

Integrating ChatGPT in Descriptive Writing Instruction: Insights and Best Practices for Junior High School Students

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ABSTRACT

This study examines the integration of ChatGPT, an AI-based language model, into teaching descriptive writing to eighth-grade students at SMP Negeri 3 Luwuk. The research, conducted in the digital class VIII.B, employed a qualitative descriptive methodology, including classroom observations and interviews with 35 students. It aimed to explore students' perceptions of ChatGPT and develop effective teaching procedures for descriptive writing.

Findings revealed that ChatGPT positively impacted students' writing skills by improving grammar, vocabulary, organization, and creativity. Students reported increased confidence and efficiency in producing descriptive texts, though challenges such as vocabulary alignment and idea generation persisted for some. Proficient students excelled in generating detailed, well-organized texts, while less-skilled students required structured guidance and additional practice. A step-by-step teaching procedure was designed to accommodate diverse student abilities, incorporating tasks that progressed from basic to advanced levels. The study highlights ChatGPT's potential to enhance writing skills when integrated thoughtfully, with continued teacher support to address individual student needs. This research

contributes to the growing body of knowledge on AI applications in education, offering insights for teachers, students, and researchers. Recommendations include fostering student creativity, supporting teacher training in AI tools, and exploring ChatGPT's use in other text types and long-term skill development.

Keywords: ChatGPT, Artificial Intelligence (AI), Descriptive Writing, English Language Learning

INTRODUCTION

Education plays an essential role in the growth and progress of a country, with proficiency in foreign languages, especially English, being a key element in today's globalized world. English is widely used in fields such as science, technology, communication, and business. Therefore, improving English language skills, particularly among students, is a priority in Indonesia's educational curriculum, including at the junior high school level.

Technological advancements have significantly impacted education, providing new tools and platforms for interactive and effective learning. English language learning is now possible through various technological tools, such as multimedia, interactive software, and the internet, which offer access to a wealth of learning resources. Technology also supports

personalized and adaptive learning, enabling students to learn according to their unique needs and abilities (Warschauer & Healey, 1998).

SMP Negeri 3 Luwuk is one of the schools in Indonesia that has embraced digital learning. The school offers digital classes with facilities such as digital attendance, Wi-Fi networks, and projectors. However, challenges remain in teaching English, particularly in writing. Many students struggle with constructing sentences, selecting the right words, and organizing ideas, leading to a lack of confidence in their writing skills.

To address these challenges, it is necessary to explore innovative teaching methods that can boost students' motivation and writing skills. One such innovation is the use of ChatGPT, an artificial intelligence (AI) language model developed by OpenAI. ChatGPT offers real-time feedback, helps correct grammar, suggests writing improvements, and engages students interactively, encouraging them through the learning process. Research has shown that AI-based tools like ChatGPT can increase student engagement and accelerate learning by providing immediate feedback and adapting to individual needs.

This research aims to explore how ChatGPT can be integrated into teaching descriptive writing at SMP Negeri 3 Luwuk and develop effective procedures for using this technology in the writing curriculum. It is expected that the findings will contribute to improving teaching methods and provide insights into the application of AI in education in Indonesia.

LITERATURE REVIEW

The Role of Technology and ChatGPT in Education

The integration of technology into education has had a transformative effect on teaching methods, student engagement, and learning outcomes. Technology provides tools for interactive learning and instant feedback, particularly in writing (Hyland, 2016; Harmer, 2004). AI tools, such as ChatGPT,

help personalize learning by offering tailored support, assisting students with idea generation, organization, and refinement in writing tasks.

AI, in general, refers to systems designed to perform tasks that typically require human-like intelligence, such as decision-making and problem-solving (Calum, 2018). In education, AI helps create personalized learning environments and smart classrooms, while tools like ChatGPT provide virtual assistance, automate tasks, and offer support in completing assignments (Faiz, 2003).

ChatGPT, a language model based on GPT-4, generates human-like text and can support students with writing tasks, offering feedback and explanations (Brown, 2020). It also aids teachers by helping to create materials and assess student work. However, over-reliance on ChatGPT could limit critical thinking development (Bender, 2021), but with proper guidance, it can significantly enhance student learning (Radford, 2019).

ChatGPT works by analyzing user input and generating text responses. It supports students at different stages of writing by suggesting vocabulary, providing feedback on grammar, and helping to organize ideas. This aligns with Nunan's (1999) emphasis on active student participation in learning, where interacting with AI helps improve writing through practice and continuous feedback.

ChatGPT's Benefits in Writing Instruction

Writing is a fundamental component of English education at the junior high school level, and many students face challenges, especially when writing descriptive texts. Descriptive writing involves creating clear and vivid images of people, places, or objects using sensory details. Students often struggle with vocabulary, organizing ideas, and receiving adequate feedback due to time constraints in the classroom.

ChatGPT can help students improve descriptive writing by providing real-time

feedback, expanding vocabulary, enhancing grammar, and fostering creativity. It supports various aspects of writing, including:

1. **Grammar and Structure:** ChatGPT helps students understand grammar rules, such as tense usage, and provides examples.
2. **Vocabulary Expansion:** It introduces new words and helps students practice using them in sentences.
3. **Writing and Composition:** ChatGPT suggests ways to organize essays, revise drafts, and improve writing style.
4. **Creativity and Idea Generation:** The tool encourages students to explore creative writing techniques, such as using metaphors or similes.
5. **Feedback and Revisions:** ChatGPT offers feedback on grammar, spelling, and sentence structure, helping students revise and improve their work.

By providing personalized, real-time assistance, ChatGPT helps students become more confident in their writing abilities, develop their skills, and produce more engaging and accurate descriptions.

In conclusion, the integration of ChatGPT in teaching descriptive writing presents significant opportunities for enhancing the English language learning experience at SMP Negeri 3 Luwuk. The AI tool's interactive and adaptive nature can support personalized learning, improve student writing, and foster creativity. However, it is important to provide students with guidance to prevent over-reliance on the tool and ensure they actively engage in the writing process. Through continuous practice and the thoughtful integration of ChatGPT, students can improve their writing skills, expand their vocabulary, and gain confidence in their ability to communicate effectively. Literature review should be written here with proper citation.

MATERIALS & METHODS

This chapter outlines the research background, methods, instruments, data collection techniques, and data analysis approach used in the study. The research

was conducted at SMP Negeri 3 Luwuk, located in Banggai Regency, Central Sulawesi. The school was chosen because it featured several inspirational classes, particularly the digital class VIII.B. This class was ideal for the study, as it involved the use of technology, specifically ChatGPT. Additionally, SMP Negeri 3 Luwuk had adopted the Merdeka Curriculum, and the students in the digital class were selected based on their abilities and skills in digital technology.

A qualitative descriptive research methodology was employed in this study. Qualitative methods are aimed at understanding how participants perceive and interpret their environment, focusing on descriptive, process-oriented approaches. In this research, the goal was to explore students' perceptions of the media used by teachers, specifically focusing on whether ChatGPT increased student activity and motivation in learning to write descriptive texts. Data collection was done through observations and interviews.

This study targeted 35 students in class VIII.B at SMP Negeri 3 Luwuk for the 2023/2024 academic year. The focus was specifically on these students to conduct an in-depth analysis of their interest in using ChatGPT technology, particularly in learning descriptive text.

To investigate students' perceptions of ChatGPT in learning English, this approach was used interviews and observations. Observations provided insight into how students interacted with ChatGPT, the instructions given, and the frequency of use. This method allowed for rich, contextual data collection, which is essential in qualitative research. Interviews were also conducted to gather in-depth feedback on students' experiences with ChatGPT, highlighting both the benefits and challenges they encountered. This method helped clarify their perceptions of the tool and suggestions for improvement.

The data collection methods included observation and interviews:

1. Observation: Direct classroom observation was used to assess student engagement and the impact of ChatGPT on writing descriptive texts. Over eight sessions, the researcher observed the 35 students, eventually selecting 10 students from different ability groups (high, medium, and low) for further interviews. This selection allowed for a more comprehensive understanding of the varying perspectives across different student groups.
2. Interviews: Interviews were conducted with 10 selected students from the three ability categories (high, medium, and low). The interviews focused on students' experiences with ChatGPT and its effects on their learning. A list of questions was prepared to guide these interviews, addressing their perceptions of ChatGPT's usefulness and areas for improvement.

Data Analysis

Data analysis followed a systematic process, involving the transcription and categorization of responses based on the research themes. According to Arikunto (2019), data analysis involves organizing data into meaningful transcripts and notes to enhance understanding. This study applied both content and thematic analysis to examine student perceptions.

1. Content Analysis: This analysis focused on five aspects of writing: content, organization, language use, vocabulary, and mechanics (Taula'bi, 2016). The study also explored students' responses based on three main indicators: absorption, understanding, and evaluation, as outlined by Walgito (2010). These indicators provided a framework for analyzing students' feedback on using ChatGPT for learning.
2. Thematic Analysis: Themes related to students' perceptions of ChatGPT were identified and categorized. The analysis explored the advantages and disadvantages of ChatGPT, the most

effective teaching procedures, and student suggestions for improving the use of the tool.

The study used the interactive analysis model by Miles and Huberman (1992), which involves three main components:

1. Data Reduction: This step involved selecting and simplifying the collected data to focus on relevant information.
2. Data Display: The data was organized into structured descriptions, often in narrative form, to summarize the findings.
3. Conclusion Drawing: Based on the analysis, conclusions were drawn and verified by cross-referencing with the notes and observations from the study. Write here procedure/technique of your research study.

RESULT

Observations and Students' Abilities in ChatGPT-Based Learning

Over eight sessions held from November 21 to December 16, 2024, students in class VIII.B effectively utilized ChatGPT with the aid of technology, including smartphones, projectors, and stable internet connections. The teacher played a pivotal role in guiding students to understand the structure of descriptive texts and the optimal use of ChatGPT. Throughout the sessions, students demonstrated high levels of engagement and growing confidence in using the tool. Among the ten students, four excelled, showcasing advanced skills in navigating ChatGPT, three displayed moderate abilities, while the remaining three encountered challenges related to following instructions or managing the technological aspects of the sessions.

Students' Perceptions of Using ChatGPT

Interviews conducted with ten students revealed insights into three primary aspects of their experience with ChatGPT. Regarding absorption, most students were able to comprehend the teacher's instructions and found the platform easy to use, although a few required additional

practice to become proficient. In terms of understanding, students generally grasped the key features of descriptive texts, such as structure and vocabulary, although some encountered difficulties with selecting appropriate words. For evaluation, students noted that ChatGPT significantly improved their grammar, text structure, and clarity. While some made minor adjustments to better align the output with their personal ideas, the majority found ChatGPT to be an efficient and effective writing aid.

ChatGPT's Impact on Writing

Students reported that ChatGPT contributed to making their texts more organized and creative. The tool enhanced their grammar and vocabulary, which in turn boosted their confidence in writing. While a few students needed to make revisions to align ChatGPT's output with their unique writing style, most appreciated the way ChatGPT streamlined the writing process and made it more manageable.

Analysis of Writing Components

The analysis of student writing revealed notable improvements across several components. In terms of content, proficient students were able to produce detailed and vivid descriptions, whereas less-skilled students required additional guidance to develop their ideas fully. Regarding organization, advanced students structured their paragraphs logically and coherently, while others needed support in arranging their thoughts effectively. Grammar improvements were observed across the board, with ChatGPT assisting all students, though some still required further practice to master grammatical nuances. Vocabulary enhancement was particularly evident among advanced students, who enriched their texts with more sophisticated word choices, while less proficient students struggled to select precise terms. In mechanics, stronger writers used ChatGPT to polish their texts, enhancing punctuation and formatting, while others required more support to achieve similar results.

Teaching Procedure for Descriptive Writing with ChatGPT

The teaching procedure for descriptive writing using ChatGPT involved differentiated strategies tailored to students' proficiency levels. Proficient students engaged in creative tasks, such as describing rare animals, which encouraged them to expand their descriptive capabilities. Less-skilled students benefited from structured guidance, including the use of templates and simplified instructions. The step-by-step procedure focused on helping students understand the fundamentals of descriptive writing, generate ideas with ChatGPT, and build their writing skills progressively through editing and collaborative tasks. This comprehensive approach aimed to enhance their overall writing proficiency and confidence in using technology as a learning tool.

DISCUSSION

Students' Perceptions

The perceptions of students regarding their experience with ChatGPT were generally positive, reflecting the tool's utility in enhancing various aspects of their writing. In terms of absorption, most students were able to quickly grasp how to use ChatGPT, thanks to clear teacher instructions and the intuitive design of the platform. However, a subset of students required additional clarification and practice to fully understand the nuances of operating ChatGPT, suggesting a need for more personalized instructional support for these learners.

In the area of understanding, ChatGPT significantly improved students' grammar, vocabulary, and text structure. The platform's ability to suggest correct grammar usage and offer vocabulary enhancements contributed to more coherent and well-structured texts. Nonetheless, some students faced challenges in aligning the suggested vocabulary with their intended meaning or style, indicating that while ChatGPT is a powerful tool, it may require users to exercise discretion and critical thinking to ensure the output aligns with

their personal voice and the context of their writing.

From an evaluation perspective, ChatGPT proved to be an effective tool for helping students produce clearer and more organized texts. The students reported that the platform helped streamline their writing process, making it easier to organize their thoughts and ideas into cohesive paragraphs. This clarity and organization not only improved the quality of their writing but also boosted their confidence and efficiency, allowing them to approach writing tasks with greater assurance and less hesitation.

Writing Abilities

The impact of ChatGPT on students' writing abilities varied depending on their initial proficiency levels. Proficient students excelled in all components of writing, including content development, organization, grammar, vocabulary, and mechanics. These students were able to leverage ChatGPT's suggestions to enhance the depth and detail of their descriptions, resulting in more vivid and engaging texts. However, students with moderate or lower proficiency levels needed more practice and guidance to fully benefit from the tool.

In particular, organizing ideas and selecting appropriate vocabulary were areas where these students required additional support. The structured feedback and instant suggestions provided by ChatGPT helped them make incremental improvements, but consistent practice and guided instruction were necessary to develop these skills further. The contrast in outcomes highlights the importance of tailoring the use of ChatGPT to match the varying needs and skill levels of students.

Teaching Procedure

The development of a tailored teaching procedure was crucial in ensuring that all students, regardless of their proficiency levels, could effectively utilize ChatGPT to improve their writing skills. For proficient students, advanced tasks such as describing rare animals or complex scenes were

designed to challenge their descriptive abilities and encourage the use of richer vocabulary and more sophisticated sentence structures. This approach not only fostered creativity but also pushed these students to maximize the potential of ChatGPT.

Conversely, for students who required more support, structured guidance was provided through the use of templates, step-by-step instructions, and simpler tasks. This scaffolding helped these students gradually build their writing skills, providing them with a clear framework to organize their ideas and improve their text construction. By gradually increasing the complexity of tasks as their confidence and abilities grew, these students were able to make significant progress in their writing.

CONCLUSION

The use of ChatGPT in teaching descriptive text writing has had a positive impact on students' writing abilities. Students demonstrated a clear understanding of descriptive texts and effectively used ChatGPT to describe animals and objects. ChatGPT helped improve writing structure, grammar, and vocabulary. High-ability students used it to create detailed, well-organized texts, while lower-ability students needed more guidance to refine their writing. The 8-session teaching process was tailored to students' abilities, progressing from basic to more complex tasks. Overall, ChatGPT enhanced writing skills, confidence, and the writing process, though more guidance for lower-ability students and more challenges for advanced students is needed. Continuous practice and adaptation will maximize its benefits.

This study suggests that students should actively engage with ChatGPT by providing clear instructions for detailed descriptions and not solely relying on the model's output. Developing their creativity alongside using ChatGPT can significantly improve content quality. For teachers, it is important to support students in integrating ChatGPT into their learning processes by offering resources, tutorials, and workshops

to help them use the tool effectively. When used properly, ChatGPT can enhance reading comprehension and provide a valuable learning aid. Future researchers are encouraged to explore how ChatGPT can be combined with other teaching methods, such as collaborative learning or peer feedback, to optimize educational outcomes. Investigating its impact on writing skills across various text types, and examining the challenges teachers face when utilizing this technology, are crucial areas for study. Furthermore, long-term research is needed to track the development of writing skills over time, providing a comprehensive understanding of ChatGPT's role in education.

Declaration by Authors

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