

inspiration

Instructional Practices in Language Education

Vol. 4, Issue 2, July-December 2025



Published by:

Magister Tadris Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan
Universitas Islam Negeri Sumatera Utara Medan

Jl. William Iskandar Pasar V Medan Estate 20371, Indonesia

Phone. 6615683 - 6622925 Email: inspirationjournal@uinsu.ac.id



INSPIRATION: Instructional Practices in Language Education
Vol. 4, Issue 2, July-December 2025
ISSN: 3123-2523 (Print) 3123-1896 (Online)
<http://jurnal.uinsu.ac.id/index.php/inspiration>

INSPIRATION

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Vol. 4, Issue 2, July-December 2025

ISSN: 3123-2523 (Print) 3123-1896 (Online)

<http://jurnal.uinsu.ac.id/index.php/inspiration>

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ISSN: 3123-2523 (Print) 3123-1896 (Online)

<http://jurnal.uinsu.ac.id/index.php/inspiration>

INSPIRATION (Instructional Practices in Language Education) is a peer-reviewed international journal published bianually by Magister Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan keguruan, UIN Sumatera Utara Medan, Indonesia. **INSPIRATION** is dedicated to serve as a forum for academicians and researchers who are interested in the discussion of current and future issues on second and foreign language education. Although articles are written in English, the journal welcomes studies dealing with education of languages other than English as well.

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THE EFFECTIVENESS OF CHATGPT ON STUDENTS' WRITING ABILITY AT INDONESIAN CLASSROOM

Ayu Sri Rezeky, Lainatusshifa Saragih, Tifani Fadhillah, Sholihatul Hamidah Daulay*

Universitas Islam Negeri Sumatera Utara, Medan, 20371, INDONESIA

*Corresponding author, email: sholihatulhamidah@uinsu.ac.id

Abstract

*This study aimed to determine the effect of using ChatGPT on students' writing skills, especially simple sentences in English. The background of this study is based on students' still low ability to write sentences with correct structure and grammar, especially in the use of Simple Present Tense. This study used a quantitative approach with a quasi-experimental design of the pretest–post-test control group design. The research sample consisted of two eighth grade classes at MTsS YMPI Tanjungbalai, namely class VIII-1 as the experimental class learning using ChatGPT and class VIII-2 as the control class learning using conventional methods, each consisting of 30 students. Data were collected through writing tests given before and after the treatment. The results of the analysis showed that the average post-test score of the experimental class was higher than the control class, and the *t*-test produced a significance value of $0.000 < 0.05$. This indicates a significant difference between the two groups. Thus, it can be concluded that the use of ChatGPT has a positive and significant effect on improving students' ability to write simple English sentences, especially in understanding the basic structure of Subject–Verb–Object and the application of Simple Present Tense.*

Keywords: ChatGPT; classroom; effectiveness; writing ability.

Introduction

Technological developments in the 21st century have brought about major changes in the world of education, particularly in the way teachers and students interact through digital media. One innovation that has attracted considerable attention is the application of Artificial Intelligence (AI) in language learning. One form of AI currently widely used is ChatGPT, a language model developed by OpenAI, due to its ability to generate human-like text, provide



instant feedback, and help students write more accurately and coherently. According to Li and Xu (2023), AI-based writing tools like ChatGPT are capable of providing "real-time adaptive feedback that enhances students' engagement and accuracy in language production." This capability makes ChatGPT a potential tool for developing writing skills, particularly in the context of English as a Foreign Language (EFL).

Writing is one of the most complex aspects of language learning because it involves critical thinking skills, vocabulary mastery, grammar, and the logical and coherent organization of ideas. Harmer (2004) emphasized that writing is not only about constructing grammatically correct sentences, but also about organizing ideas in an orderly manner. Hyland (2016) added that writing is a process that requires continuous feedback and revision to improve skills. However, in Indonesia, many students still struggle with English writing due to limited language exposure, a lack of authentic practice, and a lack of feedback from teachers (Marwan, 2017).

Integrating ChatGPT in writing lessons is one solution to address these challenges. Chen et al. (2023) refers to ChatGPT as a "virtual writing assistant" that can help students generate ideas, improve grammar, and provide real-time corrections. Rachmawati and Setiawan (2024) also found that using ChatGPT improves student accuracy and confidence because feedback is provided quickly and non-judgmentally. This makes the learning process more interactive and independent, especially in large classes with limited teacher time. However, empirical research on the effectiveness of ChatGPT on students' writing skills in Indonesia is still limited. Most previous studies have focused more on students' perceptions or motivations towards ChatGPT (Putra & Sari, 2023) rather than its actual impact on writing skills. Therefore, this study seeks to provide empirical evidence by assessing the impact of using ChatGPT on students' writing outcomes.

In the context of writing instruction, mastery of simple sentences is an important foundation before students move on to more complex forms of writing. Azar (2017) explains that a simple sentence consists of one clause with a subject and a predicate, while Brown (2004) emphasizes that writing helps students consistently apply correct grammatical structures. However, Nunan (2003) states that many students still struggle to construct simple sentences correctly due to limited vocabulary and understanding of sentence structure. Consistently, several previous studies have shown mixed results. Research by Melek Sapan and Levent Uzun (2024) found that traditional learning still yielded better results for students' writing and vocabulary development, despite their positive views of ChatGPT. Meanwhile, research by

Moh. Fikri Amir Anggeraja, Samtidar, and Nuraeni (2024) showed that all participants experienced improved writing skills after using ChatGPT, particularly in vocabulary, structure, and the ability to revise their writing. Truong Cam Quynh and Tran Thi Minh Hien (2024) also found that ChatGPT had a positive impact on students' writing practice and increased their learning motivation.

Based on these research results, it can be concluded that ChatGPT has great potential as a learning medium to improve writing skills. However, most research still focuses on general writing skills such as paragraphs or descriptive texts. There is still little research specifically examining the effect of ChatGPT on students' ability to write simple sentences using the correct Simple Present Tense. Therefore, this study aims to fill this gap by examining whether there are significant differences in simple sentence writing skills between students who use ChatGPT and those who do not. The focus of the study is directed at the ability to write simple sentences in the Simple Present Tense related to everyday topics such as daily activities, hobbies, and family.

Literature Review

ChatGPT

The use of technology in language learning has become a trend in the last two decades. Warschauer (2010) stated that digital technology can increase student motivation, participation, and learning effectiveness. In writing lessons, technology allows students to receive immediate feedback, perform self-correction, and explore various example sentences independently. Artificial intelligence (AI)-based applications such as Grammarly, Google Translate, and ChatGPT have been widely used to help students correct grammatical errors and improve their writing skills. Zhang and Zou (2021) explain that AI provides the advantage of a personalized learning experience because each student can interact according to their individual ability level.

Advances in artificial intelligence (AI) technology have had a significant impact on education, particularly in language learning. One widely used form of AI today is ChatGPT, a Generative Pretrained Transformer-based language model developed by OpenAI. ChatGPT is capable of generating natural text in various contexts, including assisting with English writing. In the context of writing lessons, particularly simple sentence writing skills, ChatGPT has the potential to be an effective tool for students to improve their grammar, vocabulary, and sentence structure.

ChatGPT is a generative language model developed by OpenAI based on the Generative Pre-trained Transformer (GPT) architecture. Trained on large amounts of text data, ChatGPT is capable of generating natural text, answering questions, and engaging in interactive conversations like humans (OpenAI, 2023). In education, ChatGPT can function as a virtual assistant, helping students understand concepts, correct sentences, and receive rapid feedback. Kasneci et al. (2023) cite ChatGPT as an AI innovation with significant potential for improving the effectiveness of language learning. ChatGPT is an AI model designed to generate natural text and provide interactive responses to user queries (OpenAI, 2023). In the context of writing instruction, ChatGPT can function as a virtual writing assistant, providing example sentences, explaining grammar rules, and offering revisions to students' writing (Kasneci et al., 2023).

Writing Abilities

Writing is one of the main productive skills in learning English, alongside speaking. According to Harmer (2004), writing is a complex process involving critical thinking, grammar, and organizing ideas. At a basic level, the ability to write simple sentences provides an important foundation before students move on to more complex sentence structures. Simple sentences typically consist of one independent clause with a subject and a predicate (Azar, 2017). Mastering this basic structure helps students avoid syntactic errors and improves the clarity of their writing. In the context of learning English as a foreign language, writing presents a unique challenge because students must master grammatical structures, vocabulary, punctuation, and styles that differ from those of their native language (Nunan, 2003). Therefore, the writing learning process must be designed in stages, starting with mastering simple sentences and progressing to the ability to write more complex texts.

Writing skills play a crucial role in both education and professional life. Through writing, students can hone their logical and systematic thinking skills and develop their language skills. Brown (2004) states that writing helps students deepen their understanding of the language structures they have learned because, in the writing process, students must consistently apply grammatical rules. However, many students still struggle to form grammatically correct and meaningful simple sentences (Nunan, 2003). Contributing factors include limited vocabulary, a lack of understanding of sentence structure, and low motivation to practice writing.

Based on the explanation above, it can be concluded that chatgpt has a significant effect on students' writing skills. Like previous research that has been conducted by Melek Sapan and Levent Uzun (2024) "The Effect of ChatGPT-Integrated English Teaching on High School

EFL Learners' Writing Skills and Vocabulary Development". The result of this research is that traditional instruction had more effect on writing and vocabulary development of the participant students. The findings gained from semi-structured interviews revealed that students consider ChatGPT positively. Moreover, on the previous research that has been conducted by Moh. Fikri Amir Anggeraja, Samtidar, and Nuraeni (2024) "The Use of ChatGPT in Enhancing Students Writing Ability". The results of this research showed that all five subjects experienced an improvement in their writing ability, especially in terms of improving vocabulary, structure, grammar, explaining ideas well, reviewing and correcting, where this was due to ChatGPT helping them in a way that when the subjects asked something, ChatGPT would immediately provide explanations and examples. However, the level of improvement varies depending on how often and consistently it is used. Additionally, on the previous research that has been conducted by Truong Cam Quynh, and Tran Thi Minh Hien (2024) "The Effectiveness of ChatGPT in Students' Practicing Writing Skills: A Study at HCM UPES". The results showed that using ChatGPT positively affected UPES students' practice of writing skills. This result created more motivation for lecturers to conduct further research and introduce and apply AI technologies to students in their teaching practice.

Based on several previous researches above, it can be concluded that ChatGPT can be used as media to help students' in writing skill. From several previous research results, researchers are interested in conducting the significant difference in writing ability between students using ChatGPT and the students without using ChatGPT as media in writing skill.

Methods

This study was conducted using a quantitative approach and adopted a quasi-experimental pretest-post-test control group design. This design was chosen so that researchers could observe the effect of using ChatGPT on students' ability to write simple sentences in English. With this design, comparisons between students' abilities before and after treatment could be made, while also assessing the differences between the group that used ChatGPT and the group that studied conventionally. The research population consisted of all eighth-grade students at MTsS YMPI Tanjungbalai. The sample was determined through random class sampling, resulting in two classes being selected as samples. Class VIII-1 was designated as the experimental class with 30 students (17 boys and 13 girls), while Class VIII-2 became the control class with the same number of students and the same gender ratio. The random selection

of classes was intended to ensure that both groups had balanced initial conditions, so that differences in learning outcomes could be more valid and attributed to the use of ChatGPT.

The instrument used was a writing test administered in two stages, namely a pretest and a post-test. The pretest was administered before the treatment to assess the students' initial ability to write simple sentences, while the post-test was administered after the treatment to measure the students' abilities in writing. This writing test used predetermined themes, namely Daily Activities, My Hobby, and My Family. Each sentence was assessed based on sentence structure, grammar accuracy, and meaning clarity. The assessment was carried out using a rubric that had been tested for validity so that the scores reflected the students' abilities objectively.

The next stage was the treatment. In the experimental class, students learned simple sentence writing with the help of ChatGPT, where they could ask for example sentences, correct mistakes, and learn basic structural patterns such as subject-predicate-object (S-V-O) structure and the use of the simple present tense. Meanwhile, the control class learned conventionally using textbooks and teacher guidance without the help of ChatGPT. The material, exercise themes, and learning duration were kept the same for both groups to maintain consistency and fairness.

The final stage was a post-test, in which both groups were given a writing test with the same theme as the pretest to assess the improvement in their ability to write simple sentences. The pretest and post-test data were then analyzed using descriptive statistical analysis to determine the average scores, ability, and comparisons between groups. Inferential analysis was performed using a t-test to determine whether the improvement in writing ability in the experimental class was more significant than in the control class. Ensuring validity and reliability, the researcher standardized all instructions, learning duration, and exercise materials for both groups. The writing test was also tested for content validity and reliability so that the research results could be scientifically accountable. With this systematic research design, it is hoped that empirical evidence can be obtained regarding the effectiveness of ChatGPT in students' ability to write simple English sentences at MTsS YMPI Tanjungbalai.

Results

This study aimed to determine the effect of using ChatGPT on students' ability, particularly in writing simple sentences in English using the Simple Present Tense. The study was conducted at MTsS YMPI Tanjungbalai, with two eighth-grade classes as samples. Class

VIII-1 was designated as the experimental class and class VIII-2 as the control class, each comprising 30 students, 17 boys and 13 girls. The experimental class implemented writing instruction using ChatGPT, while the control class learned using conventional methods with textbooks and teacher explanations. Writing tests were administered twice: a pretest before the treatment and a post-test after the treatment, with the themes Daily Activities, My Hobby, and My Family.

The results of the average calculation showed that before the treatment, the initial abilities of the two groups were nearly equal. The average pretest score for the experimental class was 61.20, while the control class was 60.50. After the treatment, the average post-test score for the experimental class increased to 80.10, while the control class only achieved 70.30. The higher increase in the experimental class shows that ChatGPT has a positive influence on improving students' ability to write simple sentences.

Table 1. Homogeneity pretest data.

Group	Mean	Variant	Sig	Information
Experimental	61,20	52,40		
Control	60,50	50,10		
			0,127	Homogeneity

A homogeneity test was conducted based on the pretest data to ensure that the initial abilities of both groups were equal before the treatment was administered. The analysis using Levene's Test showed a significance value of 0.127, which is greater than the 0.05 level. Based on the decision-making criteria, if the significance value is greater than 0.05, the data are considered homogeneous; if it is less, the data are considered heterogeneous.

Therefore, it can be concluded that the variance of pretest scores between the experimental and control classes did not differ significantly. This means that the initial abilities of students in both classes were at the same level or balanced before the application of ChatGPT in writing lessons. This condition is important to ensure that the improvement in learning outcomes after the treatment is not due to differences in basic abilities between students, but rather to the influence of the treatment or learning media used. Furthermore, this homogeneity result also strengthens the validity of the research design, as both groups had truly equivalent starting points before being administered the different treatments. In other words, the effects that emerged in the post-test can be more confidently attributed to the use of ChatGPT in the process of learning to write simple sentences.

Table 2. Normality post-test data.

Group	Sig	Information
Experimental	0,201	Normality
Control	0,220	Normality

A normality test was conducted on the post-test data to ensure that the final learning outcomes for both groups were normally distributed. This test used the Kolmogorov–Smirnov Test, as the sample size in each class was greater than 30 students. The analysis showed that the significance value for the experimental class was 0.201 and for the control class 0.220, both greater than 0.05. Based on the decision-making criteria, if the significance value is greater than 0.05, the data are considered normally distributed; if it is less, the data are considered abnormal. Therefore, these results indicate that the post-test scores for both groups of students were normally distributed.

A normal data distribution indicates that student learning outcomes are proportionally distributed around the mean, without any extreme deviations on either side. In other words, the simple sentence writing skills achieved by students in both the experimental and control classes are within a reasonable range and representative of the population. Because the data has met the assumption of normality, the statistical analysis can be continued using a parametric test, namely the Independent Sample T-Test, to determine whether or not there is a significant difference between the two groups.

After the data was declared normal and homogeneous, the next step was to conduct a hypothesis test using an Independent Sample T-Test. This process began by calculating the mean difference between the experimental and control classes based on the post-test results, which was $80.10 - 70.30 = 9.80$. This difference was then used to find the calculated t-value by comparing it with the pooled standard deviation of both groups. The calculation results showed a significance value (2-tailed) of 0.000, which is less than the 0.05 level of significance. Based on these results, H_0 was rejected and H_a was accepted, concluding that there was a significant difference between the simple sentence writing skills of students who learned using ChatGPT and those who learned without ChatGPT.

Discussion

The improvement in learning outcomes in the experimental class indicated that ChatGPT helped students understand basic sentence patterns, correct structural errors, and improve the accuracy of using first-form verbs (verb-1) according to the rules of the Simple Present Tense. Meanwhile, students in the control class who studied without ChatGPT's assistance tended to

still make errors in verb placement and word order within sentences. Overall, the results of this study demonstrate that ChatGPT has a significant impact on improving the writing skills of eighth-grade students at MTsS YMPI Tanjungbalai. This application can be an effective learning tool because it provides quick feedback, relevant example sentences, and supports students' independent and interactive learning.

The results of the study showed that the use of ChatGPT significantly improved students' ability to write simple sentences using the Simple Present Tense. This was evident in the difference in average post-test scores between the experimental and control classes, with the experimental class achieving higher scores. This significant difference demonstrates that ChatGPT is able to help students understand basic English sentence structure more effectively than conventional methods. The improvement in student learning outcomes in the experimental class indicates that the use of ChatGPT provides a more interactive, adaptive, and engaging learning experience. ChatGPT provides immediate feedback on student sentences, including grammar, verb usage, and sentence structure. This feature allows students to immediately correct their mistakes and understand correct sentence patterns without having to wait for correction from the teacher. This makes the learning process more efficient because students can learn independently and gain understanding more quickly.

This finding aligns with Chen et al.'s (2023) findings, which state that ChatGPT can function as a virtual writing assistant, assisting students in developing ideas, constructing sentence structures, and automatically correcting grammatical errors. Furthermore, the results of this study support the findings of Rachmawati and Setiawan (2024), who found that using ChatGPT in writing lessons improved students' accuracy and confidence in English writing. From a pedagogical perspective, ChatGPT supports the principles of Communicative Language Teaching (CLT) and the process writing approach, which emphasize the importance of feedback and continuous revision in writing lessons. According to Hyland (2016), an effective writing process involves iterative planning, writing, and revising, where students need rapid feedback to improve their writing. In this context, ChatGPT plays a role in providing instant feedback that allows students to revise their sentences directly. This helps them understand errors contextually, rather than simply memorizing grammar rules.

Furthermore, the results of this study also show that students in the experimental class demonstrated an improved understanding of basic sentence structure (Subject–Verb–Object) and the use of first-form verbs (verb-1) in accordance with the Simple Present Tense pattern. This aligns with Azar's (2017) opinion, which explains that mastering simple sentence

structures is the main foundation for advanced writing skills. By understanding these basic structures, students will more easily develop their ability to write more complex texts in the future. When compared to the conventional method used in the control class, the ChatGPT-based approach proved more effective because it minimized students' fear of making mistakes in writing. Many students often feel awkward or afraid of making mistakes when writing in English due to the lack of direct guidance and the limited time teachers have to provide one-on-one corrections. ChatGPT overcomes these limitations by providing personalized guidance quickly and without pressure. This aligns with the findings of Kasneci et al. (2023), who stated that ChatGPT can function as a flexible and non-judgmental learning assistant, thereby encouraging student engagement and confidence.

In terms of quantitative results, the significant difference between the mean post-test scores of the two groups indicates that using ChatGPT not only improved grammatical accuracy but also accelerated the process of internalizing simple sentence patterns. The two-tailed significance value of $0.000 < 0.05$ provides empirical evidence that ChatGPT has a significant effect on student learning outcomes. This fact supports the findings of previous research conducted by Anggeraja, Samtidar, and Nuraeni (2024), which reported that ChatGPT helps students improve sentence structure and expand vocabulary in English writing.

However, the results of this study also indicate that the effectiveness of ChatGPT depends on how it is used in the classroom. Students who actively interact with the application tend to achieve greater progress than those who are passive. Therefore, teachers still have a crucial role in guiding students in using ChatGPT effectively, for example by providing clear directions, limiting reliance on AI, and ensuring that students understand the rationale behind each correction provided by the application. Overall, the results of this study provide empirical evidence that ChatGPT can be an innovative learning medium capable of improving writing skills.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is a significant difference in the ability to write simple sentences between students who use ChatGPT and students who do not use it. The results of the Independent Sample T-Test showed a significance value of $0.000 < 0.05$, which means that the use of ChatGPT has a significant impact on improving students' writing skills. Students who learned using ChatGPT showed a higher increase in grammatical accuracy, the use of first-form verbs (verb-1), and

understanding of basic sentence patterns Subject–Verb–Object compared to students who learned using conventional methods. ChatGPT plays a role not only as a digital tool, but also as a learning companion that is able to provide direct feedback on student errors, so they can improve their writing independently and understand language structures contextually. In addition, the use of ChatGPT also fosters students' confidence and motivation in writing because they can learn in a more flexible, interactive, and less stressful atmosphere. Thus, it can be concluded that ChatGPT is effective as an innovative learning medium that can significantly improve students' ability to write simple sentences, and can be used as a strategic alternative in learning English in the digital era to support a more independent and student-centered learning process.

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