

ABSTRACT

Ega Nur Fadillah. 2220150007. Implementing ChatGPT-based Just-in-Time Teaching (JiTT) in English Reading Literacy at 10th Grade of Senior High School. A Thesis Master Program of English Education Post Graduate Program UIN Sunan Gunung Djati Bandung, 2025.

Indonesia's literacy is in a crisis literacy situation. During one-decade Indonesian literacy was decline 51 points, and Indonesia ranks 79th out of 113 countries and 12th in Asia. PISA 2022 results within reading in Indonesia scores 70th out of 80 nations. Specifically, the students at Islamic Senior High School 1 Cirebon faced difficulties related to literacy. In the last three years the students' English learning outcomes are still below KKM (Minimum Completeness Criteria).

This research investigates the implementation of ChatGPT-based Just-in-Time Teaching (JiTT) in English reading literacy, the implementation of ChatGPT-based Just-in-Time Teaching (JiTT) enhance English reading literacy and the Students' Emotional Geography when learning reading by using ChatGPT-based Just-in-Time Teaching (JiTT) in English reading literacy.

Employing a qualitative case study design, data were collected through observations and daily tests, interviews, and questionnaires involving 31 students with a random sampling and an English teacher. Miles & Huberman approach was chosen as the data analyzed technique. Three-step approach of data reduction, data display, and drawing/verifying conclusions provides a clear flow and helps researchers organize data in a more organized manner.

The findings reveal that ChatGPT-based JiTT fosters active engagement and may indicate enhanced reading comprehension by providing immediate feedback tailored to students' needs. Students demonstrated understanding of vocabulary, critical analysis of texts, and motivation to engage in reading tasks. The approach also addressed key challenges in traditional literacy instruction, including lack of digital integration and low student motivation. The results highlight the combined potential of ChatGPT and JiTT to create a responsive learning environment that bridges gaps in English literacy. This integration not only supports cognitive development but also cultivates positive emotional connections with learning materials.

The research underscores the implications for adopting AI-based pedagogies to innovate literacy instruction and suggests pathways for curriculum development that align with the needs of Generation Z learners.

Keywords: *Artificial Intelligence, Reading Comprehension, Pedagogical Strategies, Generation Z Learners, Literacy Education Innovation*