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INTEGRATING AI CHATBOTS (CHATGPT/GEMINI) TO IMPROVE STUDENTS' WRITING SKILLS IN COMPOSING RECOUNT TEXTS

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Abstract: This research describes the improvement of students' writing skills in composing recount texts through AI Chatbots (ChatGPT/Gemini). The study used Classroom Action Research (CAR) at SMA Adiguna Bandar Lampung. Data were collected through classroom observations and writing tests over two cycles. Quantitative data indicate that AI chatbots improve students' English writing skills and learning engagement. In the first cycle, the students' learning activities showed a mean score of 67.00 (less active), which increased to 75.25 (quite active) in the second cycle, with an 8.25-point improvement. Students' writing performance improved from a pre-cycle mean score of 67.00 (19% of students met mastery criteria) to 69.00 in Cycle I (30% mastery), and 77.25 in Cycle II (60% mastery). These findings suggest that AI Chatbots enhance students' motivation and technical proficiency in writing recount texts.

Keywords: AI Chatbots, ChatGPT, Gemini, Writing Skills, Recount Text.

INTRODUCTION

In the current digital transformation era, writing ability remains one of the most crucial yet challenging English language skills for students. Writing is not merely arranging words but a complex process involving mastery of vocabulary, grammatical structure, and organization of ideas. One of the functional texts that students must master based on the curriculum is the Recount Text. This text requires students to retell past events chronologically with the correct use of the Simple Past Tense.

However, the reality in the field shows that many students still face difficulties in composing Recount Texts. Based on classroom observations in SMA Adiguna Bandar Lampung at tenth grade students, the main problems that arise are the students' low motivation in starting their writing, limited vocabulary, and difficulties in applying the correct linguistic structure. Conventional methods that are teacher-centered often make students feel bored and do not get quick feedback regarding their writing drafts.

The use of technology in writing instruction has grown rapidly. Interactive media in the teaching and learning process not only serves as an aid but also stimulates students' creativity in expressing their thoughts through writing (Herlisya et al., 2020). In the context of this research, an AI Chatbot (ChatGPT/Gemini) acts as an interactive medium that stimulates students' ideas in drafting a recount text. With the help of AI, students' cognitive barriers in organizing past events can be minimized through interactive dialogue that stimulates their creativity. "The development of Artificial Intelligence (AI) technology, especially chatbots like ChatGPT or Gemini, offers an innovative solution to overcome these obstacles. AI Chatbots can function as personal learning assistants that can provide ideas, help structure sentences, and correct grammatical errors in real-time. This aligns with the view in the book "The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education" (2024) by Daniel Fitzpatrick, et al. on page 42, which states that generative AI enables instant *personalized feedback*, so students can correct their language structure errors right when the writing process takes place.

Integrating AI in writing learning is expected to create a more interactive, independent learning experience and increase students' self-confidence in expressing themselves in writing. As stated by OECD (2024) in the publication "OECD Digital Education Outlook 2024: The Future of AI in Education" on page 115, the integration of AI is not merely an automation tool, but a 'cognitive amplifier' that is capable of increasing student engagement and learning independence through responsive dialogical interaction."

Based on the background above, several problems are identified as follows:

1. Students' low ability to organize ideas chronologically in Recount Texts.
2. Students often experience difficulties in using the Simple Past Tense and selecting varied vocabulary.
3. Lack of use of digital learning media that are interactive and attract students' interest.
4. Limited time for teachers to provide in-depth feedback to each student in the writing process.

This research explores how AI Chatbots, like ChatGPT or Gemini, can improve students' writing skills in Recount Texts for tenth-grade students in SMA Bandar Lampung. It looks at how the technology is used and its effect on the quality of student writing. Interactive media's role in teaching and learning has become more than an instructional aid. It is now a key factor in students' creative expression in writing [Herlisya et al., 2020]. In this study, AI chatbots, such as ChatGPT and Gemini, serve as dynamic interactive media. They stimulate students' brainstorming when they write Recount Texts. AI acts as a "cognitive amplifier". Students can overcome writing anxiety and vocabulary limitations. This interaction helps them turn personal experiences into structured past-tense narratives more easily. AI provides scaffolding to connect their ideas and the final written product.

The objective of this research is to show the improvement in student writing of Recount Texts using AI Chatbots. The study aims to show how these AI

assistants help students organize ideas, improve grammar, and use a wider range of vocabulary. This research should benefit students, teachers, and the school. For students, AI is meant to increase their motivation and skill in English writing. For teachers, it provides a reference for new, technology-based teaching methods. For the school, the findings can help start digital literacy programs in teaching and learning.

Writing is essentially a complex cognitive activity that requires the combination of organizational, stylistic, and linguistic skills. Hyland (2019:34) asserts that writing is not merely a social act but a "cognitive endeavor that involves complex interactions between the writer's goals, knowledge, and the constraints of the task." Students frequently find it difficult to coordinate these components when learning English as a foreign language (EFL), which can result in cognitive overload. Brown and Lee (2015:431), who contend that writing is a "thinking process" in which the writer must continuously strike a balance between the coherence of meaning and the mechanics of language, support this.

In particular, a recount text is a genre created to narrate historical events in chronological order. It calls for proficiency with the Simple Past Tense as well as particular rhetorical devices like orientation, events, and re-orientation. According to research by Hyland (2019:102), genre mastery enables students to comprehend how language is employed to accomplish particular social goals, in this case the reconstruction of prior experiences. It is impossible to overstate the significance of recount texts in EFL instruction for a number of reasons. In the first place, it is the basis for narrative competency. Recounting is a "fundamental register of sequential description" that is necessary for students to convey their particular identity and past, according to Knapp and Watkins (2005) in their book "Genre, Text, Grammar: Technologies for Teaching and Assessing Writing" (page 221). Students are still unable to relate their experiences in a relevant social context if they are unable to retell.

Second, Recount Text is a critical vehicle for mastering temporal markers and tense consistency. As noted by Derewianka and Jones (2016:134), learning to

compose recounts helps students navigate the "temporal organization of experience," which is a prerequisite for more advanced academic writing. Mastering the transition between "what happened first" and "what happened next" builds the logical scaffolding necessary for analytical and argumentative essays in higher levels of education.

AI chatbots, like ChatGPT and Gemini, signify a change from conventional computer-assisted language learning to interactive teaching. These resources help students with writing drafts and revisions. Fitzpatrick, Fox, and Burne (2024:42), in their work, state that AI provides "instant personalized feedback." This is important for EFL learners. AI can provide real-time corrections. This helps students find and fix errors, such as incorrect verb forms in Recount Texts. It also reinforces correct use through active engagement. In education, scaffolding offers support to help students understand. AI chatbots serve as modern digital scaffolding. Sabzalieva and Valentini (2023:8), in the UNESCO report "ChatGPT and Artificial Intelligence in Higher Education: Quick Start Guide", highlight that AI can "support students in the process of generating ideas and structuring their writing." This addresses the "writer's block" that students often face when starting a Recount Text. Additionally, Mollick (2024:112) notes that when students interact with AI as a "tutor" or "co-editor," they develop a deeper understanding of their writing process. Students are encouraged to experiment with increasingly complicated vocabulary and sentence structures as a result of this interaction. Without evaluating teachers right away, the AI can make recommendations for enhancements. AI integration also improves motivation. Fitzpatrick et al. (2024:55) note that AI tools can "reduce writing anxiety" by providing a non-judgmental environment for practice. Students composing Recount Texts can quickly revise their stories with AI assistance. This promotes a sense of agency and learning autonomy. These are important for long-term academic success in language acquisition.

RESEARCH METHOD

This research used classroom action research to improve students' writing in recount text. The subject of the research was the tenth-grade students at SMA Adiguna Bandar Lampung in 2024/2025. It consists of 24 students.

Classroom Action Research (CAR) represents a transformative paradigm where teachers transition from passive implementers of curriculum to active investigators of their own pedagogical environment. This methodology is fundamentally rooted in a self-reflective cycle aimed at bridging the systemic gap between theoretical frameworks and practical classroom dynamics. As stated by Kemmis, McTaggart, and Nixon (2014:18), this approach is essentially a collaborative form of "learning by doing," enabling practitioners to systematically address educational challenges through deliberate intervention. By situating the teacher as the primary researcher, CAR ensures that any instructional change—such as the adoption of AI chatbots—is deeply informed by the unique socio-cognitive needs of the students within that specific learning context. The operational strength of CAR lies in its iterative framework, which moves beyond a linear problem-solving model into a sophisticated spiral of planning, acting, observing, and reflecting. This cycle allows for continuous refinement of teaching strategies based on real-time evidence gathered during the intervention. Burns (2010:2) posits that this reflective practice is a cornerstone of professional development, describing it as a localized movement intended to provoke meaningful change in specific educational settings.

The researchers conduct the test to sharpen the students' writing skill. To find mean score of students' learning activities and to find the mean score of students' writing skill, the researchers used following formula:

$$\bar{x} = \frac{\sum x}{n}$$

(Sudjana, 2005)

$\bar{X}$ = mean score of students learning activities

$\sum x$ = sum of mean score of all students

n = total number of students

To find of students‟ minimum mastery criterion, the researchers used the formula (Sudjana, 2005) below to analyze the data:

$$X\% = \frac{\sum fixi}{\sum fi} \times 100\%$$

X% = the percentage of the students who have passed

$\sum fixi$ = the total students who have passed

$\sum fi$ = the total of the entire students

RESULT AND DISCUSSION

The results of the quantitative data show that the use of the CHAT GPT/Gemini can improve English writing skill of students in SMA Adiguna Bandar Lampung. This can be seen from the average results achieved by students at the time of given a test. Based on the result, in cycle I, the students‟ learning activities showed mean score was 67.00 with the criteria was less active. The mean score of students' learning activities in cycle II was 75.25 with the criteria were quite active. The improvement of the students‟ learning activities from the 1st cycle to the 2nd cycle was 8.25 point. The improvement of students' writing skill showed mean score in pre-cycle was 67.00, there was only one student or 19% who achieved the target score. The improvement in cycle I was 69.00. There were 3 students who achieved score above minimum mastery criteria or 30% and the mean score of cycle II was 77.25, there were 11 students who achieved score above minimum mastery criteria or 60%.

Table 1: The Result of Students' Learning Activity:

Cycle 1	Cycle 2	Improvement
67.00	75.25	8.25

Table 2: The Result of Students' Score in Writing Skill

Pre-cycle	Cycle 1	Cycle 2
67.00	69.00	77.25

DISCUSSION

The quantitative data shows the use of AI tools, such as ChatGPT and Gemini, can improve the English writing skills of students at SMA Adiguna Bandar Lampung.

1. Students' Learning Activities

The use of AI tools created a more dynamic class environment. As shown in **Table 1**, the average score for learning activities in Cycle I was 67.00, which was "less active". This stage may have reflected students adjusting to using AI for academic work. However, in Cycle II, the score increased to 75.25 ("quite active"). This was an improvement of 8.25 points. This suggests that AI tools act as interactive learning tools. The tools make writing less intimidating. They also encourage students to participate more in drafting and revising work.

2. Writing Skill Performance

The progression of student scores, as detailed in **Table 2**, provides evidence of academic growth:

- Pre-cycle: The starting average score was 67.00. Only 19% (1 student) achieved the target score. Most students struggled to meet the Minimum Mastery Criteria (KKM).
- Cycle I: The average score increased to 69.00 with the introduction of ChatGPT/Gemini. The mastery rate climbed to 30% (3 students).
- Cycle II: The average score jumped to 77.25 in the second cycle. The number of students passing the KKM reached 60% (11 students).

3. Analysis of AI in Writing

The increase from the Pre-cycle to Cycle II (a total gain of 10.25 points in writing scores) shows that ChatGPT and Gemini are effective "scaffolding" tools. These AI platforms allow students to get instant feedback on grammar and vocabulary. They can also get feedback on structure and organization. Students can learn to find their own errors by analyzing the AI-generated responses. They can also explore diverse ways to express ideas in English. The jump in the mastery rate from 19% to 60% shows that AI-assisted learning is about more than just generating text. It empowers students to improve their writing skills. The interactive nature of Gemini/ChatGPT helps connect basic comprehension to professional writing. This leads to higher achievement in English language competencies.

CONCLUSION

The report concludes that integrating AI Chatbots (ChatGPT/Gemini) is an effective "cognitive amplifier" and digital scaffolding tool. Students' writing abilities are enhanced, particularly in Recount Texts. According to the study, AI can aid people who struggle with the Simple Past Tense, have little motivation, and have a small vocabulary. AI lessens writing fear and encourages student autonomy by offering immediate, tailored feedback and serving as a nonjudgmental "coach." The goal of the research framework (CAR) is to demonstrate how this technology-based strategy enhances academic performance. Additionally, it gives kids a more engaging and self-assured learning atmosphere.

Teachers should primarily position themselves as facilitators rather than letting the technology take over their educational function in order to reap the benefits of integrating AI chatbots in the classroom. Even though AI offers crucial scaffolding, teachers must still be in charge of the ultimate evaluation and the transmission of complex contextual understanding. By keeping this equilibrium, educators make sure that technology is a tool for empowerment rather than a way to get around the real learning process.

Additionally, educators should teach students how to properly engage with AI in order to perform guided prompt engineering. Students should be encouraged to ask the AI for detailed explanations on grammatical faults or vocabulary improvements rather than just asking for a revised version of a Recount Text. This method guarantees that the student's critical thinking skills are maintained. Additionally, since students need to learn to spot possible errors or stylistic decisions that could not fit their particular story context, teachers must cultivate a critical mentality in which students verify all AI-generated outputs.

Lastly, the focus of the class should move from the finished product to the writing process itself. By looking at their past interactions with the AI, teachers may keep an eye on their students' development and see how they independently edited their papers. In addition to offering insight on the student's development, this practice is an ideal setting for teaching academic integrity and digital ethics. Teachers may assist students learn how to utilize AI as a collaborative partner to

improve their work without sacrificing integrity or falling into the plagiarism trap by establishing clear boundaries.

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