

ABSTRACT

Khoirunnisa, Destia (2025): Learning Writing English Narrative Text Through ChatGPT and Grammarly: EFL Students' Engagement.

This study was inspired by the difficulties commonly experienced by English as a Foreign Language (EFL) students, especially junior high school students, in developing well-structured and grammatically accurate narrative writing. Many students still struggle to organize ideas, use appropriate vocabulary, and apply correct grammar and punctuation in their writing. Along with the rapid development of Artificial Intelligence (AI) technology, AI-based platforms have emerged as alternative learning tools that may help students overcome these challenges. Therefore, this study aims to investigate the implementation of AI-assisted narrative writing instruction and to explore how AI-based platforms contribute to students' engagement in the English writing process. In this study, ChatGPT was used to help students generate and develop story ideas, while Grammarly was utilized to assist students in identifying and correcting writing errors.

This research employed a qualitative study design to gain a deeper understanding of students' experiences and engagement during the learning process. The study was conducted at SMPN 8 Bandung and involved ninth-grade students as the participants. Data were collected through classroom observations, questionnaires, and interviews in order to obtain comprehensive information about students' participation and experiences when using AI-based platforms in writing activities. The collected data were analyzed by examining students' writing performance as well as their perceptions and interactions with the AI tools throughout the learning process.

The findings revealed that the integration of AI-based platforms positively influenced students' engagement in English writing activities. Students became more active, motivated, and confident in developing narrative texts with the assistance of ChatGPT, particularly in generating ideas and organizing story plots. In addition, Grammarly helped students improve their writing accuracy by providing immediate feedback on grammar, vocabulary, and punctuation errors. The use of these AI tools also encouraged students to become more independent and reflective during the revision process, while supporting their individual learning styles and critical thinking skills. However, the study also found that teacher guidance remains essential to ensure that students use AI tools appropriately and do not become overly dependent on instant technological assistance.

Keywords: Writing, EFL Students, AI based Platform, ChatGPT, Grammarly, Student Engagement, Student Achievement.

