

APPENDICES

Appendix 1 Letter of Research Permission



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
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Nomor : 141 /UN48.7.1/ TA.00.03/2026 8 Januari 2026
Hal : Permohonan Izin Penelitian

Yth.
Kepala SMP Negeri 1 Singaraja
di Singaraja

Dalam rangka penyelesaian Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama : Ni Nengah Dina Juliani
NIM : 2212021039
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2025/2026
Judul : The Effect of Chatgpt-generated Feedback on 8th Grade Students' Writing Skills at SMP Negeri 1 Singaraja

Demikian kami sampaikan permohonan ini, 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. Koorprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Balai
Sertifikasi
Elektronik

Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

Appendix 2 Previous English Scores

Students of Class 8A5	Previous English Scores
Student 1	75
Student 2	82
Student 3	79
Student 4	84
Student 5	71
Student 6	88
Student 7	77
Student 8	83
Student 9	69
Student 10	81
Student 11	76
Student 12	85
Student 13	73
Student 14	87
Student 15	80
Student 16	78
Student 17	74
Student 18	86
Student 19	72
Student 20	89
Student 21	77
Student 22	83
Student 23	68
Student 24	81
Student 25	75
Student 26	84
Student 27	70
Student 28	82
Student 29	76
Student 30	87
Student 31	79
Student 32	85
Student 33	73
Student 34	88
Student 35	74
Student 36	80
Student 37	78
Student 38	86

Student 39	81
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Students of Class 8A10	Previous English Scores
Student 1	84
Student 2	76
Student 3	90
Student 4	73
Student 5	88
Student 6	79
Student 7	82
Student 8	90
Student 9	85
Student 10	78
Student 11	87
Student 12	75
Student 13	83
Student 14	80
Student 15	89
Student 16	74
Student 17	91
Student 18	77
Student 19	86
Student 20	70
Student 21	84
Student 22	79
Student 23	83
Student 24	76
Student 25	88
Student 26	72
Student 27	85
Student 28	90
Student 29	78
Student 30	81
Student 31	87
Student 32	80
Student 33	75
Student 34	83
Student 35	86
Student 36	74
Student 37	82

Student 38	89
Student 39	77

Appendix 3 The Result of Normality Test Before Treatment on SPSS

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Classes	Statistic	df	Sig.	Statistic	df	Sig.
English Scores	8A5	.072	39	.200*	.971	39	.389
	8A10	.079	39	.200*	.962	39	.214

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 4 The Result of Homogeneity Test on SPSS

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
English Scores	Based on Mean	.027	1	76	.871
	Based on Median	.022	1	76	.883
	Based on Median and with adjusted df	.022	1	75.838	.883
	Based on trimmed mean	.024	1	76	.878

Appendix 5 The Result of Equality Test of Variance on SPSS

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	.027	.871	-1.760	76	.082	-2.308	1.311	-4.919	.304
	Equal variances not assumed			-1.760	75.997	.082	-2.308	1.311	-4.919	.304

Appendix 6 Instruments of the Research

Writing Test (Post-test)

Grade : VIII
Semester : 2
Subject : English
Time allocation : 80 minutes

Learning Objectives:

1. Students are able to communicate ideas and experiences through simple and well-organized paragraphs.

Instructions

Recount Text

Write about a real experience in your life in three paragraphs. You can choose one of these topics:

- A holiday with your family or friends.
- A bad experience that you had.
- A fun or surprising experience you had.

Make sure your writing includes:

- 1) Orientation
- 2) Events
- 3) Reorientation

While writing, please pay attention to these aspects:

1. Content and Development
 Make sure your writing matches the topic you choose and follows the correct text structure (Recount). Each paragraph should have a clear topic sentence and relevant supporting details.
2. Organization
 Organize your ideas logically and coherently. Ensure that sentences and paragraphs are well connected and follow the correct sequence of the text structure.
3. Grammar
 Use correct grammar consistently.
4. Vocabulary
 Use appropriate and varied vocabulary to clearly express your ideas, experiences, or story.
5. Mechanics
 Check your spelling, capitalization, and punctuation carefully.

Scoring Rubric of Writing Test

No.	Dimension	Weight	Score	Description
1	Content and Development	5	5	- The topic fully addresses the assignment. - The topic sentence is clear and focused. - All supporting details are relevant and well-developed. The text follows the required structure completely.
			4	- The topic addresses the assignment. - The topic sentence is generally clear. - Most supporting details are relevant and adequately developed. The text follows the required structure with minor weaknesses.
			3	- The topic is partially related to the assignment. - The topic sentence is somewhat unclear. Some supporting details are insufficient or irrelevant. - The text generally follows the required structure but contains noticeable weaknesses.
			2	- The topic is only slightly related to the assignment. - The topic sentence is unclear. Supporting details are limited or mostly irrelevant. - The text shows weak adherence to the required structure.
			1	- The topic does not address the assignment.

				- The topic sentence is absent or unclear. Supporting details are absent or irrelevant. - The text does not follow the required structure.
2	Organization	5	5	- Ideas are logically organized. All sentences and paragraphs are connected through appropriate transitions. - The text flows smoothly and is easy to follow.
			4	- Ideas are generally well organized. Most sentences and paragraphs are logically connected. - Minor problems in coherence do not affect understanding.
			3	- Organization is adequate but inconsistent. - Some sentences or paragraphs are not logically connected, causing occasional difficulty in understanding.
			2	- Organization is weak. - Many sentences or paragraphs lack logical connections, making the text difficult to follow.
			1	- Ideas are disorganized. - Sentences and paragraphs are not logically connected, making the text very difficult to understand.
3	Grammar	4	5	No grammatical errors or only 1 minor error that does not affect meaning.

			4	2–3 grammatical errors are present, but they do not interfere with comprehension.
			3	4–6 grammatical errors are present. Some errors occasionally affect comprehension.
			2	7–9 grammatical errors are present. Errors frequently affect comprehension.
			1	More than 9 grammatical errors are present. Errors seriously interfere with comprehension.
4	Vocabulary	3	5	Vocabulary is accurate, appropriate, and varied. Word choice effectively conveys meaning.
			4	Vocabulary is generally accurate and appropriate, with some variation. Only a few inappropriate word choices are present.
			3	Vocabulary is adequate but limited. Several inappropriate or repetitive word choices are present.
			2	Vocabulary is limited. Frequent inappropriate word choices make communication less effective.
			1	Vocabulary is very limited. Numerous inappropriate word choices make the message difficult to understand.
5	Mechanics	3	5	No errors in spelling, punctuation, or capitalization, or only 1 minor error.
			4	2–3 errors in spelling, punctuation, or capitalization are present. Errors do not affect readability.
			3	4–6 errors in spelling, punctuation, or capitalization are present. Errors occasionally affect readability.

			2	7–9 errors in spelling, punctuation, or capitalization are present. Errors frequently affect readability.
			1	More than 9 errors in spelling, punctuation, or capitalization are present. Errors seriously affect readability.

Adapted from Brown (2004, p. 286)

Score = (Content and development x 5) + (Organization x 5) + (grammar x 4) + (vocabulary x 3) + (mechanics x 3)

Appendix 7 Lesson Plan

TEACHING MODULE (DEEP LEARNING – CONTROL GROUP 8A5)

MEETINGS 1 AND 2

CHAPTER 5 (RECOUNT TEXT)

School	:	SMP Negeri 1 Singaraja
Phase / Class/	:	D / VIII / Genap
Semester		
Subject	:	English
Topic	:	<i>Holiday and Best Experience</i>
Time Allocation	:	4 x 40 Minutes (2 meetings)
Arrange by	:	Ni Nengah Dina Juliani

A. LEARNING DESIGN

1. Learning Objectives

- Students are able to communicate ideas and experiences through simple and well-organized paragraphs.

2. Pedagogical Practice

- Approach : Deep Learning
- Model : Guided writing
- Metode : Interactive lecture, question and answer, demonstration (modeling), guided practice, and reflection.

B. LEARNING EXPERIENCE

Meeting 1 (2 JP / 2 X 40 Minutes)

Topic: *Holiday*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *How was your holiday?*

- *What happened during your holiday?*
- *Where were you going during your holiday?*

➤ The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

➤ Understanding (mindful and meaningful)

- The teacher explains the material about recount text.
- The teacher reviews the use of simple past tense in the text.
- The teacher reviews the use of past continuous tense in the text.

➤ Applying (mindful, meaningful, and enjoyable)

- The teacher invites students to play *Simon Says*. Students who lose are asked to change a sentence into simple past tense or past continuous tense.
- The teacher asks students to write one of their most interesting holiday experiences by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides feedback on some students' work.
 - Students receive feedback through the teacher's comments on their peers' work, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).

➤ Reflecting (meaningful)

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

3. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

C. LEARNING EXPERIENCE

Meeting 2 (2 JP / 2 X 40 Minutes)

Topic: *My Best Experience*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *What is the best experience in your life?*
- The teacher explains the topic and learning objectives.

3. Whilst-activity (60 Minutes)

- **Understanding (mindful and meaningful)**
 - The teacher briefly reviews the material on recount text.
 - The teacher reviews the use of simple past tense.
 - The teacher reviews the use of past continuous tense.
- **Applying (mindful, meaningful, and enjoyable)**
 - The teacher invites students to play *Boom, Clap, Snatch*. Students who lose are asked to change a sentence into simple past tense or past continuous tense.
 - The teacher asks students to write their best experience by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides feedback on some students' work.
 - Students receive feedback through the teacher's comments on their peers' work, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).
- **Reflecting (meaningful)**
 - The teacher collects all students' work.
 - The teacher summarizes common mistakes and provides clarification.

4. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

APPENDIX**WORKSHEET****Meeting 1**

Write about your experience during your holiday, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

Meeting 2

Write about your best experience in your life, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

TEACHING MODULE (DEEP LEARNING – CONTROL GROUP 8A5)

MEETINGS 3 AND 4

CHAPTER 5 (RECOUNT TEXT)

School	:	SMP Negeri 1 Singaraja
Phase / Class	:	D / VIII / Genap
Semester		
Subject	:	English
Topic	:	<i>Bad Experience and First Experience</i>
Time	:	4 x 40 Minutes (2 meetings)
Arrange by	:	Ni Nengah Dina Juliani

A. LEARNING DESIGN**1. Learning Objective**

- Students are able to communicate ideas and experiences through simple and well-organized paragraphs.

2. Pedagogical Practice

- Approach : Deep Learning
- Model : Guided writing
- Methods : Interactive lecture, question and answer, demonstration (modeling), guided practice, and reflection.

B. LEARNING EXPERIENCE**Meeting 3 (2 JP / 2 X 40 Minutes)****Topic: *My Bad Experience*****Learning steps:****1. Pre-activity (10 Minutes)**

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *What is your bad experience in life?*
- The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

➤ Understanding (mindful and meaningful)

- The teacher briefly reviews the material on recount text.
- The teacher reviews the use of simple past tense in the text.
- The teacher reviews the use of past continuous tense in the text.

➤ Applying (mindful, meaningful, and enjoyable)

- The teacher invites students to play a *whisper chain* game using sentences in simple past tense or past continuous tense.
- The teacher asks students to write one of their bad experiences by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides feedback on some students' work.
 - Students receive feedback through the teacher's comments on their peers' work, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).

➤ Reflecting (meaningful)

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

3. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

C. LEARNING EXPERIENCE

Meeting 4 (2 JP / 2 X 40 Minutes)

Topic: *My First Experience*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.

- The teacher provides apperception by asking questions such as:

- *Do you still remember the first day of school?*

- The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

➤ Understanding (mindful and meaningful)

- The teacher briefly reviews the material on recount text.
- The teacher reviews the use of simple past tense.
- The teacher reviews the use of past continuous tense.

➤ Applying (mindful, meaningful, and enjoyable)

- The teacher invites students to play *pass the object with a song*. The student holding the object when the music stops must give one example sentence using simple past tense or past continuous tense.
- The teacher asks students to write about their first experience (any topic) by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides feedback on some students' work.
 - Students receive feedback through the teacher's comments on their peers' work, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).

➤ Reflecting (meaningful)

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

4. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

APPENDIX**WORKSHEET****Meeting 3**

Write about your bad experience in your life, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

Meeting 4

Write about your first experience in something (you can decide for yourself), write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

TEACHING MODULE (DEEP LEARNING – CONTROL GROUP 8A5)

MEETINGS 5 AND 6

CHAPTER 5 (RECOUNT TEXT)

School	:	SMP Negeri 1 Singaraja
Phase / Class/	:	D / VIII / Genap
Semester		
Subject	:	English
Topic	:	<i>Terrifying Experience and Fun Experience with Friends/Family</i>
Time	:	4 x 40 Minutes (2 meetings)
Arrange by	:	Ni Nengah Dina Juliani

A. LEARNING DESIGN

1. Learning Objectives

- Students are able to communicate ideas and experiences through simple and well-organized paragraphs.

2. Pedagogical Practice

- Approach : Deep Learning
- Model : Guided writing
- Metode : Interactive lecture, question and answer, demonstration (modeling), guided practice, and reflection.

B. LEARNING EXPERIENCE

Meeting 5 (2 JP / 2 X 40 Minutes)

Topic: *My Terrifying Experience*

Learning steps

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:

- *What is the most terrifying experience in your life?*

- The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

➤ Understanding (mindful and meaningful)

- The teacher explains the material about recount text.
- The teacher reviews the use of simple past tense in the text.
- The teacher reviews the use of past continuous tense in the text.

➤ Applying (mindful, meaningful, and enjoyable)

- The teacher invites students to play *counting multiples of 2*. Students who fail to respond correctly must provide an example sentence using simple past tense or past continuous tense.
- The teacher asks students to write one of their terrifying experiences by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides feedback on some students' work.
 - Students receive feedback through the teacher's comments on their peers' work, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).

➤ Reflecting (meaningful)

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

3. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

C. LEARNING EXPERIENCE

Pertemuan 6 (2 JP / 2 X 40 Minutes)

Topic: *My Fun Experience with Friends/Family*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *What is the funniest experience that you have with your friends/family?*
- The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

- **Understanding (mindful and meaningful)**
 - The teacher explains the material about recount text.
 - The teacher reviews the use of simple past tense in the text.
 - The teacher reviews the use of past continuous tense in the text.
- **Applying (mindful, meaningful, and enjoyable)**
 - The teacher invites students to play *pass the object with a song*. The student holding the object when the music stops must give one example sentence using simple past tense or past continuous tense.
 - The teacher asks students to write their most enjoyable experience with friends or family by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides feedback on some students' work.
 - Students receive feedback through the teacher's comments on their peers' work, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).
- **Reflecting (meaningful)**
 - The teacher collects all students' work
 - The teacher summarizes common mistakes and provides clarification.

4. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

APPENDIX**WORKSHEET****Meeting 5**

Write about a terrifying experience in your life, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

Meeting 6

Write about your fun experience with friends/family, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

TEACHING MODULE (DEEP LEARNING – EXPERIMENTAL GROUP 8A10)

MEETINGS 1 AND 2

CHAPTER 5 (RECOUNT TEXT)

School : SMP Negeri 1 Singaraja
Phase / Class/ : D / VIII / Genap
Semester
Subject : English
Topic : Holiday and Best Experience
Time allocation : 4 x 40 Minutes (2 meetings)
Arrange by : Ni Nengah Dina Juliani

A. LEARNING DESIGN

1. Learning Objective

- Students are able to communicate ideas and experiences through simple and well-organized paragraphs.

2. Pedagogical Practice

- Approach : Deep Learning
- Model : Guided writing
- Methods : Interactive lecture, question and answer, demonstration (modeling), guided practice, and reflection.

B. LEARNING EXPERIENCE

Meeting 1 (2 JP / 2 X 40 Minutes)

Topic: *Holiday*

Learning steps

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *How was your holiday?*
 - *What happened during your holiday?*

- *Where were you going during your holiday?*

➤ The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

➤ Understanding (mindful and meaningful)

- The teacher explains the material on recount text.
- The teacher reviews the use of simple past tense in the text.
- The teacher reviews the use of past continuous tense in the text.

➤ Applying (mindful, meaningful, and enjoyable)

- The teacher invites students to play *Simon Says*. Students who lose are asked to change a sentence into simple past tense or past continuous tense.
- The teacher asks students to write one of their most interesting holiday experiences by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides guidance on how to use ChatGPT and how to write effective prompts.
 - Students receive feedback through ChatGPT-generated feedback, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).

➤ Reflecting (meaningful)

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

3. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

C. LEARNING EXPERIENCE

Meeting 2 (2 JP / 2 X 40 Minutes)

Topic: *My Best Experience*

Learning steps

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere. Guru mengecek kesiapan belajar murid dan mengecek kehadiran murid di kelas.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *What is the best experience in your life?*
- The teacher explains the topic and learning objectives.

3. Whilst-activity (60 Minutes)

- **Understanding (mindful and meaningful)**
 - The teacher briefly reviews the material on recount text.
 - The teacher reviews the use of simple past tense.
 - The teacher reviews the use of past continuous tense.
- **Applying (mindful, meaningful, and enjoyable)**
 - The teacher invites students to play Boom, Clap, Snatch. Students who lose are asked to change a sentence into simple past tense or past continuous tense..
 - The teacher asks students to write their best experience by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides guidance on how to use ChatGPT and how to write effective prompts.
 - Students receive feedback through ChatGPT-generated feedback, then revise their text (Editing).
 - Students complete the final version of their text (Final Version)
- **Reflecting (meaningful)**
 - The teacher collects all students' work.
 - The teacher summarizes common mistakes and provides clarification.

4. Post-activity (10 Minutes)

- Students conclude the lesson
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

APPENDIX**WORKSHEET****Meeting 1**

Write about your experience during your holiday, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

Meeting 2

Write about your best experience in your life, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

TEACHING MODULE (DEEP LEARNING – EXPERIMENTAL GROUP 8A10)

MEETINGS 3 AND 4

CHAPTER 5 (RECOUNT TEXT)

School	:	SMP Negeri 1 Singaraja
Phase / Class	:	D / VIII / Genap
Semester		
Subject	:	English
Topic	:	<i>Bad Experience and First Experience</i>
Time allocation	:	4 x 40 Menit (2 meetings)
Arrange bt	:	Ni Nengah Dina Juliani

A. LEARNING DESIGN

1. Learning Objective

- Students are able to communicate ideas and experiences through simple and well-organized paragraphs.

2. Pedagogical Practice

- Approach : Deep Learning
- Model : Guided writing
- Methods : Interactive lecture, question and answer, demonstration (modeling), guided practice, and reflection.

B. LEARNING EXPERIENCE

Meeting 3 (2 JP / 2 X 40 Minutes)

Topic: *My Bad Experience*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *What is your bad experience in life?*
- The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

➤ Understanding (mindful and meaningful)

- The teacher briefly reviews the material on recount text.
- The teacher reviews the use of simple past tense in the text.
- The teacher reviews the use of past continuous tense in the text.

➤ Applying (mindful, meaningful, and enjoyable)

- The teacher invites students to play a *whisper chain* game using sentences in simple past tense or past continuous tense.
- The teacher asks students to write one of their bad experiences by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides guidance on how to use ChatGPT and how to write effective prompts.
 - Students receive feedback through ChatGPT-generated feedback, then revise their text (Editing).
 - Students complete the final version of their text (Final Version)

➤ Reflecting (meaningful)

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

3. Post-activity (10 Minutes)

- Students conclude the lesson
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

C. LEARNING EXPERIENCE

Pertemuan 4 (2 JP / 2 X 40 Minutes)

Topic: *My First Experience*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *Do you still remember the first day of school?*
- The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

- **Understanding (mindful and meaningful)**
 - The teacher briefly reviews the material on recount text.
 - The teacher reviews the use of simple past tense.
 - The teacher reviews the use of past continuous tense.
- **Applying (mindful, meaningful, and enjoyable)**
 - The teacher invites students to play *pass the object with a song*. The student holding the object when the music stops must give one example sentence using simple past tense or past continuous tense.
 - The teacher asks students to write about their first experience (any topic) by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides guidance on how to use ChatGPT and how to write effective prompts.
 - Students receive feedback through ChatGPT-generated feedback, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).
- **Reflecting (meaningful)**
 - The teacher collects all students' work.
 - The teacher summarizes common mistakes and provides clarification.

3. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

APPENDIX**WORKSHEET****Meeting 3**

Write about your bad experience in your life, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

Meeting 4

Write about your first experience in something (you can decide for yourself), write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

TEACHING MODULE (DEEP LEARNING – EXPERIMENTAL GROUP 8A10)

MEETINGS 5 AND 6

CHAPTER 5 (RECOUNT TEXT)

School	:	SMP Negeri 1 Singaraja
Phase / Class/	:	D / VIII / Genap
Semester		
Subject	:	English
Topic	:	Terrifying Experience and Fun Experience with Friends/Family
Time allocation	:	4 x 40 Minutes (2 meetings)
Arrange by	:	Ni Nengah Dina Juliani

A. LEARNING DESIGN

1. Learning Objective

- Students are able to communicate ideas and experiences through simple and well-organized paragraphs.

2. Pedagogical Practice

- Approach : Deep Learning
- Model : Guided writing
- Methods : Interactive lecture, question and answer, demonstration (modeling), guided practice, and reflection.

B. LEARNING EXPERIENCE

Meeting 5 (2 JP / 2 X 40 Minutes)

Topic: *My Terrifying Experience*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:

- *What is the most terrifying experience in your life?*

- The teacher explains the topic and learning objectives.

2. Whilst-activity (60 Minutes)

➤ Understanding (mindful and meaningful)

- The teacher briefly reviews the material on recount text.
- The teacher briefly reviews the material on simple past tense.
- The teacher briefly reviews the material on past continuous tense.

➤ Applying (mindful, meaningful, and enjoyable)

- The teacher invites students to play *counting multiples of 2*. Students who fail to respond correctly must provide an example sentence using simple past tense or past continuous tense.
- The teacher asks students to write one of their terrifying experiences by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides guidance on how to use ChatGPT and how to write effective prompts.
 - Students receive feedback through ChatGPT-generated feedback, then revise their text (Editing).
 - Students complete the final version of their text (Final Version).

➤ Reflecting (meaningful)

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

3. Post-activity (10 Minutes)

- Students conclude the lesson.
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

C. LEARNING EXPERIENCE

Meeting 6 (2 JP / 2 X 40 Minutes)

Topic: *My Fun Experience with Friends/Family*

Learning steps:

1. Pre-activity (10 Minutes)

- The teacher opens the lesson with greetings, a prayer, and a friendly introduction to create a positive atmosphere. Guru mengecek kesiapan belajar murid dan mengecek kehadiran murid di kelas.
- The teacher checks students' readiness and attendance.
- The teacher provides apperception by asking questions such as:
 - *What is the funniest experience that you have with your friends/family?*
- The teacher explains the topic and learning objectives.

3. Whilst-activity (60 Minutes)

- **Understanding (mindful and meaningful)**
 - The teacher briefly reviews the material on recount text.
 - The teacher reviews the use of simple past tense.
 - The teacher reviews the use of past continuous tense.
- **Applying (mindful, meaningful, and enjoyable)**
 - The teacher invites students to play pass the object with a song. The student holding the object when the music stops must give one example sentence using simple past tense or past continuous tense.
 - The teacher asks students to write their most enjoyable experience with friends or family by following these steps:
 - Students create an outline first (Planning).
 - Students write the initial draft (Drafting).
 - The teacher provides guidance on how to use ChatGPT and how to write effective prompts.
 - Students receive feedback through ChatGPT-generated feedback, then revise their text (Editing).
 - Students complete the final version of their text (Final Version)

➤ **Reflecting (meaningful)**

- The teacher collects all students' work.
- The teacher summarizes common mistakes and provides clarification.

4. Post-test (10 Minutes)

- Students conclude the lesson
- The teacher explains the agenda for the next meeting.
- The teacher and students close the lesson with a prayer and greetings.

APPENDIX

WORKSHEET

Meeting 5

Write about a terrifying experience in your life, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

Meeting 6

Write about your fun experience with friends/family, write at least 3 paragraphs. Make sure your writing includes:

- Orientation
- Events
- Re-orientation

Appendix 8 Content Validity Sheet

**BLUEPRINT
TEACHING SCENARIO**

Experimental Group	Control Group	R	NR
Pre-Activity 1. Greeting, praying, checking students' attendance. 2. Apperception. 3. Explain the topic and the objective of the lesson.	Pre-Activity 1. Greeting, praying, checking students' attendance. 2. Apperception. 3. Explain the topic and the objective of the lesson.	√ √ √	
Whilst-Activity 1. Introducing ChatGPT to students. 2. Teacher explains about the structure of the text, language features of the text, and the other detail information related to the text. 3. Teacher gives an example of the text and explain the social function, structure of the text, language features, and other detail information about the text. 4. Teacher asks students to make their own topic and create an outline by gathering relevant information (Planning). 5. Using their outlines, students write a rough draft of their text (Drafting).	Whilst-Activity 1. Teacher explains about the structure of the text, language features of the text, and the other detail information related to the text. 2. Teacher gives an example of the text and explain the social function, structure of the text, language features, and other detail information about the text. 3. Teacher asks students to make their own topic and create an outline by gathering relevant information (Planning). 4. Using their outlines, students write a rough draft of their text (Drafting). 5. Students submit their drafts to teacher and receive the	√ √ √ √ √	

6. After they finished, teacher will explain how to make the prompts and its example.	feedback from teacher. Then, they revise their drafts based on this feedback (Editing) .		
7. Students send their drafts into ChatGPT with the prompts and receive the generated feedback from it. Then, they revise their drafts based on this feedback (Editing) .	6. Students revise and edit their work again, then checking the result of their revision (Final Version) .	√	
8. Students revise and edit their work again, then checking the result of their revision (Final Version) .	7. Students submit their final version.	√	
9. Students submit their final version.			
Post-Activity 1. Concluding the lesson. 2. Close the lesson with prayer.	Post-Activity 1. Concluding the lesson. 2. Close the lesson with prayer.	√	

Note:

R= Relevant

NR= Not Relevant

Comments:

CONTENT VALIDITY WRITING TEST

EXPERT JUDGE 1

Name: Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd.

Please put checklist (√) in column relevant if the items is relevant. But, if the items is not relevant, please put checklist (√) in the column irrelevant!

No.	Items	Description	Expert Response	
			Relevant	Irrelevant
1	Prompt	Write about a real experience in your life in three paragraphs. You can choose one of these topics: • A holiday with your family or friends. • A bad experience that you had. • A fun or surprising experience you had. Make sure your writing includes: 1. Orientation 2. Events 3. Reorientation While writing, please pay attention to these aspects: 1. Content and Development Make sure your writing matches	√	

				the topic you choose and follows the correct text structure (Recount). Each paragraph should have a clear topic sentence and relevant supporting details. 2. Organization Organize your ideas logically and coherently. Ensure that sentences and paragraphs are well connected and follow the correct sequence of the text structure. 3. Grammar Use correct grammar consistently. 4. Vocabulary Use appropriate and varied vocabulary to clearly express your ideas, experiences, or story. 5. Mechanics Check your spelling, capitalization, and punctuation carefully.		
	Criteria	Weight	Scores	Indicators		
2	Content and Development	5	5	- The topic aligns well with assignment. - Topic sentence is clear. - Follows the correct structure.	√	

3	Organization	5	4	- The topic aligns well with assignment. - Topic sentence is mostly clear. - The structure is correct.	√	
			3	- The topic mostly aligns with assignment. - Topic sentence is unclear. - The structure is correct.	√	
			2	- Topic does not align with the assignment. - Topic sentence is unclear. - The structure is correct.	√	
			1	- The topic does not align at all with the assignment. - Topic sentence is unclear. - The structure is incorrect.	√	
			5	- Ideas well-organized and follow the right structure. - All sentences connect logically.	√	
			4	- Ideas well-organized and follow the right structure. - Most sentences are connected logically	√	
			3	- Ideas well-organized and follow the right structure.	√	

				- Some sentences are not connected logically.		
			2	- Ideas are not well-organized with the generic structure. - Most of sentences are not logically connected one to another.	√	
			1	- Ideas are completely unorganized with the generic structure. - All of sentences are not logically connected one to another	√	
4	Grammar	4	5	No grammar errors at all.	√	
			4	Only a few small grammar errors.	√	
			3	There are some grammar errors.	√	
			2	Grammar errors happen quite often.	√	
			1	Many serious grammar errors.	√	
5	Vocabulary	3	5	- Vocabularies are used correctly. - Show good variety of vocabulary.	√	
			4	- Vocabularies are used correctly. - Vocabularies are not very varied.	√	
			3	- Some vocabularies are not used correctly. - Some vocabularies are not varied.	√	

6	Mechanics	3	2	- Many vocabularies are not used correctly. - Many vocabularies are not varied.	√	
			1	- All vocabularies are not used correctly. - All vocabularies are not varied.	√	
			5	- Spelling are all used correctly. - Punctuation are all used correctly. - Capitalization are all used correctly.	√	
			4	- Spelling are all used correctly. - Punctuation are all used correctly. - There are a few capitalization mistakes.	√	
			3	- Some mistakes in spelling. - Some mistakes in punctuation. - Some mistakes in capitalization.	√	
			2	- Many mistakes in spelling. - Many mistakes in punctuation. - Many mistakes in capitalization.	√	
			1	- Lots of serious mistake in spelling. - Lots of serious mistake in punctuation.	√	

				- Lots of serious mistake in capitalization.		
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Adapted from Brown (2004, p. 286)

Score = (Content and development x 5) + (Organization x 5) + (grammar x 4) + (vocabulary x 3) + (mechanics x 3)

Pembimbing I,



Prof.Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

**BLUEPRINT
TEACHING SCENARIO**

Experimental Group	Control Group	R	NR
Pre-Activity 1. Greeting, praying, checking students' attendance. 2. Apperception. 3. Explain the topic and the objective of the lesson.	Pre-Activity 1. Greeting, praying, checking students' attendance. 2. Apperception. 3. Explain the topic and the objective of the lesson.	√	
Whilst-Activity 1. Introducing ChatGPT to students. 2. Teacher explains about the structure of the text, language features of the text, and the other detail information related to the text. 3. Teacher gives an example of the text and explain the social function, structure of the text, language features, and other detail information about the text. 4. Teacher asks students to make their own topic and create an outline by gathering relevant information (Planning). 5. Using their outlines, students write a rough draft of their text (Drafting).	Whilst-Activity 1. Teacher explains about the structure of the text, language features of the text, and the other detail information related to the text. 2. Teacher gives an example of the text and explain the social function, structure of the text, language features, and other detail information about the text. 3. Teacher asks students to make their own topic and create an outline by gathering relevant information (Planning). 4. Using their outlines, students write a rough draft of their text (Drafting).	√	

6. After they finished, teacher will explain how to make the prompts and its example. 7. Students send their drafts into ChatGPT with the prompts and receive the generated feedback from it. Then, they revise their drafts based on this feedback (Editing) . 8. Students revise and edit their work again, then checking the result of their revision (Final Version) . 9. Students submit their final version.	5. Students submit their drafts to teacher and receive the feedback from teacher. Then, they revise their drafts based on this feedback (Editing) . 6. Students revise and edit their work again, then checking the result of their revision (Final Version) . 7. Students submit their final version.		
Post-Activity 1. Concluding the lesson. 2. Close the lesson with prayer.	Post-Activity 1. Concluding the lesson. 2. Close the lesson with prayer.	√	

Note:

R= Relevant

NR= Not Relevant

Comments:

CONTENT VALIDITY WRITING TEST

EXPERT JUDGE 2

Name: Ni Nyoman Artini, M.Pd.

Please put checklist (√) in column relevant if the items is relevant. But, if the items is not relevant, please put checklist (√) in the column irrelevant!

No.	Items	Description	Expert Response	
			Relevant	Irrelevant
1	Prompt	Write about a real experience in your life in three paragraphs. You can choose one of these topics: • A holiday with your family or friends. • A bad experience that you had. • A fun or surprising experience you had. Make sure your writing includes: 1. Orientation 2. Events 3. Reorientation While writing, please pay attention to these aspects: 1. Content and Development	√	

		Make sure your writing matches the topic you choose and follows the correct text structure (Recount). Each paragraph should have a clear topic sentence and relevant supporting details. 2. Organization Organize your ideas logically and coherently. Ensure that sentences and paragraphs are well connected and follow the correct sequence of the text structure. 3. Grammar Use correct grammar consistently. 4. Vocabulary Use appropriate and varied		
--	--	---	--	--

				vocabulary to clearly express your ideas, experiences, or story. 5. Mechanics Check your spelling, capitalization, and punctuation carefully.		
	Criteria	Weight	Scores	Indicators		
2	Content and Development	5	5	- The topic aligns well with assignment. - Topic sentence is clear. - Follows the correct structure.	√	
			4	- The topic aligns well with assignment. - Topic sentence is mostly clear. - The structure is correct.	√	
			3	- The topic mostly aligns with assignment. - Topic sentence is unclear. - The structure is correct.	√	

			2	- Topic does not align with the assignment. - Topic sentence is unclear. - The structure is correct.	√	
			1	- The topic does not align at all with the assignment. - Topic sentence is unclear. - The structure is incorrect.	√	
3	Organization	5	5	- Ideas well-organized and follow the right structure. - All sentences connect logically.	√	
			4	- Ideas well-organized and follow the right structure. - Most sentences are connected logically	√	
			3	- Ideas well-organized and follow the right structure. - Some sentences are not connected logically.	√	

			2	- Ideas are not well-organized with the generic structure. - Most of sentences are not logically connected one to another.	√	
			1	- Ideas are completely unorganized with the generic structure. - All of sentences are not logically connected one to another	√	
4	Grammar	4	5	No grammar errors at all.	√	
			4	Only a few small grammar errors.	√	
			3	There are some grammar errors.	√	
			2	Grammar errors happen quite often.	√	
			1	Many serious grammar errors.	√	
5	Vocabulary	3	5	- Vocabularies are used correctly. - Show good variety of vocabulary.	√	
			4	- Vocabularies are used correctly. - Vocabularies are not very varied.	√	

6	Mechanics	3	3	- Some vocabularies are not used correctly. - Some vocabularies are not varied.	√	
			2	- Many vocabularies are not used correctly. - Many vocabularies are not varied.	√	
			1	- All vocabularies are not used correctly. - All vocabularies are not varied.	√	
			5	- Spelling are all used correctly. - Punctuation are all used correctly. - Capitalization are all used correctly.	√	
			4	- Spelling are all used correctly. - Punctuation are all used correctly. - There are a few capitalization mistakes.	√	
			3	- Some mistakes in spelling. - Some mistakes in punctuation.	√	

				- Some mistakes in capitalization.		
			2	- Many mistakes in spelling. - Many mistakes in punctuation. - Many mistakes in capitalization.	√	
			1	- Lots of serious mistake in spelling. - Lots of serious mistake in punctuation. - Lots of serious mistake in capitalization.	√	

Adapted from Brown (2004, p. 286)

Score = (Content and development x 5) + (Organization x 5) + (grammar x 4) + (vocabulary x 3) + (mechanics x 3)

Pembimbing II,



Ni Nyoman Artini, M.Pd.

NIP. 199611132024062002

Appendix 9 The Score of Try Out

RATER 1

No	Students' Name	Aspects					Score
		C & D	O	G	V	M	
1	Student 1	25	25	20	15	12	97
2	Student 2	15	15	8	9	9	56
3	Student 3	20	20	16	12	12	80
4	Student 4	15	15	8	9	9	56
5	Student 5	10	10	8	6	6	40
6	Student 6	5	5	8	9	9	36
7	Student 7	10	10	12	6	9	47
8	Student 8	25	20	20	12	12	89
9	Student 9	25	25	20	12	12	94
10	Student 10	20	20	12	12	12	76
11	Student 11	25	25	16	12	12	90
12	Student 12	25	20	20	12	12	89
13	Student 13	10	10	8	6	6	40
14	Student 14	25	20	20	12	12	89
15	Student 15	20	20	16	12	12	80
16	Student 16	20	20	16	12	12	80
17	Student 17	25	20	16	12	12	85
18	Student 18	15	15	12	9	9	60
19	Student 19	25	25	20	12	12	94
20	Student 20	10	10	8	6	6	40
21	Student 21	15	15	8	9	9	56
22	Student 22	15	15	12	9	9	60
23	Student 23	10	10	8	6	6	40
24	Student 24	10	10	8	6	6	40
25	Student 25	15	15	8	6	6	50
26	Student 26	15	15	8	6	6	50
27	Student 27	20	20	12	12	12	76
28	Student 28	20	20	16	12	12	80
29	Student 29	10	10	8	6	6	40
30	Student 30	25	20	20	15	15	95
31	Student 31	15	15	8	9	9	56
32	Student 32	10	15	8	6	9	48
33	Student 33	20	20	16	12	12	80
34	Student 34	20	20	16	12	12	80
35	Student 35	25	25	16	15	15	96
36	Student 36	25	25	20	15	12	97
37	Student 37	25	25	20	15	12	97

RATER 2

No	Students' Name	Aspects					Score
		C & D	O	G	V	M	
1	Student 1	20	20	20	15	15	90
2	Student 2	15	15	12	9	9	60
3	Student 3	15	15	16	12	12	70
4	Student 4	15	15	8	9	9	56
5	Student 5	15	10	8	6	6	45
6	Student 6	5	5	12	9	9	40
7	Student 7	10	10	12	9	6	47
8	Student 8	25	20	20	15	12	92
9	Student 9	25	20	20	12	12	89
10	Student 10	20	20	12	9	9	70
11	Student 11	20	20	16	12	12	80
12	Student 12	20	20	20	12	12	84
13	Student 13	10	10	8	6	6	40
14	Student 14	20	20	20	12	12	84
15	Student 15	20	20	12	12	12	76
16	Student 16	20	20	16	12	12	80
17	Student 17	20	20	16	12	12	80
18	Student 18	20	15	12	9	9	65
19	Student 19	25	20	20	12	12	89
20	Student 20	10	10	8	6	9	43
21	Student 21	15	10	8	9	9	51
22	Student 22	15	15	8	6	6	50
23	Student 23	10	10	8	6	6	40
24	Student 24	10	10	8	6	3	37
25	Student 25	15	15	8	6	6	50
26	Student 26	15	10	8	6	6	45
27	Student 27	20	20	16	12	12	80
28	Student 28	25	20	16	12	12	85
29	Student 29	5	5	8	6	6	30
30	Student 30	20	20	20	15	15	90
31	Student 31	10	10	8	9	9	46
32	Student 32	10	15	8	6	9	48
33	Student 33	20	20	16	12	12	80
34	Student 34	20	20	12	12	12	76
35	Student 35	20	20	16	15	15	86
36	Student 36	25	25	16	15	12	93
37	Student 37	25	25	20	15	12	97

AVERAGE

No	Students' Name	Aspects					Score
		C & D	O	G	V	M	
1	Student 1	22,5	22,5	20	15	13,5	93,5
2	Student 2	15	15	10	9	9	58
3	Student 3	17,5	17,5	16	12	12	75
4	Student 4	15	15	8	9	9	56
5	Student 5	12,5	10	8	6	6	42,5
6	Student 6	5	5	10	9	9	38
7	Student 7	10	10	12	7,5	7,5	47
8	Student 8	25	20	20	13,5	12	90,5
9	Student 9	25	22,5	20	12	12	91,5
10	Student 10	20	20	12	10,5	10,5	73
11	Student 11	22,5	22,5	16	12	12	85
12	Student 12	22,5	20	20	12	12	86,5
13	Student 13	10	10	8	6	6	40
14	Student 14	22,5	20	20	12	12	86,5
15	Student 15	20	20	14	12	12	78
16	Student 16	20	20	16	12	12	80
17	Student 17	22,5	20	16	12	12	82,5
18	Student 18	17,5	15	12	9	9	62,5
19	Student 19	25	22,5	20	12	12	91,5
20	Student 20	10	10	8	6	7,5	41,5
21	Student 21	15	12,5	8	9	9	53,5
22	Student 22	15	15	10	7,5	7,5	55
23	Student 23	10	10	8	6	6	40
24	Student 24	10	10	8	6	4,5	38,5
25	Student 25	15	15	8	6	6	50
26	Student 26	15	12,5	8	6	6	47,5
27	Student 27	20	20	14	12	12	78
28	Student 28	22,5	20	16	12	12	82,5
29	Student 29	7,5	7,5	8	6	6	35
30	Student 30	22,5	20	20	15	15	92,5
31	Student 31	12,5	12,5	8	9	9	51
32	Student 32	10	15	8	6	9	48
33	Student 33	20	20	16	12	12	80
34	Student 34	20	20	14	12	12	78
35	Student 35	22,5	22,5	16	15	15	91
36	Student 36	25	25	18	15	12	95
37	Student 37	25	25	20	15	12	97

Appendix 10 The Result of Empirical Validity on SPSS

		Correlations					
		CD	O	G	V	M	Total
CD	Pearson Correlation	1	.959**	.878**	.868**	.824**	.969**
	Sig. (2-tailed)		<,001	<,001	<,001	<,001	<,001
	N	37	37	37	37	37	37
O	Pearson Correlation	.959**	1	.837**	.868**	.845**	.961**
	Sig. (2-tailed)	<,001		<,001	<,001	<,001	<,001
	N	37	37	37	37	37	37
G	Pearson Correlation	.878**	.837**	1	.895**	.856**	.940**
	Sig. (2-tailed)	<,001	<,001		<,001	<,001	<,001
	N	37	37	37	37	37	37
V	Pearson Correlation	.868**	.868**	.895**	1	.951**	.949**
	Sig. (2-tailed)	<,001	<,001	<,001		<,001	<,001
	N	37	37	37	37	37	37
M	Pearson Correlation	.824**	.845**	.856**	.951**	1	.921**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001		<,001
	N	37	37	37	37	37	37
Total	Pearson Correlation	.969**	.961**	.940**	.949**	.921**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	
	N	37	37	37	37	37	37

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 11 The Result of Reliability Test on SPSS

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.973 ^a	.948	.986	73.048	36	36	.000
Average Measures	.986 ^c	.973	.993	73.048	36	36	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- The estimator is the same, whether the interaction effect is present or not.
- Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Appendix 12 Post-test Scores of Control Group

POST-TEST SCORE							
RATER 1							
NO.	VIII A5	C & D	O	G	V	M	TOTAL
1	Student 1	10	15	12	12	12	61
2	Student 2	20	20	12	12	15	79
3	Student 3	20	20	12	12	15	79
4	Student 4	15	15	12	9	9	60
5	Student 5	15	10	8	6	6	45
6	Student 6	25	20	12	12	12	81
7	Student 7	15	20	16	12	12	75
8	Student 8	15	10	4	12	6	47
9	Student 9	20	25	12	12	12	81
10	Student 10	20	25	8	12	12	77
11	Student 11	15	15	16	9	9	64
12	Student 12	15	10	16	12	12	65
13	Student 13	15	20	12	12	15	74
14	Student 14	10	10	16	3	3	42
15	Student 15	25	25	12	12	15	89
16	Student 16	10	15	8	15	15	63
17	Student 17	10	10	12	3	0	35
18	Student 18	10	15	12	12	9	58
19	Student 19	15	15	4	6	6	46
20	Student 20	10	15	8	15	15	63
21	Student 21	10	10	8	9	9	46
22	Student 22	10	15	8	6	6	45
23	Student 23	10	10	12	6	6	44
24	Student 24	10	15	12	12	12	61
25	Student 25	10	15	12	12	9	58
26	Student 26	15	15	12	9	9	60
27	Student 27	20	20	12	9	9	70
28	Student 28	5	10	8	9	9	41
29	Student 29	15	15	16	9	9	64
30	Student 30	15	15	12	12	12	66
31	Student 31	15	20	16	12	15	78
32	Student 32	15	15	16	9	9	64
33	Student 33	15	15	16	15	15	76
34	Student 34	20	15	8	15	15	73
35	Student 35	20	20	8	12	12	72
36	Student 36	15	20	16	9	9	69
37	Student 37	15	15	4	3	6	43
38	Student 38	10	10	16	9	9	54
39	Student 39	15	15	4	3	6	43

POST- TEST SCORES							
RATER 2							
NO.	VIII A5	C & D	O	G	V	M	TOTAL
1	Student 1	15	15	12	12	12	66
2	Student 2	15	20	12	12	15	74
3	Student 3	20	25	12	12	15	84
4	Student 4	15	15	12	9	12	63
5	Student 5	15	15	8	6	6	50
6	Student 6	20	20	16	12	12	80
7	Student 7	15	20	16	12	15	78
8	Student 8	15	10	8	12	6	51
9	Student 9	20	20	12	12	12	76
10	Student 10	20	20	8	12	12	72
11	Student 11	15	15	16	9	12	67
12	Student 12	15	15	12	12	12	66
13	Student 13	20	20	12	12	15	79
14	Student 14	15	15	16	3	3	52
15	Student 15	25	25	16	12	12	90
16	Student 16	10	15	12	15	15	67
17	Student 17	10	15	12	3	0	40
18	Student 18	15	15	12	12	9	63
19	Student 19	15	15	4	6	9	49
20	Student 20	15	15	8	15	15	68
21	Student 21	15	15	8	9	9	56
22	Student 22	10	15	12	6	6	49
23	Student 23	10	10	12	9	6	47
24	Student 24	15	15	12	12	12	66
25	Student 25	10	15	12	12	9	58
26	Student 26	10	15	12	9	9	55
27	Student 27	20	20	12	9	12	73
28	Student 28	5	10	8	9	9	41
29	Student 29	15	15	16	9	12	67
30	Student 30	15	15	12	12	12	66
31	Student 31	15	15	16	12	15	73
32	Student 32	15	15	16	9	12	67
33	Student 33	15	20	16	15	15	81
34	Student 34	20	20	8	15	15	78
35	Student 35	20	20	12	12	12	76
36	Student 36	20	20	16	9	9	74
37	Student 37	15	20	4	3	6	48
38	Student 38	10	15	16	9	9	59
39	Student 39	15	15	8	3	6	47

AVERAGE SCORE							
NO.	VIII A5	C & D	O	G	V	M	TOTAL
1	Student 1	12,5	15	12	12	12	63,5
2	Student 2	17,5	20	12	12	15	76,5
3	Student 3	20	22,5	12	12	15	81,5
4	Student 4	15	15	12	9	10,5	61,5
5	Student 5	15	12,5	8	6	6	47,5
6	Student 6	22,5	20	14	12	12	80,5
7	Student 7	15	20	16	12	13,5	76,5
8	Student 8	15	10	6	12	6	49
9	Student 9	20	22,5	12	12	12	78,5
10	Student 10	20	22,5	8	12	12	74,5
11	Student 11	15	15	16	9	10,5	65,5
12	Student 12	15	12,5	14	12	12	65,5
13	Student 13	17,5	20	12	12	15	76,5
14	Student 14	12,5	12,5	16	3	3	47
15	Student 15	25	25	14	12	13,5	89,5
16	Student 16	10	15	10	15	15	65
17	Student 17	10	12,5	12	3	0	37,5
18	Student 18	12,5	15	12	12	9	60,5
19	Student 19	15	15	4	6	7,5	47,5
20	Student 20	12,5	15	8	15	15	65,5
21	Student 21	12,5	12,5	8	9	9	51
22	Student 22	10	15	10	6	6	47
23	Student 23	10	10	12	7,5	6	45,5
24	Student 24	12,5	15	12	12	12	63,5
25	Student 25	10	15	12	12	9	58
26	Student 26	12,5	15	12	9	9	57,5
27	Student 27	20	20	12	9	10,5	71,5
28	Student 28	5	10	8	9	9	41
29	Student 29	15	15	16	9	10,5	65,5
30	Student 30	15	15	12	12	12	66
31	Student 31	15	17,5	16	12	15	75,5
32	Student 32	15	15	16	9	10,5	65,5
33	Student 33	15	17,5	16	15	15	78,5
34	Student 34	20	17,5	8	15	15	75,5
35	Student 35	20	20	10	12	12	74
36	Student 36	17,5	20	16	9	9	71,5
37	Student 37	15	17,5	4	3	6	45,5
38	Student 38	10	12,5	16	9	9	56,5
39	Student 39	15	15	6	3	6	45

Note:

C & D = Content and Development

O = Organization

G = Grammar

V = Vocabulary

M = Mechanics

Appendix 13 Post-test Scores of Experimental Group

POST-TEST SCORES							
RATER 1							
NO.	VIII A10	C & D	O	G	V	M	TOTAL
1	Student 1	25	25	12	12	15	89
2	Student 2	20	25	20	15	15	95
3	Student 3	20	25	16	12	15	88
4	Student 4	20	25	8	12	12	77
5	Student 5	20	20	16	12	12	80
6	Student 6	25	25	12	12	12	86
7	Student 7	20	25	16	9	12	82
8	Student 8	20	20	16	12	12	80
9	Student 9	20	25	16	12	15	88
10	Student 10	20	25	12	15	15	87
11	Student 11	15	20	16	12	15	78
12	Student 12	15	20	16	12	15	78
13	Student 13	20	25	20	15	15	95
14	Student 14	25	20	12	12	12	81
15	Student 15	20	25	20	15	15	95
16	Student 16	25	25	12	12	12	86
17	Student 17	20	25	12	12	15	84
18	Student 18	25	25	12	12	15	89
19	Student 19	15	20	16	12	15	78
20	Student 20	20	20	16	12	12	80
21	Student 21	20	25	16	9	12	82
22	Student 22	25	25	12	12	12	86
23	Student 23	20	20	8	12	12	72
24	Student 24	25	25	12	15	15	92
25	Student 25	20	15	8	15	15	73
26	Student 26	20	25	16	9	12	82
27	Student 27	20	25	16	9	12	82
28	Student 28	20	25	16	12	12	85
29	Student 29	15	20	16	12	15	78
30	Student 30	15	20	16	12	12	75
31	Student 31	15	20	16	12	12	75
32	Student 32	20	25	20	15	15	95
33	Student 33	20	25	16	12	15	88
34	Student 34	25	25	12	15	15	92
35	Student 35	25	25	12	15	15	92
36	Student 36	15	20	16	12	12	75
37	Student 37	15	20	16	12	15	78
38	Student 38	20	25	20	15	15	95
39	Student 39	20	25	16	12	15	88

POST-TEST SCORES							
RATER 2							
NO.	VIII A10	C & D	O	G	V	M	TOTAL
1	Student 1	25	20	12	12	15	84
2	Student 2	20	20	16	15	15	86
3	Student 3	20	25	16	12	15	88
4	Student 4	20	20	8	12	12	72
5	Student 5	20	25	16	12	12	85
6	Student 6	25	20	12	12	12	81
7	Student 7	20	25	12	9	12	78
8	Student 8	20	25	16	12	12	85
9	Student 9	20	25	16	12	12	85
10	Student 10	20	20	12	15	15	82
11	Student 11	20	20	16	12	15	83
12	Student 12	15	20	12	12	15	74
13	Student 13	20	25	16	15	15	91
14	Student 14	25	20	12	12	12	81
15	Student 15	20	25	20	12	15	92
16	Student 16	20	25	12	12	12	81
17	Student 17	20	25	12	12	15	84
18	Student 18	25	20	16	12	15	88
19	Student 19	20	15	16	12	12	75
20	Student 20	20	25	16	12	12	85
21	Student 21	20	25	16	9	12	82
22	Student 22	25	20	12	12	12	81
23	Student 23	20	20	12	12	12	76
24	Student 24	25	20	12	15	15	87
25	Student 25	20	20	8	15	15	78
26	Student 26	20	20	16	9	12	77
27	Student 27	20	20	16	12	12	80
28	Student 28	20	25	16	12	12	85
29	Student 29	15	20	16	12	12	75
30	Student 30	20	20	16	12	12	80
31	Student 31	20	20	16	12	12	80
32	Student 32	20	25	16	15	15	91
33	Student 33	20	25	12	12	15	84
34	Student 34	25	20	12	15	15	87
35	Student 35	20	25	12	15	15	87
36	Student 36	20	20	16	12	12	80
37	Student 37	20	15	16	12	15	78
38	Student 38	20	20	16	15	15	86
39	Student 39	20	20	16	12	15	83

AVERAGE SCORES							
NO.	VIII A10	C & D	O	G	V	M	TOTAL
1	Student 1	25	22,5	12	12	15	86,5
2	Student 2	20	22,5	18	15	15	90,5
3	Student 3	20	25	16	12	15	88
4	Student 4	20	22,5	8	12	12	74,5
5	Student 5	20	22,5	16	12	12	82,5
6	Student 6	25	22,5	12	12	12	83,5
7	Student 7	20	25	14	9	12	80
8	Student 8	20	22,5	16	12	12	82,5
9	Student 9	20	25	16	12	13,5	86,5
10	Student 10	20	22,5	12	15	15	84,5
11	Student 11	17,5	20	16	12	15	80,5
12	Student 12	15	20	14	12	15	76
13	Student 13	20	25	18	15	15	93
14	Student 14	25	20	12	12	12	81
15	Student 15	20	25	20	13,5	15	93,5
16	Student 16	22,5	25	12	12	12	83,5
17	Student 17	20	25	12	12	15	84
18	Student 18	25	22,5	14	12	15	88,5
19	Student 19	17,5	17,5	16	12	13,5	76,5
20	Student 20	20	22,5	16	12	12	82,5
21	Student 21	20	25	16	9	12	82
22	Student 22	25	22,5	12	12	12	83,5
23	Student 23	20	20	10	12	12	74
24	Student 24	25	22,5	12	15	15	89,5
25	Student 25	20	17,5	8	15	15	75,5
26	Student 26	20	22,5	16	9	12	79,5
27	Student 27	20	22,5	16	10,5	12	81
28	Student 28	20	25	16	12	12	85
29	Student 29	15	20	16	12	13,5	76,5
30	Student 30	17,5	20	16	12	12	77,5
31	Student 31	17,5	20	16	12	12	77,5
32	Student 32	20	25	18	15	15	93
33	Student 33	20	25	14	12	15	86
34	Student 34	25	22,5	12	15	15	89,5
35	Student 35	22,5	25	12	15	15	89,5
36	Student 36	17,5	20	16	12	12	77,5
37	Student 37	17,5	17,5	16	12	15	78
38	Student 38	20	22,5	18	15	15	90,5
39	Student 39	20	22,5	16	12	15	85,5

Note:

C & D = Content and Development

O = Organization

G = Grammar

V = Vocabulary

M = Mechanics

Appendix 14 The Result of Descriptive Analysis on SPSS

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Control Group	39	52.0	37.5	89.5	2463.5	63.167	13.2200	174.768
Experimental Group	39	19.5	74.0	93.5	3249.0	83.308	5.4888	30.127
Valid N (listwise)	39							

Appendix 15 The Result of Normality Test on SPSS

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Group		Statistic	df	Sig.	Statistic	df	Sig.
Writing Scores	Control Group	.114	39	.200*	.955	39	.124
	Experimental Group	.090	39	.200*	.967	39	.295

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 16 The Result of Homogeneity Test on SPSS

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Writing Scores	Based on Mean	26.226	1	76	<.001
	Based on Median	21.330	1	76	<.001
	Based on Median and with adjusted df	21.330	1	49.261	<.001
	Based on trimmed mean	25.948	1	76	<.001

Appendix 17 The Result of Mann-Whitney U Test on SPSS

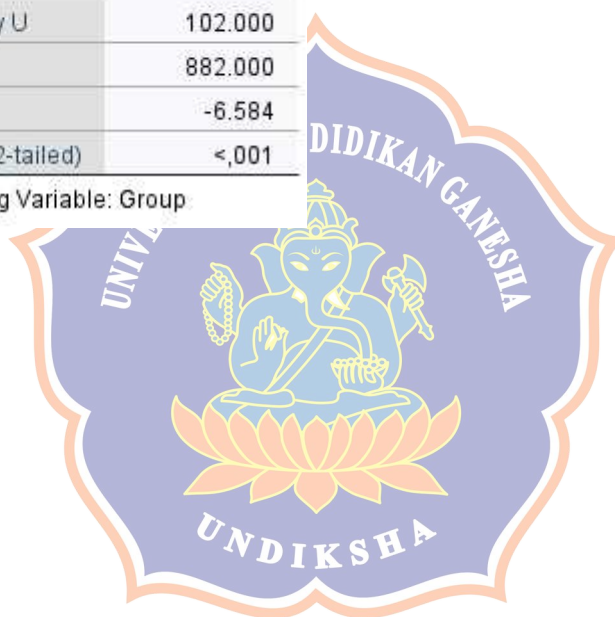
Ranks

	Group	N	Mean Rank	Sum of Ranks
Writing Scores	Control Group	39	22.62	882.00
	Experimental Group	39	56.38	2199.00
	Total	78		

Test Statistics^a

	Writing Scores
Mann-Whitney U	102.000
Wilcoxon W	882.000
Z	-6.584
Asymp. Sig. (2-tailed)	<,001

a. Grouping Variable: Group



Appendix 18 The Scores of Post Test in Original Scale

RATER 1							
NO.	VIII A10	C & D	O	G	V	M	TOTAL
1	Student 1	5	5	3	4	5	22
2	Student 2	4	5	5	5	5	24
3	Student 3	4	5	4	4	5	22
4	Student 4	4	5	2	4	4	19
5	Student 5	4	4	4	4	4	20
6	Student 6	5	5	3	4	4	21
7	Student 7	4	5	4	3	4	20
8	Student 8	4	4	4	4	4	20
9	Student 9	4	5	4	4	5	22
10	Student 10	4	5	3	5	5	22
11	Student 11	3	4	4	4	5	20
12	Student 12	3	4	4	4	5	20
13	Student 13	4	5	5	5	5	24
14	Student 14	5	4	3	4	4	20
15	Student 15	4	5	5	5	5	24
16	Student 16	5	5	3	4	4	21
17	Student 17	4	5	3	4	5	21
18	Student 18	5	5	3	4	5	22
19	Student 19	3	4	4	4	5	20
20	Student 20	4	4	4	4	4	20
21	Student 21	4	5	4	3	4	20
22	Student 22	5	5	3	4	4	21
23	Student 23	4	4	2	4	4	18
24	Student 24	5	5	3	5	5	23
25	Student 25	4	3	2	5	5	19
26	Student 26	4	5	4	3	4	20
27	Student 27	4	5	4	3	4	20
28	Student 28	4	5	4	4	4	21
29	Student 29	3	4	4	4	5	20
30	Student 30	3	4	4	4	4	19
31	Student 31	3	4	4	4	4	19
32	Student 32	4	5	5	5	5	24
33	Student 33	4	5	4	4	5	22
34	Student 34	5	5	3	5	5	23
35	Student 35	5	5	3	5	5	23
36	Student 36	3	4	4	4	4	19
37	Student 37	3	4	4	4	5	20
38	Student 38	4	5	5	5	5	24
39	Student 39	4	5	4	4	5	22

RATER 2							
NO.	VIII A10	C & D	O	G	V	M	TOTAL
1	Student 1	5	4	3	4	5	21
2	Student 2	4	4	4	5	5	22
3	Student 3	4	5	4	4	5	22
4	Student 4	4	4	2	4	4	18
5	Student 5	4	5	4	4	4	21
6	Student 6	5	4	3	4	4	20
7	Student 7	4	5	3	3	4	19
8	Student 8	4	5	4	4	4	21
9	Student 9	4	5	4	4	4	21
10	Student 10	4	4	3	5	5	21
11	Student 11	4	4	4	4	5	21
12	Student 12	3	4	3	4	5	19
13	Student 13	4	5	4	5	5	23
14	Student 14	5	4	3	4	4	20
15	Student 15	4	5	5	4	5	23
16	Student 16	4	5	3	4	4	20
17	Student 17	4	5	3	4	5	21
18	Student 18	5	4	4	4	5	22
19	Student 19	4	3	4	4	4	19
20	Student 20	4	5	4	4	4	21
21	Student 21	4	5	4	3	4	20
22	Student 22	5	4	3	4	4	20
23	Student 23	4	4	3	4	4	19
24	Student 24	5	4	3	5	5	22
25	Student 25	4	4	2	5	5	20
26	Student 26	4	4	4	3	4	19
27	Student 27	4	4	4	4	4	20
28	Student 28	4	5	4	4	4	21
29	Student 29	3	4	4	4	4	19
30	Student 30	4	4	4	4	4	20
31	Student 31	4	4	4	4	4	20
32	Student 32	4	5	4	5	5	23
33	Student 33	4	5	3	4	5	21
34	Student 34	5	4	3	5	5	22
35	Student 35	4	5	3	5	5	22
36	Student 36	4	4	4	4	4	20
37	Student 37	4	3	4	4	5	20
38	Student 38	4	4	4	5	5	22
39	Student 39	4	4	4	4	5	21

AVERAGE SCORES							
NO.	VIII A10	C & D	O	G	V	M	TOTAL
1	Student 1	5	4,5	3	4	5	21,5
2	Student 2	4	4,5	4,5	5	5	23
3	Student 3	4	5	4	4	5	22
4	Student 4	4	4,5	2	4	4	18,5
5	Student 5	4	4,5	4	4	4	20,5
6	Student 6	5	4,5	3	4	4	20,5
7	Student 7	4	5	3,5	3	4	19,5
8	Student 8	4	4,5	4	4	4	20,5
9	Student 9	4	5	4	4	4,5	21,5
10	Student 10	4	4,5	3	5	5	21,5
11	Student 11	3,5	4	4	4	5	20,5
12	Student 12	3	4	3,5	4	5	19,5
13	Student 13	4	5	4,5	5	5	23,5
14	Student 14	5	4	3	4	4	20
15	Student 15	4	5	5	4,5	5	23,5
16	Student 16	4,5	5	3	4	4	20,5
17	Student 17	4	5	3	4	5	21
18	Student 18	5	4,5	3,5	4	5	22
19	Student 19	3,5	3,5	4	4	4,5	19,5
20	Student 20	4	4,5	4	4	4	20,5
21	Student 21	4	5	4	3	4	20
22	Student 22	5	4,5	3	4	4	20,5
23	Student 23	4	4	2,5	4	4	18,5
24	Student 24	5	4,5	3	5	5	22,5
25	Student 25	4	3,5	2	5	5	19,5
26	Student 26	4	4,5	4	3	4	19,5
27	Student 27	4	4,5	4	3,5	4	20
28	Student 28	4	5	4	4	4	21
29	Student 29	3	4	4	4	4,5	19,5
30	Student 30	3,5	4	4	4	4	19,5
31	Student 31	3,5	4	4	4	4	19,5
32	Student 32	4	5	4,5	5	5	23,5
33	Student 33	4	5	3,5	4	5	21,5
34	Student 34	5	4,5	3	5	5	22,5
35	Student 35	4,5	5	3	5	5	22,5
36	Student 36	3,5	4	4	4	4	19,5
37	Student 37	3,5	3,5	4	4	5	20
38	Student 38	4	4,5	4,5	5	5	23
39	Student 39	4	4,5	4	4	5	21,5
AVERAGE		4,07692	4,47436	3,62821	4,15385	4,52564	

Note:

C & D = Content and Development

O = Organization

G = Grammar

V = Vocabulary

M = Mechanics

Appendix 19 Documentation



Control Group Documentation During Treatment



Experimental Group Documentation During Treatment



Control and Experimental Group Documentation During Post-test

Appendix 20 The Use of ChatGPT During Treatment

ChatGPT ▾ ✦ Dapatkan Plus ✕ ⋮

Yesterday, I went to Bandung with my older sister. We rode motorcycle to the city and bought some food.

Tomorrow, on Sunday, my older sister invite me and my older brother to watched avatar 3 at CGV in Paris Van Java (PVJ) mall, Bandung. I went to PVJ mall by GrabCar. After we arrived, we went to AEON first in lower floor to bought some food. We bought sushi, seasoned chicken, and desert.

After eating, we went back to upper floor. When we got to CGV, my older sister printed our tickets that we had bought online. Then, we entered the cinema room. The movie was very exciting and really good!! After we finished watched the movie, we went back to home by GrabCar again. This is a memorable holiday. I can spend time with my sibling and watched avatar 3.

SIDU

Siswa menulis recount text dengan topik "Holiday" dan kamu adalah guru Bahasa Inggris kelas 2 SMP. Berikan feedback terhadap tulisan siswa ini. Berikan masukan spesifik dari segi content development, organization, grammar, vocabulary, mechanics.

+ Tanyakan apa saja 🔊

ChatGPT ▾ ✦ Dapatkan Plus ✕ ⋮

Berikut feedback sebagai guru Bahasa Inggris kelas 2 SMP untuk recount text kamu 😊

1. Content Development (Isi)

Cerita kamu sudah jelas dan sesuai dengan topik *holiday*. Kamu menceritakan pengalaman pergi ke Cimahi dan Bandung dengan detail yang cukup baik, seperti naik GrabCar, makan sushi, dan menonton film.

Saran:

- Tambahkan sedikit perasaan atau opini, misalnya:
 - I was very happy / I felt excited*
- Bisa juga tambahkan detail kecil seperti suasana mall atau lainnya.

+ Tanyakan apa saja 🔊

ChatGPT ▾ ✦ Dapatkan Plus ✕ ⋮

2. Organization (Struktur)

Struktur recount text kamu sudah cukup lengkap:

- Orientation:** (Last holiday, I went to...)
- Events:** (kegiatan yang kamu lakukan)
- Re-orientation:** (This is a memorable holiday)

Saran:

- Gunakan urutan waktu yang lebih konsisten (past tense semua).
- Hindari campuran waktu seperti "Tomorrow, on Sunday" karena ini recount (cerita masa lalu).

👉 Perbaikan:

- ~~Tomorrow, on Sunday~~
- ☒ The next day, on Sunday

+ Tanyakan apa saja 🔊

ChatGPT ▾ ✦ Dapatkan Plus ✕ ⋮

3. Grammar (Tata Bahasa)

Masih ada beberapa kesalahan, terutama pada:

- Tense (past tense)**
- Verb form**

Contoh dan perbaikan:

- ~~I with my older sister rode motorcycle~~
☒ I rode a motorcycle with my older sister
- ~~invite me~~
☒ invited me
- ~~to watched avatar 3~~
☒ to watch Avatar 3
- ~~to bought some food~~
☒ to buy some food
- ~~we finished watched the movie~~
☒ we finished watching the movie
- ~~I can spend time~~
☒ I could spend time

+ Tanyakan apa saja 🔊

ChatGPT Dapatkan Plus x

4. Vocabulary (Kosakata)

Kosakata kamu sudah cukup baik dan mudah dipahami 🙌

Saran:

- Gunakan variasi kata agar lebih menarik:
 - very exciting* → *really exciting* / *amazing*
 - very good* → *great* / *enjoyable*

5. Mechanics (Ejaan, Tanda Baca, Huruf Besar)

Masih ada beberapa hal yang perlu diperbaiki:

- Huruf kapital:
 - ✗ *sunday* → ✓ *Sunday*
 - ✗ *avatar 3* → ✓ *Avatar 3*

+ Tanyakan apa saja

ChatGPT Dapatkan Plus x

5. Mechanics (Ejaan, Tanda Baca, Huruf Besar)

Masih ada beberapa hal yang perlu diperbaiki:

- Huruf kapital:
 - ✗ *sunday* → ✓ *Sunday*
 - ✗ *avatar 3* → ✓ *Avatar 3*
- Spasi sebelum tanda baca:
 - ✗ *food .* → ✓ *food.*
- Penulisan:
 - ✗ *lower floor to bought* → ✓ *lower floor to buy*

Kesimpulan

Tulisan kamu sudah **baik dan mudah dipahami**, terutama dalam menceritakan pengalaman. Namun ⬇️ kamu perlu lebih fokus pada:

+ Tanyakan apa saja

ChatGPT dapat membuat kesalahan. Periksa info penting. Lihat



Appendix 21 Students' Writing Performance in Control Group

Recount Text : My Holiday to Bali Botanic Garden

Last holiday, I went to Bali Botanic Garden with my family. We went there in the morning by car. The weather was cool and the air was very fresh.

When we arrived, we walked around the garden and saw many beautiful plants. We took pictures together and enjoyed the green scenery. I felt happy because the place was calm and relaxing.

After that, we had lunch together and then went home in the afternoon. It was a simple but memorable holiday with my family.

SPENDIDIKAN

Fun Experience
- to Surabaya -

Hello my name is kensie Now I will tell you my hot experience.

in august, I traveled from Bali to Surabaya by bus to join a competition, once I arrived, I checked into the hotel and hung out with my friends. The next day, we went to mall before heading back to the hotel, on the following day, I participated in the Com Competition where I ~~lost~~ ^{earned} ~~the~~ third place in one event, but unfortunately after lost in the first round of another after the competition, I headed back home and finally arrived safely.

my ~~fit~~ feeling very happy

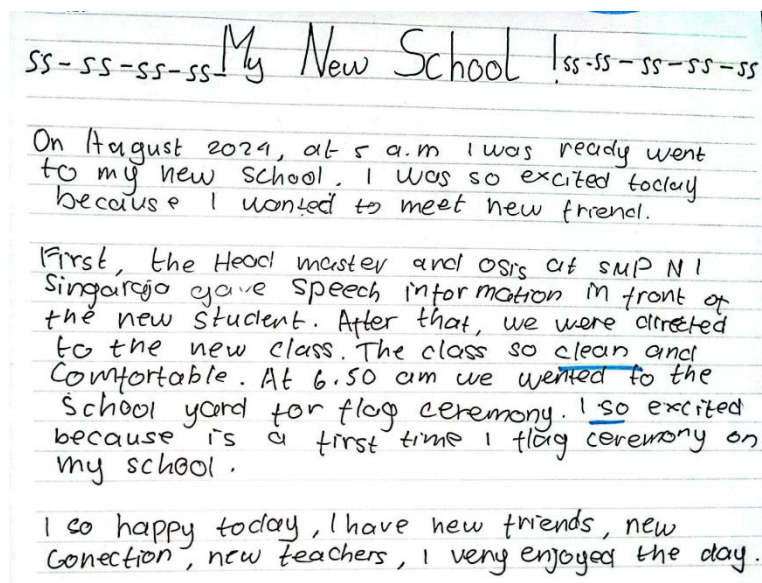
Appendix 22 Students' Writing Performance in Experimental Group

	<u>Holiday With My Siblings</u>
	Last holiday, I went to my family house in Cimahi, West Java. I stayed there for a few weeks. On Saturday I with my older sister rode motorcycle around the city and bought some food.
	Tomorrow, on Sunday. My older sister invite me and my older brother to watched avatar 3 at CGV in Paris Van Java (PVJ) mall, Bandung. I went to PVJ mall by GrabCar. After we arrived, we went to AEON first in lower floor to bought some food. We bought sushi, seasoned chicken, and dessert.
	After eating, we went back to upper floor. When we got to CGV, my older sister printed our tickets that we had bought online. Then, we entered the cinema room. The movie was very exciting and really good!! After we finished watched the movie, we went back to home by GrabCar again. This is a memorable holiday. I can spend time with my sibling and watched avatar 3.
	SIDU

	<u>Azka's Family</u>
	<u>Went to beach</u>
	Last week is my best fun experience. My name is Azka. I went to beach with my family and family go to beach at 15.00. We brought a snack, snack and ice.
	Arrived at beach, we playing a sand and go swimming. After swimming I and family picnics and ate a snack and ice until waiting sunset. After watch a sunset, I and my family back to home.
	I and my family back to home with fun. Went to beach is my fun experience.

Appendix 23 Incorrect Feedback by ChatGPT during Treatment

Case 1. Failed to identify the errors, the words that were underlined did not get any feedback



ChatGPT Upgrade

Content and Development

Your recount text tells your first day of school clearly. The main ideas are easy to understand. To make your writing more interesting, add more details about your activities and feelings during the day.

Organization

Your text follows the recount text structure well. The events are mostly in chronological order. Try using more linking words such as *Next*, *Then*, and *Finally* to make the story flow more smoothly.

ChatGPT Upgrade

Grammar

You have made a good effort to use the simple past tense. However, there are still some grammar mistakes. For example, "I was ready went" should be revised, and "I very enjoyed the day" should be "I really enjoyed the day" or "I enjoyed the day very much."

Vocabulary

You used appropriate vocabulary related to the topic, such as *excited*, *comfortable*, and *friends*. Try to use more varied words instead of repeating *new* several times.

Mechanics

Pay attention to capitalization, spelling, and punctuation. For example, *August* should begin with a capital letter, and there are a few spelling mistakes that should be checked. Remember to end every sentence with the correct punctuation.

Case 2. Failed to identify the error, correcting the word that is already correct (circled word)

Orientation

Yuri's bad experience :)

On last June, Yuri was came late for the practise. There was a coach and she PKB group.

Events

On last morning she didn't hear alarm on her phone, so she got angry with her parent because she wake for her morning practise, after that she prepared very fast, and then she went to her practise area. went yuri and her friends were dancing, her coach called and duryn because we came late for morning practise, next we got angry with her coach and punishment with her coach :c

Reorientation

That's all about Yuri's bad experience, she can learn that wake up late^{can} make we got punishment but wake up early can help you overcome any problem--

ChatGPT Upgrade

Feedback for Your Recount Text – "Yuri's Bad Experience"

1. Content and Development ★★★★★

- Your story matches the topic "**bad day**" and the reader can understand what happened to Yuri.
- You included the important events, such as waking up late, arriving late at practice, and getting punished by the coach.
- To make your story more interesting, add more details about **how Yuri felt** (for example: nervous, embarrassed, or disappointed) and explain what happened during the punishment.

2. Organization ★★★★★

- Your recount text already has the correct structure: **Orientation – Events – Reorientation**.
- The events are mostly in chronological order, so they are easy to follow.
- You can improve the flow by using more sequence words such as **First, Then, After that, Finally**.

3. Grammar ★★★★★

- Good job using the simple past tense in many sentences.
- However, there are still several grammar mistakes that need to be corrected:
 - The word you wrote is "**don't**", but because the story is in the past, it should be "**didn't**". Please correct **don't → didn't**.

ChatGPT Upgrade

3. Grammar ★★★★★

- Good job using the simple past tense in many sentences.
- However, there are still several grammar mistakes that need to be corrected:
 - The word you wrote is "**don't**", but because the story is in the past, it should be "**didn't**". Please correct **don't** → **didn't**.
 - **There was a coach and she PKB group.** → *There was a coach and her PKB group.*
 - **she wake** → *she woke*
 - **Practise area** → *practice area (or practice venue)*
 - **we got angry with her coach** → *her coach got angry with us (or the coach was angry with Yuri and her friends).*

ChatGPT Upgrade

4. Vocabulary ★★★★★

- You used vocabulary related to the topic, such as **coach, practice, punishment, alarm**, which is good.
- Try using more varied words. For example:
 - **came late** → **arrived late**
 - **got angry** → **became angry** or **was upset**
 - **bad experience** → **unpleasant experience**

5. Mechanics ★★★★★

- Your handwriting is neat and easy to read.
- Remember to:
 - Put a space after commas and periods.
 - Capitalize the first word of every sentence.

5. Mechanics ★★★★★

- Your handwriting is neat and easy to read.
- Remember to:
 - Put a space after commas and periods.
 - Capitalize the first word of every sentence.
 - Be consistent with punctuation.
 - The title can be written as "**Yuri's Bad Experience**" (capitalize the important words).

RIWAYAT HIDUP



Ni Nengah Dina Juliani lahir di Tabanan pada tanggal 17 Juli 2004. Penulis merupakan mahasiswa Program Studi S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha sejak tahun 2022. Sebelumnya, penulis menyelesaikan pendidikan di SDN 2 Dajan Peken, kemudian melanjutkan ke SMPN 2 Tabanan, dan SMA Negeri 1 Tabanan. Selama menempuh pendidikan di perguruan tinggi, penulis aktif dalam organisasi Badan Eksekutif Mahasiswa Fakultas Bahasa dan Seni (BEMFBS) Undiksha sebagai Sekretaris Umum pada periode 2023–2025. Selain itu, penulis memiliki prestasi sebagai finalis Ide Cerita Film Pendek ACFFEST KPK tahun 2025, finalis Debate Competition FBSCUP tahun 2024, serta Juara Harapan 1 pada seleksi National University Debating Championship (NUDC) Undiksha tahun 2024. Pada semester 8, penulis berhasil menyelesaikan skripsi yang berjudul *The Effect of ChatGPT-Generated Feedback on 8th Grade Students' Writing Skills at SMP Negeri 1 Singaraja*. Penelitian ini memberikan kontribusi dalam menunjukkan efektivitas penggunaan umpan balik berbasis kecerdasan buatan dalam meningkatkan keterampilan menulis siswa, khususnya pada konteks pembelajaran Bahasa Inggris sebagai bahasa asing.