

CHAPTER I

INTRODUCTION

This section elaborates on the background of the study, research question, research purposes, research significance, research scope, conceptual framework, Hypothesis, and previous study. It offers a structured overview to establish the academic context and direction of the research.

A. Background of the Study

Writing, is one productive language skills that learners need to develop to attain communicative competence by Sharma (2004). Yamin (2019) assert that the essential writing skills students should have been the capability to comprehend, assimilate, and express a concept in a cohesive paragraph or essay. Furthermore, Kardimin (2009) highlight that although writing requires proficiency in spelling, punctuation, and grammar, its main aim is to communicate thoughts and ideas clearly. For students learning English as a Foreign Language (EFL), developing writing skills can frequently be a complicated and difficult journey. It necessitates foundational skills like grasping grammatical structures, expanding a diverse vocabulary, and utilizing correct sentence forms. According to Faller, (2018), writing requires significant cognitive and linguistic effort, rendering it one of the most challenging components of language acquisition.

Suffering from the foreignness of the language used, English Foreign Language (EFL) students perhaps make some errors while writing and finishing an English Sentence or essay in several aspects of writing such as in spelling, punctuation and grammar (Fitria, 2020). When the students make an error, the learners do not know it and it happens unintentionally. Therefore, it considers the necessary aspects, spelling, punctuation, and grammar it supported by (Smith, 2013).

Moreover, academic writing is one of the difficult assignments that

students must complete and both local and foreign students find it difficult (Campbell, 2019). In addition, junior high school students are also often given assignments to write narrative texts as part of English learning. This assignment aims to train students' creativity and writing skills in composing stories that have a complete structure, such as orientation, complication, and resolution. However, in the writing process, many students have difficulty finding interesting story ideas. Therefore, some students have begun to utilize technological assistance such as AI based platforms to find inspiration or initial ideas before starting to write. According to (Yamin, 2019) EFL students often face challenges in writing, especially in composing important parts of the text, such as character introduction, storyline, and conflict resolution. With the help of AI, it is hoped that students can more easily explore ideas and compose more structured and creative stories.

In this research, AI is used to support learning writing skills in junior school students. With AI, students get a different experience and more interesting learning than learning by listening or explanations from Teachers. This research uses several AI platforms to understand students' English writing skills. This research aims to see whether AI effectively teaches junior school students English writing skills, especially in descriptive text material. An AI platform that proves valuable in supporting the development of English writing skills is ChatGPT and Grammarly. ChatGPT, developed by OpenAI, is a machine technology grounded in artificial intelligence. Using Natural Language Processing (NLP) technology, it is trained to mimic human conversation. As (Setiawan & Luthfiyani, 2023) stated ChatGPT can be harnessed to generate highly sophisticated written content, including scientific papers or even entire books, beginning from well-crafted and effective prompts. Besides that, according to Mammadova (2019) states Grammarly is an award- winning online grammar checking tool available for free. Grammarly is one of the

best English grammars check tools and the most widely used tool in the world. Grammarly can detect grammar mistakes, spelling mistakes, wrong sentence construction, and check for plagiarism. These can be good tools for the rules learning and error correction method since they enable students/learners to do a task then correct error. Grammarly is the most powerful tool the users can use to check for errors in our typed work

Based on the preliminary study, it can be seen that junior high school students showed varying levels of engagement and achievement when working on narrative text writing assignments with the help of AI based tools. Some students were quite active and utilized AI platforms such as ChatGPT to seek inspiration and develop their storylines. In addition to ChatGPT, Grammarly was also used to correct various types of incorrect writing, including grammar mistakes, spelling mistakes, wrong sentence construction. However, there were still some who had difficulties, especially in developing stories and developing endings or conflict resolutions. On the other hand, critical thinking and collaboration skills among students were quite good because they actively discussed and exchanged ideas. However, the improvement of writing skills still needs to be further encouraged with proper guidance. Facing several obstacles, some students eventually opted to use AI tools as a solution to help them write. As explained by Phan, (2023), Artificial Intelligence based tools can help students develop their writing skills by providing useful language and idea input.

The researcher was motivated to start this research because many EFL students use AI as a medium to search for information in learning. Based on the results of teaching practice last semester, it is indicated that many 9th grade students at SMPN 8 Bandung use AI, such as ChatGPT and Grammarly, as a tool to help search for information during the learning process and to find out the wrong spelling including grammar, vocabulary and also punctuation. This phenomenon also occurs in narrative text

material, where students prefer to ask AI rather than dig up information from books or other available sources.

However, previous studies have focused more on the context of college students, not junior high school students. For example, Adhi (2024) studied 8th semester students of the English Language Education Study Program at Sunan Gunung Djati State Islamic University, Bandung with the title "Exploring the Use of ChatGPT as A Supporting Tool in Writing Research Proposals by EFL Students," which aims to explore students' perceptions and experiences in using ChatGPT during the process of writing research proposals.

In addition, Algi (2024) also conducted a study on 6th semester students in class A of the same study program, and found that students used Grammarly because they only knew the AI as a grammar checker. They admitted to using Grammarly because of the ease and speed it offered compared to manual methods. However, both studies have not specifically highlighted the use of AI in the context of narrative text learning at the junior high school level, which is a research gap and important background in this study.

B. Research Questions

Referring to the background, the problems of this research are formulated as follows:

1. How do students engage in learning narrative writing through AI-based platforms?
2. How do AI based platforms contribute EFL students' engagement in learning writing English?

C. Research Purposes

From the research question above, this research is intended to gain the following purposes:

1. To implement teaching student writing narrative text through AI based platform.
2. To find out how AI based platforms contribute EFL students'

engagement in learning English writing.

D. Research Significance

The researcher hopes that this study will make meaningful contributions both in theory and in practice, especially in the area of English language teaching and learning. The findings are expected to shed light on how AI based platforms can support students in becoming more engaged and improving their writing performance, particularly for learners in EFL settings.

1. EFL Teachers

This research contributes to writing pedagogy, helping EFL's teachers to improve student engagement and writing skills, teachers can adjust their teaching strategies to integrate technology effectively. This research will provide insights into best practices in using AI tools.

2. EFL Students

This research emphasizes the potential of AI based writing tools to improve their writing skills. Theoretically, this research can serve as a reference for academicians or other researchers who wish to conduct further studies on the integration of artificial intelligence in language learning. It is expected to enrich the academic discourse on innovative approaches to English language teaching in the digital era, particularly in EFL learning contexts.

3. Further Researcher

This research contributes to the growing body of knowledge on the intersection between artificial intelligence and language education. It can serve as a reference point for scholars interested in conducting further studies on AI integration in EFL contexts, especially in digital learning environments. The findings encourage exploration into areas such as student autonomy, feedback mechanisms, and the ethical implications of AI in education.

E. Research Scope

This research focuses on examining the use of AI based platforms in enhancing English writing skills, specifically investigating their impact on student achievement and engagement among students at SMPN 8 Bandung.



F. Conceptual Framework

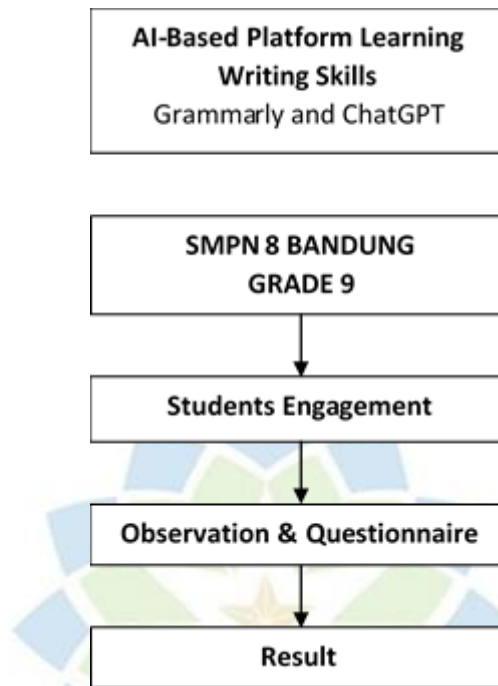


Figure 1. 1 Conceptual Framework

The conceptual framework for this study is centered around the use of an AI based platform designed to enhance English writing skills among 9th grade students at SMPN 8 Bandung. The framework posits that the integration of technology in language learning, particularly through platforms like Grammarly and ChatGPT, can significantly influence both student engagement and achievement. Research indicates that technology can facilitate more personalized learning experiences, leading to improved outcomes (Hattie, 2019). This study will explore how these tools contribute to writing proficiency and overall academic success.

The achievement aspect of this framework focuses on measurable outcomes such as scores and writing proficiency. A qualitative method approach enables a comprehensive analysis of how the AI based platform affects students' writing development over time. As Garrison D. R., (2008) notes, effective assessment methods are essential to understand the impact

of educational interventions.

Student engagement is a crucial component in this framework, as it directly influences learning outcomes. Students who are actively engaged tend to take greater responsibility for their own learning, which can ultimately lead to improved academic achievement. Through observation and questionnaires, this study will evaluate how students interact with the AI based platform and how this interaction influences their motivation and commitment to enhancing their writing skills. By linking qualitative insights from student experiences with quantitative data on writing performance, this study aims to provide a holistic understanding of the effectiveness of AI in enhancing English writing achievement of narrative text.

G. Previous Studies

In today's digital era, the use of Artificial Intelligence (AI) based platforms in English language learning is increasingly attracting the attention of researchers, especially in improving students' writing skills and their involvement in the learning process. Several previous studies have examined how this technology can provide a more interactive, personalized, and effective learning experience for EFL (English as a Foreign Language) learners.

Study by Fitria, (2021) has been explored the role of AI powered tools like Grammarly in supporting students' English writing skills. Grammarly, as an automated writing assistant, provides realtime feedback on grammar, vocabulary, punctuation, and writing style, making it an alternative to traditional forms of writing support. Research emphasizes its accessibility and user-friendly features, which enable students to identify and correct errors independently, thus fostering their learning process. In contexts where personalized feedback from instructors is limited, such as in large classrooms or resource constrained environments, Grammarly has proven to be a practical and efficient tool for improving English writing proficiency. Another study by, Mahapatra use Mixed Methods for his study, and his

study present on the impact of ChatGPT as a formative feedback tool on the writing skills of undergraduate ESL students. Since Artificial Intelligence driven automated writing evaluation tools positively impact students' writing, ChatGPT, a generative Artificial Intelligence propelled tool, can be expected to have a more substantial positive impact.

Furthermore, Jasim (2025) conducted a study combining the use of ChatGPT and Grammarly in developing academic essay writing skills among Iraqi EFL university students. Using a mixed-methods design, the study involved 30 second-year students over the course of one semester. ChatGPT was employed to assist in idea generation and text organization, while Grammarly functioned as a tool for grammar and style correction. The findings revealed substantial improvements in coherence, cohesion, grammatical accuracy, and formal academic style in students' writing. Moreover, students reported that the use of both applications increased their confidence and autonomy in writing. However, the study also highlighted challenges, such as students' overreliance on AI-generated feedback and their limited critical engagement in revising their work. This indicates that while ChatGPT and Grammarly can significantly enhance students' engagement and achievement, their use should be guided to prevent a decline in students' critical thinking skills in writing.

Another study was conducted by Pariyanto and Tungka (2025) focusing on the use of ChatGPT to improve EFL students' narrative writing skills. This study employed a quantitative approach involving 16 undergraduate students who were asked to write narrative essays before and after receiving feedback from ChatGPT. The results showed a significant improvement in students' writing style, narrative voice, and text coherence. In addition, students responded positively, stating that the feedback provided by ChatGPT was clear, practical, and helpful for revising their writing. This study emphasizes that the use of ChatGPT not only contributes to students' achievement in writing narrative texts but also enhances their engagement

in the writing learning process.

A recent systematic review by Aljuaid (2024) analyzed the integration of Artificial Intelligence tools in academic writing instruction across higher education contexts. The study concluded that AI platforms, including Grammarly and ChatGPT, significantly enhance students' writing fluency, grammatical accuracy, and self-confidence. However, it also highlighted potential risks such as over-reliance and reduced critical engagement, which underscores the need for careful pedagogical integration. These findings further strengthen the argument that AI can be both a valuable aid and a pedagogical challenge in EFL writing.

Similarly, Baskara (2023) investigated the integration of ChatGPT into EFL writing instruction and reported that students benefited from real-time feedback, idea generation, and increased engagement during writing tasks. At the same time, the study noted challenges regarding the accuracy of AI suggestions and the necessity of teacher mediation. This research is particularly relevant because it highlights both the potential advantages and the practical challenges of applying AI-based platforms in EFL learning environments, aligning closely with the focus of this study on junior high school learners.

This current research is different from other previous researches. This research focus on the implementation of teaching narrative writing and the students' engagement. The participants of this research involve 9th grade of junior high school students. While extensive previous studies have heavily focused on the implementation of automated writing evaluation tools among high-proficiency college undergraduates, empirical research investigating the pedagogical integration of both generative and corrective AI tools within lower-level secondary education remains remarkably scarce. Therefore, this current research distinctly departs from past literature by shifting the focus toward the actual implementation of AI-assisted teaching in narrative writing and its subsequent impact on junior high school learners'

multi-dimensional engagement. Unlike prior investigations that predominantly assess adult ESL/EFL students in higher education, the participants of this research specifically involve 9th-grade students of a junior high school. This demographic transition is crucial to address the gap regarding how younger EFL learners, who possess developing syntactic maturity and lower digital autonomy, navigate automated feedback without falling into the trap of technological over dependence

