

**STUDENTS' PERCEPTION TOWARD THE USE OF CHATGPT AS A
LEARNING TOOL IN ENGLISH WRITING SKILL AT SMA NEGERI 10
PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

TRIDINATI UNIVERSITY

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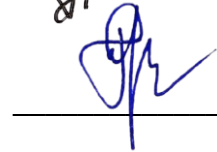
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STATEMENT LETTER

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Students’ Perception Toward The Use of ChatGPT as a Learning Tool in English Writing Skill at SMA Negeri 10 Palembang ” adalah benar-benar hasil karya saya sendiri. Skripsi ini tidak mengandung karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka. Apabila di kemudian hari terbukti terdapat unsur penjiplakan (plagiarisme) dalam skripsi ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar dan ijazah yang telah diberikan oleh Universitas Tridianti. Serta diproses sesuai dengan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, Pasal 25 ayat 2 dan Pasal 70.

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ABSTRACT

This research aimed to investigate students' perceptions toward the use of ChatGPT as a learning tool in improving English writing skills at SMA Negeri 10 Palembang. This research employed a quantitative survey design involving 107 the tenth-grade students of SMA Negeri 10 Palembang selected through purposive sampling. A questionnaire consisting of 32 valid items was used as the instrument for collecting the data. The collected data were analyzed using percentage analysis and descriptive analysis. The findings revealed that the students generally had positive perceptions toward the use of ChatGPT as a learning tool. They perceived ChatGPT as easy to access, easy to use, convenient, and useful in supporting their English writing activities. In addition, the students perceived several benefits of using ChatGPT, such as enhancing their writing skills, improving learning motivation, increasing writing confidence, and helping them complete writing tasks more efficiently. However, the findings also revealed several challenges, including concerns about the accuracy of ChatGPT-generated information, the possibility of overreliance on the tool, and the need to critically evaluate the generated responses. Overall, the findings indicate that ChatGPT can serve as a supportive learning tool for improving English writing skills when it is used critically and responsibly.

Keywords: *ChatGPT, English Writing Skills, Students' Perceptions, Learning Tool.*

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background of the study, (2) limitations of the study, (3) formulations of the problems, and (4) The Significances of The Study

1.1 Background of the Study

In recent years, education has experienced significant changes as a result of rapid technological development. The integration of technology into educational practices has become increasingly important to support effective teaching and learning processes (Huang et al., 2019). The Indonesian education system also has shown progress in adapting to these changes. According to the Programme for International Student Assessment (PISA) 2022, Indonesia demonstrate an improvement in literacy performance compared to previous years, indicating gradual progress in students' learning outcomes (OECD, 2023). This improvement reflects the resilience of the Indonesian education system in addressing learning challenges, particularly those caused by the COVID-19 pandemic.

Despite this improvement, literacy skills remain a major concern in Indonesian education. Literacy is not only related to reading ability but also involves understanding, analyzing, and producing written texts (Kemdikbud, 2022). In learning English as a foreign language, students are required to master four main

language skills: listening, speaking, reading, and writing (Harmer, 2007). Among these skills, writing is often considered the most difficult skill for students because it requires complex cognitive processes, including organizing ideas, applying grammar rules, and using appropriate vocabulary (Nunan, 2003).

The teaching of English writing skill still presents challenges in common. Many students struggle to generate ideas, construct coherent sentences, and use correct grammatical structures. These difficulties are often associated with limited vocabulary, lack of confidence, insufficient practice, and low motivation in writing activities (Fareed, Ashraf, & Bilal, 2016). In addition, traditional teacher-centered instructional methods do not sufficiently support students in developing their writing skills, which can contribute to anxiety and low engagement during writing tasks.

At SMA Negeri 10 Palembang, preliminary observations indicated that many tenth-grade students experienced similar problems in English writing classes. Students often found it difficult to start writing because they were unsure how to develop ideas into paragraphs. They also tended to rely heavily on translation tools and examples from textbooks, which limited their ability to express ideas independently. Furthermore, writing activities were usually conducted individually with limited feedback and limited practice opportunities, causing students to feel less confident and less motivated. As a results, students' writing performance remained low, and classroom participation during writing lessons was relatively passive.

Students' difficulties in writing are influenced by various factors. According to Jeremy Harmer (2004), many learners face problems in writing due to limited vocabulary, frequent grammatical errors, and insufficient understanding of English text structure. In addition, Jack C. Richards and Willy A. Renandya (2002) state that writing difficulties may also be caused by limited opportunities for practice, lack of immediate and detailed feedback from teachers, and students' fear of making mistakes. These conditions often lead to low confidence and reduced motivation in writing English texts. However, the use of ChatGPT in learning also raises several concerns related to students' dependency and writing autonomy.

To address these challenges, the use of technology as a learning tool has gained increasing attention in English language teaching. Technology-enhanced learning environments can promote student-centered learning and improve students' motivation and participation (Dudeney & Hockly, 2016). Digital tools provide opportunities for learners to practice language skills independently and receive immediate feedback, which is particularly beneficial for writing development.

One of the emerging technologies in education is artificial intelligence (AI), particularly ChatGPT. ChatGPT is an AI-based language model designed to generate text and respond to user input in a conversational manner (Trialdi & Kusumastuti, 2023). In educational contexts, ChatGPT could assist students in English writing by providing grammar corrections, vocabulary suggestions, idea development, and

example sentences. Its interactive nature allows students to receive instant feedback, which supports autonomous learning and enhances writing practice.

Several previous studies have shown that the use of ChatGPT in writing lessons receive mixed responses from students. Santoso and Alfiansyah (2025) found that students had a positive perception of using ChatGPT in essay writing because it helped them develop ideas and organize their writing, despite concerns about plagiarism and dependence on AI. Similar findings are also expressed by Hasanah and Safitri (2024), who found out ChatGPT as an easy-to-use tool that helped improve grammar and vocabulary, and increased students' motivation and confidence in writing. Furthermore, Al-Harabsheh, Almahasees, and Al Rousan (2025) also found that the use of ChatGPT provided benefits in improving language accuracy and cohesion. Supervision was required to avoid lack of student creativity. However, most of these studies focused on college students. Therefore, research on high school students' perceptions of the use of ChatGPT as a learning tool for English writing skills is still needed.

Based on the description above, this study aims to provide a more comprehensive understanding of students' perceptions at SMA Negeri 10 Palembang regarding the use of ChatGPT as a learning tool for English writing skills. By understanding these perceptions, teachers and students could gain insight into the benefits, challenges, and implications of using ChatGPT in the English language learning process. Therefore, the researcher is interested in conducting a study entitled

Students' Perception Toward the Use of ChatGPT as a Learning Tool in English Writing Skill at SMA Negeri 10 Palembang.

1.2 The Limitation of The Study

This study was limited to the investigation of the tenth graders' perception toward the use of ChatGPT as a learning tool in English writing skills at SMA Negeri 10 Palembang.

1.3 The Formulation of The Problems

Based on the explanation above, the problems of the study were formulated in the following questions:

1. What were the students' perception toward the use of ChatGPT as a learning tool in English Writing skill at SMA Negeri 10 Palembang?
2. What were the benefits of using ChatGPT as a learning tool for students English Writing skill at SMA Negeri 10 Palembang?
3. What challenges were perceived by students in using ChatGPT as a learning tool for English writing skills at SMA Negeri 10 Palembang?

1.4 The Objectives of Research

Based on the problems above, objectives of the study were stated as follow:

1. To describe the students' perception toward the use of ChatGPT as a learning tool in English Writing Skill at SMA Negeri 10 Palembang.

2. To explore the benefits of using ChatGPT as a learning tool for students English writing skill at SMA Negeri 10 Palembang.
3. To identify the challenges perceived by students in using ChatGPT as a learning tool for English writing skills at SMA Negeri 10 Palembang.

1.5 The Significances of The Study

The researcher hopes that this research will have the following significances:

1. For Students

This research can help students understand how ChatGPT supports their writing development by providing assistance in generating ideas, constructing sentences, improving grammatical accuracy, and expanding vocabulary. Gaining insight into students' perceptions can encourage them to use AI tools responsibly and effectively as supplementary resources, thereby increasing their motivation and confidence in writing English texts independently.

2. For Teachers

For teachers, the findings of this study can provide valuable information about students' responses to the use of ChatGPT in writing activities. Understanding students' perceptions can help teachers design more effective teaching strategies, integrate AI tools more meaningfully in the classroom, and provide technology-based feedback that aligns with students' needs. This research can also encourage teachers to explore innovative teaching approaches that incorporate digital tools into writing instruction.

3. For School

For SMA Negeri 10 Palembang, the results of this study can provide valuable insights into how AI-based tools can support the overall quality of English language education in the school environment. These findings can help the school evaluate its digital learning practices, improve access to technological resources, and strengthen digital literacy programs for students and teachers. Furthermore, this study can support the school's efforts to promote a modern learning environment that is integrated with technology and aligns with the latest educational developments.

4. For Other Researchers

This research is expected to provide useful information and references for future researchers who are interested in studying the use of ChatGPT in English language learning. The findings of this study may help other researchers develop further studies related to students' perceptions, the benefits, and the challenges of using ChatGPT as a learning tool in different educational settings.

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