HALAMAN PENGESAHAN

A THESIS

THE EFFECT OF CHATGPT APPLICATION TOWARDS STUDENTS

ABILITY IN WRITING EXPOSITION TEXT AT THE EIGHT GRADE OF

SMP NEGERI 37 MEDAN

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Dinyatakan Benar Telah Mengikuti Ujian Akhir Meja Hijau dan Telah

Memenuhi Syarat Dengan Hasil Nilai A dan Memperoleh gelar

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**CHAPTER I**

**INTRODUCTION**

**1.1 The Background of The Study**

Language is a speech tool that humans use to communicate, express feelings, idea in their minds, and express emotional feelings to the person they are talking to. Of the many languages that exist in this world, English is the international language, which means that English is very widely used by the world's population. English can also be declared a universal language, which means it is the language that unifies the country.

English is a foreign language that is used by many students at primary school, secondary school, senior high school up to university levels . The activities of the learning and teaching process to improve the four skills in English lessons, namely listening, speaking, writing and reading.

Writing is a literacy activity in language that is very important for humans, especially for students. Students can channel ideas in their minds which are expressed in written form which can provide good, precise to share accurate

information to other people. A person can communicate with other people and can improve their skills in thinking expressed in written form.

The writing skills that students have to skills that can master problem topics which can then be expressed in writing by using correct words, spelling, punctuation in good word elements to produce quality writing (Pebrianti, 2016). Student difficulties in writing skills are not as easy as we think. Nowadays, many students find it difficult to write down their ideas to tell about something. Students also find it very difficult to write down their ideas in to quality written form.

Students find it difficult to express emotional feelings in written form as a medium of communication with other people. This is due to the lack of literacy activities carried out in educational institutions such as schools which do not provide complete facilities related to information sources such as the lack of books in the library. Writing skills are difficult lesson in language learning, both in expressing an idea in written form, the writing process of thinking in expressing ideas in written form in the form of text, discourse, paragraphs and sentences (Basonggo et al., 2016).Student are also unable to write texts well to retell events or events that have occurred, tell stories about events in the past, providing ideas in the form of essay writing because the vocabulary they master is still small, the grammar is still messy so they are unable to organize good grammar and writing clear paragraphs.

Students found that they spend less time writing . They are more likely to choose to improve speaking, reading and listening in the English learning process. Therefore, the reseacher knows that the most difficult skill in learning English is writing skills. The importance of writing exposition text is introduced to students.

This is because writing exposition text is a type of text that explains or explains amout of information to the reader, so that by reading exposition text the reader will gain detailed knowledge of a thing or event. In reality however learning to write exposition text in junior high school experiences several difficulties. This can be seen from the results of my observation test.

Based on data that the writer researched about students' writing skills in writing exposition text. It is found that the result show as table below :

**Tabel 1.1 Writing Exposition Text Pre-Test**

| No | Students | C % | O % | V % | G % | M % | Total % |
|----|----------|-----|-----|-----|-----|-----|---------|
| 1. | GM | 13 | 7 | 7 | 5 | 2 | 34 |
| 2. | BPP | 25 | 15 | 15 | 11 | 4 | 70 |
| 3. | CRA | 25 | 17 | 17 | 11 | 4 | 74 |
| 4. | AS | 25 % | 16 | 16 | 10 | 4 | 71 |
| 5. | SM | 15 | 15 | 15 | 5 | 2 | 52 |
| 6. | IKS | 23 | 16 | 15 | 16 | 4 | 74 |
| 7. | FRA | 15 | 7 | 7 | 5 | 2 | 36 |
| 8. | A | 13 | 7 | 7 | 5 | 2 | 34 |
| 9. | ROM | 25 | 15 | 15 | 20 | 4 | 79 |
| 10. | MN | 13 | 7 | 7 | 5 | 2 | 34 |
| 11 | DNY | 13 | 8 | 7 | 5 | 2 | 35 |
| 12. | G | 15 | 10 | 7 | 5 | 2 | 39 |
| 13. | RSHS | 13 | 9 | 7 | 5 | 2 | 36 |
| 14. | MZ | 13 | 7 | 7 | 5 | 3 | 34 |
| 15. | SS | 14 | 9 | 7 | 5 | 2 | 37 |
| 16. | DE | 13 | 7 | 7 | 5 | 2 | 34 |
| 17. | AKS | 13 | 7 | 7 | 5 | 2 | 34 |
| 18. | RF | 13 | 7 | 7 | 5 | 2 | 34 |

| 19. | RS | 13 | 7 | 7 | 5 | 2 | 34 |
|---|---|---|---|---|---|---|---|
| 20. | LN | 13 | 7 | 7 | 5 | 2 | 34 |
| Total | Total | 325 | 200 | 191 | 143 | 51 | 909 |
| | Average | 16.25 % | 10 % | 19.55 % | 17.15 % | 12.55 % | 60.45. % |

**Tabel 1.2 Classification Score**

| No | Classification | Score |
|---|---|---|
| 1 | Excellent | 86 - 100 % |
| 2 | Good | 71 - 85 % |
| 3 | Fair | 56 - 70 % |
| 4 | Poor | 41 - 55 % |

The results of research tests show that the student's writing skills especially in writing exposition text at SMPN 37 Medan , the total results obtained were 60.45%. It was found that in the students' writing were unable to provide their ideas in writing. This is proven by tests that students are not able to take as well because the students do not know the elements contained in the exposition text.

ChatGPT (Generative Pre-training Transforming) application is an artificial intelligence application by humans who are experts in technology, where it is used in a conversation format. ChatGPT is a simple technology like you want to ask the teacher in class, but ChatGPT can answer all your questions in a short time. Users can now not only access it via the website, but users can also access ChatGPT via the Playstore application on Android. ChatGPT is a messaging platform with artificial intelligence or AI (Artificial Intelligence) which is currently famous. This platform was developed by OpenAI made from the country United States of

America especially for students who can use it freely to help in the learning process by using the ChatGPT application to make the learning process more interesting (Gill & Kaur, 2023)

The writer conclude the ChatGPT application is a very important application that teachers can use in the learning and teaching process. That can also provide opportunities for students to make the best use of the technological media contained in their mobile phones. So the writer chose the title "The Effect of ChatGPT Application Towards The Students' Ability In Writing Exposition Text" the students will be motivated to study English well.

## 1.2 The Problem of The Study

In relation to the background of the study , the problem of this study is " Is the ChatGPT application significantly effective in teaching writing exposition text ?"

## 1.3 The Objective of The Study

The objective in this study is to find out whether or not ChatGPT application significantly effectiveness the writing exposition text achievement.

## 1.4 The Scope of The Study

There are many texts in English one of them is exposition text. Writing exposition text is difficult to learn for most students . By using the ChatGPT application is a way of teaching writing in order to improve students' achievement in writing exposition texts . This research deals to know the effectiveness of using ChatGPT application on students' writing exposition text achievement to the students

## 1.5 The Significances of The Study

The finding of the study will be expected to be significant in two ways.,they are theoretically and practically :

1.  Theoretically

    1.  This research expects by using ChatGPT application, this research can find out where students' mistakes are so that teacher can provide motivation . Apart from to being a motivation teachers can be a practical source for students to find their ideas

2.  Practically

    The findings of this research are expected to be useful for :

    1.  English teachers can apply this learning media as a teaching method for student effectiveness in teaching writing exposition texts using the ChatGPT application

    2.  Students will be interested in writing exposition texts that are fun and enrich their vocabulary , information an they will b more motivated write what they want.

    3.  Other researchers who conduct similar research can use the results of this research as a reference.

## 1.6 The Hypothesis

A hypothesis is needed to show the writer thinking about what the outcome of the research will be. The research hypothesis is formulated as follows:

Ha : There is significant effectiveness of using ChatGPT application on students writing exposition text.

Ho  : There is no signifacant effectiveness of using the ChatGPT

    application on exposition text written by students

# CHAPTER II

# REVIEW OF LITERATURE

## 2.1 Theoretical Framework

This section provides a reference source to explain the material that will be explained by the author so that readers can easily understand the theories that will be studied in clear, actual detail and provide views from the research so that they clearly illustrate theoretical concepts from the beginning of the explanation to the end of the explanation in this case. that must be studied as follows.

## 2.2 Writing

Writing is a literacy activity in language that is very important for humans, especially for students. By writing, people and students can channel ideas in their minds which are expressed in written form which can provide good, precise and accurate information to other people. The other opinions about the concept of writing are : (Napitupulu, 2021)

Writing is a form of changing the thoughts that exist in thoughts or feelings which are realized in the form of meaningful writing."Writing to the reader using words and writing media is an activity to provide an explanation in the form of knowledge that is expressive so that it is easy for the reader to read". (wibowo, 2013)

Based on experts, the writer concludes writing is expressing feelings, ideas, ideas, experiences, knowledge expressed in the form of words to explain this,

which can be in the form of sentences or images so that readers can easily understand them.

**2.2.1 Teaching Writing**

Teaching writing is a focused learning and teaching process in the form of writing expressed from students' minds regarding their ideas, feelings and experiences.

(Ahlsén & Lundh, 2007) " Teaching writing is a focused learning and teaching process in the form of writing expressed from students' minds regarding their ideas, feelings and experiences." Writing is the most important and important skill in learning for students. Writing is also an important process for students to provide information and thoughts in writing to readers.

Based on expert, the writer concludes teaching writing is a learning and teaching process aimed at students being able to channel express information, explanations, knowledge and experiences, ideas arranged in a good word structure so that readers can easily understand and get the meaning of the writing.

**2.2.2 The Purpose Of Teaching Writing**

Teaching writing has function to make the students able to write easily, and males the students interest in creatinh a text freely as their needs and habitual in daily life .(Works Clearinghouse, 2012) there are some purpose of teaching writing, they are :

1. Reinforcement .

Reinforcement is any form of response that is part of the teacher's behavior modification towards student behavior, which aims to provide information or feedback to students regarding their actions and responses given as encouragement or correction.

2. Language Development

Writing is the expressive mode of written language and involves using written symbols of language to communicate. Writing not only includes the ability to accurately represent the graphic form of speech (letters and words) but also the ability to develop and express one's thoughts in a cohesive, structured manner.

3. Learning As A Style

Writing is a type of learning during which people prefer to read and write in order to learn more effectively. These learners are known as read and write learners and usually learn best by reading and writing the information down.

4. Writing As A Skill

Writing skills are important because they allow people to get a point across without being physically present. So based on the purposes aboves, the writer concludes that the purpose of teaching writing are beside to give action, information and entertainment, it is also used to make the students able to combine one words, one sentence to the other sentences, know the rules and the function and able to create text based on their feeling, idea and experience.

### 2.2.3 Writing Process

The writing process is a step to create good writing so that students are interested in writing with good meaning by creating and expressing feelings, explanations of experiences made with good word structures, neatly arranged and not convoluted so that the meaning is better. (Warnock, 1983) in using a writing material, there are a process involved and the process can be affected by the content (subject matter) of the writing, the type of witing, and the medium it is written in there are for four elements of writing process they are :

1. Planning

Planning is a process in writing to make the meaning in our writing better and better by determining the first thing, namely the outlines in writing and determining good ideas that are in our minds so that we can express them in our writing in an organized structure- word structure that fits the idea so as to create good writing.

2.Drafting

Drafting is the next version of writing in the process of writing a draft which is temporary because drafting is like a temporary picture with assumptions written down so that its nature can change during the writing process towards the editing process.

3.Editing

Editing is a selection process in the writing process where there is a process of reading all the writing to see whether there are still errors or not by the reader so

that the reader can provide comments to reflect on the writer to revise his writing correctly.

4. Final Version

The final version is the end of the writing process that has been edited to create good writing and become the produces of the final version.

### 2.2.4 Genres Of Writing

Learning to write is learning about genres. According to Sanggam Siahaan and Shinoda (2011:1) in weiding there are 13 genres, namely spoof recount, procedure, hortatary exposition, anecdote, description, report, analytical exposition, explanation, discussion, news, narrative and argument.

1. Spoof

Spoof is a way of twisting some events in the process used to create humor and create a text. A punchline in an event is an unexpected action a character takes in response to another character.

2. Recount

Recounts are written to create a recount about the experience of a series of related events. Theoretically, the technique for writing a recount is similar to writing a narrative. Specifically, recounts are written to inform about an event or to entertain people. Structurally, a recount is a text that contains three components. namely orientation, even, and the last one is reorientation.

3. Narrative

Narrative is a written text in English that the author wants to entertain, entertain people, and deal with actual or vicarious experiences in different ways. It tells stories, experiences, and actions that happened in the past.use simple past tense. The elements of a narrative paragraph are orientation, resolution and coda, but the coda is optional.

4.Procedure

A procedure is an English written text whose author explains how something is achieved through a series of step actions. Procedure is a text that contains four components, namely goals, materials, methods, and reorientation with which a writer describes how something is achieved through a sequence.

5. Hortatory Exposition

A hortatory exposition is a written text in English whose author convinces people that something should have happened or not. This is also a text that contains three components, namely the thesis, argument of the issue of concern. and recommendations.

6.Anecdote

An anecdote is a writer's tool for sharing with others an unusual or humorous incident. An anecdote is a text that consists of five components, namely abstract, orientation, crisis, reaction, and coda.

7. Description

Description is the author describing an object. In this text the objects can be concrete or abstract objects. It could be a person, or a tree, or a house, or a camper. It can be about any topic. Description is text that contains two components. namely, identification and description.

8. Report

A report is a type of text that can be written descriptively.This technique describes an object to the reader. The specific detailed length of the object being described.

9. Exposition

Exposition is an expository text. It is about the truth of a fact of a particular object. This is written to reveal the truth of the object's facts to the reader. The aim is only to reveal the truth of the facts, in this case only to convince the reader to believe it, and to show the reader the truth of the reality of human life by proving it with several facts.

10. Explanation

Explanation is a written text in English whose author explains processes involving information or the workings of natural or sociocultural phenomena. Explanation is text that contains components, namely general statements and sequential explanations.

11. Discussion

Discussion is a written text in English where the author presents several views on a problem, containing three components, namely issues, arguments, and conclusions or recommendations.

10. News

A news item is not a paragraph or essay, but rather corresponds to a written English text containing one or more paragraphs in which the author informs people about events of the day that are considered newsworthy or important. A news item is a text that contains three components, namely; even decent news, event background and sources.

11. Argumentative Text

Argumentative text is a written text in English in which the author explains several points of view regarding a problem. Argumentative text is a text that contains three components, namely problem, argumentation, and conclusion or recommendation.

## 2.3 Exposition Text

Exposition text is a type of text that aims to convey information clearly and objectively about a topic. Usually, this text provides an in-depth explanation of a concept, idea, or phenomenon using facts, data, and supporting arguments. The goal is for readers to understand the topic better. According to Nopriani and Pebrianti (2019:3) Exposition text is text that presents someone's ideas or opinions to convey this opinion, you must include logical reasons. Meanwhile, according to

(Blake, 2018)exposition text is text that explains or informs about something that broadens the reader's insight or knowledge.

### 2.3.1 The Element of Exposition Text

These elements work together to create a well-structured exposition text that effectively conveys information to the audience (Wennyta et al., 2021).The elements of an exposition text typically include:

1. Thesis

This section is the first and opening part of the exposition text. The thesis itself can be understood as a part that has the function of presenting an introduction to issues, problems, main ideas, and the author's general views regarding the topic or problem being discussed. A thesis can also be called a statement of opinion. Before starting to write an expository text, the writer must determine the purpose of the expository text first.1.Thesis Statement : Clearly states the main idea or argument that will be explained in the text.

2. Series of Arguments

The second part of the expository text structure is a series of arguments. After the thesis introduces an issue or problem that is currently being discussed by many people, the exposition text will continue with a series of arguments. A series of arguments can be understood as opinions in the form of logical reasons, information according to findings, facts that occurred, and statements from experts. So, it is not surprising that in this section, you will find many opinions as explanations for the thesis explained previously.

3.Reaffirmation

The final part of the exposition text structure is reaffirmation. After the author conveys the issue or problem and has supported it with various reasons or opinions that are in accordance with the facts, the next conclusion or conclusion will be presented. The purpose of the reaffirmation itself is to provide confirmation of the initial opinion as well as present conclusions and suggestions regarding the overall problem discussed.

### 2.3.2 The Social Function of Exposition Text

The social function of an exposition text is to inform, explain, or clarify a topic to the audience (Kemala et al., 2020) exposition text has a social function, namely proposing personal opinions about something. It serves to convey factual information, present ideas, or provide a detailed analysis on a subject. In a social context, exposition texts contribute to knowledge-sharing, education, and facilitating communication among individuals or groups.

### 2.3.3 The Characteristics of Language Features

The character elements of expository text involve the use of clear, objective and informative language. Logical structure, factual content, use of evidence, and formal tone are also important parts. The characteristics of exposition text are the use of pronouns, conjunctions, nouns, verbs, adjectives, adverbs, terms, paragraph integration/cohesion and coherence, and words standard and correct spelling (Anonim, 2012)

### 2.3.4 The Types of Exposition Text

Exposition text itself has six types, of course each has its own purpose. Therefore, to learn more about exposition texts, the following are six types of exposition texts and their explanations, including:

1. Definition Exposition

Definitional exposition text is an exposition text that aims to express the meaning or definition of a topic.

2. Process Exposition

A process exposition text is actually a text that contains several stages or ways to produce something from start to finish.

3. Illustrative Exposition

Illustrative exposition text is exposition text which aims to provide a simple overview of one topic and another. This ienis text usually explains. the similarities or similarities in the nature of a topic being discussed.

4. Exposition of Contradictions

A contradictory expository text can also be understood as a text that contains several contradictory things, from one thing to another.

5. Report Exposition

Report exposition text is exposition text which has the aim of presenting a report on a particular event or object.

6. Comparative Exposition

Comparative exposition text is text that contains the main ideas and thoughts to compare one thing with another.

## 2.4  ChatGPT Application

### 2.4.1 Defenition of ChatGPT Application

ChatGPT application is an example of the use of artificial intelligence. This GPT chat is a technology developed by Open AI which was launched at the end of November 2022. This GPT chat is based on GPT-3.5 which goes through a deep learning learning process (Suharmawan, 2023). GPT chat has several advantages such as helping create website content, creating musical works, helping with coding, and answering questions.

Today's technology users consist of various age groups, from children to elderly people who can use it.(Setiawan & Luthfiyani, 2023) the existence of AI technology needs to be balanced with the knowledge related to it. The impact of technological sophistication also needs to be addressed properly. It  would be good, before using several examples of technology applications, to know its definition and how it works.

According to (Imran & Almusharraf, 2023) ChatGPT is a medium for learning writing skills, because in ChatGPT there is grammar, quotes and

important points so that it can provide feedback to users in writing good writing.Students can use ChatGPT to help them practice writing various types of writing. ChatGPT can provide references in terms of vocabulary, grammar, and points needed to create text. So ChatGPT can provide ideas, good directions and examples of good, structured writing that can help teachers and students work.

### 2.4.2 How To Use ChatGPT Application.

After knowing some of the various things about Chat GPT, perhaps most of us are curious about how to use Chat GPT, here is an easy way to use Chat GPT:

1. Visit the Open AI site with the link chat.openai.com or by downloading on the Playstore platform.

2. Verify the account using a phone number or Gmail account.

3. Agree to the terms and conditions.

4. Enter the question you want to ask in GPT Chat.

### 2.4.3 Advantages and Disadvantages of ChatGPT Application.

GPT chat, which is based on AI technology, also has several advantages and disadvantages that we need to know. Some of the advantages of GPT Chat include saving time and being able to provide answers in a short time, and being able to provide responses that resemble human work. (Wennyta et al., 2021)

Some of the shortcomings of Chat GPT include limitations in understanding, coverage and reliability, sometimes the answers given are not always correct, and cannot shift creative workers.

The Advantages :

1. Provide ideas to start writing text

2. Provide keywords that are easy to understand.

3..Saves time and can provide answers in a short time,

4.Provide responses that resemble the results of human work.

The Disadvantages :

1.Several limitations in understanding

2.Coverage and reliability .

3.Sometimes the answers given are not always correct.

## 2.5 Previous Research

This media had ever been used try some research. Here the writer prevent 3 previous researches :

The first research was done by Ringan Tamjidi (2023) with title "ChatGPT technology to enhance reading comprehension.This study build son these advance ments to investigate whether the AI-driven chatbot ChatGPT canassist individuals with Attention Deficit Hyperactivity Disorder (ADHD) in better comprehen dingand recalling written text." The study involved two group participants,one with ADHD and one without, who completed two reading comprehension tests, one with ChatGPT as a learning and the other without.This reasearch used
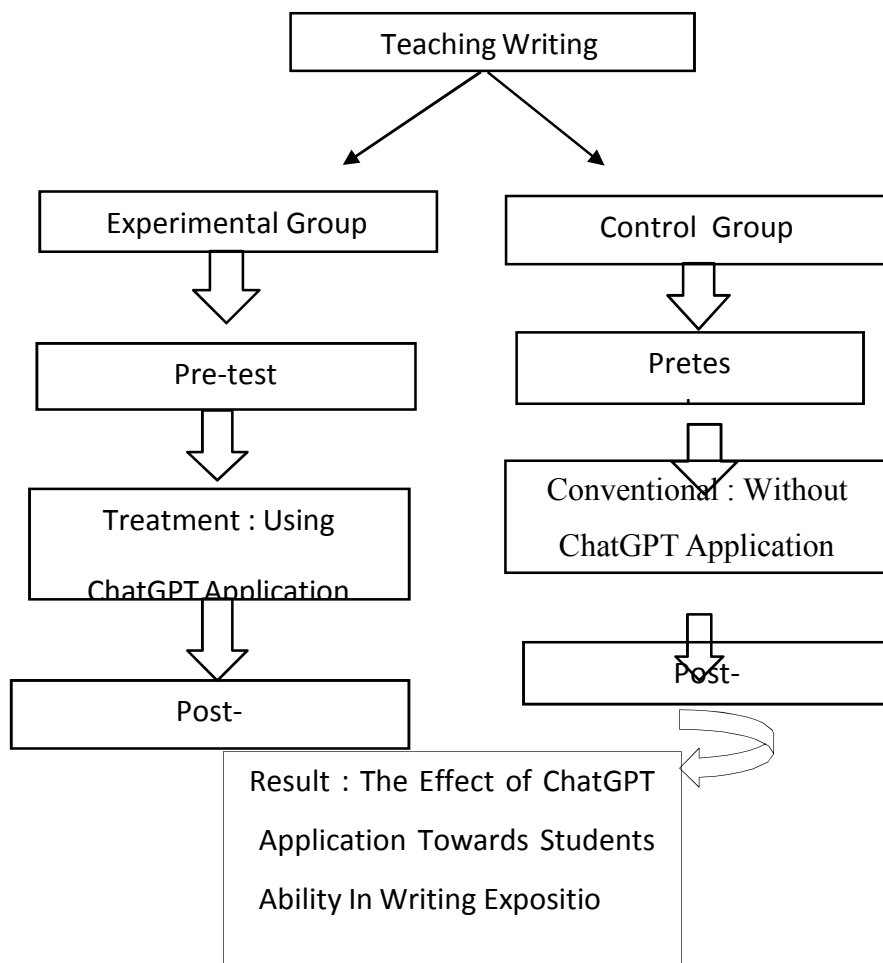
experimental quantitative with two groups, they are control group and experimental group. But In this research, the writer foccuses more on the effectiveness of the ChatGPT application in students' writing ability.

The second research was conducted by Betharia Pandia Sembiring (2023). This research was created to answer the need for technological developments by using Artificial Intelligence in learning, especially essay writing skills for students through the application of ChatGPT. The subjects of this research were 13 fourth semester students of the 2023 Muhammadiyah English Language Education Study Program at Parepare University. Researchers used quantitative descriptive methods to compare student learning outcomes before and after being given the 4.0 essay writing learning treatment by giving a pre-test and post-test. After being given treatment, students' writing achievement increased during the post-test. A total of 2 students (15%) were in the very good category, 11 students (85%) were in the good category, then none were in the fair category, and there were also zero bad. This shows that their attention to improving their writing has occurred. The study concluded that the application of ChatGPT to essay writing skills in English classes for high-level students is applicable and brings significant benefits. However, in this research the focus is more on writing skills in writing expository texts and quantitative experiments for research design.

The third research was conducted by Betharia Pandia Sembiring (2023) with the research title "Students Awareness Of The Use Of ChatGPT In Learning To Read And Write " This research was conducted using a qualitative descriptive design. Cresswell (2012:16) states that qualitative research explores the problem and provides a detailed understanding of the central phenomenon. Based on this

understanding, this research is intended to describe students' awareness of the use of ChatGPT in learning to read and write. There were 153 English Language Education Department students, consisting of 86 fifth semester students and 67 third semester students at Medan State University, taken as subjects or samples for this research. An open questionnaire with 15 items was given to students. In-depth interviews were conducted to gain further understanding of the data analyzed. Mile, Huberman and Saldana (2014) data analysis model was used to analyze the data. However, this research only focuses on one skill, namely students' writing skills. This research uses quantitative experiments with presteat L and post tests with data collection using spss 2023.

**2.6 Theoretical Framework**

Teaching Writing

Experimental Group

Control Group

Pre-test

Pretes

Treatment : Using ChatGPT Application

Conventional : Without ChatGPT Application

Post-

Post-

Result : The Effect of ChatGPT Application Towards Students Ability In Writing Expositio

# CHAPTER III

# RESEARCH METHOD

## 3.1 Research Design

This research design will use experimental quantitavive research. The framework or strategy for a study that serves as a direction for data collection and analysis is called a research design. It is a process that is followed in order to complete a study. The plan for gathering, measuring, and analyzing data is called the research design.

Divides the sample into an experimental class and a control class in order to manipulate the dependent variable experimentally. In both the control and experimental classes, the students will be taught through ChatGPT application and without using ChatGPT application to measure their achievement to do a pre-test and post-test in both groups.

**Tabel 3.1 Research Design**

| Group | Test | Treatment | Test |
|---|---|---|---|
| Experimental VIII-A | Pre -test | Employing ChatGPT Application | Post-test |
| Control VIII-B | Pre-test | Not Employing ChatGPT Application | Post-test |

### 3.2 Population and Sample

### 3.2.1 Population

Population is a generalization of objects or subjects that have certain characteristics and qualities which are determined by investigation to be studied or researched and then a conclusion is drawn (Setiawan & Luthfiyani, 2023). The population of this research will choose class VIII students of SMP NEGERI 37 MEDAN for the 2023-2024 academic year consisting of VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F . It consists of six classes and a total of 185 students.

### 3.2.2 Sample

The sample is part of the number and characteristics of the population. That is, a small group or subjects from the total population, in such a way that the knowledge (Amin et al., 2023) obtained represents the total population (whatever the number) being studied. Purposive sampling technique will   use 40 students . So 20 VIII-A students are the experimental class, and VIII-B 20 students are the control class.

### 3.3 The Instrument of Collecting Data

According to (Goyal, 2022), research instruments are tools used to measure observed natural and social events (research variables). research instrument are tools used to collect research data or information. From the expert's explanation ,that is an instrument is a measuring tools   to obtain results from the problem being sought in this case the researcher will use tests as data collection. This research will use pre and post tests in the experimental class and control class. There are two types of tests  to collect data.

Students in the experimental and control classes will use different methods but with the same test . Students in the experimental class learn to write exposition text using ChatGPT application. Meanwhile, students in the control class will learn to write exposition text without using the ChatGPT application as learning was carried out conventionally. The pre-test is given before using the ChatGPT application as a learning medium for writing exposition text. After carrying out the pre-test, the experimental class will be given treatment using the ChatGPT application and the control class will not. After providing explanations and treatment, a post-test will be given to the experimental and control classes to find out whether or not the ChatGPT application is an effect on students' ability to write exposition text and to find out their scores. After that, researchers will give a score on the student test result. To analyze the value of pretest and posttest data, researchers used a scoring rubric adapted by Brown (2007).

### 3.3.1 Pre-test

A pre-test is an assessment or test administered before the start of a learning program, course, experiment, or research study. Its purpose is to gauge the existing knowledge, skills, or baseline understanding of participants or subjects. The results of the pre-test provide a basis for comparison with post-test results, allowing educators, researchers, or instructors to measure the effectiveness of an intervention, educational program, or training. Pre-tests help identify the starting point of individuals or groups, enabling tailored instruction or evaluation based on their initial levels of proficiency or understanding.

### 3.3.2 Post Test

A post-test is an assessment or test administered after the completion of a learning program, course, experiment, or research study. The results of the post-test are compared to the pre-test results to evaluate the effectiveness of the intervention or educational approach. Post-tests are crucial in determining the extent to which individuals or groups have benefited from the learning experience. They help assess the progress made and the impact of the educational or experimental activities.

### 3.4 The Technique of Collecting the Data

### 3.4.1 Pre-test

Before starting the experiment, the researcher will give the test. The abilities of the experimental and control classes are similar. The function of the pretest is to assess the students ability in exposition tests . Students will do to write exposition text based on their idea.

### 3.4.2 Treatment/Teaching

The researcher will give different treatment in teaching both classes. The experimental group will received treatment by learning to write exposition texts by using direct and indirect corrective feedback, while the students in the control group will expose to this treatment.

### 3.4.3 Post Test

After giving the treatment, the researcher will give the post-test to the students. The test will be same as the pre-test, with a different topic. These two scores will use as numerical data to measure the effect o in teaching writing skill

.

**3.2 Process of Planning**

| No | Step | Experimental Group | Control Group | Time |
|----|------|--------------------|--------------|------|
| 1 | Pre-Test | 1. Teacher greets and cheks the student's attendance.<br>2. Teacher gives motivation and instruction to the student<br>3. Teacher gives pre-tes | 1. Teacher greets and cheks the student's attendance<br>2. Teacher gives motivation and instruction to the student.<br>3. Teacher gives pre-test | 30 Minutes |
| 2 | Treatment | 1. Teacher explains what is the ChatGPT Application | 1. Teacher greets and checks the student's attendance. | 60 Minutes |

| | | 2. Teacher explains what is exposition text | 2. Teacher gives motivation to the students. | |
|---|---|---|---|---|
| | | 3. Teacher gives an example of exposition text using ChatGPT application. | 3. Teacher explains about the definition of exposition text and generic structures | |
| | | 4. Teacher guides the the students to asking about the exposition text. | 4. Teacher asks the students to identify the text. | |
| | | 5. Teacher asks student to practice writing exposition text. | 5. The teacher sees the result of the students in answer the questions of the worksheet and asking the students to communicate to their friend | |
| | | 6. Teacher invites the students to read the text | | |
| | | 7. The teacher asks the students to try the exercise in the worksheet | | |

| 3 | Post - Test | 1. Teacher greets and asks the student's condition. <br> 2. Teacher gives motivation <br> 3. Teacher gives a Post test to the students <br> 4. Teacher asks the students if they have questions <br> 5. Teacher says goodbye to the students after doing the question | 1. Teacher greets and asks the student's condition. <br> 2. Teacher gives motivation <br> 3. Teacher gives posttest to the students. <br> 4. Teacher asks the students if they have questions <br> 5. Teacher says goodbye to the students | 45 Minutes |
| --- | --- | --- | --- | --- |

## 3.5 Scoring

Scoring student writing paragraphs, the following five factors must be given particular attention: content organization, vocabulary, language use, and mechanics (Made Ayu Widiastuti & Santi Indriani, 2023). The following table provides a more thorough description of the specific requirements.

**3.3 Analytical writing scoring rubric adapted by Brown in (Fitriani:2023)**

| No | Assesment Aspect | Catagories | Score | Criteria |
|---|---|---|---|---|
| 1 | Content (C) | Excellent | 30 – 27 | Accordance with the topic |
| | | Good | 26 – 22 | Mostly accordance with the topic Inadequate with the topic. |
| | | Fair | 21- 17 | Not enough accordance with the topic. |
| | | Poor | 16 – 13 | Not enough to evaluate, does not communicate. |
| 2 | Vocabulary ( V) | Excellent | 20 – 18 | Appropriate in vocabulary choice |
| | | Good | 17 – 14 | Few error in vocabulary choice. |
| | | Fair | 13 – 10 | Errors in vocabulary choice are frequently. |
| | | Poor | 9 – 7 | Little knowledge of English vocabulary choice, not enough to evaluate. |
| 3 | Grammar ( G ) | Excellent | 20 – 18 | Virtually no errors in grammar usage. |
| | | Good | 17 – 14 | Few errors grammatical usage. |
| | | Fair | 13 – 10 | Frequently errors grammatical usage. Numerous errors in |

| | | | | grammatical usage. |
|---|---|---|---|---|
| | | Poor | 9 – 7 | No errors in spelling, punctuation,and capitalization Few errors in spelling, punctuation, and |
| 4 | Organization ( O ) | Excellent | 25 – 22 | Well organized, logical sequencing, proper connectives, ideas clearly stated |
| | | Good | 21 - 19 | Logical but incomplete sequencing |
| | | Fair | 17 – 11 | Lack logical sequencing and development. |
| | | Poor | 10 – 5 | Not enough to evaluate, does not communicate. |
| 5 | Mechanic ( M ) | Excellent | 5 | No errors in spelling, punctuation,and capitalization |
| | | Good | 4 | Few errors in spelling, punctuation, and capitaliztion |
| | | Fair | 3 | Frequently errors in spelling, punctuation,and capitalization |
| | | Poor | 2 | Dominated by errors in spelling punctuation and capitalization |

## 3.6 The Validity of the Test

There are several types of validity that are commonly considered when evaluating the effectiveness of a test (Santi et al., 2020) They are content validity, criterion-relation validity, constract validity ,convergent validity , discriminant validity. The writer will choose content validity.

## 3.7 The Reliability of the Test

The purpose of assessing a written test is to determine whether the test is reliable. Reliability means consistency of measurement. Reliability is the ability to provide relatively consistent measurement results (Korb, 1014). Reliability means that an instrument is said to be good if it can be trusted as a data collection tool.

$$KR21 = \frac{n}{n-1} + \frac{\Sigma I}{\Sigma T}$$

Where :

n = sample

$\Sigma I$ = Sigma Item

$\Sigma T$ = Sigma Total

**3.4 The reliability test must meet a passing grade where this value can be said to be quite reliable.**

| Number Parameters | Reliabity Category |
|---|---|
| 0,8 – 1,0 | Very high reliabity |
| 0,6 – 0,8 | High reliability |
| 0,4 - 0,6 | Moderate reliability |
| 0,2- 0,4 | Low reliability |

**3.8 Technique of Analyzing Data**

1. Calculates pre-test and post-test scores with formula of the mean scores

**Finding out the mean score by using the following formula**:

$$M = \frac{\sum x}{n}$$

Where:

M= the mean of the score

Ex: total score

n: the number of sample

2. After the researcher collects data on student test results, the researcher will tabulate the data into a distribution table. To analyze the result of the test. the researcher takes the average of students" writing score using the following formula

3.Intrepret students exposition paragraph writing the result

**3.5 Tabel Scoring Classification Of Pretest and Post Test**

| No | Classification | Score |
|----|----------------|----------|
| 1 | Excellent | 86 - 100 |
| 2 | Good | 71 - 85 |
| 3 | Fair | 56 - 70 |
| 4 | Poor | 41 - 55 |

4.Testing hypothesis , creates an analysis plan , uses the plan to analyze the sample data and accepts or rejects the null hypothesis depending on the results. .The writer will use the following testing formula to determine th difference between the two classes

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

Where:

Mx = mean score of experimental group

My = mean score of control group

dx = the deviation square of experimental group

dy = the deviation square of control group

Nx = the sample of experimental group

5.The test's reliability is the consistent demonstrated by specific instrument , tecniques or time periods .