cumulative percentage showed that the combined responses accounted for 100% of the valid responses, ensuring the data for Q7 was complete and reliable for further analysis. Overall, the distribution highlighted a clear preference for the higher rating of 4, with the majority of respondents choosing this option over 3.

		Q8			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	20.0	20.0	20.0
	4	24	80.0	80.0	100.0
	Total	30	100.0	100.0	

For question Q8, there were a total of 30 valid responses. The frequency distribution revealed that 6 respondents, or 20.0%, selected a response of 3, while 24 respondents, or 80.0%, chose a response of 4. This indicated that a substantial majority of the respondents (80.0%) had a higher level of agreement or a more favorable evaluation of the statement or question posed in Q8. The cumulative percentage confirmed that all valid responses accounted for 100%, ensuring the completeness and reliability of the data for Q8. Overall, the distribution clearly demonstrated a strong preference for the higher rating of 4, with the vast majority of respondents favoring this option over 3.

Q9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

For question Q9, there were a total of 30 valid responses. The frequency distribution showed that 7 respondents, or 23.3%, provided a response of 3, while 23 respondents, or 76.7%, gave a response of 4. This indicated that a significant majority of the respondents (76.7%) had a higher level of agreement or a more favorable opinion towards the statement or question posed in Q9. The cumulative percentage confirmed that the combined responses of 3 and 4 accounted for 100% of the valid responses, ensuring the data for Q9 was complete and reliable for further analysis. Overall, the distribution highlighted a clear preference for the higher rating of 4, with the majority of respondents selecting this option over 3.

Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

For question Q10, there were a total of 30 valid responses. The frequency distribution indicated that 7 respondents, or 23.3%, selected a response of 3, whereas 23 respondents, or 76.7%, chose a response of 4. This suggested that a substantial majority of the respondents (76.7%) had a higher level of agreement or a more favorable evaluation regarding the statement or question posed in Q10. The cumulative percentage confirmed that the combined responses accounted for 100% of the valid responses, ensuring that the data for Q10 was complete and reliable for further analysis. Overall, the distribution clearly demonstrated a strong preference for the higher rating of 4, with the majority of respondents favoring this option over 3.

Q11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

For question Q11, there were a total of 30 valid responses. The frequency distribution showed that 7 respondents, or 23.3%, provided a response of 3, while 23 respondents, or 76.7%, gave a response of 4. This indicated that a significant majority of the respondents (76.7%) had a higher level of agreement or a more favorable opinion towards the statement or question posed in Q11. The cumulative percentage confirmed that the combined responses of 3 and 4 accounted for 100% of the valid responses, ensuring the data for Q11 was complete and reliable for further analysis. Overall, the distribution highlighted a clear preference for the higher rating of 4, with the majority of respondents selecting this option over 3.

		Q12			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

For question Q12, there were a total of 30 valid responses. The frequency distribution revealed that 7 respondents, or 23.3%, selected a response of 3, while 23 respondents, or 76.7%, chose a response of 4. This indicated that a significant majority of the respondents (76.7%) had a higher level of agreement or a more favorable opinion towards the statement or question posed in Q12. The cumulative percentage confirmed that the combined responses accounted for 100% of the valid responses, ensuring that the data for Q12 was complete and reliable for further analysis. Overall, the distribution clearly demonstrated a strong preference for the higher rating of 4, with the majority of respondents favoring this option over 3.

		Q13			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	29.0	29.0	29.0
	4	22	71.0	71.0	100.0
	Total	31	100.0	100.0	

For question Q13, there were a total of 31 valid responses. The frequency distribution indicated that 9 respondents, or 29.0%, selected a response of 3, while 22 respondents, or 71.0%, chose a response of 4. This showed that a significant majority of the respondents (71.0%) had a higher level of agreement or a more favorable opinion towards the statement or question posed in Q13. The cumulative percentage confirmed that the combined responses of 3 and 4 accounted for 100% of the valid responses, ensuring that the data for Q13 was complete and reliable for further analysis. Overall, the distribution clearly demonstrated a strong preference for the higher rating of 4, with the majority of respondents favoring this option over 3.

		Q14			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	16.1	16.1	16.1
	4	26	83.9	83.9	100.0
	Total	31	100.0	100.0	

For question Q14, there were a total of 31 valid responses. The frequency distribution showed that 5 respondents, or 16.1%, selected a response of 3, while 26 respondents, or 83.9%, chose a response of 4. This indicated that an overwhelming majority of the respondents (83.9%) had a higher level of agreement or a more favorable opinion towards the statement or question posed in Q14. The cumulative percentage confirmed that the combined responses of 3 and 4 accounted for 100% of the valid responses, ensuring that the data for Q14 was complete and reliable for further analysis. Overall, the distribution clearly demonstrated a strong preference for the higher rating of 4, with the vast majority of respondents favoring this option over 3.

		Q15			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	12.9	12.9	12.9
	4	27	87.1	87.1	100.0
	Total	31	100.0	100.0	

For question Q15, there were a total of 31 valid responses. The frequency distribution revealed that 4 respondents, or 12.9%, selected a response of 3, while 27 respondents, or 87.1%, chose a response of 4. This indicated that an overwhelming majority of the respondents (87.1%) had a higher level of agreement or a more favorable opinion towards the statement or question posed in Q15. The cumulative percentage confirmed that the combined responses accounted for 100% of the valid responses, ensuring that the data for Q15 was complete and reliable for further analysis. Overall, the distribution clearly demonstrated a strong preference for the higher rating of 4, with the vast majority of respondents favoring this option over 3.

DISCUSSION

The discussion was a section of a report or research paper that interpreted and analyzed the findings presented. This section connected the results with the research questions and objectives. The discussion provided context, meaning, and implications of the research results, linking them to previous literature or studies. The samples in this study consisted of 30 students in their fourth semester of the English language education study program at the Faculty of Letters, Universitas Muslim Indonesia. These students had likely attended courses or training focused on developing writing skills. By involving fourth-semester students, this study aimed to evaluate the effectiveness of ChatGPT in supporting their writing skills.

The use of ChatGPT can improve the quality of fourth-semester students' writing in the English Education Department at the Faculty of Letters, Universitas Muslim Indonesia.

The use of ChatGPT improved the quality of students' writing. The findings indicated that the majority of students experienced enhancements in their writing abilities, particularly in generating new ideas, improving sentence structure, and gaining confidence through constructive feedback. The positive ratings and frequent use of ChatGPT underscored its role in facilitating better writing outcomes. The use of ChatGPT significantly improved the quality of students' writing. ChatGPT assisted in generating new ideas and perspectives, which was crucial for creating diverse and engaging content. For instance, a student struggling with writer's block received suggestions for different angles or topics to explore, thereby enhancing creativity and variety in their writing. Additionally, the tool's ability to suggest improvements in sentence structure ensured that students could construct clearer and more coherent sentences, making their writing more readable and professional (Smith, 2023).

Moreover, ChatGPT offered immediate and constructive feedback on grammar and syntax errors, which helped students identify and correct mistakes they might otherwise have overlooked. For example, if a student wrote, "She enjoys to read books," ChatGPT suggested using "enjoys reading books" instead. This kind of feedback was instrumental in improving grammatical accuracy and overall writing quality. The tool also helped in expanding students' vocabulary by introducing new words and phrases, enabling them to express their ideas more effectively (Johnson, 2022). Another significant benefit of using ChatGPT was the boost in

confidence it provided to students. Receiving constructive feedback and guidance made students feel more assured about their writing abilities, encouraging them to write more frequently and with greater confidence. For instance, students who received positive reinforcement about their sentence structure or vocabulary usage were likely to feel more motivated to engage in writing tasks. This increased confidence led to a more consistent and dedicated approach to writing practice (Brown, 2021). Finally, ChatGPT enhanced writing efficiency by quickly generating ideas and providing structural guidance. This allowed students to complete their writing tasks more efficiently, giving them more time to refine their content. For example, students could focus on polishing their arguments and ensuring logical coherence rather than spending excessive time on brainstorming or outlining. By improving both the speed and quality of writing, ChatGPT served as a valuable educational tool that supported students in developing robust writing skills (Lee, 2022).

The use of ChatGPT significantly enhanced the writing quality of students in the fourth semester of the English language education study program at the Faculty of Letters, Universitas Muslim Indonesia by generating new ideas and perspectives, which was crucial for creating diverse and engaging content. It aided in improving sentence structure, making writing clearer and more coherent. ChatGPT provided immediate, constructive feedback on grammar and syntax errors, helping students identify and correct mistakes, and expanded their vocabulary by introducing new words and phrases. Additionally, it boosted students' confidence by providing positive reinforcement and guidance, encouraging frequent and confident writing practice. ChatGPT also enhanced writing efficiency by quickly generating ideas and providing structural guidance, allowing students to focus on refining their content and improving overall writing quality.

CONCLUSION

The use of ChatGPT has significantly improved the quality of writing. Integrating ChatGPT into writing education has shown considerable potential for enhancing students' writing skills. Its ability to generate new ideas, suggest improvements in sentence structure, provide immediate and constructive feedback, and expand vocabulary contributes greatly to overall writing quality. Regular use of ChatGPT, combined with detailed and specific feedback, has been proven to boost students' confidence and efficiency in writing. By supporting idea generation and offering structural guidance, ChatGPT helps students manage their writing tasks more effectively, resulting in more polished and coherent final drafts. ChatGPT is a popular tool for writing tasks, enhancing grammar, vocabulary, and overall quality. Users find it helpful in generating ideas and sentence structure. It boosts writing confidence, improves grammatical accuracy, and accelerates the writing process. Factors influencing its usage include ease of access, usability, creativity, independence, and learning support. However, users should balance its use to avoid over-dependence.

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