

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Writing

Practically, this research helps students utilize ChatGPT strategically as a digital peer tutor to independently improve grammar, expand technical/academic vocabulary, and build writing confidence without relying on copy-pasting. For English teachers, it provides valuable insights to integrate AI-assisting tools effectively, manage feedback in large classes, and design proper guidance that helps students critically evaluate and adapt AI outputs. Furthermore, it serves as an empirical reference for school administrators at SMK Negeri 3 Madiun to optimize technological infrastructure and formulate productive policies regarding ethical AI integration in classrooms. Lastly, this study offers a structured qualitative reference, a TAM-based framework, and tested instruments for future researchers exploring generative AI tools in similar vocational high school contexts. It is influenced by the audience, purpose, and genre. Thus, teaching english writing in EFL contexts must consider the learners' background, goals, and exposure to authentic academic texts. According to Zemach & Rumisek (2005) the main objectives of teaching writing in English classes are:

a. Improving Students' Critical Thinking Skills

In english writing, students are encouraged to write not only personal opinions but also to examine, analyze, and evaluate information based on evidence. This

encourages the development of critical and reflective thinking in responding to various academic issues.

b. **Developing Formal Written Language Skills**

This course aims to train students to write in an objective, structured style that adheres to academic conventions, such as the use of formal grammar, cohesion, and paragraph coherence.

c. **Encouraging Students to Present Arguments Based on Data and Credible Sources**

English writing teaches the importance of constructing strong arguments by supporting them with quotations from scientific journals, academic articles, or other credible sources. This enhances students' intellectual integrity.

d. **Preparing Students for Advanced Academic Requirements or the World of Work**

English writing skills are crucial for students who wish to pursue higher education, particularly for writing undergraduate theses, dissertations, or research reports. In the workplace, these skills are relevant for preparing reports, proposals, and other professional documentation.

2. AI-Assisting Learning Media in English Writing

AI-Assisting learning media refer to educational tools that utilize artificial intelligence technologies to enhance the teaching and learning process. In the context of English writing, these tools are designed to support students in generating ideas, organizing content, improving grammar and coherence, and receiving instant feedback. One prominent example of such media is ChatGPT, a language model developed by OpenAI, which provides interactive and intelligent language assistance.

According to Mayer (2009), learning environments enhanced by technology can include multimedia and interactive systems that combine verbal and visual information to optimize learners' comprehension. While Mayer focused on multimedia learning, recent advancements have expanded this scope to include AI-based systems capable of processing language and providing real-time support in English writing tasks. Wicaksono (2023) defines technology-based media as digital innovations such as collaborative platforms, writing assistants, and web-based applications that are adopted based on perceived usefulness and ease of use. When these platforms are powered by AI, their ability to personalize learning and provide contextual assistance is significantly enhanced.

Prabowo et al. (2024), explain that digital media used in education can include a wide range of internet-based tools, including those driven by artificial intelligence. These tools offer features like automatic summarization, grammar correction, content generation, and personalized feedback, which are particularly beneficial for writing-intensive subjects. In English writing classes, AI-Assisting tools such as ChatGPT provide an interactive environment where students can brainstorm ideas, refine arguments, and generate drafts with the guidance of intelligent prompts. These tools serve not only as supplementary resources but also as active collaborators in the writing process.

3. The Use of AI-Assisting Learning Media in Students' English Writing

The integration of AI-Assisting learning media in English writing represents a significant innovation in language education. With the emergence of advanced natural language processing tools such as ChatGPT, students are now able to receive

contextualized assistance in generating, revising, and refining their academic texts (Mayer, 2009). This use of AI technology is especially relevant in higher education, where writing plays a central role in assessing student competence and critical thinking. ChatGPT, developed by OpenAI, is one of the most widely used AI-powered writing tools that simulates human-like interaction (Huy, 2025). Its application in english writing involves multiple stages of the writing process, including idea exploration, thesis formulation, sentence restructuring, citation assistance, and even paraphrasing support. Students can interact with the tool through conversational input, which allows for personalized, real-time guidance that closely resembles one-on-one tutoring.

4. The Advantages and Disadvantages of Implementing AI-Assisting Learning Media in Students' English Writing

The implementation of AI-Assisting learning media, such as ChatGPT, in English writing classrooms offers numerous advantages for both teachers and students. These tools not only enhance the teaching process but also support students in achieving their english writing goals more effectively. As highlighted by Al-Habsi et al. (2021), AI tools can assist English teachers in delivering writing materials more interactively while helping students generate and develop ideas more systematically. With AI-driven platforms, such as ChatGPT, students can receive real-time suggestions for topic development, coherence, and grammar correction, thus enhancing the overall quality of their written work.

According to Sariani et al. (2021), integrating AI-Assisting media into writing activities can foster authentic learning experiences, broaden students' exposure to knowledge, encourage critical thinking, and promote collaborative learning

environments. Through conversational interactions with AI tools, students are guided to revise their texts, explore multiple perspectives, and refine their arguments, which contributes significantly to writing development.

Another key advantage is the flexibility offered by AI technologies. As noted by Al-Shehab (2020), AI-Assisting learning media can facilitate both synchronous and asynchronous writing support, allowing students to write at their own pace and convenience. This is particularly useful for students who need more time to process feedback or those who wish to explore multiple writing drafts independently. Linh and Ha (2021) found that AI tools help students grasp various aspects of the writing process such as spelling, grammar, content development, and coherence more independently. Similarly, Gayed et al. (2022) emphasized that technology enables students to track their writing progress through features that highlight structure, vocabulary usage, and mechanical accuracy. This data-driven feedback can support learners in monitoring and improving their performance over time.

Despite the benefits, the use of AI-Assisting learning media in English writing is not without its challenges. Rachmawati (2016) revealed that students often struggle to identify appropriate sources or content when using technology-based tools. Teachers may also find it difficult to align AI-generated outputs with curriculum objectives and students' specific needs, which may hinder the development of effective writing instruction. Moreover, Kawinkoonlasate (2021) pointed out that limited experience and lack of digital literacy among both students and teachers can become a barrier to effective implementation. Without proper training, users may underutilize the potential of AI tools or misuse them, leading to ineffective writing practices.

Samosa et al. (2021) argued that AI tools may trigger confusion and frustration among students who have not yet mastered the foundational concepts of writing. Fatimah (2019) also reported that students sometimes face difficulties in understanding grammatical structures, organizing ideas, and staying motivated challenges that are not automatically resolved by the presence of AI tools. When students overly rely on AI assistance without building their own skills, it can lead to dependency and superficial learning. Cardon et al. (2023) also emphasized that using AI in writing tasks might not address deeper issues such as critical thinking, creativity, and the writer's voice. Students may struggle with generating original ideas or evaluating AI-generated content critically, especially if they have not developed strong writing foundations.

Therefore, while AI-Assisting learning media such as ChatGPT offer promising advantages in improving english writing skills, it is essential for both teachers and students to understand the limitations and potential drawbacks. Proper guidance, training, and integration strategies are crucial to ensure that AI is used as a supportive tool rather than a substitute for meaningful writing instruction and practice.

B. Relevant Research Studies

To support this study and provide a strong foundation for comparison and contextual understanding, several previous research studies related to students' perceptions, technology-based media, and English writing have been reviewed. These studies were conducted in various educational settings and involved different types of media and student backgrounds.

Nurlita & Taufiq (2025) conducted a qualitative descriptive study entitled *"Students' Perceptions of Digital Literacy-Based Media in English Language*

Learning” to explore students’ responses to the integration of digital tools in English classes at a senior high school in Sidoarjo. Using interviews, classroom observations, and document analysis, the researchers found that students perceived tools such as YouTube, Canva, Duolingo, Elsa Speak, Kahoot, and Quizizz as more interactive, flexible, and motivating compared to traditional methods. These tools reportedly enhanced student engagement, creativity, and self-confidence in learning English. Despite some challenges such as unstable internet access and digital distractions the study concluded that digital literacy-based media significantly improved the quality and effectiveness of English language instruction when supported by proper planning and guidance.

Prabawati et al. (2021) conducted a qualitative descriptive study entitled “*The Students’ Perception of the Online Media Used by Teacher in Learning English*” investigated students’ views on the use of online media during English learning at SMA Negeri 9 Gowa amidst the COVID-19 pandemic. Using qualitative methods through interviews with twenty eleventh-grade students, the research identified several digital platforms employed by teachers, including Google Classroom, YouTube, Google Form, and WhatsApp. Students expressed generally positive perceptions, highlighting the media's ability to make lessons more understandable, engaging, and time-efficient.

Pratami & Syafryadin (2023) in a study entitled “*The Students' Perceptions by Using TikTok as a Medium for Learning English*” explored the opinions of English language students at Dehasen University, Bengkulu, regarding the use of the TikTok application in English learning. This study used a qualitative descriptive method with a questionnaire as an instrument. The results showed that most students strongly agreed

with the use of TikTok as a learning medium because it allows them to be creative through short videos, increases motivation, and encourages innovation in learning. This application is considered relevant to students' daily lives, making learning more interesting and interactive.

Although many previous studies have addressed English language learning in general, most have not specifically addressed the use of AI-based learning media like ChatGPT in developing structured writing skills. Still, few studies have explored how vocational high school students understand and utilize ChatGPT in the english writing process. Therefore, this study is crucial in filling this gap and providing a contextual contribution to the integration of AI in english writing learning in vocational high schools.

C. Theoretical Framework

The theoretical framework of this study integrates core concepts of technology-enhanced learning, cognitive scaffolding, and process-oriented writing to explore how eleventh-grade vocational high school students perceive and utilize ChatGPT when writing descriptive texts. It posits that student perception is a crucial cognitive and affective evaluation process where a digital tool's perceived usefulness and conversational ease of use directly shape learner adoption, attitudes, and engagement. When students perceive an AI assistant as highly accessible and functional for their academic needs, they develop positive attitudes that reduce learning anxiety and lower psychological barriers to writing.

Operating as an active digital peer tutor, ChatGPT provides instant, personalized cognitive scaffolding across the essential stages of the descriptive writing process: pre-writing, drafting, and revising. In descriptive text writing, which requires distinct generic structures and specific language features, ChatGPT acts as an ideation engine that helps students break down broad topics, overcome writer's block, and organize their text into structured outlines. During the drafting and editing phases, the tool models correct language usage by fixing grammatical and tense errors, suggesting vivid synonyms, and providing transitional sentences to enhance overall paragraph coherence.

Ultimately, this framework synthesizes these components to demonstrate that while generative AI provides powerful linguistic support, it functions as a collaborative assistant rather than a human substitute. The tool's effectiveness depends heavily on the student's ability to critically evaluate and adapt the AI's output to match their task requirements and avoid overly complex language. While human feedback from teachers remains non-negotiable for curriculum alignment and contextual evaluation, the strategic integration of ChatGPT serves as a valuable pedagogical bridge that fosters student confidence, writing autonomy, and the practical English communication skills required for the digital workforce.

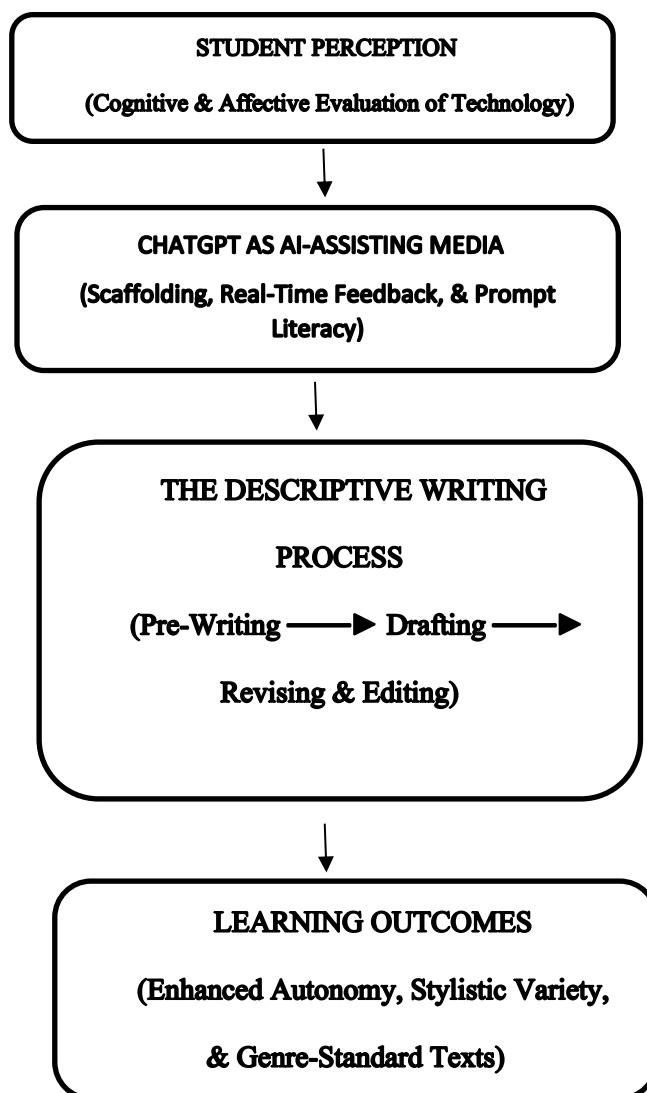


Figure Teoritical Framework

D. Procedure of Research

1. Teacher explained descriptive text to the class.
2. Teacher gave out some practice questions for the students to do.
3. Teacher let the students look for tools to help them write their descriptive texts.
4. While working, some students used ChatGPT to help them out, like for getting ideas, phrasing sentences, and fixing their grammar.
5. During the lesson, the observer watched how the students used ChatGPT— noting down their responses, how they interacted with it, and any issues they ran into.
6. teacher asked the students to turn in their essays.
7. teacher wrapped up the class for the day