

APPENDICES



Appendix 1. Research Timeline

	MEETING	MATERIAL	IMPLEMENTATION							
			MAY				JUNE			
			Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	
CYCLE 1		Pre-Test								
	I	Introduction to ChatGPT & Brief Training Introduction to Classroom Rules Introduction to Recount Text								
	II	Drafting Text Using ChatGPT for Feedback Revising Text								
	III	Finalizing Text Post Test Reflection								
CYCLE 2	IV	Introduction to Narrative Text								
	V	Drafting Text Using ChatGPT for Feedback Revising Text								
	VI	Finalizing Text Post Test Reflection								

Appendix 2. School Education Calendar 2024 - 2025



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 KUBUTAMBAHAN

Alamat: Jl. Air Sanih, Desa Kubutambahan, Kec. Kubutambahan, Kab. Buleleng.
 e-mail: smpn1kubutambahan@yahoo.co.id. Telp. (0362) 3303473. Kode Pos: 81172

KALENDER PENDIDIKAN
SEMESTER GENAP TAHUN PELAJARAN 2024/2025

No.	Bulan	Minggu ke	Tanggal							Keterangan
			Minggu	Senin	Selasa	Rabu	Kamis	Jumat	Sabtu	
1	January 2025	1				1	2	3	4	1 Tahun Baru 2024
		2	5	6	7	8	9	10	11	2 libur Semester 1
		3	12	13	14	15	16	17	18	27 Hari Suci Siwaratri
		4	19	20	21	22	23	24	25	29 Hari Raya Imlek
		5	26	27	28	29	30	31		
2	February 2025	6	2	3	4	5	6	7	8	8 Hari Raya Saraswati
		7	9	10	11	12	13	14	15	12 Hari Raya Paqerwesi
		8	16	17	18	19	20	21	22	
		9	23	24	25	26	27	28		
3	March 2025	10	2	3	4	5	6	7	8	24-27 Kegiatan Tengah Semester
		11	9	10	11	12	13	14	15	29 Hari Raya Nyepi
		12	16	17	18	19	20	21	22	31 Hari Raya Idul Fitri
		13	23	24	25	26	27	28	29	
		14	30	31						
4	April 2025	15	6	7	8	9	10	11	12	1 Hari Raya Idul Fitri
		16	13	14	15	16	17	18	19	18 Wafat Isa Almasih
		17	20	21	22	23	24	25	26	22-24 Hari Raya Galungan
		18	27	28	29	30				
5	May 2025	19	4	5	6	7	8	9	10	1 Hari Buruh Nasional
		20	11	12	13	14	15	16	17	2-3 Hari Raya Kuningan
		21	18	19	20	21	22	23	24	12 Hari Raya Waisak
		22	25	26	27	28	29	30	31	15-27 Penilaian Akhir Semester
6	June 2025	23	1	2	3	4	5	6	7	29 Hari Kenaikan Isa Almasih
		24	8	9	10	11	12	13	14	1 Hari Lahir Pancasila
		25	15	16	17	18	19	20	21	7 Hari Raya Idul Adha
		26	22	23	24	25	26	27	28	21 Pembagian Raport
		27	29	30	31					23-5 Libur Semester 2
Jumlah hari			26	26	26	26	26	26	26	156
Jumlah libur			5	3	5	4	4	6	27	
Jumlah tidak efektif belajar			1	2	2	1	1	0	7	
Jumlah hari efektif sekolah			21	23	21	22	22	20	129	
Jumlah hari efektif belajar			20	21	19	21	21	20	122	

Kubutambahan, 02 Januari 2025

Kepala SMP Negeri 1 Kubutambahan

Nyoman Budiastana, S.Pd.
 NIP. 196907251991031010

Waka Kurikulum

Kadek Ayu Krisnawati, S.Pd.
 NIP. 18791104 200604 2 024

Appendix 3. Research Permit Letter from School Institution



**PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 KUBUTAMBAHAN**

Alamat: Jl. Air Sanih, Desa Kubutambahan, Kecamatan Kubutambahan, Kabupaten Buleleng
e-mail: smpn1kubutambahan@yahoo.co.id, Telp. (0362) 3303473, Kode Pos: 81172

SURAT KETERANGAN

Nomor. 421.2/415.a/SMPN 1/Kbt./2025

Yang bertandatangan di bawah ini:

Nama : Nyoman Budiastana, S.Pd
NIP : 19690725 199103 1 010
Pangkat/Gol. Ruang : Pembina Utama Muda, IV/c
Jabatan : Kepala Sekolah
Instansi : SMP Negeri 1 Kubutambahan

Berdasarkan surat dari Universitas Pendidikan Ganesha, Fakultas Bahasa dan Seni Nomor: 1916/UN48.78.1/TA.00.03/2025, tertanggal 04 Juni 2025, Perihal Permohonan Izin Penelitian, menerangkan bahwa:

Nama : Luh Mega Aripuspita
NIM : 2112021103
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Asing
Fakultas : Bahasa dan Seni
Perguruan Tinggi : Universitas Pendidikan Ganesha
Judul Penelitian : The Use of AI as a Personalized Correction Tool to Improve Students' Writing Skill for Ninth Grade Students at SMP Negeri 1 Kubutambahan

Adalah memang benar Mahasiswa tersebut di atas telah diijinkan untuk melaksanakan Kegiatan Penelitian di SMP Negeri 1 Kubutambahan.

Demikian surat keterangan kesediaan Penggunaan Produk ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Kubutambahan, 04 Juni 2025
Kepala SMP Negeri 1 Kubutambahan

Nyoman Budiastana, S.Pd
NIP. 19690725 199103 1 010

Appendix 4. Research Permit Letter from Universitas Pendidikan Ganesha



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 1916/UN48.78.1/ TA.00.03/2025

04 Juni 2025

Hal : Permohonan Izin Penelitian

Yth.

Kepala SMP Negeri 1 Kubutambahan
di Kubutambahan

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini :

Nama : Luh Mega Aripuspita
NIM : 2112021103
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025
Judul : The Use of AI as a Personalized Correction Tool to Improve Students' Writing Skill for Ninth Grade Students at SMP Negeri 1 Kubutambahan

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan ,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 5. Lesson Plan

Cycle 1

School : SMP Negeri 1 Kubutambahan

Class : 9A

Subject : English

Topic : Recount Text

Time Allocation : 2 x 40 minutes (80 minutes)

A. Learning Objectives:

1. Students are able to write a recount text with appropriate grammar, coherence, vocabulary, and organization.
2. Students are able to revise their writing based on ChatGPT feedback.

B. Learning Materials:

1. Definition and generic structure of recount text.
2. Language features of recount text.
3. Example of a recount text.

C. Media/Tools:

1. Smartphone with internet access.
2. ChatGPT

D. Learning Activities:

Meeting 1

Material: Introduction to recount Text & ChatGPT Usage

Activity	Teacher's Activity	Students' Activity	Time Allocation
Preliminary	Greet students, take attendance, and explain learning objectives.	Respond to greetings and attendance calls.	15 minutes
Core	Introduce ChatGPT, its function, responsible use, and classroom rules.	Listen and take notes.	50 minutes
	Demonstrate how to use ChatGPT to check writing feedback.	Listen and ask questions if needed.	
	Explain recount text definition, purpose, structure, and language features.	Observe the teacher's demonstration and take notes.	
	Ask the students to brainstorm ideas.	Brainstorming ideas for recount text.	

Closing	Discussion and wrap-up of meeting summary.	Ask questions and reflect on material.	15 minutes
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Meeting 2

Material: Writing Draft of Recount Text

Activity	Teacher's Activity	Students' Activity	Time Allocation
Preliminary	Review previous material and explain today's task	Listen to the explanation.	15 minutes
Core	Tell the writing prompts for recount text.	Pay attention and understand the prompt.	50 minutes
	Monitor students as they write a recount text	Write their recount text independently.	
	Guide students in accessing ChatGPT and submitting their text for feedback.	Paste their writing into ChatGPT and read feedback received.	
	Instruct the students to revise their text based on ChatGPT's feedback.	Revise their text and submit it.	
Closing	Recap today's activity and preview the next meeting.	Listen and ask questions.	15 minutes

Meeting 3

Material: Revising, Editing and Reflecting

Activity	Teacher's Activity	Students' Activity	Time Allocation
Preliminary	Review common mistakes from previous meetings.	Listen and take notes.	15 minutes
Core	Instruct students to submit their text in ChatGPT for finalization.	Paste their revised text to ChatGPT and read feedback received.	50 minutes
	Instruct students to finalize their text based on ChatGPT's feedback and monitor their progress.	Revise and finalize their writing.	
Closing	Conduct reflection about ChatGPT's usefulness.	Share opinions and experiences.	15 minutes
	Conduct questionnaires to gather information on students' perception toward ChatGPT's usage.	Answer the questionnaires.	

E. Assessment

Writing product assessment using Writing Test Rubric

No	Aspect	Description	Score Range
1	Grammar & Accuracy	Correctness of sentence structure, tense usage, punctuation, capitalization, and spelling.	1-5
2	Coherence & Cohesion	Logical organization and smooth flow of ideas; appropriate use of conjunctions and transitions.	1-5
3	Vocabulary	Range, appropriateness, and precision of word choices in conveying meaning.	1-5
4	Content & Relevance	Relevance of content to the prompt, completeness of ideas, and clarity of meaning.	1-5
5	Overall Organization	Clear structure with introduction, body, and conclusion appropriately ordered and connected.	1-5

Score: 1 (Poor), 2 (Fair), 3 (Good), 4 (Very Good), 5 (Excellent)

Maximum score = 25

Minimum score = 5

Final score = $\frac{\text{score obtained}}{\text{maximum score}} \times 100$

Mengetahui,
Kepala SMP Negeri 1 Kubutambahan



Nyoman Budiastana, S.Pd
NIP. 196907251991031010

Kubutambahan, 04 Juni 2025
Mahasiswa



Luh Mega Aripuspita
NIM. 2112021103

Cycle 2

School	: SMP Negeri 1 Kubutambahan
Class	: 9A
Subject	: English
Topic	: Narrative Text
Time Allocation	: 2 x 40 minutes (80 minutes)

A. Learning Objectives:

1. Students are able to write a narrative text with appropriate grammar, coherence, vocabulary, and organization.
2. Students are able to revise their writing based on ChatGPT feedback.

B. Learning Materials:

1. Definition and generic structure of narrative text.
2. Language features of narrative text.
3. Example of a narrative text.

C. Media/Tools:

1. Smartphone with internet access.
2. ChatGPT

D. Learning Activities:

Meeting 1

Material: Introduction to Narrative Text & Recap

Activity	Teacher's Activity	Students' Activity	Time Allocation
Preliminary	Greet students, take attendance, review Cycle 1.	Respond to greetings and recap key points,	15 minutes
Core	Explain narrative text definition, structure, and language features.	Listen and take notes.	50 minutes
	Remind ChatGPT rules and usage.	Observe and take notes.	
	Ask the students to brainstorm ideas.	Brainstorm ideas for narrative text.	
Closing	Summarize meetings and preview next activity.	Listen and reflect.	15 minutes

Meeting 2

Material: Writing Draft of Narrative Text

Activity	Teacher's Activity	Students' Activity	Time Allocation
Preliminary	Explain writing tasks and prompts.	Pay attention to the prompt.	15 minutes
Core	Monitor and guide students writing for narrative text.	Write their narrative text.	50 minutes
	Assist students in pasting drafts into ChatGPT and reading feedback.	Use ChatGPT for feedback and read suggestions.	
	Instruct the students to revise their text based on ChatGPT's feedback.	Revise and submit their text.	
Closing	Recap and address difficulties.	Ask questions and reflect.	15 minutes

Meeting 3

Material: Revising, Reflecting, and Wrap-Up

Activity	Teacher's Activity	Students' Activity	Time Allocation
Preliminary	Summarize common problems from previous meetings.	Listen and take notes.	15 minutes
Core	Instruct students to use ChatGPT for finalization.	Revise their draft accordingly.	50 minutes
	Collect students' final text.	Submit final text.	
Closing	Conduct final reflection on ChatGPT-assisted writing experience.	Share thoughts and evaluation.	15 minutes
	Distribute the questionnaires.	Answer the questionnaires.	

E. Assessment

Writing product assessment using Writing Test Rubric

No	Aspect	Description	Score Range
1	Grammar & Accuracy	Correctness of sentence structure, tense usage, punctuation, capitalization, and spelling.	1-5
2	Coherence & Cohesion	Logical organization and smooth flow of ideas; appropriate use of conjunctions and transitions.	1-5
3	Vocabulary	Range, appropriateness, and precision of word choices in conveying meaning.	1-5
4	Content & Relevance	Relevance of content to the prompt, completeness of ideas, and clarity of meaning.	1-5
5	Overall Organization	Clear structure with introduction, body, and conclusion appropriately ordered and connected.	1-5

Score: 1 (Poor), 2 (Fair), 3 (Good), 4 (Very Good), 5 (Excellent)

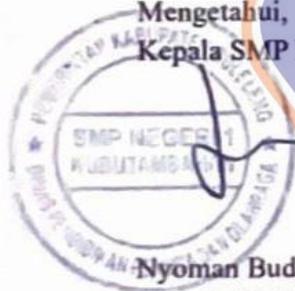
Maximum score = 25

Minimum score = 5

Final score = $\frac{\text{score obtained}}{\text{maximum score}} \times 100$

Mengetahui,
Kepala SMP Negeri 1 Kubutambahan

Kubutambahan, 04 Juni 2025
Mahasiswa



Nyoman Budiastana, S.Pd
NIP. 196907251991031010

Luh Mega Aripuspita
NIM. 2112021103

Appendix 6. Writing Test Rubric

Score: 1 (Poor), 2 (Fair), 3 (Good), 4 (Very Good), 5 (Excellent)

No	Aspect	Description	Score Range
1	Grammar & Accuracy	Correctness of sentence structure, tense usage, punctuation, capitalization, and spelling.	1-5
2	Coherence & Cohesion	Logical organization and smooth flow of ideas; appropriate use of conjunctions and transitions.	1-5
3	Vocabulary	Range, appropriateness, and precision of word choices in conveying meaning.	1-5
4	Content & Relevance	Relevance of content to the prompt, completeness of ideas, and clarity of meaning.	1-5
5	Overall Organization	Clear structure with introduction, body, and conclusion appropriately ordered and connected.	1-5

Score Description

Aspect	Score				
	1	2	3	4	5
Grammar & Accuracy	Major errors making text hard to understand.	Frequent errors affecting clarity.	Some noticeable errors, meaning remains clear.	Minor errors not affecting meaning.	Almost no errors.
Coherence & Cohesion	No clear organization.	Weakly connected ideas.	Logical but uneven organization.	Mostly logical and smooth.	Ideas logically organized and connected.
Vocabulary	Very limited or irrelevant vocabulary.	Inappropriate or overly basic vocabulary.	Limited vocabulary, occasional repetition.	Adequate vocabulary with few lapses.	Wide, accurate, and appropriate vocabulary.
Content & Relevance	Irrelevant, undeveloped, or missing ideas.	Insufficient or unfocused content.	Adequate but incomplete content.	Relevant ideas with good elaboration	Fully relevant and well-developed ideas.
Overall Organization	Disorganized or no structure.	Unclear organization	Basic structure, some lapses	Clear structure with minor flaws.	Clear, well-structured intro, body, conclusion

(Adapted from Cambridge English, 2020, Writing for Cambridge English Qualifications Rubric)

Appendix 7. Questionnaire

Title : Students' Perceptions of Using ChatGPT as a Personalized Correction Tool in Writing

Tools : Google Form

Instruction:

Please read each statement carefully and give your honest response by selecting one of the following options:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Questionnaire Items:

No	Statement	1	2	3	4	5
1	ChatGPT helped me improve my writing skills.					
2	The feedback provided by ChatGPT was clear and useful.					
3	I felt more confident in writing after using ChatGPT.					
4	ChatGPT feedback was more helpful than teacher feedback.					
5	I would like to continue using AI tools for writing improvement.					
6	ChatGPT's corrections helped me understand my writing mistakes.					
7	It was easy to use ChatGPT for writing feedback.					
8	ChatGPT motivated me to revise and improve my writing.					
9	I found the suggestions from ChatGPT helpful.					
10	I will recommend ChatGPT to my friends for improving their writing skills.					

(Adapted from Zebua & Katemba, 2024, Students' Perceptions Questionnaire Questions)

The results were analyzed using frequency distribution and mean score interpretation. According to the predetermined threshold, a mean score greater than 3.50 is categorized as a Positive Perception and vice versa.

Appendix 8. Interview Guide

A. Interview for Students

Objective:

To explore students' experiences and perceptions after using ChatGPT as a writing correction tool.

Sample Questions:

1. How did you feel about using ChatGPT for writing corrections?
2. Did you find ChatGPT's feedback helpful? Why or why not?
3. What kinds of errors did ChatGPT mostly help you correct?
4. How does ChatGPT's feedback compare to your teacher's feedback?
5. What difficulties did you experience when using ChatGPT?
6. Do you think using ChatGPT improved your writing? How?
7. Would you recommend ChatGPT to your friends?
8. What suggestions do you have for using ChatGPT in future English lessons?

B. Interview for Teacher

Objective:

To gather the teacher's observations and opinions regarding the integration of ChatGPT in writing instruction.

Sample Questions:

1. What was your general impression of students using ChatGPT for writing tasks?
2. Did you notice improvements in students' writing after using ChatGPT? In what aspects?
3. What benefits did you observe from integrating ChatGPT in writing lessons?
4. What challenges or concerns did you notice during the implementation?
5. How do you compare the quality of AI-generated feedback with your own feedback?
6. Do you think ChatGPT can be a useful tool for future writing activities? Why?
7. What recommendations would you give for using AI tools like ChatGPT in secondary school writing classes?

Appendix 9. Guidelines for Using ChatGPT in the Classroom

Classroom Guidelines for ChatGPT-Assisted Writing Activities

A. General Rules

1. ChatGPT is to be used as a **writing correction assistant**, not for generating full texts.
2. Students must first write their own drafts independently before using ChatGPT.
3. ChatGPT may only be used to check grammar, spelling, vocabulary, sentence structure, and text coherence.
4. Students are encouraged to cross-check ChatGPT feedback and confirm unclear corrections with the teacher.
5. Plagiarism and copy-pasting AI-generated full texts is prohibited.

B. Procedure for Using ChatGPT

1. Open ChatGPT on a laptop or smartphone browser
2. Log in using the provided class account or personal account.
3. Copy and paste your completed draft into ChatGPT's input box.
4. Use a clear, polite prompt such as the example provided.
5. Read and review the feedback provided by ChatGPT.
6. Identify and note the suggested corrections.
7. Revise your original text based on the feedback.
8. Submit both the original draft and the revised version to the teacher.

C. Responsible and Ethical Use Guidelines

1. Do not submit AI-generated essays as your own work.
2. Use ChatGPT's feedback to learn and understand your mistakes.
3. Ask the teacher if any AI-generated suggestion seems unclear or inappropriate.
4. Respect time limits during classroom writing sessions.
5. Maintain positive and safe interactions while using AI tools.

D. Troubleshooting Tips

1. In case of internet connectivity issues, inform the teacher immediately.
2. If ChatGPT feedback appears confusing or incomplete, request clarification from the teacher.

Appendix 10. Feedback Prompt

Prompts for Feedback

Main Prompt:

1st Feedback Request

- "Please review my recount text for grammar, spelling, punctuation, coherence, vocabulary, sentence clarity, tense accuracy, and text structure (orientation, events, reorientation). Provide suggestions for improvement in each aspect. Don't add the full text revised version"

2nd Feedback Request

- "Please recheck my recount text and provide overall suggestions if any"

Additional Prompt:

- "Please check my recount text for grammar, punctuation, and spelling mistakes."
- "Can you help me improve the coherence and connection between my sentences in this recount text?"
- "Identify any awkward or unclear sentences and suggest clearer alternatives."
- "Is my use of past tense consistent, and correct? Please point out any mistakes."
- "Can you suggest better vocabulary for these words in my recount text? [*Insert sentence here*]"
- "Please check if the structure of my recount text is correct (orientation, events, reorientation)."
- "Translate it into Indonesian language" if you want to gain deeper understanding in your mother language.

Note:

- 1) Copy and paste your draft text into ChatGPT.
- 2) Use one or more prompts above to ask for feedback.
- 3) Revise your text based on the suggestions received.
- 4) Avoid copying ChatGPT's full text suggestion. Use it as a guide to improve your own writing.

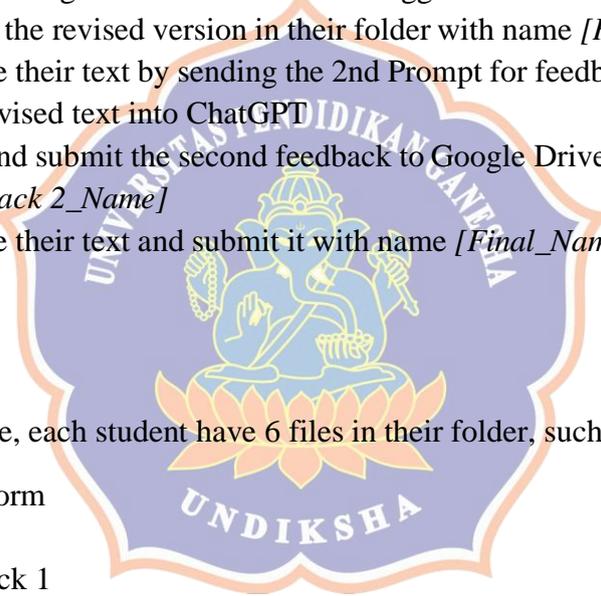
Appendix 11. Student's Writing Progress Tracking Procedure

1. The students make their own folder in the Google Drive provided with format *[Present List_Name]*
2. Brainstorm their ideas, make the framework, and submit it with name *[Brainstorm_Name]*
3. Start drafting and write independently
4. Submit their initial writing on their Google Drive folder with name *[Draft_Name]*
5. Copy the 1st Prompt and their text, then paste it to ChatGPT for feedback request
6. Copy and submit ChatGPT's Feedback to Google Drive with name *[Feedback 1_Name]*
7. Pay attention and understand the feedback given by ChatGPT
8. Start revising their text based on the suggestions
9. Submit the revised version in their folder with name *[Revision_Name]*
10. Finalize their text by sending the 2nd Prompt for feedback request and their revised text into ChatGPT
11. Copy and submit the second feedback to Google Drive with name *[Feedback 2_Name]*
12. Finalize their text and submit it with name *[Final_Name]*

Note:

In one cycle, each student have 6 files in their folder, such as:

- 1) Brainstorm
- 2) Draft
- 3) Feedback 1
- 4) Revision
- 5) Feedback 2
- 6) Final



Appendix 12. Documentation

PRE-TEST



Observation & Pre-Test

CYCLE I



1st meeting



2nd meeting



Students draft their text



Students utilize ChatGPT for feedback



3rd meeting



Students finalize their text



Interview with the students



Interview with the teacher

CYCLE II



1st meeting



2nd meeting



Students draft their text



Students utilize ChatGPT for feedback



3rd meeting



Students finalize their text



Interview with the students



Interview with the teacher



Group photo with the students

Appendix 13. Writing Test Results

Score obtained from Pre-tests, Post-test 1, and Post-test 2

No	Name	Score		
		Pre-tests	Post-test 1	Post-test 2
1	S1	60	80	80
2	S2	60	72	72
3	S3	64	72	84
4	S4	76	84	88
5	S5	80	80	84
6	S6	60	72	72
7	S7	60	80	84
8	S8	60	76	80
9	S9	80	88	88
10	S10	60	72	80
11	S11	52	80	84
12	S12	60	80	80
13	S13	52	80	80
14	S14	80	80	92
15	S15	76	80	84
16	S16	80	88	92
17	S17	60	76	84
18	S18	80	80	84
19	S19	80	80	84
20	S20	60	84	84
21	S21	80	88	88
22	S22	80	80	92
23	S23	60	80	84
24	S24	60	76	76
25	S25	80	80	80
26	S26	60	80	80
27	S27	56	80	80
28	S28	76	80	80
29	S29	80	88	92
30	S30	76	80	80
31	S31	60	76	76
MEAN SCORE		68	79.7	82.8
MINIMUM SCORE		52	72	72
MAXIMUM SCORE		80	88	92

Appendix 14. Students' Questionnaire Results

CYCLE 1

No	Scale Choice									
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	4	4	4	4	4	4	5	5	4	4
2	5	4	2	4	1	5	5	5	4	1
3	2	4	3	4	3	5	4	3	2	4
4	4	5	5	5	4	5	5	5	4	4
5	5	4	4	4	5	5	4	5	4	5
6	5	4	4	3	4	4	3	4	4	5
7	4	5	4	3	4	5	4	4	3	4
8	5	4	4	3	5	4	5	4	5	5
9	5	4	5	2	5	4	4	5	4	5
10	5	4	4	4	5	4	5	5	4	4
11	5	4	4	4	4	5	4	5	4	5
12	3	4	3	2	4	4	4	4	5	5
13	5	5	4	5	5	5	5	5	5	5
14	4	5	4	3	4	4	5	4	4	4
15	3	4	2	3	4	3	5	4	3	2
16	4	1	4	4	1	4	4	4	5	5
17	4	3	4	3	3	4	5	4	5	4
18	4	4	4	3	5	4	4	4	5	2
19	4	5	4	3	3	5	4	4	1	4
20	4	4	4	4	4	4	4	4	4	4
21	4	5	4	3	4	5	4	4	1	1
22	4	5	4	3	5	4	5	4	5	4
23	4	5	4	3	4	5	4	4	4	4
24	5	5	4	3	4	5	5	4	5	4
25	5	5	4	4	5	5	3	5	3	1
26	5	5	4	4	3	4	4	5	5	1
27	4	4	4	4	4	4	4	4	3	1
28	5	5	4	4	4	5	4	4	5	4
29	4	5	4	4	5	4	4	5	4	5
30	4	4	4	4	4	4	4	4	4	4
31	4	4	4	4	4	4	4	4	4	4
MEAN	4.26	4.29	3.87	3.55	3.97	4.39	4.29	4.32	3.94	3.68

CYCLE 2

No	Scale Choice									
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	5	5	4	4	1	5	5	5	5	1
2	4	4	4	5	4	4	4	4	4	4
3	5	4	5	3	5	4	5	5	5	5
4	5	5	5	5	5	5	5	5	5	5
5	4	5	5	4	4	4	4	4	4	5
6	4	4	4	4	4	4	4	4	4	4
7	5	4	3	3	3	3	3	4	3	4
8	4	5	4	4	4	5	5	5	5	4
9	5	5	5	5	5	5	5	5	5	5
10	5	5	4	5	4	5	4	5	5	5
11	5	4	4	4	5	5	5	5	5	1
12	5	4	5	5	5	5	4	5	5	5
13	4	4	3	3	3	4	3	5	4	4
14	4	4	4	3	5	5	5	4	4	4
15	5	5	4	4	5	5	5	5	4	5
16	4	4	3	2	3	4	4	4	4	4
17	4	4	4	2	3	5	4	3	4	4
18	5	5	5	5	5	5	5	5	5	5
19	5	4	4	4	4	4	4	4	4	4
20	4	4	3	5	3	4	4	4	4	4
21	4	5	4	4	4	5	4	5	5	5
22	5	4	5	5	5	5	5	5	5	5
23	4	4	5	5	5	4	4	4	5	5
24	4	4	4	4	4	4	4	4	4	1
25	5	5	4	3	4	4	4	4	4	4
26	5	4	5	5	5	5	4	5	5	5
27	5	5	5	3	5	5	5	5	5	4
28	5	5	5	3	5	5	4	5	5	4
29	5	5	3	3	3	5	5	3	3	3
30	4	4	2	3	4	4	4	3	3	4
31	4	4	4	4	4	4	4	4	4	4
MEAN	4.55	4.42	4.13	3.90	4.13	4.52	4.32	4.42	4.39	4.06

Appendix 15. Interview Transcripts

CYCLE 1 (Students' Response)

Question	Respondent	Response
Q1: How did you feel about using ChatGPT for writing corrections?	S1	<i>"It's easy to use and I enjoy using it because it helps me see the wrong sentences."</i>
	S2	<i>"Same, I also enjoy using it because it's easy to use and I know my mistakes."</i>
	S3	<i>"Happy, I enjoy it and it's fun."</i>
	S4	<i>"Same, I also enjoy using it because it's like talking with friends."</i>
	S5	<i>"Same, this application is really helpful so I know what should I do and whether my text is already good or not."</i>
	S6	<i>"Same, previously I usually confused of which one I should revise because I don't know which one is wrong, but now I know my mistakes and what should I do with it. So, it's really beneficial for me."</i>
Q2: Did you find ChatGPT's feedback helpful? Why or why not?	S1	<i>"Yes, because the explanation is clear and detail."</i>
	S2	<i>"Yes, same because the explanation is detail and easy to understand."</i>
	S3	<i>"Yes, same with my friends, I think it's very helpful because it's very detail."</i>
	S4	<i>"Yes, same it's very helpful because of the clear explanation."</i>
	S5	<i>"Yes, it's helpful because the explanation is very detailed and we can re-read it if we want."</i>
	S6	<i>"Yes, same with my friends, it's very helpful because we can know where our mistake and can read it back if we forget."</i>
Q3: What kinds of errors did ChatGPT mostly help you correct?	S1	<i>"Grammar."</i>
	S2	<i>"Grammar."</i>
	S3	<i>"Grammar too."</i>
	S4	<i>"Grammar and vocabulary."</i>
	S5	<i>"Grammar and vocabulary too."</i>
	S6	<i>"Grammar, vocabulary, and dot coma."</i>
Q4: How does ChatGPT's feedback compare to your	S1	<i>"I think the explanation is more detailed."</i>
	S2	<i>"I think it's more detail and understandable"</i>
	S3	<i>"I like ChatGPT better because the explanation is more detailed"</i>
	S4	<i>"I also think ChatGPT is clearer and easier to understand."</i>

teacher's feedback?	S5	<i>"I think it's more understandable especially because we can read again, it can help us remember the mistakes and how to solve it"</i>
	S6	<i>"Same, I also think that ChatGPT is more helpful as I can receive more detailed information of my text, mistakes, and what to do next. Meanwhile teacher mostly tells in general."</i>
Q5: What difficulties did you experience when using ChatGPT?	S1	<i>"For now, there is no difficulties."</i>
	S2	<i>"Me too, I think there is no difficulties."</i>
	S3	<i>"Same."</i>
	S4	<i>"I think same."</i>
	S5	<i>"Yeah same, but sometimes the loading is so slow."</i>
	S6	<i>"I think there is no difficulties for now."</i>
Q6: Do you think using ChatGPT improved your writing? How?	S1	<i>"Yes, I think my text is better because I know my mistakes and already revise it."</i>
	S2	<i>"Yes, same because I know my mistakes and revise it directly."</i>
	S3	<i>"Yes, it helps me understand my mistakes."</i>
	S4	<i>"Yes, same it helps me understand my mistakes and directly revise it so I think my text is better because it's checked."</i>
	S5	<i>"Yes, for me it helps me a lot especially because I know what should I revise in my text and how to revise it."</i>
	S6	<i>"Yes, I also think the same with my friends, because it helps me understand my mistakes and how to revise, maybe it's automatically help me improve my text quality too."</i>
Q7: Would you recommend ChatGPT to your friends?	S1	<i>"Yes, if I see my friend struggle, I will tell them."</i>
	S2	<i>"Yes, same."</i>
	S3	<i>"Yes, same."</i>
	S4	<i>"Yes, same."</i>
	S5	<i>"Yes, I will tell my friends."</i>
	S6	<i>"Yes, same I will tell my friend too if I see them struggling."</i>
Q8: What suggestions do you have for using ChatGPT in future English lessons?	S1	<i>"Nothing but hopefully we can use ChatGPT in class again next semester."</i>
	S2	<i>"Same."</i>
	S3	<i>"Same."</i>
	S4	<i>"Same."</i>
	S5	<i>"Same."</i>
	S6	<i>"Same."</i>

CYCLE 1 (Teacher's Response)

Questions	Respondent	Response
Q1: What was your general impression of students using ChatGPT for writing tasks?	T1	<i>"I see that the students seem excited to use ChatGPT especially it's their first time utilizing it in writing class formally, not just use it to look for answers. For me personally, I also utilized AI to seek some reference, create module, and learning materials. It's really helpful and it can make my time more efficient. I didn't expect that we can use it this way, such an innovative idea. For now, they seem so excited trying this thing and we'll see their progress in the next cycle. I believe this app will be a very beneficial tool for."</i>
Q2: Did you notice improvements in students' writing after using ChatGPT? In what aspects?	T1	<i>"Yes, I see some improvements in their text especially in grammar, vocabulary, and less typo."</i>
Q3: What benefits did you observe from integrating ChatGPT in writing lessons?	T1	<i>"This app allows them to be more active as they can do a revision immediately after receiving feedback. They also seem understand the response well as there's only few students who ask me about the response meaning. So, the final text that they submitted were better than before because it was checked and revised from feedback they got."</i>
Q4: What challenges or concerns did you notice during the implementation?	T1	<i>"Until now, I guess there is no problem yet but we'll keep monitor them for the next cycle."</i>
Q5: How do you compare the quality of AI-generated feedback with your own feedback?	T1	<i>"I think the quality is already close to accurate and very detail. I think this app really helps me to give them feedback more personally so they can also understand their unique error better."</i>

<p>Q6: Do you think ChatGPT can be a useful tool for future writing activities? Why?</p>	<p>T1</p>	<p><i>“Yes, it has potential for English learning. Its feedback could be a solution for big class problem in giving personalized and immediate feedback for text revision and elaboration. By practicing writing and getting feedback from the app, the students can see their mistakes and learn from it, which can make them more understand their own text.”</i></p>
<p>Q7: What recommendations would you give for using AI tools like ChatGPT in secondary school writing classes?</p>	<p>T1</p>	<p><i>“Make sure the school has supported facilities and the clear guidance should be provided for the students. So, the ChatGPT usage become more useful and efficient to support the writing instruction in classroom setting.”</i></p>



CYCLE 2 (Students' Response)

Question	Respondent	Response
Q1: How did you feel about using ChatGPT for writing corrections?	S1	<i>"Same like before and I feel more confident."</i>
	S2	<i>"I feel more confident now because I know how to check my writing by myself."</i>
	S3	<i>"I am not afraid when using ChatGPT because it doesn't judge me and like talking with my robot friends."</i>
	S4	<i>"I enjoy using ChatGPT because I can talk like I'm talking to my friends"</i>
	S5	<i>"Same, I also enjoy using it because it's like talking with friends."</i>
	S6	<i>"I feel more confident with my writing after using this app because I know my mistakes and which one should be revised, so I will definitely use it again in the future."</i>
Q2: Did you find ChatGPT's feedback helpful? Why or why not?	S1	<i>"Yes, it's very helpful and easy to use."</i>
	S2	<i>"Yes, very helpful because the explanations are easy to understand."</i>
	S3	<i>"Yes, still helpful because explanations are very detailed and can be re-read."</i>
	S4	<i>"Yes, it's very helpful for grammar."</i>
	S5	<i>"Yes, same with my friends, I think it's very helpful with my writing especially the grammar."</i>
	S6	<i>"Yes, it's very helpful because in ChatGPT we can immediately receive a solution so we know where our mistake is and can correct it directly."</i>
Q3: What kinds of errors did ChatGPT mostly help you correct?	S1	<i>"I think grammar."</i>
	S2	<i>"Grammar."</i>
	S3	<i>"Grammar and vocabulary."</i>
	S4	<i>"Grammar, vocabulary, and dot coma."</i>
	S5	<i>"Grammar."</i>
	S6	<i>"Grammar, vocabulary, and punctuation."</i>
Q4: How does ChatGPT's feedback compare to your teacher's feedback?	S1	<i>"I think ChatGPT explains more detailed than teacher and easier to understand."</i>
	S2	<i>"I think it's more comfortable and can read again if I forget."</i>
	S3	<i>"I think ChatGPT is better because in class sometimes I cannot hear what the teacher clearly said but in ChatGPT I can read it."</i>
	S4	<i>"I still like teacher's feedback, but ChatGPT is easier to revisit because everything is saved."</i>
	S5	<i>"I like ChatGPT more because if explained by teacher, I might forget what already been told, but</i>

		<i>ChatGPT can save history so we can re-read it whenever we want.</i>
	S6	<i>"Same, I also like ChatGPT more because sometimes it's felt more afraid and nervous to ask teacher, but I can directly ask ChatGPT anything without hesitation."</i>
Q5: What difficulties did you experience when using ChatGPT?	S1	<i>"The internet connection and the loading."</i>
	S2	<i>"I think there is no difficulties just sometimes only the loading."</i>
	S3	<i>"Same, no difficulties."</i>
	S4	<i>"Same, no difficulties."</i>
	S5	<i>"Small error and sometimes the response didn't connect with what I was asked for. Sometimes the text also like a computer coding and disorganized but I think it's because I'm asking too much."</i>
	S6	<i>"It ever didn't accept my text because it detects some racism word, for example the 'n' words and some harsh words."</i>
Q6: Do you think using ChatGPT improved your writing? How?	S1	<i>"Yes, because I become more confident with my writing."</i>
	S2	<i>"Yes, because I can immediately receive a solution so I know where my mistake is and can correct it directly and I think my text become better."</i>
	S3	<i>"Yes, I become more confident and it help me make my text longer especially in the narrative text assignment."</i>
	S4	<i>"Yes, same it helps me suggest vocabularies to add so my text can be longer."</i>
	S5	<i>"Yes, for me it helps me with the dot and coma because before I use this app, I only care on the sentences and not really care about the detail like coma and etc."</i>
	S6	<i>"Yes, and I think it really helps me with the grammar, usually I just submit my text hoping my grammar is correct as I also sometimes confuse which tense should I use with this text but here I can ask whether the grammar is correct or not."</i>
Q7: Would you recommend ChatGPT to your friends? Why?	S1	<i>"Yes, especially for friends who struggle with grammar."</i>
	S2	<i>"Yes, I will tell them."</i>
	S3	<i>"If I see that they are struggling in writing English, I will tell them."</i>
	S4	<i>"Yes, so they can understand like us too."</i>
	S5	<i>"Of course, so they will know other benefit of this app and understand too of what they need to correct not only for searching answer."</i>

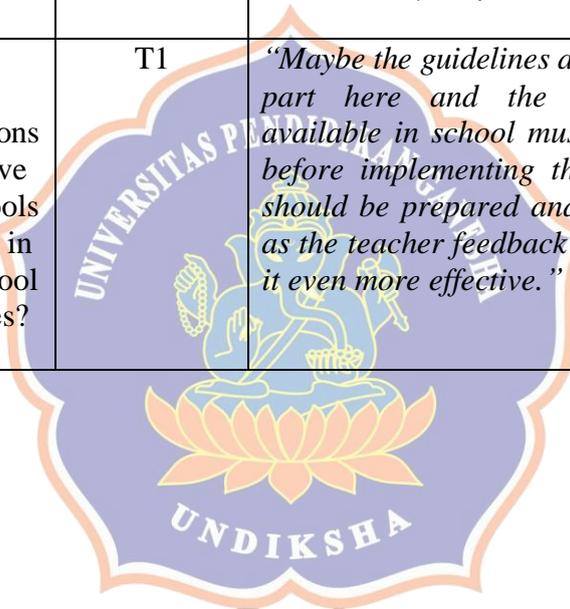
	S6	<i>“Yes, same I will tell my friend too if they ask so they can understand what their mistakes and can revise.”</i>
Q8: What suggestions do you have for using ChatGPT in future English lessons?	S1	<i>“Use ChatGPT again in the future.”</i>
	S2	<i>“Same.”</i>
	S3	<i>“Same.”</i>
	S4	<i>“Same.”</i>
	S5	<i>“Same.”</i>
	S6	<i>“Same, but maybe after using ChatGPT we continue to a class discussion.”</i>



CYCLE 2 (Teacher's Response)

Questions	Respondent	Response
Q1: What was your general impression of students using ChatGPT for writing tasks?	T1	<i>“Overall, the students seem comfortable and enjoy using the ChatGPT in learning. I observed that this tool can build a stress-free learning environment because students have no fear and hesitation to ask with the tool than their teacher. Some students who rarely ask me questions actually ask many things to ChatGPT and they seem more active exploring their ideas there.”</i>
Q2: Did you notice improvements in students' writing after using ChatGPT? In what aspects?	T1	<i>“Yes, from their revisions collected, the writings are much better after the ChatGPT usage and the mistakes found are less than the usual.”</i>
Q3: What benefits did you observe from integrating ChatGPT in writing lessons?	T1	<i>“Students can work more independently because they don't always wait for me to check everything one by one. The tool helps them quickly identify what needs to be improved immediately after they send the prompt and can revise directly after receiving response.”</i>
Q4: What challenges or concerns did you notice during the implementation?	T1	<i>“Maybe just the internet connection that the student stated the most.”</i>
Q5: How do you compare the quality of AI-generated feedback with your own feedback?	T1	<i>“I believe because the current technology development, students really need to familiarize themselves with technology usage to be able to compete. This ChatGPT tools really help me with feedback issue as in the big classroom situation, teacher needs to assess so many assignments and other administration as well so to give feedback personally is hard. The quality of the feedback given by the AI itself is good but still the students need to understand the basic itself to be able to utilize it more effectively. So, I think</i>

		<i>Teacher's feedback is still needed here and cannot be replaced fully by the technology. So, combining this tool with our monitoring, guidance and general discussion or general feedback at the end of the class would be a great idea."</i>
Q6: Do you think ChatGPT can be a useful tool for future writing activities? Why?	T1	<i>"Yes, because as I mentioned earlier, if it combined with our guidance as the teacher, it can support English lessons effectively especially writing because to master this skill, they need to practice and in the practice process there is a revision that the feedback is needed to produce a good text and that's why the personalized feedback given by this tool will be really useful."</i>
Q7: What recommendations would you give for using AI tools like ChatGPT in secondary school writing classes?	T1	<i>"Maybe the guidelines are the most important part here and the internet connection available in school must be sufficient. Also, before implementing the AI, the guidelines should be prepared and emphasized as well as the teacher feedback combination to make it even more effective."</i>



Appendix 16. Riwayat Hidup

RIWAYAT HIDUP



Penulis, bernama Luh Mega Aripuspita, lahir di Buleleng pada tanggal 10 Februari 2003. Penulis menempuh pendidikan dasar di SD Negeri 3 Kubutambahan, melanjutkan ke SMP Negeri 1 Kubutambahan, dan menyelesaikan pendidikan menengah di SMA Negeri 1 Singaraja. Pada tahun 2021, penulis diterima sebagai mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Selama perkuliahan, penulis aktif mengikuti kegiatan akademik, serta memiliki minat pada bidang teknologi dalam pendidikan dan pengajaran bahasa. Penulis juga menjadi penerima beasiswa Global Undergraduate Exchange Program (Global UGRAD) di Amerika Serikat yang memperluas wawasan globalnya. Skripsi ini disusun sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) di Universitas Pendidikan Ganesha dengan judul “The Use of AI as a Personalized Correction Tool to Improve Students’ Writing Skill for Ninth Grade Students at SMP Negeri 1 Kubutambahan.”