

THESIS

CHATGPT AND STUDENTS WRITING: CORRELATIONAL STUDY AT ENGLISH EDUCATION DEPARTMENT KH. MUKHTAR SYAFAAT UNIVERSITY



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KH. MUKHTAR SYAFAAT UNIVERSITY
(UIMSya)
BLOKAGUNG BANYUWANGI
2025**



DEGREE PREREQUISITES

**CHATGPT AND STUDENTS WRITING: CORRELATIONAL AT
ENGLISH EDUCATION DEPARTMENT KH. MUKHTAR
SYAFAAT UNIVERSITY**

THESIS

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ADVISOR APPROVAL SHEET

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Thesis title:

**CHATGPT AND STUDENTS WRITING: CORRELATIONAL
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MUKHTAR SYAFAAT UNIVERSITY**

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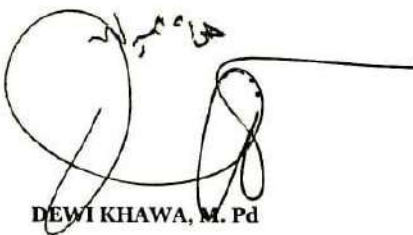
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AGREEMENT

AGREEMENT

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MOTO AND DEDICATION

MOTTO

“Lelah Itu Pasti, Selesai Itu Janji”

DEDICATION

“Praise and gratitude be to Allah for granting ease and smooth progress in the completion of this research, so that it may bring benefit to both the researcher and the readers.”

“To all the caregivers of Pondok Pesantren Darussalam and my motivator, NY. Hj. Handariatul Masruroh, thank you for your unwavering encouragement and endless prayers.”

“This thesis is wholeheartedly dedicated to my beloved parents for their moral and financial support throughout this journey, enabling me to complete this process successfully. Thank you for every sacrifice, advice, and prayer.”

“To my beloved alma mater, Faculty of Tarbiyah and Teacher Training, UIMSYA, thank you for the education and guidance you have provided.”

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“Thank you to myself, for still holding on you are strong. Thank you for being willing to work through it all with resilience.”

“And finally, to all parties who have contributed in any way, whose names I cannot mention one by one thank you sincerely.”

DECLARATION OF AUTHENTICITY OF THESIS

DECLARATION OF AUTHENTICITY OF THESIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This Thesis has never been submitted to any other educational institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Banyuwangi, 25 June 2025



Declator,



Anisa Amalia

NIM: 2111221005

ABSTRACT OF INDONESIAN

Amalia, Anisa. 2025. ChatGPT dan Kemampuan Menulis Mahasiswa: Studi Korelasional Pada Program Studi Pendidikan Bahasa Inggris Universitas KH. Mukhtar Syafaat. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Pembimbing: Dewi Khawa, M. Pd.

Kata Kunci: ChatGPT, menulis, tata bahasa, kosakata, studi korelasional

Penelitian ini bertujuan untuk mengetahui hubungan antara penggunaan ChatGPT dan kualitas menulis akademik mahasiswa, dengan fokus pada tiga aspek utama: ketepatan tata bahasa (grammar), kekayaan kosakata (vocabulary), dan koherensi (coherence). Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan melibatkan 41 mahasiswa dari Program Studi Pendidikan Bahasa Inggris di Universitas KH. Mukhtar Syafaat. Data mengenai penggunaan ChatGPT dikumpulkan melalui kuesioner, sementara kualitas menulis diukur berdasarkan nilai akhir mata kuliah terkait writing pada tahun akademik yang sama. Analisis data menggunakan uji korelasi Spearman Rank. Hasil penelitian menunjukkan bahwa tidak terdapat hubungan yang signifikan antara penggunaan ChatGPT dan kualitas menulis mahasiswa dalam aspek yang diteliti. Temuan ini mengindikasikan bahwa meskipun mahasiswa menggunakan ChatGPT, penggunaannya belum memberikan dampak nyata terhadap peningkatan kualitas menulis secara menyeluruh. Salah satu kemungkinan penyebabnya adalah mahasiswa belum memanfaatkan fitur ChatGPT secara optimal atau kritis. Penelitian ini merekomendasikan adanya bimbingan yang lebih terarah dalam penggunaan alat AI untuk mendukung keterampilan menulis.

ABSTRACT OF ENGLISH

Amalia, Anisa. 2025. *ChatGPT and Students Writing: Correlational Study at English Education Department KH Mukhtar Syafaat University. Thesis. English Education Department. Faculty of Tarbiya and Teacher Training. KH. Mukhtar Syafaat University (UIMSYA) Blokagung Banyuwangi. Advisor: Dewi Khawa, M. Pd*

Key Words: *ChatGPT, writing, grammar, vocabulary, correlation studies*

This study aims to determine the relationship between ChatGPT usage and students' academic writing quality, focusing on three main aspects: grammatical depth, vocabulary richness, and coherence. This study used a quantitative correlational approach involving 41 students from the English Language Education Study Program at KH. Mukhtar Syafaat University. Data regarding ChatGPT usage were collected through a questionnaire, while writing quality was measured based on final grades for writing-related courses in the same academic year. Data analysis used the Spearman Rank correlation test. The results showed no significant relationship between ChatGPT usage and students' writing quality in the aspects studied. This finding suggests that although students use ChatGPT, its use has not had a significant impact on improving overall writing quality. One possible cause is that students have not utilized ChatGPT features optimally or critically. This study recommends more targeted guidance in the use of AI tools to support writing skills.

PREFACE

Alhamdulillah robabil ‘alamin all praise be to Allah SWT., This thesis proposal can be completed solely because of His grace, Ridho, and love.

May peace and blessings continue to be poured out upon the Prophet Muhammad SAW. who is a role model for his people.

The author fully realizes that without the help of various parties, this thesis proposal will not be completed properly. Therefore, on this occasion, the author would like to express his sincere and sincere gratitude and appreciation to:

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No reward can be given by the author except for prayer to Allah SWT. the Most Gracious and the Most Merciful, may all their kindness be rewarded by Him.

No ivory is uncracked, and no human being is perfect. Likewise, this thesis proposal has many shortcomings. Hopefully this thesis proposal can provide benefits for other people. Aamiin Ya Rabbal ‘Alamiin.

Author

Anisa Amalia

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CHAPTER I

INTRODUCTION

1.1 Research Background

In today's digital era, artificial intelligence (AI) technology has experienced rapid development, particularly in the field of education. (Amrullah et al., 2024). One of the most widely discussed AI applications is ChatGPT, a language model developed by OpenAI, which can generate human-like text. (Ramadhan et al., 2023). The use of ChatGPT in English language learning, especially in writing skills, has become an increasingly relevant topic for academics and educators. (Baskara, 2023).

Writing is one of the essential skills for English education students. (Jamshed et al., 2024). However, writing often presents challenges for students because it requires a good understanding of vocabulary and language structure. (Hoa & Khoa, 2024). In this context, ChatGPT serves as an assisting tool to enhance students' writing quality by providing instant feedback and language corrections. (Masoudi, 2024).

Several studies have demonstrated that utilizing ChatGPT can have a positive impact on students' writing abilities. For instance, a study by Truong & Tran (2024) Demonstrated that students who utilized ChatGPT in their writing process showed more significant improvement compared to those who used conventional methods, both in language skills and structural thinking. Similarly, a study by Nguyen Minh (2024) Highlighted that after using ChatGPT, students exhibited significant improvements in their critical thinking skills in writing.

Despite its numerous benefits, the use of ChatGPT in writing instruction also presents several challenges. One major concern is students' potential overreliance on this technology, which may hinder their critical thinking skills in writing. (Al-Alami, 2024). A study by Al-Alami (2024) Indicated that although students benefit from ChatGPT, excessive dependence on the tool can impede their independent writing abilities.

A unique challenge arises at KH. Mukhtar Syafa'at University, where the majority of students come from a pesantren (Islamic

boarding school) background. Due to the strict regulations in pesantren that limit students' access to technology, their familiarity with AI-powered tools such as ChatGPT is relatively restricted. This limitation affects not only their ability to experiment with AI in academic writing but also their adaptability to digital tools that could enhance their learning process. As a result, their use of ChatGPT for writing improvement is often limited to specific times, such as during campus hours or designated periods. The infrequent exposure to AI assistance may hinder their ability to develop writing skills effectively, especially in areas such as vocabulary expansion and grammatical accuracy. Therefore, a structured approach is needed to ensure that students can effectively integrate AI technology into their writing development while maintaining the values instilled by their pesantren education. This study aims to examine whether there is a measurable relationship between ChatGPT usage and students' writing performance in terms of coherence, vocabulary richness, and grammatical accuracy.

Given both the advantages and challenges, it is crucial for education students, particularly at KH. Mukhtar Syafa'at University, to investigate how ChatGPT can positively impact students' writing skills. This study focuses on the relationship between ChatGPT usage and the writing outcomes of English education students at KH. Mukhtar Syafa'at University. This study uses a correlational method to investigate the relationship between ChatGPT usage and specific aspects of writing: coherence, vocabulary, and grammar.

1.2 Research Problem

Based on the background above, the research question can be formulated as:

- 1.2.1 To what extent does the use of ChatGPT correlate with students' writing performance in terms of coherence, vocabulary richness, and grammatical accuracy?

1.3 Research Objective

Based on the research question presented earlier, the research objective can be formulated as follows:

- 1.3.1 To analyze the correlation between ChatGPT usage and students' writing performance, focusing on coherence, vocabulary richness, and grammatical accuracy

1.4 Research Significance

The significance of this research consists of several parts:

1.4.1 Theoretical Benefits

This study can help understand how ChatGPT, as an AI-based system, is associated with students' writing performance and their ability to generate text effectively.

1.4.2 Practical Benefits

This study will assist students in utilizing ChatGPT more effectively and responsibly to enhance their writing skills and academic performance.

1.5 Scope and Limitations

The scope of this study is to determine the relationship between the use of ChatGPT and the writing quality of English Education students from 2022 to 2024 at KH. Mukhtar Syafa'at University. This study is limited to the correlation analysis between the use of ChatGPT and the writing quality (coherence, vocabulary, grammar) of English Education students in 2022 to 2024 at KH. Mukhtar Syafa'at University, based on student questionnaire responses and final grades of writing courses taken in the 2024/2025 academic year from SIAKAD, to ensure a timely match between student perceptions and their educational outcomes.

1.6 Definition of Terms

1.6.1 ChatGPT

ChatGPT is an artificial intelligence system designed to generate human-like text, including answering questions or writing various types of content based on user input (Doe & Smith, 2023). In this study, ChatGPT is used as a tool particularly in terms of coherence, vocabulary use, and grammatical accuracy.

1.6.2 Students Writing

Student writing refers to students' ability to produce written text with proper and clear language structure (Utami et al., 2023). This study focuses on how the use of ChatGPT

influences students' writing abilities in terms of vocabulary richness, grammatical accuracy, and coherence of ideas.

1.6.3 Correlational Study

A Correlational study is a research method aimed at determining the extent to which two or more variables within a specific group are related without manipulating them. (Pratama et al., 2023). This study emphasizes the relationship between the two variables.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 ChatGPT

a. Definition of ChatGPT

ChatGPT, which stands for Chat Generative Pretrained Transformer, is an artificial intelligence system designed to generate human-like text, including answering questions or writing various types of content based on user input (Doe & Smith, 2023). In the field of education, ChatGPT provides benefits such as facilitating accessible learning and interactive resources, and enhancing academic writing skills (Suharmawan, 2023). Additionally, it assists researchers in data analysis, literature review, and manuscript revision. (Marchandot et al., 2023). However, despite these benefits, concerns exist regarding its potential misuse, such as plagiarism and a decline in critical thinking skills. (Ramadhan et al., 2023). Moreover, ChatGPT has limitations, including a lack of deep contextual understanding, reliance on pre-existing data, and the inability to generate original ideas independently. (Suharmawan, 2023).

b. History of ChatGPT

ChatGPT is part of the Generative Pre-trained Transformer (GPT) model series developed by OpenAI (Rachbini & Evi, 2023). GPT-1 was introduced in 2018, with 117 million parameters, marking the beginning of advanced AI-based natural language processing (Brown et al., 2020). The development continued with the release of GPT-2 in 2019, which was expanded to 1.5 billion parameters, and improved the coherence of texts, such as articles (Hadian & Rahmi, 2023). Next, GPT-3 was released in 2020, incorporating 175 billion parameters, which opened up opportunities in applications such as creative writing, translation, and programming (Manuaba et al., 2024). It didn't stop there; in 2023, GPT-4 was released as the latest foundation for ChatGPT,

with the ability to handle up to 25,000 words and provide more accurate and relevant responses, thus improving the quality and effectiveness of the generated text (OpenAI et al., 2023). Sustained advancements in ChatGPT significantly impact educational applications, particularly in teaching writing.

c. Benefits of ChatGPT

ChatGPT offers numerous benefits in education and research. In learning, this model provides personal guidance, interactive resources, and assignment assistance (Suharmawan, 2023). The following are specific examples of how ChatGPT supports students' learning and writing:

- 1) Helps students structure clear and well-organized outlines for essays and articles, improving the quality of their writing (Sok & Heng, 2023).
- 2) Supporting brainstorming and idea development by helping students generate and organize their thoughts effectively (Zen Munawar et al., 2023).
- 3) Facilitating collaboration by providing a platform for sharing ideas and reviewing content among peers (Fauzi et al., 2023).

At the institutional level, ChatGPT is used to promote innovation in teaching methods, prepare students for the digital world, and create a more effective learning environment. (Indahsari et al., 2024). However, its effectiveness depends on proper supervision to prevent misuse. (Zen Munawar et al., 2023).

d. Advantages and Disadvantages of ChatGPT

ChatGPT is an artificial intelligence system that offers many conveniences for users seeking information and assistance. However, despite its numerous advantages, it also has several weaknesses that should be considered. The following discussion highlights both aspects to provide a better understanding of ChatGPT.

1) Advantages of ChatGPT

a) Ease of Access and Use

ChatGPT is easily accessible to anyone, allowing students to quickly obtain the information they need for academic tasks. (Husnaini & Madhani, 2024).

b) Fast and Relevant Responses

ChatGPT is designed to provide quick and efficient answers in situations requiring immediate responses, making it highly useful for class discussions or completing assignments. (Fitrianinda et al., 2024).

c) Easily Understandable Language

ChatGPT delivers information in a simple and clear language, helping students grasp complex material, especially in improving their writing skills. (Husnaini & Madhani, 2024).

d) Flexibility in Use

Beyond providing information, ChatGPT can be used for various purposes, such as casual conversations, creative writing inspiration, and language translation. (Fitrianinda et al., 2024).

2) Disadvantages of ChatGPT

a) Limited Up-to-Date Information

One of ChatGPT's main weaknesses is that its knowledge is not always up to date, as it cannot access the latest data beyond its last training period in September 2021 (Husnaini & Madhani, 2024). This can result in irrelevant information for academic writing, potentially affecting the quality of students' work.

b) Depth of Information

Although ChatGPT can provide relevant answers, its accuracy is not always guaranteed. Since it is trained on a broad range of internet sources, the information it provides may not always be reliable. (Suharmawan, 2023). This inaccuracy could lead students to include incorrect information in their writing, damaging their academic credibility.

c) Robotic Language

While ChatGPT is capable of generating responses and solutions, its language may still sound unnatural compared to human speech (Husnaini & Madhani, 2024). This can reduce the originality of students' writing, which is crucial in academic contexts.

d) Potential for Misuse

The use of ChatGPT may lead to excessive dependence on technology, which could hinder students' critical thinking skills in writing if used without proper supervision. (Milda, 2024).

2.1.2 Writing

a. Definition of Writing

Writing is an essential component of language learning. (Altun, 2023). It is an interactive process that involves the relationship between individual experiences and the objective world. (Wang, 2023). Writing itself can be defined as a communication activity in which messages or information are conveyed in written form to others using written language as a medium. (Dalman, 2016). Not only is it used to deliver messages or information, but writing is also a means of expressing ideas or thoughts in written form. Therefore, writing is not merely a simple activity that does not require learning, but rather a skill that must be mastered. Writing is one of the four language skills that students must acquire. (Utami et al., 2023). As highlighted in a study conducted by (Risky Sakti Lumban Gaol et al., 2024), which states that writing is an essential skill in education that must be learned, practiced, and developed gradually. Furthermore, writing must also be continuously developed to achieve a higher level of proficiency.

b. Aspects of Writing Assessment (Coherence, Vocabulary Richness, and Grammatical Accuracy)

In this study, the quality of writing was measured through three main aspects, namely:

1) Coherence

Refers to the integration between ideas within a paragraph and between paragraphs. Coherent writing shows a logical and well-structured flow of thought (Nguyen Minh, 2024).

2) Vocabulary Richness

Includes the use of a variety of words, especially academic vocabulary, that are appropriate and relevant to the context of the writing (Hoa & Khoa, 2024).

3) Grammatical Accuracy

Related to the use of sentence structure, punctuation, and other grammatical rules that are by academic writing by students (Truong & Tran, 2024).

These three assessment aspects (coherence, vocabulary richness, and grammatical accuracy) not only serves as a theoretical basis but also serve as the primary reference for analyzing grades in the writing course used in this study. Therefore, these three aspects are key in answering the question of the correlation between ChatGPT use and student writing outcomes.

c. Challenges in the Writing Process

Research shows that many students have difficulty generating and developing ideas when writing. This difficulty is influenced by several factors, such as a lack of reading habits, limited knowledge of writing concepts, and insufficient time to complete their assignments (Aprilia et al., 2020).

Some of the challenges that students often experience in the writing process include:

1) Difficulty Generating Ideas

Many novice writers experience obstacles in the brainstorming stage.

2) Writer's Block

Feelings of anxiety or being stuck when writing can be overcome with a process approach.

3) Lack of Effective Revision

Many students do not know how to revise their writing properly.

2.2 Previous Study

No	Name, Year, Research Title	OJS Article Link, Journal/Thesis/Dissertation Name, PT Name	Research purposes	Research methods	Results/ Conclusion	Equality	Difference
1	Truong Cam Quynh, Tran Thi Minh Hien (2024) The Effectiveness of ChatGPT in Students' Practicing Writing Skills: A Study at HCM UPES	https://doi.org/10.54855/ictep.2459 , Journal ICTE Conference Proceedings, HCM UPES	This research aims to examine how the use of ChatGPT in practical writing sessions for seven weeks can influence students' writing skills.	This research uses a mixed method with data collection through experiments (pre-test and post-test), questionnaires, and interviews.	This research shows that the use of ChatGPT has a positive impact on students' writing skills at HCM UPES. These findings encourage lecturers to conduct further research and introduce AI technology in	Both studies on the use of ChatGPT in writing, focusing on the academic world, use quantitative methods.	This article's research uses an experimental study aimed at physical education students with data collection through interviews. In my research, I use a correlational study aimed at English

					their teaching practices.		education students with data collection through writing samples and a questionnaire.
2	Nguyen Minh An (2024) Leveraging ChatGPT for Enhancing English Writing Skills and Critical Thinking in University Freshmen	https://doi.org/10.60087/jklst.vol3.n2.p62, Journal of Knowledge Learning and Science Technology, Ho Chi Minh City University of Industry and Trade	This research aims to determine the impact of ChatGPT on English writing skills and critical thinking among first-year students at Ho Chi Minh City University of Industry and Trade. The most emphasis is on	This research uses a mixed method with data collection through experiments, interviews, observation, and analysis of writing samples.	The research results show that using ChatGPT can improve students' writing skills, especially in the aspects of grammar, vocabulary, coherence, and depth of argument, as well as stimulate critical thinking.	This article discusses the use of ChatGPT on student writing skills. While the research subjects are students, the research uses writing samples to measure the quality of students' writing.	The variables in this article focus on the impact of ChatGPT on students' writing proficiency and critical thinking, using a mixed-method approach targeted at students of the Ho Chi Minh City University of Industry

			improving the grammar, vocabulary, coherence, and depth of argumentation of their writing.		However, challenges such as over-reliance on AI remain a concern, so this research recommends integrating AI in language education with a balanced and critical approach.		and Trade. Meanwhile, in my research, the variables focus on the relationship between two variables, using a quantitative method targeted at English Education students at KH. Mukhtar Syafa'at University.
3	Nurul Atika Dwi Putri, Supratman Zakir, Liza Efriyanti, Khairuddin (2024)	http://jptam.org/index.php/jptam/article/view/19600 , Jurnal Pendidikan Tambusai,	This research aims to determine the relationship between the use of GPT Chat on the	In this research, a quantitative method was used, using a questionnaire to measure its	In this research, it can be concluded that there is a positive relationship between the	In this study, both researchers examined the relationship between the use of	One of the differences in this article is in the data sources that the researcher obtained,

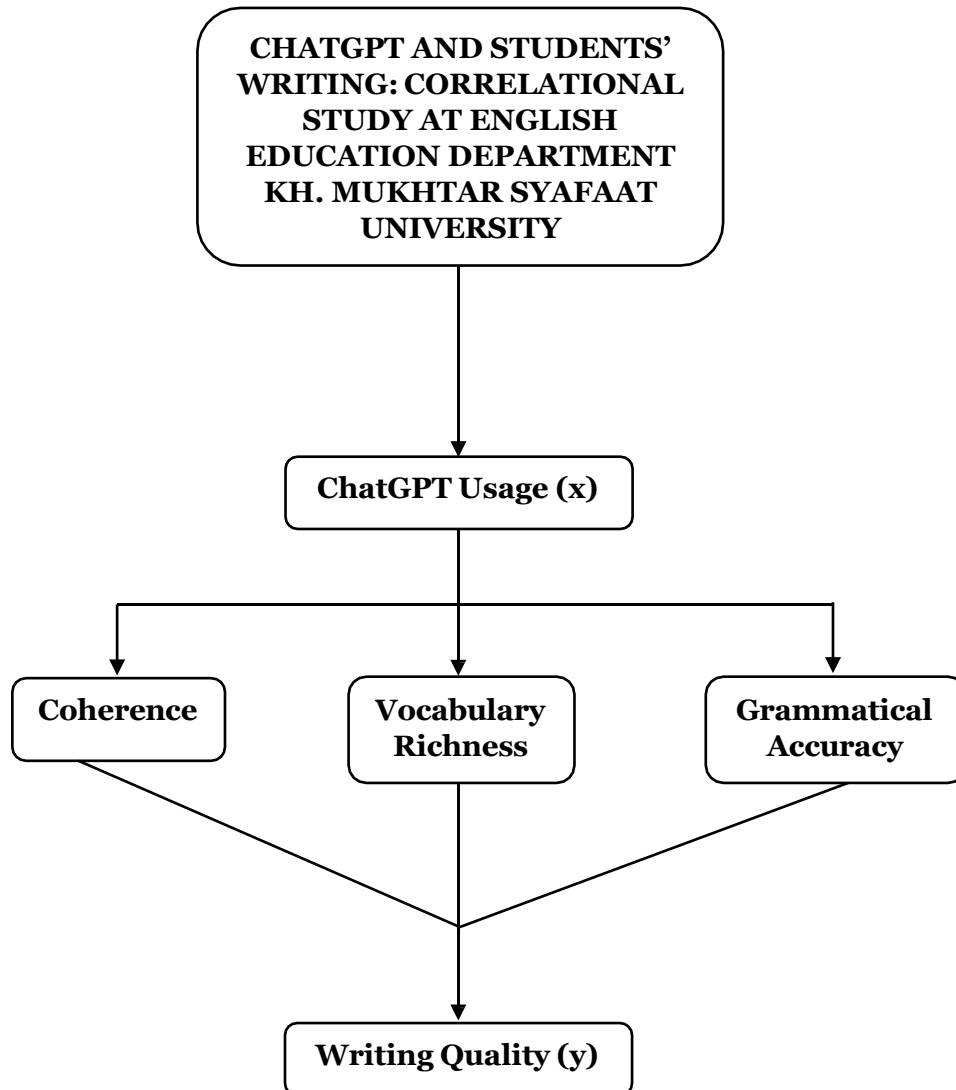
	Pengaruh Penggunaan Chat GPT terhadap Kualitas Penulisan Skripsi Mahasiswa Program Studi Pendidikan Teknik Informatika dan Komputer	Universitas Pahlawan Tuanku Tambusai	quality of thesis writing for students in the informatics and computer engineering education study program.	validity and using the Cronbach alpha analysis test to measure its reliability.	use of GPT Chat and the quality of thesis writing of students in the informatics and computer engineering education study program.	ChatGPT and the quality of student writing, and both used correlational methods to analyze the relationship between variables.	where the researcher used a questionnaire to collect the data, whereas in my research, I not only used a questionnaire but also used student writing samples.
4	Cahyo Nugroho Sigit, Muarifin, Arief Darmawan, Lutfil Amin (2024)	https://jse.rezkimedia.org/index.php/jse/article/view/332 , Journal of Science and Education (JSE), CV.	This research aims to determine the relationship between the usability of ChatGPT and the essay writing ability	The research method used in this research article is a descriptive correlational design with quantitative	In this article, the study results showed that students felt ChatGPT was useful in improving their writing. Still, the	In this study, with the research that I conducted, we also examined the relationship between the use of	The difference between this article and my research is in the research subject, where this article examines BEED

	Development of application-based learning for autistic students	Media Digital Publikasi Indonesia	of BEED students.	analysis, using essay assessments based on the USE rubrics and questionnaires to assess student perceptions about the usefulness of ChatGPT.	relationship between ChatGPT usefulness and writing skills was very weak ($r = 0.042$).	ChatGPT and students' writing skills using quantitative methods through a correlational approach, and also using assessments based on existing rubrics and questionnaires .	students, while in my research, I examine students of the English Education Department at KH. Mukhtar Syafa'at. In addition, this article focuses on the use of ChatGPT and the perception of its use. While in my research, I focus on the relationship between the use of ChatGPT and the quality of student
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							writing.
5	Palupi Kusumaningtyas, Alisha Arrumi P., Keren Tiurma Eunike S. (2023) Efektivitas Pemanfaatan ChatGPT dalam Tugas Esai Mahasiswa Ilmu Komunikasi Universitas Negeri Surabaya	https://proceeding.unesa.ac.id/index.php/sniis/article/view/794, Prosiding Seminar Nasional Ilmu Ilmu Sosial (SNIIS), Proceeding.unesa.ac.id	The objective of this research was to know the real situation of the use of ChatGPT in students' writing task, the reasons students use ChatGPT, and how they address limitations	In this research, we used a qualitative method with purposive sampling and used interviews and data analysis to obtain the data.	In this study, almost all students used ChatGPT and considered it useful for them, but they were also aware of the limitations of ChatGPT.	The similarities in this article with my research are that both focus on the use of ChatGPT in writing and use samples from English language education students.	The research in this article focuses more on the reasons and experiences of students in using ChatGPT, while my research focuses on the relationship between the use of ChatGPT and the quality of student writing (correlational study). In addition, this article uses a qualitative

							method, using a purposive sampling technique, and data collection through interviews and data analysis, while in my research, I use a quantitative method, using a correlation technique and using a questionnaire and student writing results to obtain the data.
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2.3 Conceptual Framework



2.4 Hypothesis

Hypothesis is one of the important elements in research, where the hypothesis is a temporary answer to a research (Yam & Taufik, 2021). Hypothesis testing is a part of inferential statistics used to ensure the truth of a statement and draw conclusions from a study (Anuraga et al., 2021). Because the hypothesis is temporary, its truth needs to be tested using statistical tests. This statistical test is used to determine whether the proposed hypothesis can be accepted or rejected based on the research data obtained:

H_a : There is a significant correlation between the use of ChatGPT and students' writing quality in the English Education Department at KH. Mukhtar Syafaat University.

H_o : There is no significant correlation between the use of ChatGPT and students' writing quality in the English Education Department at KH. Mukhtar Syafaat University.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research uses quantitative methods with a correlational research design to examine the relationship between the use of ChatGPT and student writing performance in English Language Education students from 2022 to 2024 at KH. Mukhtar Syafaat University. Correlational research aims to determine the extent to which two or more variables in a particular group are related to each other without any variable manipulation (Pratama et al., 2023). In this research, the independent variable is the use of ChatGPT. In contrast, the dependent variable is the quality of students' writing, as assessed in the latest writing course for the 2024/2025 academic year. The assessment focuses on three aspects: coherence, richness of vocabulary, and grammatical accuracy.

The researcher collected data through the final grades of students' academic writing courses and questionnaire distribution to determine how ChatGPT affects the quality of students' written work. This instrument allows for in-depth analysis of the relationship between ChatGPT use and students' writing proficiency.

3.2 Time and Place of Research

3.2.1 Time of Research

This research was conducted over one month, namely in March 2025. During this period, researchers collected information from the data obtained through questionnaires and student writing results. This data is used to determine the relationship between ChatGPT use and student writing results.

3.2.2 Place of Research

In this study, the researcher conducted research at KH. Mukhtar Syafaat University, located in Kaligesing, Karangmulyo, Tegalsari, Banyuwangi, East Java, 68485. The location was selected based on the chosen population and sample, specifically the students of KH Mukhtar Syafaat University, particularly those in the Department of English Education, class of 2022 to 2024.

3.3 Population and Research Sample

3.3.1 Research Population

Population is defined as a collection of units or elements included in the scope of research (Santoso & Madiistriyatno, 2021). In this research, the population is focused on students who have experience using *ChatGPT* in their academic writing. The population of this study consists of students from the English Education Department at KH. Mukhtar Syafaat University who were enrolled between the academic years 2022 to 2024. These students have varied backgrounds, with many coming from pesantren, where access to technology for them is often restricted. The total population consists of approximately 100 students.

3.3.2 Research Sample

A sample is a selected subset of a population chosen by some process. (Dr.PH, 2022). In this research, the sample consists of 100 students, from classes 2022 to 2024 in the English Education Department. These students are categorized into two groups:

a. *ChatGPT* users:

Students who frequently use *ChatGPT* as a writing aid.

b. Non-users or limited users:

Students who rarely or never use *ChatGPT* for writing.

There are participant selection criteria that students must fulfill to be used as samples in this research:

- a. English Education Department student class 2022 to 2024 KH. Mukhtar Syafaat University.
- b. Complete at least one academic writing course. So, they have a foundation in writing.
- c. Have experience using *ChatGPT* for academic writing, both routinely and on a limited basis.
- d. Willingness to participate in the research, including completing questionnaires and allowing the researcher to access their final academic writing grade from SIAKAD.

This sampling approach was carried out so that the research included students with different levels of *ChatGPT* use, ranging from those who frequently use it, rarely use it, to those who don't use it at all. In this way, research can analyze whether there is a correlation between the use of

ChatGPT and the quality of students' writing more accurately.

3.4 Sampling Technique

The sampling technique used in this research was purposive sampling. Purposive sampling is a non-random sampling technique where researchers deliberately select participants based on certain characteristics and criteria that are relevant to the research objectives. This method ensures that the selected sample has direct experience related to the research, thereby enabling more accurate and meaningful data collection.

3.5 Research Variables

Research variables are anything in any form that is determined by the researcher to be studied so that information about it is obtained, and then conclusions are drawn. There are two variables used in quantitative research, namely:

3.5.1 Dependent Variable

The dependent variable is a variable that is influenced by the independent variable. If there are two variables that are interrelated, where one variable causes a change in the other variable, then the variable that experiences the change is called the dependent variable. In this study, the quality of student writing is the dependent variable, measured by the final grade of the writing course for the 2024/2025 academic year obtained from SIAKAD, and is usually referred to as variable (y).

3.5.2 Independent Variable

The independent variable is a variable that influences or has a relationship with another variable.

3.6 Validity, Reliability and Normality Test

Data validity and reliability are crucial components in ensuring the quality and credibility of research findings.

3.6.1 Validity Test

The Validity test is a tool used to measure whether a questionnaire is valid. A questionnaire is considered valid if its questions can measure the aspects being studied. In this study, the validity of the questionnaires was tested using the

Pearson product-moment correlation between each item and the total score. An item is considered valid if the value of r count $>$ r table (0.308 with $N=41$). Items that meet this criterion are declared valid and included in the analysis.

3.6.2 Reliability Test

The Reliability test is a tool that is used to measure a questionnaire which is an indicator of a variable. A questionnaire is said to be reliable if a person's answers to questions or statements are consistent or stable over time. In this research, reliability testing was carried out using Cronbach's alpha technique. Data is said to be reliable if the variable has a Cronbach's Alpha value of more than 0.6. and is said to be unreliable if it has a Cronbach's Alpha value of less than 0.6.

3.6.3 Normality Test

The normality test aims to determine whether the data in the regression model has a normal distribution or not. This test is carried out on the regression residuals. Normality testing was carried out using the Shapiro-Wilk test, as the number of respondents in this study is fewer than 50. Data is considered normally distributed if the significance value ($p>0.05$)

3.7 Data and Data Sources

Data is a fact, that is either in qualitative or quantitative form. Meanwhile, qualitative facts are obtained through observation. Quantitative facts are obtained through basic measurements. In this research, researchers used quantitative data.

3.7.1 Data

- a. Primary Data: Primary data results from research or information obtained directly, either through observation, interviews, or questionnaires (Professor & Chairperson, Department of Tahaffuzi wa Samaji Tib (PSM), Faculty of Unani Medicine, Aligarh Muslim University, Aligarh, Uttar Pradesh, India & Mazhar, 2021)
- b. Secondary Data: Secondary data is information obtained from other people, whether from books, magazines, journals, or others that have been published previously (Professor & Chairperson, Department of Tahaffuzi wa Samaji Tib (PSM), Faculty of Unani Medicine, Aligarh

Muslim University, Aligarh, Uttar Pradesh, India & Mazhar, 2021).

3.7.2 Data Source

The sources of data in this research include:

- a. Primary data sources: English Education Department student class of 2022 to 2024 at KH. Mukhtar Syafaat University who have experience using ChatGPT in writing.
- b. Secondary data sources: Research papers, academic articles, and books discussing ChatGPT, AI in education, and students' writing skills.

3.8 Data Collection Technique

In this research, determining the data collection technique is a very important stage, because data collection is the main objective of the research. To ensure the data obtained, the researcher determines the data collection technique that is consistent with the research objectives. The following are the data collection techniques used in this research:

3.8.1 Documentation (Academic Writing Final Grade)

Data collection techniques regarding variables in the form of notes, transcripts, books, newspapers, minutes, and so on (Siyoto & Sodik, 2015). In this research, the measurement instrument for the dependent variable (student writing quality) is the documentation of final grades for the writing course from the 2024/2025 academic year, obtained from the SIAKAD system. This value is assessed by the lecturer and reflects the quality of student writing based on indicators such as coherence, richness of vocabulary, and grammatical accuracy. This research does not assess student writing samples directly but uses the final score given by the lecturer as a reflection of writing quality. Therefore, the value document is considered a valid instrument to describe student learning outcomes in the context of academic writing. The use of this documentation aims to maintain data accuracy, avoid subjective bias, and increase the efficiency of data collection without disrupting student lecture activities.

3.8.2 Questionnaires

Questionnaires are an efficient and easy-to-apply technique for collecting data on a large scale data, though they may be limited in depth (Siti Romdona et al., 2025). in this

study, a questionnaire was used as the main instrument to measure the independent variables, namely the intensity and perception of students towards the use of ChatGPT in academic writing activities related to students' perceptions and experiences in using ChatGPT in writing. The statements in the questionnaires are arranged based on indicators such as frequency of use of ChatGPT, skills in operating its features, and student's perceptions of the influence of ChatGPT in the writing process.

3.9 Data Analysis Techniques

In this study, the collected data were analyzed using quantitative analysis techniques with a correlational approach. Data were obtained from two main sources, namely student writing results and questionnaires regarding the use of ChatGPT in writing. The data analysis techniques used consisted of the following stages:

3.9.1 Analysis of Writing Quality Data

The final grade of the academic writing course data from student writing result were analyzed using data recorded in SIAKAD. This grade reflects lecturer evaluations based on aspects like coherence, vocabulary, and grammar.

3.9.2 Questionnaire Data Analysis

The questionnaire distributed to students measured the frequency, method, and perception of students in using ChatGPT. Data analysis was carried out by:

a. Data Tabulation

Questionnaire responses were categorized into a numeric form (Likert scale 1-4) to facilitate statistical analysis.

b. Descriptive Statistics

Questionnaire data were analyzed using descriptive statistics:

1) Mean

Average response value

$$\text{Mean} = \frac{\sum \alpha}{n}$$

2) Median

The median is the middle value after the data is sorted.

3) Mode

The mode is the value that occurs most frequently.

- 4) Standard deviation
Measure of data dispersion

$$\sigma = \sqrt{\frac{\sum(\alpha - \bar{\alpha})^2}{n}}$$

To see the tendency of ChatGPT use by students.

3.9.3 Correlation Test Between ChatGPT Use and Writing Quality

To determine the correlation between ChatGPT use and student writing quality, the Spearman Rank Order Correlation test. This method was used with the following steps:

a. Normality Test

The data was tested for normality to ensure whether the data distribution was normal (using the Kolmogorov-Smirnov or Shapiro-Wilk test).

Method of Normality Test:

- 1) Kolmogorov-Smirnov Test: used if the sample is more than 50.
- 2) Shapiro-Wilk Test: used if the sample is less than 50.
- 3) If the p-value > 0.05, it means the data is normally distributed.
- 4) If the p-value < 0.05, it means the data is not normal and an alternative test (Spearman) must be used.

b. Pearson Correlation Calculation

- 1) If the data is normally distributed, Pearson correlation is used to determine whether there is a significant correlation between the level of ChatGPT use and the final score of student writing.
- 2) If the data is not normally distributed, the Spearman Rank test is used as an alternative.

c. Interpretation of Result

- 1) The correlation coefficient value (r) will determine how strong the correlation is between ChatGPT use and student writing quality.

- 2) The significance of the relationship is tested by looking at the p-value (if $p < 0.05$, then the relationship is considered significant).

3.9.4 Analysis of Findings and Interpretation of Results

After conducting statistical tests, the results are interpreted to answer the research question.

With this data analysis technique, it can be shown whether there is a significant correlation between the use of ChatGPT and the quality of students' writing in the English Education department, as measured through their academic writing course grades.

CHAPTER IV

FINDING AND DISCUSSION

4.1 General Description of the Research Object

4.1.1 Research Location

This research was conducted at KH. Mukhtar Syafaat University. KH. Mukhtar Syafaat University is a campus under the auspices of the Darussalam Islamic Boarding School Foundation, Blokagung, Karangdoro village, Tegalsari district, Banyuwangi regency. This university was first established on Sunday, June 17, 2001 M/ 25 Robiul Awal 1422 H, which was named the Darussalam Islamic College (STAIDA) Blokagung, as an effort to develop Islamic education, this campus then changed status from STAIDA to IAIDA (Darussalam Islamic Institute) on November 5, 2014 until October 4, 2023, through the decision of the Minister of religion of the republic of Indonesia, IAIDA then transformed into KH. Mukhtar Syafaat University (UIMSYA).

The naming of UIMSYA was inspired by the spirit of struggle of the founder of the Darussalam Islamic Boarding School Foundation, namely KH. Mukhtar Syafaat Abdul Ghofur. KH. Mukhtar Syafaat University has the vision to become a university under the auspices of a superior and competitive Islamic boarding school in Southeast Asia. To achieve the goals of UIMSYA Blokagung, the academic community continues to develop effective, efficient, transparent, and accountable governance. Additionally, UIMSYA collaborates with various institutions on a regional, national, and international scale.

KH. Mukhtar Syafaat University has three undergraduate program faculties, and one master's program. These 10 undergraduate programs include the faculty of tarbiyah and teacher training, consisting of the Islamic Education Management Study Program, Arabic Language Education, Indonesian Language Education, English Language Education, Mathematics Education, and Science Education. Faculty of Islamic Economics and

Business with study programs in Sharia Economics and Sharia Banking. Faculty of Islamic Da'wah and Communication with study programs of Islamic Communication and Broadcasting, Islamic Guidance and Counselling. For the master's program, UIMSYA has an Islamic Education Management Study Program. UIMSYA has 3 campus locations, namely Campus 1 in Karangdoro Village, Campus 2 in Karangmulyo Village, and the last Campus 3 in Tamansuruh Village.

4.1.2 Respondent Characteristics

The respondents in this study were students active of the English Education Department class 2022 to 2024 KH. Mukhtar Syafaat University. Students in this class were selected because they had taken academic writing courses, indicating they had relevant experience with the research topic, specifically the relationship between the use of ChatGPT and writing quality.

This study began with distributing questionnaires 100 students to measure the intensity and how they used ChatGPT in the academic writing process. All questionnaires were successfully returned and analyzed. Based on these results, students were grouped into several categories, ranging from active users to those who rarely or never used ChatGPT.

To assess the quality of student writing, the researcher did not ask respondents to collect writing samples directly. The assessment was based on the final grade in the academic writing course recorded in SIAKAD. This value is considered to represent the results of student writing that has been objectively assessed by the lecturer, according to the academic assessment criteria, including coherence, vocabulary, and grammar.

At this stage, students who are willing to fill out the questionnaire and who meet certain criteria whose data will be used. Therefore, out of 100 questionnaires given to students, only 41 questionnaires were returned to the researcher. This research began by distributing questionnaires to active students from the 2022-2024 intake who had taken an academic writing course. Of the total targeted students, 41 respondents returned the

questionnaires and met the validity criteria. Data from these 41 students were further analyzed in this study.

4.2 Data Analysis

The results of the data analysis are presented in this section. The purpose of this data analysis is to determine whether there is a significant correlation between the use of ChatGPT and the quality of students' writing in the English Language Education Study Program at KH. Mukhtar Syafaat University. Data were obtained through two main instruments: (1) a questionnaire measuring the frequency, techniques, and perceptions of students' use of ChatGPT in academic writing; and (2) documentation of final grades for academic writing courses from SIAKAD, which were used as a representation of the quality of students' writing based on metrics of coherence, vocabulary richness, and grammatical accuracy.

The following three main stages were used to conduct the data analysis:

4.2.1 Validity Test

Before conducting correlation analysis, the researcher first tested the validity of the validity of the questionnaire instrument measuring the use of ChatGPT. The instrument consists of 40 statement items using a 4point Likert scale. The validity test was carried out using the Pearson Product Moment Correlation between each item score and the total score. With a total of 41 respondents, the critical value of the r table at a 5% significance level is 0.308. therefore, an item is considered valid if the r count exceeds 0.308.

The results of the validity test are presented in the following table:

4.2.2 Reliability Test

Reliability testing was conducted using Cronbach's Alpha Method. A questionnaire is said to be reliable if the Cronbach's Alpha value is > 0.6 . the results of the reliability testing of the questionnaire that has been given are as follows:

Table 4.2.2 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.748	41

Based on the results of SPSS data processing, a Cronbach's Alpha value of 0.748 was obtained for a total of 41 items. This value is included in the high-reliability category because it has a value of more than 0.6. thus, it can be concluded that the ChatGPT usage questionnaire instrument is reliable and suitable for use as a measuring tool in this study.

4.2.3 Descriptive Statistics

Descriptive analysis was conducted on both variables to gain an understanding of the tendency of ChatGPT usage and the quality of students' writing. The purpose of this analysis was to provide an overview of the distribution, central tendency, and variability of the data collected from 41 respondents. The mean score of ChatGPT usage was used as the independent variable, and the student's writing score was used as the dependent variable. The following table shows the results of the descriptive statistical analysis:

Table 4.2.3 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
ChatGPT_Score	41	2.0	3.9	2.748	.3428
Writing_Score	41	2.0	4.0	3.598	.3908
Valid N (listwise)	41				

The results of the descriptive analysis can be explained as follows based on the SPSS output above:

The variables using ChatGPT are in the Likert scale range of 1-4, with an average score of 2.748 and a standard deviation of 0.3428, while the minimum score is 2.0, and the maximum score is 3.9. this shows that most students use ChatGPT in academic writing activities at a moderate to high level. The small standard deviation value indicates that the data is not too different from the average, which means that student' perceptions of using ChatGPT tend to be the same.

Meanwhile, the academic writing quality variable showed a minimum score of 2.0 and a maximum score of 4.0, with an average of 3.598 and a standard deviation of 0.3908. this indicates that students' academic performance in the writing course is quite high, with most scores approaching the maximum. The small standard deviation in this data suggests that most students' scores are consistent and do not differ significantly from one another.

Therefore, the results of the descriptive analysis indicate that students tend to use ChatGPT actively in writing activities and demonstrate strong academic performance in writing skill. These findings will be further examined through a correlation test to determine whether there is a significant correlation between the two variables.

4.2.4 Normality Test

The normality test aims to determine whether the data from the two variables, between the use of ChatGPT and

the quality of student writing are normally distributed. The test was conducted using the Shapiro-Wilk method, as the number of respondents in this study was 41 (less than 50 respondents). The following are the results of the normality test using SPSS:

Table 4.2.4 Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ChatGPT_Score	.151	41	.019	.929	41	.013
Writing_Score	.304	41	.000	.725	41	.000

a. Lilliefors Significance Correction

Based on the data from both variables, the distribution was found to be non-normal. The Shapiro-Wilk test of normality yielded a significance value of 0.013 for the ChatGPT score and 0.000 for the writing score. Since both significance values are below 0.05, it can be concluded that the data do not follow a normal distribution. Therefore, the researcher applied a non-parametric statistical test, specifically the Spearman Rank Order Correlation, to determine the relationship between the use of ChatGPT and students' writing performance.

4.2.5 Spearman Rank Correlation Test

The correlation test was conducted to determine whether there was a statistically significant correlation between ChatGPT usage and students' academic writing scores. Since the results of the normality test using the Shapiro-Wilk method indicated that the data were not normally distributed ($p < 0.05$), a nonparametric correlation test was employed. The results of the Spearman Correlation test are presented in the table below:

Table 4.2.5 Spearman Rank Correlation Test

Correlations			ChatGPT_Score	Writing_Score
Spearman's rho	ChatGPT_Score	Correlation Coefficient	1.000	-.097
		Sig. (2-tailed)	.	.545
		N	41	41
	Writing_Score	Correlation Coefficient	-.097	1.000
		Sig. (2-tailed)	.545	.
		N	41	41

According to the table, the p-value is 0.545 and the Spearman Correlation coefficient is -0.097. These results indicate a very weak and statistically insignificant correlation between students' academic writing performance and their use of ChatGPT. Since the significance value exceeds the threshold of 0.05, the null hypothesis (H_0) cannot be rejected. Therefore, it can be concluded that there is no significant correlation between the two variables in this study.

4.3 Discussion

4.3.1 Correlation Between Students' Writing Performance and The Use of ChatGPT

This study aims to determine whether there is a correlation between students' use of ChatGPT and their academic writing performance, particularly in terms of coherence (integration of ideas), vocabulary richness, and grammatical accuracy. Based on the results of a statistical test using the Spearman Rank Order Correlation, a correlation coefficient of -0.097 and a significance value of 0.545 were obtained. These results indicate that the correlation between ChatGPT usage and students' writing quality is very weak and statistically insignificant.

Thus, the frequency of ChatGPT use by students has not been shown to significantly impact the quality of their writing, either in terms of academic grades or specific

aspects of writing such as grammar, vocabulary, and coherence. One possible reason for this weak correlation is that students may not be optimally utilizing ChatGPT to improve their overall writing skills. Many students use ChatGPT only for technical or superficial purposes, such as checking grammar or searching for synonyms, without utilizing more complex features such as paragraph planning or argumentative structure. Consequently, this use has little impact on improving the quality of coherence in writing, as there is no effort to develop logical ideas or systematic organization.

In terms of vocabulary, although ChatGPT can provide a more varied vocabulary, students often choose words that don't necessarily fit the context, or simply copy them without integrating them naturally into their sentences. This means that vocabulary improvements aren't consistent enough to impact writing scores significantly. Regarding grammar, the use of ChatGPT for language correction is often done without a thorough understanding of the underlying concepts. Students may simply accept the system's corrections without reflecting on their own mistakes, preventing their grammar skills from developing independently.

These findings differ from those of Truong & Tran (2024), who found that the structured and targeted use of ChatGPT significantly improved students' writing skills. This difference may be due to contextual differences. In their study, students received appropriate training and support on how to use ChatGPT effectively. In contrast, the students in this study used the tool independently, without any formal instruction or strategies, which may have resulted in less than optimal results. The varying levels of digital literacy among students are another important consideration. While many students are becoming increasingly proficient in teaching, those from educational backgrounds with limited exposure to digital tools, such as some Islamic boarding schools (*pesantren*), may need more time and assistance to adapt to AI-based learning platforms. It's important to remember that this is more a matter of access and experience, rather than talent. The strong moral and

disciplinary foundation of an Islamic boarding school education remains advantageous, and with the right support, students from these backgrounds can also use digital tools like ChatGPT to improve their academic writing skills.

In conclusion, while ChatGPT has great potential to support writing, its effectiveness depends heavily on how it is used. Without in-depth training, guidance, and understanding, students may not experience significant improvements in their writing, whether in terms of grammar, vocabulary, or coherence. Therefore, a more structured learning approach is needed to truly utilize ChatGPT optimally.

4.3.2 Interpret The Implications of The Correlation Findings Between ChatGPT Usage and Students' Writing

The second research objective was to interpret the implications of the correlation findings between ChatGPT usage and students' writing performance, particularly regarding coherence, vocabulary richness, and grammatical accuracy. The Spearman Rank Order Correlation analysis revealed a very weak and statistically insignificant relationship between the two variables, with a correlation coefficient of -0.097 and a significance value of 0.545.

These findings suggest that the mere use of ChatGPT does not significantly influence students' writing outcomes. This may be attributed to the way students interact with the tool. Many students appear to utilize ChatGPT only for surface-level functions, such as grammar correction or synonym suggestions, without engaging with deeper writing processes like content planning, argument development, or textual coherence. As a result, the impact on the overall quality of writing remains minimal.

The lack of significant correlation carries several important implications:

a. For Students

This finding underscores the importance of critical and reflective engagement when using AI tools. Students should not perceive ChatGPT as an automatic solution to produce quality writing but rather as a supplementary tool that requires active involvement.

Relying solely on ChatGPT without understanding its outputs or limitations may lead to overdependence, which ultimately hinders the development of essential writing skills such as idea generation, logical structuring, and stylistic accuracy.

b. For Educators

The results emphasize the need for strategic and pedagogical integration of ChatGPT into writing instruction. Educators should provide explicit guidance on how to use AI tools meaningfully—such as through reflective writing tasks, comparison exercises, and structured revision processes. With proper scaffolding, students can be taught to critically assess AI-generated content, revise it thoughtfully, and internalize the writing skills demonstrated through the tool.

c. Future Researchers

The findings offer opportunities for further research into more structured and guided implementations of ChatGPT in educational settings. Future studies could employ experimental or quasi-experimental designs to investigate whether instructional interventions that include ChatGPT training result in improved writing performance. Additionally, researchers may explore variables such as digital literacy, AI-related self-efficacy, and instructional support as moderating factors in the effectiveness of AI-assisted writing.

In conclusion, while ChatGPT possesses substantial potential as an educational tool for enhancing academic writing, its impact depends significantly on how, when, and under what guidance it is used. This research highlights the critical role of digital literacy, user autonomy, and instructional design in realizing the pedagogical benefits of AI technologies in academic contexts.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the results of data analysis and discussion, several conclusions can be drawn regarding the correlation between ChatGPT usage and students' writing quality.

First, this study found that there is no significant correlation between the use of ChatGPT and students' writing performance. The statistical test using Spearman Rank Order Correlation produced a correlation coefficient of -0.097 with a significance value of 0.545, indicating that the relationship between these two variables is very weak and statistically insignificant.

Second, although many students reported moderate to frequent use of ChatGPT in their writing process, this usage does not appear to have a measurable impact on their writing quality. The students' final writing scores—assessed based on coherence, vocabulary richness, and grammatical accuracy—did not show a strong association with the frequency of ChatGPT usage.

Third, the lack of significant correlation may be attributed to the way students interact with ChatGPT. Most of them use the tool only for basic technical assistance, such as grammar correction or selecting alternative words. Few students utilize ChatGPT for more complex writing tasks, such as developing ideas, organizing arguments, or improving overall coherence in their writing. As a result, the tool's potential to enhance writing performance is not fully realized.

Fourth, the effectiveness of ChatGPT in supporting writing is highly dependent on students' digital literacy and the presence of instructional guidance. Without clear direction, critical reflection, and appropriate pedagogical support, students tend to underutilize the tool or apply it in ways that do not significantly contribute to writing improvement.

In conclusion, while ChatGPT holds great promise as a digital tool to assist writing, its impact remains minimal unless it is used strategically and reflectively. To maximize its benefits, educators should provide structured training and integrate AI tools like ChatGPT into the writing curriculum with clear pedagogical frameworks. This approach can help students develop not only writing skills but also critical thinking and digital literacy in the context of academic work.

5.2 Limitations Research

This study has several limitations that should be considered when interpreting the results:

- 5.2.1 Correlation design without experimental control:
This study used a correlational approach, so it cannot identify a direct cause-and-effect relationship between ChatGPT use and students' writing quality.
- 5.2.2 Use of grade data as an indicator of writing quality:
Students' writing quality was measured based on final writing course grades obtained from the SIAKAD system, without direct analysis of their writing. This potentially limits the depth of the evaluation of aspects of coherence, vocabulary, and grammar explicitly.
- 5.2.3 Independent use of ChatGPT without specific training:
Students in this study used ChatGPT independently without any structured learning or formal training on effective usage strategies in an academic context. This may have contributed to the low correlation results.
- 5.2.4 Limited number of respondents:
Of the total population, only 41 students met the validity criteria and agreed to participate. This relatively small sample size may affect the generalizability of the study results to a broader population.
- 5.2.5 Limited educational context:
The students who participated in the study came from Islamic boarding schools (pesantren) with limited access to technology, including AI like ChatGPT. This affects the intensity and quality of ChatGPT use in their writing practice.

5.3 Suggestions

Based on the research results and limitations, several recommendations can be made as follows:

5.3.1 For Students

Students are expected to use ChatGPT not only for technical needs such as grammar correction or searching for synonyms, but also to develop critical thinking skills in using AI. ChatGPT should be utilized strategically, such as in idea planning, argument development, and evaluation of writing structure, to significantly improve the quality of coherence, vocabulary, and grammar.

5.3.2 For Lecturers and Teachers

Lecturers are recommended to incorporate training or guidance on the pedagogical use of ChatGPT into writing lessons. Lecturers can assign project-based assignments that involve critical evaluation of ChatGPT output, so that students not only passively accept the results but also reflect on them and improve their writing skills independently.

5.3.3 For Educational Institutions

Institutions need to provide training in digital literacy and AI utilization, especially for students from backgrounds with limited access to technology. This training can take the form of workshops, online modules, or coaching programs to ensure appropriate use of AI and avoid dependency.

5.3.4 For Future Research

Further research is recommended to use an experimental or mixed-methods design to explore the impact of structured ChatGPT use on student writing outcomes. Further research could also include additional variables such as learning motivation, digital self-efficacy, and learning support as mediating factors in the effectiveness of ChatGPT use. Direct analysis of writing outcomes could also provide a more accurate picture of the influence of AI on specific aspects of writing.

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HISTORY LIST LIFE



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Riwayat Pendidikan Formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/ Perguruan Tinggi	Bidang Studi
RA	2008	2009	RA Bakti 5 Dalung	
SD	2009	2015	SD No. 12 Padang Sambian	
SMP	2015	2018	SMP Plus Darussalam	
MA	2018	2021	MA Al Amiriyyah	MIA
S1	2021	2025	Universitas KH. Mukhtar Syafa'at	Tadris Bahasa Inggris

Riwayat Pendidikan Non formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/ Lembaga Pendidikan
ULA	2015	2019	Madrasah Diniyah Al Amiriyyah
WUSTHO	2019	2021	Madrasah Diniyah Al Amiriyyah
ULYA	2021	2023	Madrasah Diniyah Al Amiriyyah

APPENDICES

Appendix 1. Guidance Card

6/19/25, 5:21 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG :

NIM	2111221005	
NAMA	ANISA AMALIA	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	CHAT GPT AND STUDENT WRITING: CORRELATIONAL STUDY AT ENGLISH EDUCATION DEPARTMENT KH. MUKHTAR SYAFAAT UNIVERSITY	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	20 Mei 2025	28 Mei 2025	Persiapan sidang: naskah akhir, revisi, dan administrasi	Finalisasi skripsi, lampiran, dan persiapan sidang
2	20242	02 Maret 2025	28 April 2025	Adanya kekurangan data dan harus ditambahkan dengan data agar lengkap	review dan revisi bab 4
3	20242	20 Februari 2025	27 Februari 2025	Naskah skripsi masih belum rapi secara format	Editing keseluruhan naskah dan penyesuaian format
4	20242	13 Februari 2025	15 Februari 2025	discussing about data analysis	methodology
5	20242	01 Februari 2025	07 Februari 2025	Kesimpulan belum menjawab rumusan masalah	Revisi kesimpulan dan saran
6	20242	20 Januari 2025	26 Januari 2025	Diskusi belum mengaitkan hasil dengan teori	Penulisan Bab 5 (pembahasan dan penafsiran data)
7	20242	13 Januari 2025	19 Januari 2025	Bab 4 belum fokus dan analisis belum dalam	Penulisan dan revisi Bab 4 (hasil penelitian)
8	20242	06 Januari 2025	02 Januari 2025	Kesulitan dalam analisis data	Teknik analisis data dan tabulasi hasil
9	20242	24 Desember 2024	01 Februari 2025	adding more sub-chapters related to chat GPT and writing	previous study and literature review
10	20242	14 Desember 2024	22 Desember 2024	Proses pengumpulan data selesai	Pelaporan hasil sementara dan validasi data
11	20242	07 Desember 2024	13 Desember 2024	Pengumpulan data dimulai, menghadapi kendala di lapangan	Bimbingan teknis pelaksanaan penelitian lapangan
12	20242	30 November 2024	02 Desember 2024	revise the introduction chapter	introduction
13	20242	30 November 2024	06 Desember 2024	Persiapan pengambilan data di lapangan	Finalisasi instrumen dan teknis pengumpulan data
14	20242	29 November 2024	30 November 2024	membuat rumusan masalah dan latar belakang	masalah penelitian
15	20242	23 November 2024	29 November 2024	Bab 1-3 sudah ditulis, tapi masih banyak kesalahan teknis	Review dan revisi Bab 1-3
16	20242	20 November 2024	21 November 2024	mencari masalah penelitian	judul penelitian
17	20242	16 November 2024	22 November 2024	Revisi instrumen dan sampling belum tepat	Penyempurnaan instrumen dan teknik pengumpulan data
18	20242	09 November 2024	15 November 2025	Metodologi tidak jelas dan instrumen belum dirancang	Penyusunan bab 3: metode penelitian
19	20241	09 November 2024	15 November 2024	Metodologi tidak jelas dan instrumen belum dirancang	Penyusunan bab 3: metode penelitian
20	20242	02 November 2024	08 November 2024	Kajian pustaka belum mendalam dan referensi kurang terbaru	Penulisan tinjauan pustaka dan pencarian sumber relevan
21	20242	26 Oktober 2024	01 November 2024	Rumusan masalah belum sesuai dengan konteks penelitian	Penyusunan rumusan masalah dan tujuan penelitian
22	20242	19 Oktober 2024	25 Oktober 2024	Latar belakang terlalu umum dan tidak fokus	Penulisan latar belakang dan identifikasi masalah
23	20242	12 Oktober 2024	28 Oktober 2024	Belum menemukan topik yang tepat dan relevan	Penentuan topik skripsi dan studi awal

Appendix 2. Certificate of Having Conducted Research



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN

Nomor : 51.2.12/084.1/FTK/UIMSYA/C.3/VI/2025

Yang bertanda tangan dibawah ini Dekan Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Karangdoro Tegalsari Banyuwangi.

Menerangkan saudara yang namanya tercantum dibawah ini :

Nama : **Anisa Amalia**
NIM : 2111221005
Fakultas : Tarbiyah dan Keguruan
Prodi : Tadris Bahasa Inggris (TBIG)

Telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Banyuwangi, untuk keperluan penyusunan skripsi dengan judul :

Demikian surat ini dibuat untuk dapat digunakan sebagaimana mestinya.

Blokagung, 18 Juni 2025
Dekan

Dr. Siti Amah, S.Pd.I., M.Si.
NIPY. 3150801058001

Appendix 3. Certificate of Plagiarism

	UNIVERSITAS KH. MUKHTAR SYAFAAT FAKULTAS TARBIYAH DAN KEGURUAN Blokagung - Banyuwangi Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333 E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491
---	---

SURAT KETERANGAN BEBAS PLAGIASI
Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah skripsi:

Nama	: Anisa Amalia
NIM	: 2111221005
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Jenjang	: Sarjana (S.1)
Dengan Hasil	: 20%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian sidang skripsi.

Banyuwangi, 18 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M.Pd.
NIPY. 3151611058801



Keterangan:
*menggunakan aplikasi Turnitin.

Appendix 4. Research Questionnaire

QUESTIONNAIRES

CHATGPT AND STUDENT WRITING: CORRELATIONAL STUDY AT ENGLISH EDUCATION DEPARTMENT KH. MUKHTAR SYAFA'AT UNIVERSITY

A. Petunjuk Pengisian

Sebelum menjawab atau mengisi, mohon untuk dibaca dan dipahami terlebih dahulu, kemudian isilah pernyataan-pernyataan berikut dengan benar dan jujur sesuai dengan kondisi yang anda alami.

IDENTITAS RESPONDEN

Nama :

Prodi :

Angkatan :

Berilah tanda (√) pada setiap pernyataan yang anda pilih

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No	Pernyataan	Pilihan Jawaban			
		STS	TS	S	SS
Intensitas penggunaan ChatGPT					
1	Saya menggunakan ChatGPT setiap hari				
2	Saya menggunakan ChatGPT lebih dari 3 kali dalam seminggu				
3	Saya sering menggunakan ChatGPT selama lebih dari satu jam dalam satu sesi				

4	Saya menggunakan ChatGPT setiap kali mengerjakan tugas menulis				
5	Saya mengandalkan ChatGPT untuk mencari informasi				
6	Saya sering menggunakan ChatGPT untuk brainstorming ide menulis.				
Keterampilan dalam Menggunakan ChatGPT					
7	Saya merasa mudah menemukan informasi yang saya butuhkan dengan ChatGPT				
8	Saya dapat menyesuaikan pertanyaan untuk mendapatkan jawaban yang lebih baik dari ChatGPT				
9	Saya memahami cara menggunakan berbagai fitur yang ada di ChatGPT secara efektif				
10	Saya dapat mengintegrasikan informasi dari ChatGPT ke tulisan saya				
11	Saya sering mendapatkan jawaban yang tepat dan sesuai kebutuhan				
12	Saya dapat menggunakan ChatGPT untuk menyusun kerangka kepenulisan saya				
13	Saya mampu menerapkan teknik tertentu untuk meningkatkan kualitas hasil pencarian di ChatGPT				
Pengaruh ChatGPT Terhadap Proses Menulis					
14	Saya merasa terbantu dengan adanya ChatGPT untuk menyusun				

	ide sebelum memulai menulis				
15	Saya merasa terbantu oleh ChatGPT dalam proses menulis yang lebih terstruktur				
116	Saya tetap melakukan analisis kritis terhadap jawaban dari ChatGPT sebelum menggunakannya dalam tulisan saya				
17	Saya dapat menyelesaikan bab tertentu lebih cepat dengan ChatGPT				
18	ChatGPT membantu saya menghindari kesalahan dalam Tata bahasa dan struktur kalimat				
19	Saya tetap melakukan analisis kritis terhadap jawaban dari ChatGPT sebelum menggunakannya dalam tulisan saya				
20	Saya dapat menyelesaikan penulisan dalam batas waktu yang ditetapkan dengan bantuan ChatGPT				
Dampak ChatGPT terhadap Aspek Penulisan Akademik					
21	ChatGPT membantu saya membuat tulisan lebih logis dan terorganisir				
22	ChatGPT memberikan saran perbaikan yang berguna untuk tulisan saya				
23	Saya memahami topik yang saya tulis dengan lebih baik setelah menggunakan ChatGPT				
24	Penggunaan ChatGPT meningkatkan kualitas argumen dalam tulisan saya				

25	ChatGPT membantu saya menyusun hipotesis atau pertanyaan penelitian dengan lebih baik				
26	Jawaban dari ChatGPT selalu relevan dan dapat diterapkan langsung pada penulisan saya				
27	ChatGPT membantu saya menggunakan kosakata akademik yang lebih sesuai dalam writing				
Keterlibatan Mahasiswa dalam menulis saat Menggunakan ChatGPT					
28	Saya dapat menyelesaikan lebih banyak halaman dalam satu sesi dengan bantuan ChatGPT.				
29	Saya merasa lebih produktif saat menggunakan ChatGPT				
30	Saya menyelesaikan lebih banyak tugas penulisan dengan bantuan ChatGPT				
31	ChatGPT membantu saya mencapai target penulisan harian saya				
32	Saya merasa lebih terorganisir dengan bantuan ChatGPT				
33	ChatGPT membantu saya menyelesaikan lebih banyak tugas dalam waktu yang lebih singkat				
Kualitas Penulisan Skripsi Menggunakan ChatGPT					
34	ChatGPT membantu saya menghasilkan tulisan yang lebih terstruktur dan jelas				

35	ChatGPT membantu saya mengurangi kesalahan tata bahasa				
36	Saran dari ChatGPT dapat meningkatkan argumen dalam tulisan saya				
37	Saya mendapatkan umpan balik positif dari dosen pembimbing setelah menggunakan ChatGPT				
38	ChatGPT membantu saya menyempurnakan bagian-bagian tertentu dari tulisan saya				
39	ChatGPT membantu saya menyusun kesimpulan yang lebih baik dan komperhensif.				
40	Kualitas tulisan saya meningkat dengan bantuan ChatGPT				

Appendix 5. Data Calculation Results

Questionnaire Score

[illegible]

Writing_Score

	nama	angkatan	nilai
2	RAHMAT HIDAYAT	2022	2
3	ARIN MA'RIFATUL L.	2022	3
4	ANTI MARDIANA	2022	4
5	AULIA Dwi	2022	3.5
6	YUSTIKA KHOLIFATUS S.	2022	4
7	MADINA MAGHFIROH	2022	3
8	NAZA ILIL M.	2022	3.5
9	LINDA TIWI D.	2022	3.5
10	NUR JIHAN NAJWA	2022	3
11	CINTA SEPTIANA	2023	4
12	ANIS NUR LATIFAH	2023	3.5
13	WAHYUDI ABIYASA	2023	4
14	SAYRINA ANISA RAHMA	2023	3.5
15	ALVINA TAMAMI	2023	3.5
16	AISYAH BUNGA	2024	4
17	ZYL KARIMAH	2024	3.5
18	LUKHI NUR AZIZAH	2024	4
19	SHINTA OKTARINA	2024	3.5
20	ALYA KAMILA	2024	4
21	NIKMATUR ROHMAH	2024	3.5
22	HISSISAY ZUHRIA	2024	3.5
23	SITI NUR RAMADHANIA	2024	3.5
24	EZARIA ZERLINDA MARFA	2024	3.5
25	SHAFWATUN NAFISAH	2024	3.5
26	NUR INAYAH	2024	3.5
27	DEWI NUR	2024	4
28	ACHMAD MUGOFFIN	2024	4
29	BAREEYAH ABDULLATEH	2024	3.5
30	ARDISTA SAFITRI	2024	3.5
31	AYESHA NAIRA M.K.	2024	3.5
32	AULLIYA TASYA	2024	3.5
33	FIRDA SIMTA LUSIANA	2024	3.5
34	ANNISA NATANIA WAHYU S.	2024	3.5
35	HANDARIYATUL NUR K.	2024	4
36	MOCH. BAHAUDIN	2024	4
37	AINIR	2024	3.5
38	MOH. ALFIN HAQIQI R.A.	2024	4
39	AHMAD RIDHO	2024	3.5
40	KADEK AGUS FIKRI H.	2024	4
41	NUR INDAH WULANDARI	2024	3.5
42	IFTISAN TAHTA MAULAYA	2024	4

Appendix 6. Research Documentation

Google Form



**QUESTIONNAIRES
ON CHATGPT AND
STUDENT WRITING:
CORRELATIONAL
STUDY AT ENGLISH
EDUCATION
DEPARTMENT KH.
MUKHTAR SYAFA'AT
UNIVERSITY**

A. Petunjuk Pengisian

Sebelum menjawab atau mengisi, mohon untuk dibaca dan dipahami terlebih dahulu, kemudian isilah pernyataan-pernyataan berikut dengan benar dan jujur sesuai dengan kondisi yang anda alami.

1. Saya menggunakan ChatGPT setiap hari *

☐ STS

☐ TS

☐ S

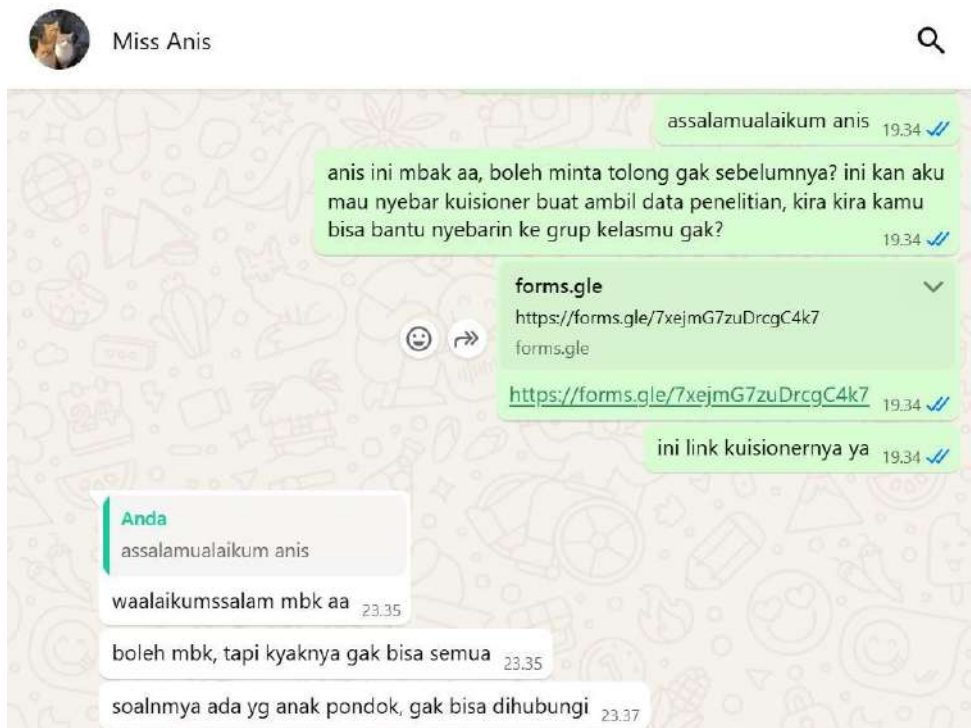
☐ SS

2. Saya menggunakan ChatGPT lebih dari 3 kali dalam seminggu *

☐ STS

Link Questionnaire

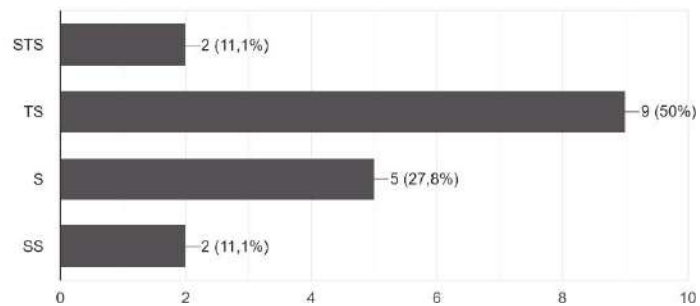
<https://forms.gle/7xejmG7zuDrcgC4k7>



Summary Data

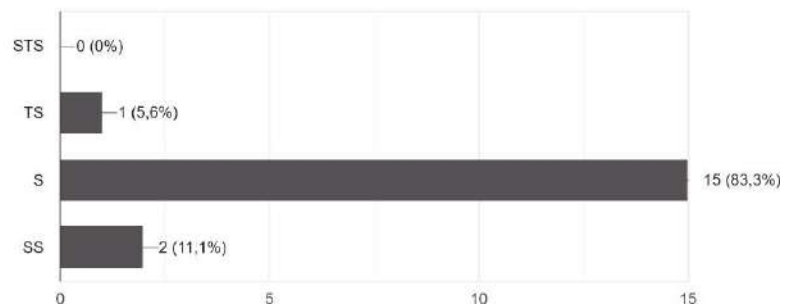
1. Saya menggunakan ChatGPT setiap hari

18 jawaban



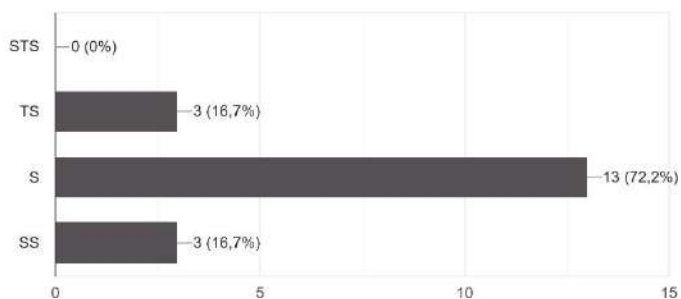
10. Saya dapat mengintegrasikan informasi dari ChatGPT ke tulisan saya

18 jawaban



20. Saya dapat menyelesaikan penulisan dalam batas waktu yang ditetapkan dengan bantuan ChatGPT

18 jawaban



Appendix 7. Supporting Attachments The Research



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor: 51.2.12/035.156/FTK.UIMSya/C.3/V/2025

Lamp. : -

Hal : Pengantar Penelitian

Kepada Yang Terhormat;
Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH.
Mukhtar Syafaat (UIMSya)
Blokagung, Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Anisa Amalia
TTL : Blitar, 19 Agustus 2003
NIM : 2111221005
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Buduk, Kec. Mengwi, Kab. Badung, Prov. Bali
Dosen Pembimbing : Dewi Khawa, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: **"Chat GPT and Students Writing: Correlational Study at English Education Department KH. Mukhtar Syafa'at University"**

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



Blokagung, 18 Mei 2025

Dr. Siti Aimah, S.Pd.I., M.Si.

NIPY. 3150801058001