

**STUDENTS' PERCEPTIONS IN USING CHATGPT IN
EXPOSITORY AND ARGUMENTATIVE WRITING
COURSE AT ENGLISH EDUCATION STUDY
PROGRAM AT IKIP PGRI BOJONEGORO**

SKRIPSI



**In partial fulfilment of the requirements
For the degree of Sarjana in English Education**

**By:
DANI
22120004**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ART EDUCATION
IKIP PGRI BOJONEGORO
2026**

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APPROVAL SHEETS

The skripsi entitled “**STUDENTS’ PERCEPTIONS IN USING CHATGPT IN EXPOSITORY AND ARGUMENTATIVE WRITING COURSE AT ENGLISH EDUCATION STUDY PROGRAM AT IKIP PGRI BOJONEGORO**” is compiled by:

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Bojonegoro, 17 July 2026

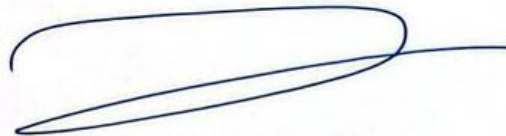
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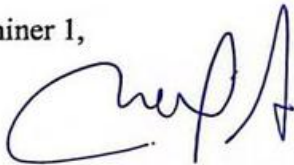
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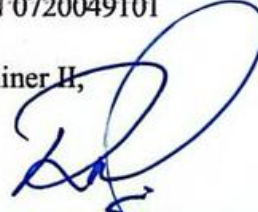
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MOTTO

“Masalalu adalah tempat referensi, bukan tempat tinggal. Masa kini adalah tempat hidup terjadi.”

(Penulis)

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The researcher would like to express his deepest gratitude to Allah SWT for His blessings, mercy, and guidance, which have enabled him to complete this undergraduate thesis entitled **"Students' Perceptions in Using ChatGPT in Expository and Argumentative Writing Course at English Education Study Program at IKIP PGRI Bojonegoro."** This undergraduate thesis could not have been completed without the support, guidance, assistance, and prayers of many individuals. Therefore, the researcher would like to express his sincere gratitude to the following individuals for their valuable contributions:

1. His beloved parents and all members of his extended family, who have continuously provided unconditional love, prayers, moral and financial support, as well as endless encouragement throughout his educational journey until the completion of this thesis. Their sacrifices, affection, and unwavering belief have been the greatest source of strength and motivation for the researcher.
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The researcher realizes that this thesis is not without limitations and is far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of future research. It is hoped that this thesis will be beneficial to readers and contribute to the advancement of knowledge, particularly in the field of English language education.

STATEMENT OF AUTHORSHIP

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

STUDENTS PERCEPTIONS IN USING CHATGPT IN EXPOSITORY AND ARGUMENTATIVE WRITING COURSE AT ENGLISH EDUCATION STUDY PROGRAM AT IKIP PGRI BOJONEGORO

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 17 July 2026



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ABSTRACT

Dani. 2026. Students' Perceptions in Using ChatGPT in Expository and Argumentative Writing Course at English Education Study Program at IKIP PGRI Bojonegoro. Undergraduate Thesis. English Education Study Program. Faculty of Language and Arts Education. IKIP PGRI Bojonegoro. Advisor (I) Dr. Fitri Nurdianingsih, S.Pd., M.Pd. Advisor (II) Dr. Ima Isnaini Taufiqur R, S.Pd., M.Pd.

The rapid advancement of Artificial Intelligence (AI) technology has significantly transformed the field of language learning, including academic writing instruction. Among the various Artificial Intelligence (AI) technologies available today, ChatGPT has emerged as one of the most widely adopted tools for supporting students in the writing process. It assists learners in generating ideas, organizing and developing arguments, and enhancing the overall quality of their written work. Accordingly, this study aimed to explore students' perceptions of using ChatGPT and examine its role in facilitating the learning of Expository and Argumentative Writing in the English Education Study Program at IKIP PGRI Bojonegoro. This research adopted a descriptive qualitative approach involving ten fourth-semester students who were selected through purposive sampling. Data were gathered using semi-structured interviews, classroom observations, and document analysis, and subsequently analyzed following the interactive data analysis model proposed by Miles, Huberman, and Saldaña. The results indicated that students generally held positive perceptions of ChatGPT, as it assisted them in generating ideas, organizing essay structures, enhancing the quality of their language use, and fostering independent learning. Nevertheless, the participants also identified several challenges associated with its use, including the risk of overreliance, difficulties in formulating effective prompts, and the possibility of receiving inaccurate or inappropriate information. In conclusion, ChatGPT has the potential to serve as a supportive tool in academic writing instruction when used critically and responsibly. Future studies are recommended to involve a larger number of participants and broader research contexts.

Keywords: ChatGPT, students' perceptions, expository writing, argumentative writing, writing instruction.

ABSTRAK

Dani. 2026. Students' Perceptions in Using ChatGPT in Expository and Argumentative Writing Course at English Education Study Program at IKIP PGRI Bojonegoro. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing (I) Dr. Fitri Nurdianingsih, S.Pd., M.Pd., Pembimbing (II) Dr. Ima Isnaini Taufiqur R, S.Pd., M.Pd.

Perkembangan teknologi Kecerdasan Buatan (Artificial Intelligence/AI) yang semakin pesat telah membawa perubahan yang signifikan dalam berbagai aspek pembelajaran bahasa, termasuk pembelajaran menulis akademik. Di antara berbagai teknologi berbasis AI yang berkembang saat ini, ChatGPT telah menjadi salah satu alat yang banyak dimanfaatkan untuk membantu mahasiswa dalam proses menulis. ChatGPT berperan dalam membantu mahasiswa menghasilkan ide, menyusun dan mengembangkan argumen, serta meningkatkan kualitas tulisan secara keseluruhan. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap penggunaan ChatGPT serta menganalisis perannya dalam mendukung pembelajaran Expository Writing dan Argumentative Writing pada Program Studi Pendidikan Bahasa Inggris IKIP PGRI Bojonegoro. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan sepuluh mahasiswa semester IV yang dipilih melalui teknik purposive sampling. Data penelitian dikumpulkan melalui wawancara semi-terstruktur, observasi, dan studi dokumentasi, kemudian dianalisis menggunakan model analisis data interaktif yang dikemukakan oleh Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi yang positif terhadap penggunaan ChatGPT karena mampu membantu mereka dalam menghasilkan dan mengembangkan ide, menyusun struktur esai secara lebih sistematis, meningkatkan kualitas penggunaan bahasa, serta mendorong kemandirian dalam proses belajar. Meskipun demikian, mahasiswa juga mengidentifikasi beberapa keterbatasan, antara lain potensi ketergantungan terhadap ChatGPT, kesulitan dalam menyusun prompt yang efektif, serta kemungkinan memperoleh informasi yang kurang akurat atau tidak sepenuhnya sesuai dengan konteks yang dibutuhkan. Berdasarkan temuan tersebut, dapat disimpulkan bahwa ChatGPT memiliki potensi sebagai alat pendukung yang efektif dalam pembelajaran menulis akademik apabila dimanfaatkan secara kritis, bijaksana, dan bertanggung jawab. Penelitian selanjutnya disarankan untuk melibatkan jumlah partisipan yang lebih besar serta mencakup konteks penelitian yang lebih luas agar diperoleh pemahaman yang lebih komprehensif mengenai pemanfaatan ChatGPT dalam pembelajaran bahasa.

Kata kunci: ChatGPT, persepsi mahasiswa, expository writing, argumentative writing, pembelajaran menulis.

PREFACE

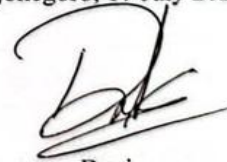
First of all, the writer would like to express sincere gratitude to Allah SWT for His blessings, mercy, and guidance so that the writer was able to complete this thesis entitled "Students' Perceptions in Using ChatGPT in Expository and Argumentative Writing Course at English Education Study Program at IKIP PGRI Bojonegoro" as one of the requirements for obtaining the Bachelor's Degree in the English Education Study Program at IKIP PGRI Bojonegoro.

The writer realizes that the completion of this thesis would not have been possible without the support, assistance, guidance, and encouragement from many parties. Therefore, the writer would like to express sincere appreciation to all those who have contributed directly or indirectly to the completion of this thesis.

The writer is fully aware that this thesis is still far from perfect and may contain shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis in the future.

Finally, the writer hopes that this thesis can provide useful contributions to the development of knowledge, especially in the field of English language teaching and learning, and can serve as a reference for future researchers interested in similar topics.

Bojonegoro, 17 July 2026



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CHAPTER I

INTRODUCTION

A. Background of Study

The rapid development of Artificial Intelligence (AI) over the last decade has significantly transformed the global educational ecosystem. One of the most influential breakthroughs within this transformation is the emergence of Large Language Models (LLMs), particularly ChatGPT, which was introduced by OpenAI in 2022. This innovation marks a pivotal advancement in human computer interaction by enabling sophisticated natural language communication. The increasing adoption of AI technologies reflects a broader shift toward data-driven, adaptive, and intelligent learning systems that challenge conventional pedagogical paradigms. ChatGPT exhibits the ability not only to interpret linguistic structures accurately but also to understand contextual meaning and generate coherent, informative, and contextually appropriate responses that closely resemble human discourse (Zhou et al., 2023). Its capacity to process complex prompts allows learners to interact with academic content in a more engaged and meaningful manner. Moreover, ChatGPT can replicate academic writing conventions, provide stylistic and organizational feedback, and adapt its responses according to learners' objectives and proficiency levels. These capabilities position ChatGPT as a cognitive support tool that enhances learners' metacognitive awareness and promotes autonomous learning. As a result, the increasing utilization of ChatGPT represents a significant educational phenomenon that warrants systematic investigation. In particular, its implications for pedagogical transformation and

student engagement deserve closer examination within contemporary educational research.

Within the domain of English as a Foreign Language (EFL) education, ChatGPT has gained substantial attention as a flexible and adaptive learning resource. Its integration aligns with the growing demand for personalized learning environments that can accommodate diverse learner needs and learning trajectories. Functioning as an intelligent learning companion, ChatGPT offers immediate and continuous feedback related to grammar accuracy, writing style, and argumentative coherence (Kasneci et al., 2023). Through sustained interaction, learners are encouraged to reflect on their linguistic output and refine their writing through iterative revision. Additionally, ChatGPT supports the development of semantic and pragmatic competence, which are often insufficiently addressed in traditional classroom settings. By adjusting its responses based on learners' proficiency levels, the system enables differentiated scaffolding across various stages of language acquisition. This adaptability allows learners to progress at their own pace while receiving targeted assistance. However, the growing reliance on AI-based support has raised concerns regarding the potential decline of learners' critical thinking and independent problem-solving abilities. Overdependence on automated feedback may reduce students' engagement in deep cognitive processing. Therefore, the incorporation of ChatGPT into EFL instruction requires careful pedagogical consideration and critical evaluation of its long-term impact.

In higher education contexts, particularly within English Education programs, the ability to produce expository and argumentative writing constitutes a fundamental academic competency (Hyland, 2019). These genres require students

to demonstrate logical organization, critical synthesis of information, and the articulation of well-supported arguments. Expository writing emphasizes clarity, coherence, and systematic explanation of ideas. In contrast, argumentative writing demands critical engagement with complex issues and the ability to defend positions using credible evidence. Together, these writing skills foster analytical reasoning and academic discipline that are essential for scholarly communication. They also serve as indicators of students' preparedness to participate in academic and professional discourse communities. Despite their importance, the development of these competencies often presents significant challenges for learners. Students frequently experience cognitive overload, limited linguistic resources, and insufficient instructional guidance. Increasing academic expectations further exacerbate these difficulties. In this context, digital tools such as ChatGPT emerge as alternative resources that can support students' writing development in a structured and accessible manner.

On the one hand, a growing body of empirical research indicates that ChatGPT can exert a positive impact on students' efficiency, confidence, and motivation in academic writing tasks. As an AI-based writing support tool, it assists learners in addressing recurring difficulties such as generating ideas, organizing arguments logically, and initiating the writing process effectively (Dwivedi et al., 2023). By providing relevant examples and structured prompts, ChatGPT helps students clarify their thoughts and develop their ideas more systematically. In addition, the tool enhances textual coherence by offering paraphrasing suggestions and guidance on sentence structure and paragraph organization. These features enable learners to produce more cohesive and comprehensible academic texts.

Furthermore, ChatGPT facilitates reflective learning by allowing students to revise and refine their writing through immediate and interactive feedback. This iterative revision process supports learner autonomy and reinforces self-regulated learning strategies. On the other hand, scholars have raised critical concerns regarding the risks of plagiarism, diminished originality, and the potential erosion of higher-order thinking skills. Overreliance on AI-generated assistance may reduce students' ability to critically evaluate sources and formulate independent arguments. Therefore, the pedagogical use of ChatGPT should be accompanied by explicit instruction in ethical awareness and critical literacy to ensure responsible and meaningful learning outcomes.

Overall, the integration of artificial intelligence into educational practices, particularly in the domain of academic writing, necessitates a comprehensive and critical analytical perspective (Zhai, 2023). Although technologies such as ChatGPT provide significant pedagogical advantages, they simultaneously generate complex challenges related to academic integrity, authorship, and cognitive development. The effective implementation of AI-based tools depends on acknowledging their role as supportive learning resources rather than substitutes for human intellectual effort and critical reasoning. When positioned appropriately, AI can function as a facilitator that enhances learning processes without diminishing students' independent thinking capacities. Both educators and students are therefore required to develop a strong sense of ethical responsibility and reflective awareness when engaging with AI-assisted technologies. Such awareness is essential to prevent misuse and to promote responsible academic practices. Consequently, the cultivation of higher-order thinking skills, including analysis, synthesis, and

evaluation, must remain a central objective of academic writing instruction. Writing pedagogy should continue to emphasize critical engagement with ideas, sources, and arguments rather than mere text production. In addition, clear institutional policies and well-defined pedagogical frameworks are necessary to regulate, monitor, and guide the appropriate use of AI within academic environments. Ultimately, the adoption of a balanced and critical approach will determine the extent to which AI technologies can sustainably contribute to the enhancement of students' writing proficiency and their broader academic development.

B. Formulation of the Problem (s)

Based on the background of the study, the researcher formulates several research problems related to students' perceptions and the role of ChatGPT in learning Expository and Argumentative Writing at the English Education Study Program of IKIP PGRI Bojonegoro. The research problems are formulated as follows:

1. What are students' perceptions of using ChatGPT in learning Expository and Argumentative Writing in the English Education Study Program at IKIP PGRI Bojonegoro?
2. What is the role of ChatGPT in supporting the process of learning expository and argumentative writing among students of the English Education Study Program at IKIP PGRI Bojonegoro?

C. Objectives of the Study

Based on the formulation of the problems above, this study aims to identify and analyze students' perceptions and the role of ChatGPT in learning Expository and Argumentative Writing at the English Education Study Program of IKIP PGRI Bojonegoro. The objectives of the study are as follows:

1. To describe and analyze students' perceptions of the use of ChatGPT in learning Expository and Argumentative Writing in the English Education Study Program at IKIP PGRI Bojonegoro.
2. To analyze the role of ChatGPT in supporting the process of learning expository and argumentative writing among students of the English Education Study Program at IKIP PGRI Bojonegoro.

D. Significances of the Study

This study holds both theoretical and practical significance in advancing the understanding and application of artificial intelligence in academic writing instruction at the higher education level.

1. Theoretical Significance

Theoretically, this study is expected to contribute to the expanding body of knowledge on the integration of Artificial Intelligence (AI) in English language education, particularly in the field of academic writing instruction. Specifically, this research extends the application of the Technology Acceptance Model (TAM) introduced by (Davis, 1989) by providing empirical evidence of students' perceptions regarding the perceived usefulness and perceived ease of use of ChatGPT in learning Expository and Argumentative Writing. Furthermore, the findings are expected to deepen the understanding of how AI-assisted technologies influence students' learning experiences, technology acceptance, and academic writing practices within higher education contexts. In addition, this study may serve as a valuable theoretical reference for future researchers investigating the adoption and implementation of AI-based technologies in language learning and academic writing.

2. Practical Significance

Practically, the findings of this study are expected to provide direct benefits for educators, students, and educational policymakers, including:

1. Providing guidance for lecturers in designing writing instruction that utilizes ChatGPT effectively, creatively, and ethically.
2. Serving as a reference for curriculum developers to integrate AI technology into English language learning that fosters critical thinking and academic literacy.
3. Helping students understand the potential and limitations of ChatGPT as a learning tool that supports autonomy and reflection in the writing process.
4. Offering a foundation for educational institutions to formulate responsible and innovative AI utilization policies aimed at enhancing the quality of teaching and learning in higher education.

E. Operational Definition

This section aims to explain the essential terms employed in this study to prevent ambiguity and potential misinterpretation. The definitions are provided to establish a common understanding between the researcher and the readers regarding the specific meanings of key concepts as they are used within the scope of this research. Through the explicit clarification of these terminologies, this study seeks to ensure conceptual coherence and enhance the accuracy of interpretation in discussing students' perceptions of the use of ChatGPT in expository and argumentative writing courses.

1. Students' Perception

Students' perception refers to the process through which individuals understand, interpret, and assign meaning to their experiences when using technology, particularly ChatGPT, within the context of academic writing instruction. (Gibson et al., 2014) describe perception as a psychological process that involves receiving information from the environment and processing it based on one's experiences, knowledge, and personal values. In higher education, understanding students' perceptions serves as an important indicator for determining how they evaluate the usefulness, ease of use, and challenges associated with AI-based learning tools. Therefore, students' perception does not merely reflect their views toward technology but also indicates their readiness to integrate digital tools into their learning processes. This makes students' perception a fundamental element in evaluating the effectiveness of AI implementation in writing instruction. In this study, students' perception refers to how they make sense of their experiences in using ChatGPT to support expository and argumentative writing tasks in the English Education Study Program.

2. ChatGPT

ChatGPT is an artificial intelligence-based language model developed by OpenAI and designed to generate human-like responses through natural language processing. This technology operates using machine learning algorithms capable of predicting words and sentence structures based on context, allowing it to produce relevant, coherent, and easily understandable text. (Dwivedi & al., 2023) classify ChatGPT as a form of generative AI that can support learning processes, enhance writing performance, and facilitate critical

thinking development. Its role extends beyond generating text; it also assists users in developing ideas, improving text organization, and refining linguistic style. Consequently, ChatGPT holds significant potential as an effective assistive tool in higher education settings. In this study, ChatGPT is positioned as a digital support tool used by students in the English Education Study Program during the process of producing expository and argumentative essays. The tool is utilized to assist students in brainstorming, drafting, and refining their writing to ensure better structure and alignment with academic conventions. The researcher aims to understand how students interpret their use of ChatGPT's features and how the tool helps them clarify arguments and strengthen content quality. Moreover, the study examines students' perceptions of ChatGPT's effectiveness in enhancing productivity and comprehension of writing concepts. These insights are expected to illustrate the extent to which this technology contributes to students' learning patterns and the overall quality of their academic writing.

3. Expository and Argumentative Writing Course

The Expository and Argumentative Writing course is a crucial component of the English Education curriculum because it plays a central role in developing students' ability to write in an academic and systematic manner. Expository writing emphasizes the skill of explaining and presenting ideas logically, in detail, and informatively in accordance with the standards of scholarly writing. In contrast, argumentative writing focuses on the ability to construct claims supported by evidence, valid reasoning, and convincing patterns of argumentation. (Hyland, 2019) notes that both types of writing require critical

thinking, strong idea organization, and the appropriate use of academic language. Therefore, this course provides essential foundational knowledge for students to develop academic communication skills relevant to their future professional needs. In the context of this study, the expository and argumentative writing course serves as the setting in which students utilize ChatGPT as a support tool to enhance their writing skills. ChatGPT is employed across various stages of the writing process, from pre-writing for idea exploration, to drafting for initial organization of thoughts, and revising for improving structure and clarity of arguments. This research examines how ChatGPT assists students in understanding writing concepts, boosting their confidence, and enriching the ways they construct arguments. Additionally, the study explores how students evaluate the effectiveness of ChatGPT in improving the quality of their expository and argumentative texts. With this focus, the study provides a comprehensive overview of students' learning experiences as they integrate artificial intelligence technology into the academic writing process.