

ABSTRACT

Yaritza Adriana Cipta, 2025. *The use of ChatGPT to Improve EFL Students' Writing Performance*. Thesis. English Language Education Program. Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Muhlisin Rasuki, M.Pd., MA, Tesol, Ed.D. (2) Henri Fatkurochman, M. Hum.

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Writing is an essential skill in English language learning, considering their importance in both academic and professional contexts, yet many EFL students struggle to develop strong writing performance, especially in grammar and vocabulary. This difficulty is because English is rarely used in their daily lives. This issue was also found among students in SMAN 1 Kalisat, where students showed low writing performance and frequent grammatical and vocabulary errors. This research involved eleventh-grade students of SMAN 1 Kalisat, specifically class XI-6, as the research subject. It aimed to improve students' writing performance through the use of ChatGPT by implementing Classroom Action Research (CAR) which consist of two cycles, each cycle consists of four stages, planning, acting, observing, and reflecting. This research uses two instruments which is observation and writing test, the findings of this research shows that students' writing scores increase significantly. In cycle 1, students showed limited improvement, with an average post-test score 62.33 as many still struggled with using the tool effectively. After reflecting on the first cycle, to maximize the second cycle, the researcher revised the prompt to be simpler and clearer so the students can interact with ChatGPT more effectively and focus on improving their writing. In the cycle 2, students' writing score improved, as shown by an average score of 80.51.

The research results showed an increase in students' writing score from 44.26 in the preliminary test to 80.51 in the post-test of cycle 2. This improvement was achieved through changes in prompt design, where instructions were simplified and translated in Bahasa Indonesia, making ChatGPT's feedback more accessible for students. In cycle 1, prompts in English and unclear classroom settings limited students' understanding, while in cycle 2, clearer instructions, consistent themes, and a more focused learning environment led to better performance. These findings conclude that ChatGPT, when integrated with proper guidance, can significantly enhance EFL students' writing, especially in grammar and vocabulary. Teachers are encouraged to adopt AI tools like ChatGPT, and future research may explore their use in other writing genres for various education levels.