

**THE EFFECTIVENESS OF TEXT TO AI INTEGRATED LEARNING
MODEL IN ENHANCING STUDENTS' ENGLISH WRITING
SKILLS AT UPT SMA NEGERI 2 TAKALAR**



A THESIS

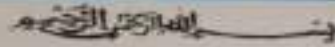
*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the
Degree of Education in English Education Department*

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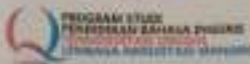

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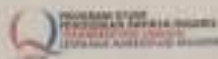
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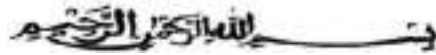
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MOTTO

“Sesungguhnya bersama kesulitan ada kemudahan.”
(QS. Al-Insyirah: 6)

The logo of Universitas Muhammadiyah Makassar is a blue shield-shaped emblem with a yellow border. It features a central sunburst design with rays emanating from a central point. The text "UNIVERSITAS MUHAMMADIYAH" is written in a semi-circle at the top, and "MAKASSAR" is written in a semi-circle below it. There are also two yellow stars on either side of the central sunburst.

DEDICATION

I dedicate this thesis to myself for my hard work and perseverance in completing this academic journey. I also dedicate it to my beloved parents, who have always provided endless prayers, love, and support, and to my older brother, who has always encouraged and motivated me every step of the way.

ABSTRACT

Nur Intan.2025. “The Effectiveness of Textto AI Integrated Learning Model in Enhancing Students’ English Writing Skills at UPT SMA Negeri 2 Takalar” Thesis. English Education Department Study Program. Faculty of Teacher Training and Education. Universitas Muhammadiyah Makassar. Supervised by Muhammad Zia Ul Haq and Ismail Sangkala

This study aims to examine the effectiveness of a process-based writing model integrated with Textto AI in enhancing students’ narrative writing skills at UPT SMA Negeri 2 Takalar in the 2024/2025 academic year. The research employed a quasi-experimental design with a pre-test and post-test. Class XI.3 consisting of 30 students was assigned as the experimental class taught with Textto AI, while Class XI.4 consisting of 30 students served as the control class taught with Gemini. The instrument was a writing test in the form of fable-type narrative texts, assessed in terms of content and vocabulary. Data were analyzed using SPSS version 22 through descriptive statistics and an independent sample t-test at a 0.05 significance level.

The results showed that the experimental class achieved a higher improvement compared to the control class. The mean score of the experimental class increased from 56.43 to 85.30, while the control class only improved from 56.20 to 67.90. For content, the experimental class rose from 30.63 to 50.23, and vocabulary from 25.80 to 35.07, while the control class only improved from 29.73 to 36.80 (content) and from 26.47 to 31.10 (vocabulary). The t-test confirmed a significant difference between the two classes ($p = 0.000 < 0.05$). In conclusion, integrating Textto AI into a process-based writing model is proven to be more effective than Gemini in enhancing students’ narrative writing skills, particularly in content and vocabulary.

Keywords: Process-based writing, Textto AI, Gemini, narrative text, writing skills

ABSTRAK

Nur Intan.2025. *“Efektivitas Model Pembelajaran Terpadu Texto AI dalam Meningkatkan Keterampilan Menulis Bahasa Inggris Siswa di UPT SMA Negeri 2 Takalar”* Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Muhammad Zia Ul Haq dan Ismail Sangkala

Penelitian ini bertujuan untuk menguji efektivitas model menulis berbasis proses yang terintegrasi dengan Texto AI dalam meningkatkan keterampilan menulis naratif siswa di UPT SMA Negeri 2 Takalar pada tahun ajaran 2024/2025. Penelitian ini menggunakan desain kuasi eksperimen dengan pre-test dan post-test. Kelas XI.3 yang terdiri dari 30 siswa ditugaskan sebagai kelas eksperimen yang diajarkan dengan Texto AI, sementara Kelas XI.4 yang terdiri dari 30 siswa bertugas sebagai kelas kontrol yang diajarkan dengan Gemini. Instrumen yang digunakan adalah tes menulis dalam bentuk teks naratif jenis fabel, yang dinilai dari segi isi dan kosakata. Data dianalisis menggunakan SPSS versi 22 melalui statistik deskriptif dan uji-t sampel independen pada tingkat signifikansi 0,05.

Hasil penelitian menunjukkan bahwa kelas eksperimen mencapai peningkatan yang lebih tinggi dibandingkan dengan kelas kontrol. Nilai rata-rata kelas eksperimen meningkat dari 56,43 menjadi 85,30, sementara kelas kontrol hanya meningkat dari 56,20 menjadi 67,90. Untuk konten, kelas eksperimen meningkat dari 30,63 menjadi 50,23, dan kosakata dari 25,80 menjadi 35,07, sementara kelas kontrol hanya meningkat dari 29,73 menjadi 36,80 (konten) dan dari 26,47 menjadi 31,10 (kosakata). Uji-t menunjukkan perbedaan yang signifikan antara kedua kelas ($p = 0,000 < 0,05$). Kesimpulannya, integrasi Texto AI ke dalam model menulis berbasis proses terbukti lebih efektif daripada Gemini dalam meningkatkan keterampilan menulis naratif siswa, terutama dalam konten dan kosakata.

Kata Kunci: Pembelajaran menulis berbasis proses, Texto AI, Gemini, teks naratif, keterampilan menulis

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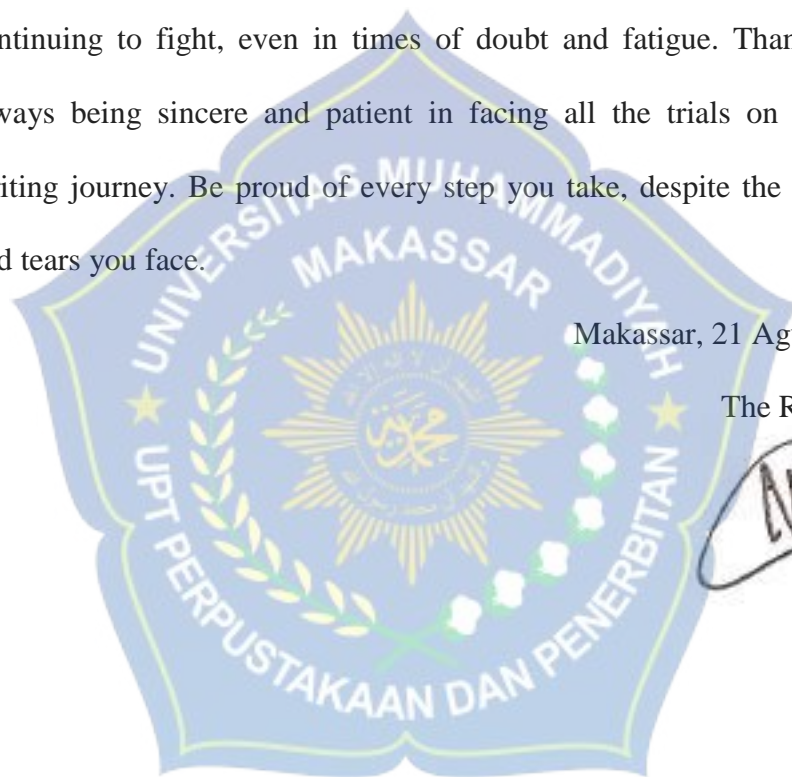
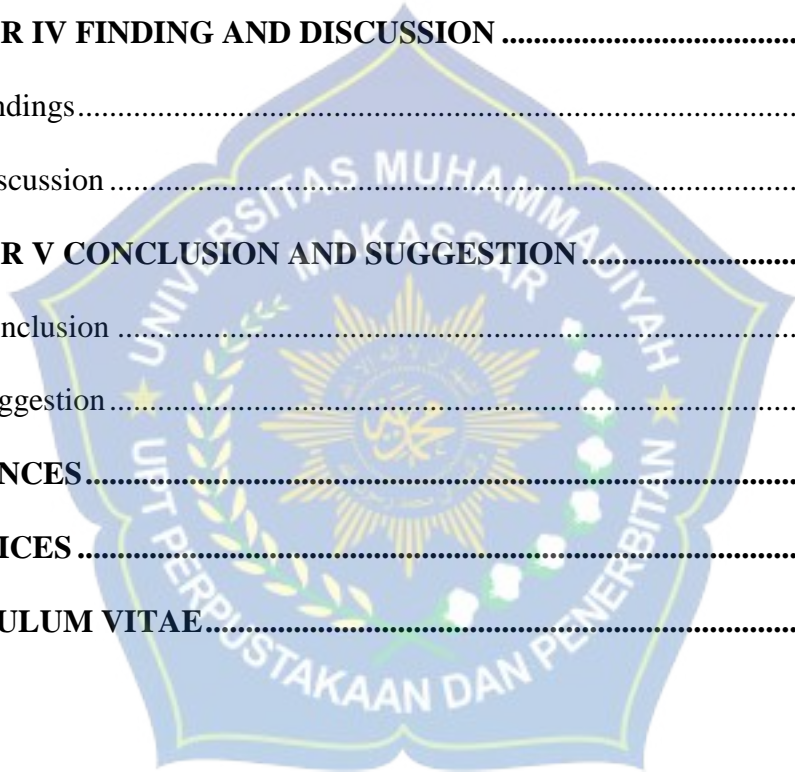


TABLE OF CONTENT

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET	v
SURAT PERNYATAAN	vii
SURAT PERJANJIAN	viii
MOTTO AND DEDICATION	ix
ABSTRACT	x
ABSTRAK	xi
ACKNOWLEDGEMENTS	xii
TABLE OF CONTENT	xvi
LIST OF TABLES	xvii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	6
C. Objective of the Research	6
D. Significance of the Research	7
E. Scope of the Research	8
CHAPTER II LITERATURE REVIEW	10
A. The Previous Related Research Findings	10
B. Some Pertinent Ideas	13
C. Conceptual Framework	29
D. Hypothesis Test	31

CHAPTER III RESEARCH METHODOLOGY	32
A. Research Design.....	32
B. Research Variable	32
C. Population and Sample.....	33
D. Research Instrument	33
E. Procedure of Data Collection.....	34
F. Data Analysis	40
CHAPTER IV FINDING AND DISCUSSION	42
A. Findings.....	42
B. Discussion	56
CHAPTER V CONCLUSION AND SUGGESTION	62
A. Conclusion	62
B. Suggestion.....	63
REFERENCES	64
APPENDICES	68
CURRICULUM VITAE.....	136



LIST OF TABLES

Table 3.1 Research Design.....	32
Table 3.2 Scoring Scheme of Writing in Two Components	39
Table 3.3 Score Classification.....	40
Table 4.1 Descriptive Analysis of Pre-test of Experimental Class and Control Class	42
Table 4.2 Descriptive Analysis of Post-test of Experimental Class and Control Class	43
Table 4.3 Percentage of Students' Scores in Pre-test and Post-test	44
Table 4.4 Descriptive Analysis Pre-test in Content	46
Table 4.5 Descriptive Analysis Post-test in Content.....	47
Table 4.6 The Rate Percentage of Students' Score in Pre-test and Post-test in Content	48
Table 4.7 Descriptive Analysis Pre-test in Vocabulary	49
Table 4.8 Descriptive Analysis Post-test in Vocabulary.....	50
Table 4.9 The Rate Percentage of Students' Score in Pre-test and Post-test in Vocabulary	51
Table 4.10 Normality test in Experiment Class	53
Table 4.11 Normality test in Experiment Class	54
Table 4.12 Homogeneity test	54
Table 4.13 T-test	55

CHAPTER I

INTRODUCTION

A. Background

The rapid progress of information and communication technology in recent years has significantly affected various areas of life, especially education. Artificial intelligence-based technology is now not only used in the industry and the business sector, but has also penetrated the world of education as a learning aid. In the world of education, the use of artificial intelligence-based technology is one of the most relevant innovations to improve the quality of learning, especially in the development of English writing skills which are increasingly important in the era of globalization. This development aligns with the growing demand for individuals who are proficient in English writing, as it plays a critical role in global communication, professional correspondence, and academic success. Integrating technology into education helps address the complexities of English writing while aligning with modern educational practices.

Before carrying out this research, a pre-observation was conducted at SMA Negeri 2 Takalar. The purpose of the pre-observation was to identify the condition of students' writing skills, the teaching methods applied by the teachers, as well as the challenges faced in the classroom. The results of this pre-observation indicated that students often struggled with generating ideas, had a limited vocabulary, and made frequent grammatical errors. In addition, teachers faced difficulties in providing intensive feedback due to time constraints and the number of students. These findings reinforced the urgency

of implementing innovative learning models supported by Artificial Intelligence to address the problems identified.

Writing in English helps students structure ideas, think critically, and convey information clearly and logically. These skills are essential not only for academic purposes but also for preparing students to participate in globalized professional environments. In the world of education, especially at the high school level, writing skills are one of the important parameters in evaluating students' English language skills. However, students often have difficulty in composing coherent and structured writing. They also often make mistakes in grammar and use limited vocabulary. Most students feel insecure about expressing their ideas in writing, especially in English. One of the contributing factors is the lack of feedback given by teachers due to time constraints and the high number of students in one class. This causes the development of students' writing skills to not run optimally. Without sufficient feedback, students are unable to identify their strengths and areas for improvement, resulting in slower progress in mastering writing skills.

One of the writing genres taught in high school is narrative text. Narrative text aims to tell a story or recount events in a structured manner. It usually includes elements such as characters, setting, plot, conflict, and resolution. This type of writing helps students to develop their imagination and creativity, while also practicing the use of past tenses, connectors, and descriptive language. However, writing a good narrative requires not only creativity but also a strong understanding of structure and language features, which many students still struggle with. Therefore, targeted guidance and

constructive feedback are essential to help students master this genre effectively.

The traditional learning approach that is still dominantly used in the classroom is also another factor that influences students' low writing skills. Teacher-centered teaching methods are less able to involve students actively and interactively, so that students' learning motivation tends to be low. These conventional methods limit opportunities for students to engage in collaborative learning or explore creative writing strategies. In addition, the lack of innovation in the use of technology in the learning process further widens the gap between students' needs and the learning methods applied. This creates a mismatch between the rapid advancements in global communication technologies and the outdated methods of teaching writing in many classrooms. The integration of technology in the learning process is crucial to address these challenges and to make the learning experience more engaging and effective for students.

Along with the development of technology, Artificial Intelligence (AI) has begun to emerge as a potential solution in learning. The use of learning models integrated with artificial intelligence offers great opportunities. Artificial Intelligence technology is able to provide various features that can support writing learning, such as detailed automatic feedback, recommendations for improving grammar and sentence structure, and writing style analysis. Additionally, Artificial Intelligence enables personalized learning, allowing students to learn based on their abilities and needs.

In the context of learning to write in English, Artificial Intelligence can help students correct grammatical errors, choose more appropriate vocabulary, and organize ideas logically. Thus, students can learn independently and enhance the quality of their writing in a shorter time. The Artificial intelligence-powered platform is able to track student progress, identify recurring errors, and offer targeted exercises to address specific issues. In addition, the government through the Merdeka Curriculum policy has encouraged the integration of technology in the learning process to create a more relevant and contextual learning experience. This curriculum gives teachers the freedom to develop innovative learning strategies, including the use of digital technologies such as Artificial intelligence. The integration of Artificial intelligence-based tools in the classroom setting will not only provide direct benefits to the development of students' writing but will also familiarize them with the technological tools they may encounter in their future professional lives.

Therefore, the use of Artificial intelligence-based learning models is not only relevant in addressing the challenges of learning to write in English but is also in line with the government's vision to prepare students to face the challenges of the 21st century. In this regard, research on the effectiveness of Artificial intelligence-Integrated learning model can make an important contribution in supporting national education policies while improving the quality of learning in schools. By effectively leveraging Artificial Intelligence technology, educational institutions will bridge the gap between traditional teaching practices and the ever-evolving demands of modern education.

Research on the effectiveness of Artificial Intelligence-integrated learning models in enhancing students' English writing skills at SMA Negeri 2 Takalar is important to determine whether Artificial Intelligence-assisted learning can significantly enhance students' writing abilities and provide innovative solutions to improve English education in the school. Given the challenges faced by students in writing, such as lack of ideas, limited vocabulary, and difficulty in grammatical structures, the use of Artificial intelligence technology can help students learn interactively and personally. In addition, this study is also relevant to the development of the digital era which demands the integration of technology in education.

This study aims to test the effectiveness of the integrated learning model of Artificial Intelligence in enhancing English writing skills of students at SMA Negeri 2 Takalar, to see whether using Artificial intelligence in learning to write can make SMA Negeri 2 Takalar students more proficient in writing English. By utilizing Artificial intelligence technology, it is hoped that students can be more confident in writing, be able to organize ideas better, and enhance the quality of their writing in terms of content and vocabulary. This study also aims to prove whether Artificial intelligence can be a good study partner for students at SMA Negeri 2 Takalar in enhancing their writing skills.

In this research, two AI-based platforms were applied in different groups to measure their effectiveness. The experimental class used Textto, an Artificial Intelligence-based website developed by Prashanth Kothari, which is specifically designed to improve writing skills. Textto provides a user-friendly interface and features that support the writing process such as grammar

correction, vocabulary suggestions, and writing style analysis. Its focus on writing practice makes Texto highly suitable as the main AI platform for improving students' writing ability in terms of content and vocabulary.

Meanwhile, the control class used Gemini, a generative AI platform developed by Google. Gemini offers broader generative functions, such as idea exploration, contextual vocabulary enrichment, and alternative phrasing. However, unlike Texto which is tailored for writing instruction, Gemini is more general in nature. By applying Gemini in the control class, this study aims to provide a meaningful comparison to see whether a platform designed specifically for writing (Texto) produces better outcomes than a more general AI platform (Gemini). This comparison highlights the distinctive contribution of Texto as the primary AI in the experimental class and Gemini as a benchmark in the control class.

B. Problem Statement

Based on the background above, the formulation of the problem is as follows: How effective is the Texto-integrated process-based writing learning model in enhancing students' English writing skills in narrative texts, focusing on content and vocabulary.

C. Objective of the Research

Based on the research problems above, the objectives of this study are as follows: To determine the effectiveness of the Texto-integrated process-based writing learning model in enhancing students' English writing skills in narrative texts, particularly in terms of content and vocabulary.

D. Significance of the Research

1. Theoretically

This research contributes to the academic field of English language education by enriching the literature on effective strategies for teaching writing skills, especially in the context of English as a Foreign Language (EFL). This research also provides a basis for future research on the use of an integrated learning model of Artificial Intelligence to enhance English writing skills in educational settings.

2. Practical

a. For Students

This research introduces an innovative approach to learning English writing skills by integrating Artificial Intelligence technology into the learning model. Artificial Intelligence tools enable students to receive personalized feedback and suggestions to enhance their writing skills. Students can practice writing more effectively, identify errors, and expand their vocabulary and content knowledge.

b. For Teacher

This research is beneficial for teachers by introducing a new teaching model that utilizes Artificial Intelligence to support the English writing process. Teachers can use Artificial Intelligence tools to efficiently assess students' work, track progress, and provide targeted feedback. This helps teachers save time on repetitive tasks and focus more on guiding students in developing their critical thinking and creativity in writing. In addition, this model serves as an example

in UPT SMAN 2 TAKALAR regarding how technology can be integrated into English language learning models to enhance learning outcomes.

c. For Researcher

This study contributes to the development of knowledge about technology-integrated learning models, especially in the use of Artificial Intelligence to enhance English writing skills. This study provides empirical evidence on the effectiveness of Artificial Intelligence -integrated learning models and offers insights into their application in educational settings. Future researchers can use this study to explore other aspects of Artificial Intelligence in language learning, compare different Artificial Intelligence tools, or examine their application in other language skills such as speaking, reading, and listening.

E. Scope of the Research

This study is limited to the use of a process-based writing learning model integrated with Text AI to enhance English writing skills in eleventh-grade students of UPT SMAN 2 Takalar. The learning model is applied to improve students' performance in writing narrative texts. The assessment focuses on two components: content and vocabulary. In this research, content includes the completeness, clarity, and logic of the story, which inherently covers elements such as the moral lesson and characters in the narrative. Vocabulary refers to the appropriateness, variety, and accuracy of word choice. The researcher focuses on these two components because most

students face difficulties in selecting suitable vocabulary and in developing complete, coherent content in their writing.



CHAPTER II

LITERATURE REVIEW

A. The Previous Related Research Findings

Many researchers related to this research that is used a theoretical foundation and reference for the researcher. First, Rahmi et al., (2024) discovered that writing tools powered by Artificial Intelligence had a substantial positive impact on students' writing abilities. These tools offered instant and customized feedback, enabling students to revise and refine their work in real time. As a result, the learning process became more effective and efficient. This process not only accelerated comprehension but also encouraged continuous process-based learning. In addition, learning efficiency increased because students did not have to wait for manual corrections from teachers, so they could use the time to practice or explore more aspects of writing.

Second, Malvado et al., (2022) demonstrated that the integration of technology can enhance English language skills, particularly in the realm of writing. Technology provides a variety of platforms and tools that support the learning process, such as automatic editing applications, Artificial Intelligence based software, and online collaboration platforms. These tools allow students to receive fast and accurate feedback, so they can better understand their mistakes and make improvements immediately. In addition, technology provides access to a variety of learning resources, such as digital dictionaries, interactive grammar guides, and relevant writing examples, all of which help broaden students' horizons in writing.

Third, Aljuaid, (2024); M. Pitychoutis, (2024); Wale & Kassahun, (2024) found that incorporating Artificial Intelligence technology into academic English classes enhanced students' writing quality while also making the learning experience more engaging and interactive. This confirms that Artificial Intelligence does not only function as an aid, but also as a pedagogical innovation that can revolutionize the way students learn to write, making the learning experience more enjoyable and meaningful.

Several studies from Alharbi, (2023); Asratie et al., (2023); Jingxin & Razali, (2020); Ranalli et al., (2017); Zhang & Huang, (2020) have found that Artificial Intelligence writing technology positively influences students' writing performance. For instance, Ranalli et al., (2017) discovered that Artificial Intelligence writing technology helps reduce students' writing errors. Similarly, research by Jingxin & Razali, (2020) and Zhang & Huang, (2020) showed that this technology enhances the writing skills of college EFL students and promotes their learning independence. Artificial Intelligence writing tools offer corrective feedback on vocabulary, sentence structure, organization, and content by referring to a large database of standard English.

Artificial Intelligence integration in learning has shown significant potential in improving writing skills, as evidenced by numerous studies. However, most of the research has been conducted in higher education or international contexts, leaving a gap in understanding its effectiveness in secondary school settings, particularly in areas such as Takalar, where access to advanced learning technologies may vary. UPT SMA Negeri 2 Takalar provides a unique context to examine how Artificial Intelligence integrated

learning models can address local challenges in English language education, such as limited teacher feedback time, varying student proficiency levels, and the need for engaging and personalized learning experiences. This study attempts to fill this gap by investigating how effective Texto is as an artificial intelligence integrated with a process-based writing learning model in enhancing the writing skills of English narrative texts of eleventh grade students at UPT SMAN 2 Takalar.

Unlike previous studies that were generally conducted at the tertiary level and in an international context, this study will focus on the high school level, namely UPT SMA Negeri 2 Takalar. Most previous studies emphasize the use of Artificial Intelligence in the context of general or academic learning without specifically integrating a process-based learning approach in writing. This study offers a different approach by integrating artificial intelligence technology, namely Texto, in a process-based writing learning model. Thus, this study not only tests the effectiveness of AI technology in improving students' writing skills, but also explores how such integration can support deeper, more sustainable, and contextual learning at the high school level. The focus on narrative texts also provides a more specific contribution to the development of students' creative writing skills, which are still rarely discussed in depth in previous studies.

B. Some Pertinent Ideas

1. Artificial Intelligence-Integrated Learning Model

a. Definition of Artificial Intelligence

Artificial Intelligence (AI) is a field of science and technology focused on creating computer systems that can mimic human cognitive abilities, such as thinking, learning, and decision-making. McCarthy, (1996), known as the father of AI, defined AI as the science and engineering of creating intelligent machines, specifically computer programs, capable of performing tasks like humans. However, Sabouret, (2021) cautions that AI does not possess human-like consciousness or understanding. AI is simply a machine that carries out instructions based on predetermined algorithms and data. In this sense, AI is humanity's attempt to mimic human intelligence in the form of a logical system capable of operating efficiently and automatically. Wang et al., (2015) expand on this understanding by explaining that AI is the ability of a system to act intelligently in complex situations, including making appropriate decisions and adapting to change. AI has been applied in various fields, including industry and healthcare, and is now increasingly developing in education.

As AI technology advances, a new subfield called Generative Artificial Intelligence (Generative AI) has emerged. Generative AI refers to AI systems that not only process or analyze data but also autonomously create new content, such as text, images, sound, video,

or even program code. According to Kambhatla, (2023), Generative AI uses a deep learning approach to learn from large amounts of data, then produces output that resembles human-generated content. This technology shifts AI from mere data processing to a creative tool that can mimic and produce human-like creations.

Floridi & Chiriatti, (2020) add that although Generative AI lacks intentionality or consciousness, the ability of these systems to create complex and seemingly original text or visuals indicates that AI has entered a realm previously considered exclusive to human creativity. However, this also brings ethical and pedagogical challenges, particularly in education, such as the potential for plagiarism, the spread of misinformation, and the potential decline in critical thinking if students rely solely on AI output.

Therefore, in education, Generative AI needs to be positioned not as a substitute for teachers or the learning process, but as a partner or collaborator that enriches the learning experience. Holmes et al., (2022) stated that generative AI can be a tool for providing personalized materials, instantly answering student questions, and providing automated feedback on assigned assignments. Meanwhile, teachers still play a central role in guiding the use of AI to ensure it aligns with learning objectives and educational values.

In this context, generative AI serves to expand access to learning, particularly when used to support writing activities. Munday, (2022) states that in the writing process, generative AI can be used at

various stages: from idea exploration and outlining to text editing. Students can interact with AI to find inspiration, develop more structured paragraphs, enrich vocabulary, and instantly check grammar. However, it is important for teachers to guide students so they don't rely solely on AI but also develop independent and reflective writing skills.

Thus, combining the advantages of generative AI technology with the active role of teachers and students can create a more innovative, collaborative, and meaningful learning process. AI does not replace humans, but rather strengthens human capabilities in learning, thinking, and creating. One of the concrete implementations of Artificial Intelligence in supporting writing instruction is the use of platforms such as Texto. Developed by Prashanth Kothari, Texto is an AI-based website specifically designed to enhance writing skills. This free-to-access platform, which requires only an email login, offers features such as grammar correction, vocabulary suggestions, and writing style analysis, all within a user-friendly interface. Its presence enables students to engage in independent and personalized learning tailored to their needs. Therefore, integrating tools like Texto into the learning process exemplifies how generative AI can complement human instruction, enrich the writing experience, and support the development of students' literacy in a more contextual and interactive way within the digital era.

b. Learning Model

Hamzah B.Uno, (2007) defines a learning model as a structured way of delivering lessons from start to finish, uniquely presented by the teacher. In other words, a learning model serves as a framework that integrates various approaches, methods, strategies, and techniques in the learning process.

According to Sutikno, (2019) explains that a learning model is a conceptual framework that outlines systematic steps for organizing learning experiences to achieve specific goals. It details the sequence of activities in the learning process, specifying the roles of teachers and students, the order of activities, and the tasks that students need to complete.

According to Ahyar & Edyansyah, (2021) state that a learning model is a conceptual framework that serves as a guide for conducting learning activities. Using the right model helps make learning more structured, easier to understand, and more effective for students. Therefore, the chosen model should align with the subject matter, learning objectives, and the learning environment, including students' needs. Additionally, teachers must have full control over the selected model. If these factors are not considered, the learning process may become ineffective, leading to students losing interest, an uncomfortable learning atmosphere, and suboptimal academic performance.

In conclusion, a learning model is a structured framework that guides the teaching and learning process to achieve specific goals. According to Hamzah B. Uno (2007), it serves as a structured approach used by teachers, while Sutikno (2019) emphasizes its role in organizing learning experiences systematically. Ahyar & Edyansyah (2021) highlight that an effective learning model must align with the subject matter, learning objectives, and student needs. If not applied properly, it can lead to ineffective learning, student disengagement, and poor academic outcomes. Therefore, selecting and implementing the right learning model is crucial for successful teaching and learning.

c. Procedure for the Textto AI Integrated Process Based-writing Learning Model

There are several steps in using Textto AI that must be done by students. This will make it easier for students to do this writing stage. Some of these strategies are:

1. Choosing a Topic and Collecting Ideas

First, students choose a narrative topic (e.g., personal experience, folklore, or fiction). According to Tompkins, (2008) the initial stages of writing involve selecting a topic and exploring ideas, which can be done through brainstorming or discussion. Then, students can use Textto to brainstorm story ideas based on the topic they choose. Students can ask Textto to provide examples of settings, characters, or conflicts.

2. Creating an Outline

Students create a story outline by paying attention to the narrative structure (orientation, complication, resolution and reorientation). According to Flower & R Hayes, (1981), this stage is the initial cognitive process in which writers plan what they will write by organizing ideas and determining the purpose of writing. Textio can help compile the outline by providing suggestions for a logical flow or improving an existing structure.

3. Drafting

According to Murray, (1980), drafting is the stage where the writer pours out ideas in the form of initial writing without paying too much attention to perfection. Graves, (1983) added that drafting allows further exploration of ideas and provides flexibility for writers to develop their narratives. Students begin writing a draft based on the outline they have created. Students can use Textio to get examples of interesting opening sentences or dialogue between characters. Textio can help suggest appropriate vocabulary or expressions to describe emotions or atmosphere.

4. Revising

According to Sommers, (1982) revision is an important step that is more than just editing; it is a process of rethinking the content and structure of the writing to make it clearer and more effective. Harmer, (2004) also emphasizes that revision allows students to develop ideas and refine the organization of their

writing. Students can use Texto to identify parts of the story that are unclear or too long and enhance sentences to make them more effective and interesting.

5. Editing

According to Ferris & HedgcockJ, (2004), the editing stage focuses on improving the mechanical aspects of writing, such as grammar, spelling, and punctuation. Brown & Lee, (2015) states that editing is an important part of writing, especially for second language learners (L2 learners), because it helps enhance the accuracy of their writing. Finally, students recheck the grammatical errors in their story content and the spelling of each vocabulary they use. Texto can provide explanations of the errors found so that students learn from them.

d. Advantages and Disadvantages

There are several advantages and disadvantages in using the Texto Artificial Intelligence-Integrated Learning Model In Enhancing English Writing Skills. The advantages are as follows:

- 1) Customized lessons, Texto AI can adjust the level of difficulty of the lesson according to our respective abilities. So, we will not feel too easy or too difficult when learning.
- 2) Personal tutor, Texto AI can provide very specific input on our writing, from word choice to sentence structure. That way, we can enhance our writing more quickly and effectively.

- 3) Learn anytime and anywhere, We can learn to write anytime and anywhere, as long as there is internet. This is very flexible, especially for those of us who have busy schedules.
- 4) Unlimited story ideas: Textto AI can provide lots of unique and interesting story ideas. This is very useful when we run out of ideas or want to try writing a new genre.
- 5) Develop your own writing style, Textto AI can help us find the writing style that best suits our personality. We can experiment with various writing styles and find a unique voice.

While the disadvantages are as follows:

- 1) Too dependent on Textto AI, If we rely too much on Textto AI, we can become lazy to think for ourselves and have difficulty solving problems with our own abilities.
- 2) Not everyone has access, Not everyone has a computer or adequate internet to use Textto AI.
- 3) Lack of social interaction, Learning to write is not only about technique, but also about interacting with others. Textto AI cannot replace the role of teachers or friends in providing input and support.
- 4) Textto AI is not perfect, Textto AI learns from existing data, and that data can contain errors. So, input from Textto AI is not necessarily always correct.

2. Writing

a. Writing Skills

According to Suparno dan Endy, (2005) state that writing is an essential language skill, alongside speaking, reading, and listening, that is used for communication. Developing writing skills requires practice, critical thinking, creativity, and a strong understanding of grammar. Writers need to know what to write and how to organize their ideas effectively. Unlike spoken communication, writing allows individuals to convey messages indirectly. It is a productive and expressive skill that involves proper use of writing conventions, sentence structure, and vocabulary. However, writing proficiency does not develop instantly; it requires continuous practice and training.

Writing is one manifestation of language skills, most of which are only mastered by someone who learns the language after listening, speaking, and reading skills (Rizky Mirani Desi Pratama, 2024). Setyowati (2016) is of the opinion that writing is pouring out thoughts into writing and pouring them out appropriately. Writing skills refer to the ability to communicate ideas, thoughts, and information effectively through written language. These skills encompass a range of competencies, including mastery of grammar, vocabulary, coherence, organization, and creativity, all of which contribute to producing clear, structured, and engaging text. Effective writing requires the use of proper grammar and sentence structure to ensure accuracy, a rich vocabulary to convey ideas accurately, and logical

organization to make content easy to follow. Additionally, strong writing incorporates coherence and cohesion, which allow ideas to flow smoothly, and adjusts style and tone based on purpose and audience.

In conclusion, writing is an essential language skill that requires practice, creativity, and mastery of grammar, vocabulary, and structure. It is a productive activity that allows individuals to communicate their thoughts effectively in written form. Writing skills do not develop automatically but require continuous training and practice. Additionally, effective writing involves coherence, organization, and the ability to adapt style and tone based on the purpose and audience

b. Purpose of writing

According to Sa'adah, (2020) explains that the main purpose of writing is to express ideas and convey messages to the reader, making the clarity of ideas a crucial aspect of writing. This means that writing is not just about putting words on paper; it also requires careful attention to various elements to ensure readers can understand the intended message. Writing is a complex skill that involves multiple aspects, such as content, structure, grammar, style, and coherence. Effective writing requires the ability to construct grammatically correct and meaningful sentences.

c. Component of Writing

According to Sa'adah, (2020), to produce good writing, there are several components that must be considered by the writer, including the following:

1) Content

Content refers to the essence of writing, representing the main idea and a series of related statements that develop a specific topic. A well-written essay stays focused on the given topic, presents clear and well-developed ideas, and avoids irrelevant information. In narrative texts, content includes essential story elements such as orientation, complication, resolution, and reorientation, as well as embedded aspects like characters and moral lesson. These elements contribute to the completeness, clarity, and logic of the story.

2) Organization

A well-structured piece of writing should include an introduction, body, and conclusion, along with a suitable title. The introduction should be engaging, clearly state the topic, and smoothly transition into the main content. The body should be organized logically with proper use of transitional expressions, while the conclusion should be clear and complete. Organization in writing plays a vital role in ensuring that ideas flow logically, making it easier for readers to understand the text. Effective organization enhances cohesion

and coherence, helping readers follow the progression of ideas smoothly.

3) Vocabulary

Vocabulary refers to the collection of words that an individual knows or uses. Hadfield et al., (2008) classify vocabulary into two types. The first is productive (active) vocabulary, which consists of words that a person can use in speaking or writing. The second is receptive (passive) vocabulary, which includes words that a person understands but does not actively use in communication. Noorman Haryadi et al., (2021), defined vocabulary is a collection of terms with substance utilized to convey a concept for communication. This is why learning vocabulary is essential. Vocabulary plays a crucial role in language learning, as it is the foundation for understanding and communication. Without sufficient vocabulary knowledge, it becomes challenging to comprehend a language effectively.

4) Language Use

According to Etfita, (2019), grammar is the framework of a language since it consists of the language system, such as pronunciation, the formation of words, and word orders. Language use in writing refers to the correct application of grammar and sentence structure, including the organization of words, phrases, clauses, and sentences to create logical connections within a paragraph. In writing, grammar

encompasses the accurate use of sentence structures, including subject-verb agreement, number, tense, word order, articles, pronouns, and prepositions, ensuring clarity and correctness in communication.

5) Mechanic

According to Heaton, (1988), the mechanic focuses on how well the writers may use the grammatical structures and writing rules specific to the written language. Additionally, Yuliah et al., (2019) stated that writing requires proper and correct techniques, including capitalization, punctuation, and spelling, to construct excellent language. Therefore, mechanics is a crucial aspect in writing to build meaningful words, including capitalization, punctuation, and spelling in the writing process.

In the context of this research, although all five components above are recognized as important in assessing writing quality, the focus is limited to content and vocabulary. This decision is based on preliminary observations indicating that the main challenges faced by eleventh-grade students at UPT SMAN 2 Takalar are: (1) developing complete and coherent content in their narrative writing (including essential elements such as moral lesson and characters), and (2) selecting appropriate, varied vocabulary to convey meaning effectively. The other components organization, language use, and mechanics are acknowledged as integral aspects of writing quality but

are not measured separately in this study due to the scope and objectives of the research.

3. Narrative Text

a. Definition of Narrative text

A narrative text is a form of writing designed to tell a story (Larasita Harahap, 2019). It consists of real or fictional events intended to engage and entertain readers or audiences. Narrative text structures actions, thoughts, and character interactions into a coherent plot. It presents a story in a way that captivates readers, allowing them to relate to the events as if they were experiencing them firsthand. Narrative texts can be delivered in written or spoken form, with the storyteller referred to as the narrator (Rizky, 2019). There are various types of narrative texts, including fairy tales, horror stories, fables, legends, folktales, and short stories.

According to Dhillon et al., (2020) narrative refers to the description of events, particularly in novels, fables, or legends, and the ability to convey a story effectively. Narratives typically recount events that occurred in the past. In general, the past tense is commonly used in narrative writing, as it describes actions or events that have already taken place.

b. Kind of Narrative Text

A narrative text tells a sequence of events or experiences involving a central character who often faces various challenges and undergoes personal growth or change. According to Ulitha et al.,

(2018), narrative texts can be categorized into several types, depending on their characteristics, such as:

1) Fairy Tale

Fairy tales are imaginative and unreal stories, often rooted in folklore or children's literature, typically featuring magical elements.

2) Folktale

Folktales are traditional stories passed down orally from one generation to the next, becoming a part of a community's cultural heritage.

3) Legend

Legends are traditional stories believed by many to be true, often containing heroic themes and explaining the origin of a place or phenomenon.

4) Myth

Similar to folktales, myths are traditional stories that are sometimes still believed to be real in modern times, often explaining natural events or cultural practices.

5) Science Fiction

Science fiction, or sci-fi, involves imaginative storytelling based on futuristic science and technology, exploring advanced concepts and innovations

6) Romance

Romance stories revolve around love and usually depict the emotional journey and struggles of the main characters in their romantic relationships.

7) Fable

Fables are fictional narratives featuring animals that act like humans, designed to convey moral lessons by reflecting human traits through animal characters.

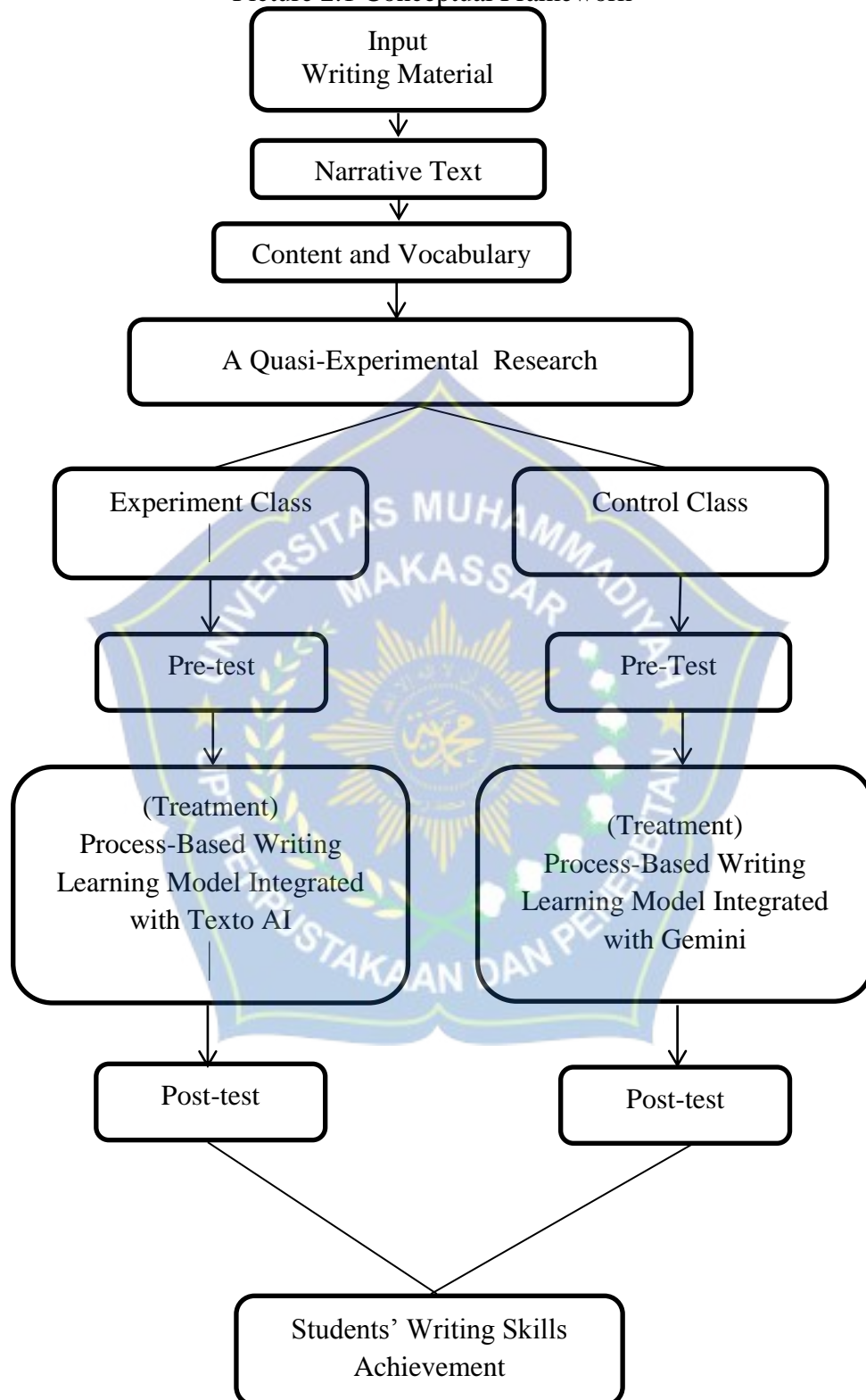
c. Generic structure of Narrative Text

According to Larasita Harahap, (2019) there are four elements of structure of Narrative, they are:

- a. Orientation introduces the main topic of an activity or event being narrated.
- b. Sequence of events describes a series of conflicts or incidents that occur within the story.
- c. Resolution presents the solution to the problems or conflicts in the narrative.
- d. Coda provides a brief conclusion that conveys a moral lesson for the reader.

C. Conceptual Framework

Picture 2.1 Conceptual Framework



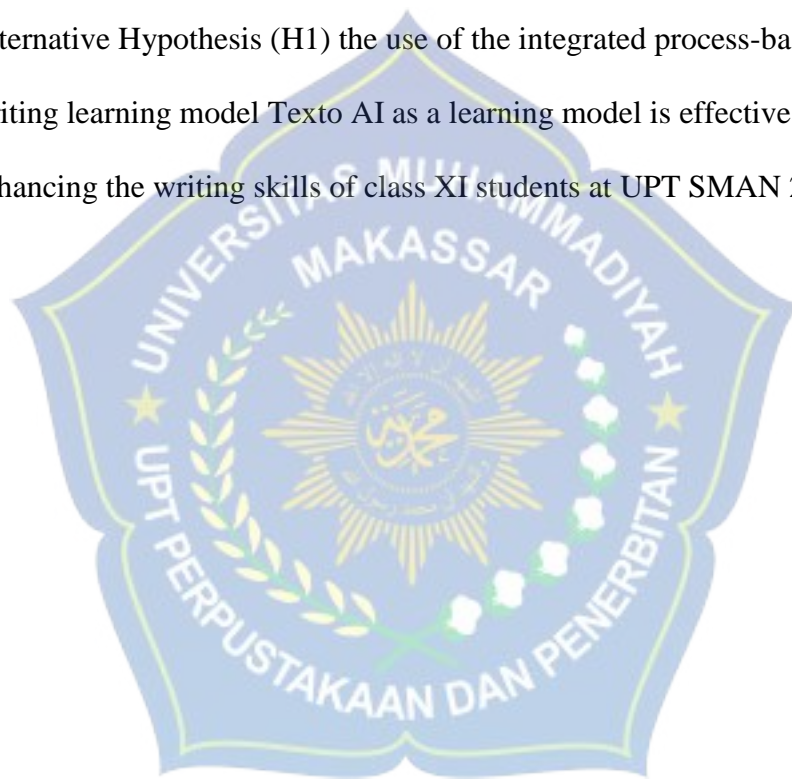
The purpose of the conceptual framework above is to find out whether the application of the Texto AI integrated process-based writing learning model can enhance students' narrative text writing skills. So, this framework presents how the method used by researchers to conduct a quasi-experimental design that has two classes, namely; experimental class and control class. The experimental class consists of pre-test, treatment (Texto AI integrated process-based writing learning model), post-test, and the control class consists of pre-test, treatment (Process-based writing learning model integrated with Gemini), and post-test.

The conceptual framework above consists of input, process, and output. The input itself consists of writing skills with the application of the Texto AI integrated process-based writing learning model in conducting experimental research. Furthermore, the research process consists of pre-test, treatment, and post-test. The experimental class itself applies the Texto AI integrated Process-Based Writing learning model while the control class only applies the Process-Based Writing learning model without Artificial Intelligence integration. Thus, researchers can obtain a comparison between the two treatments. And finally, the post-test is carried out after the treatment. It is hoped that researchers can determine the effectiveness of the Process-Based Writing learning model integrated with Texto AI in improving students' Narrative Text writing skills after implementing the conceptual framework above.

D. Hypothesis Testing

Based on the related research above, the researcher proposes the following hypotheses for this study:

- 1) Null Hypothesis (H₀) the use of the integrated process-based writing learning model Texto AI as a learning model is not effective in enhancing the writing achievement of narrative texts of class XI students at UPT SMAN 2 Takalar.
- 2) Alternative Hypothesis (H₁) the use of the integrated process-based writing learning model Texto AI as a learning model is effective in enhancing the writing skills of class XI students at UPT SMAN 2 Takalar.



CHAPTER III
RESEARCH METHOD

A. Research Design

This study used Quasi Experimental Design. In this study there were two classes, namely the experimental class and the control class. Both classes were given the same posttest and pretest but with different treatments. The following is an illustration of the design.

Table 3.1 Research Design

EC	O ₁	X ₁	O ₂
CC	O ₁	X ₀	O ₂

(Campbell & Stanley, 1963)

Where :

EC : Experimental Class

CC : Control Class

X₁ : Process-Based Writing Learning Model Integrated with Texto AI

X₀ : Process-Based Writing Learning Model Integrated with Gemini

O₁ : Pre-Test

O₂ : Post Test

B. Research Variable

Variables are everything that becomes the object of research or factors that influence research.

1. Independent variable

The independent variable in this study is the Texto AI integrated process-based learning as a learning model.

2. Dependent variable

The dependent variable in this study is students' writing skills in narrative texts.

C. Population and Sample

1. Population

The population in this study was students of class XI UPT SMAN 2 Takalar consisting of twelve classes; XI.1, XI.2, XI.3, XI.4, XI.5, XI.6, XI.7, XI.8, XI.9, XI.10, XI.11, and XI.12. Each class consisted of 30 students, so the total population was 360 students.

2. Sample

In selecting the sample, the researcher used a purposive sampling technique by taking two classes. The researcher selected the samples by observing the characteristics of the classes whose students still needed to enhance their writing skills, especially in narrative texts. The researcher took class XI.3 with a process-based writing learning model integrated with Texto AI (experimental class) and class XI.4 with a process-based writing learning model integrated with Gemini (control class), with each class consisting of 30 students.

D. Research Instrument

The research instrument was a written test consisting of a pre-test and a post-test. The pre-test was given to measure students' initial ability in writing narrative texts of fable, while the post-test was administered

after the treatment to see students' improvement. In the experimental class, the process-based writing learning model integrated with Texto AI was applied, while in the control class, the same model was integrated with Gemini to assist students in generating ideas, organizing content, and enhancing their writing.

E. Procedure of Data Collection

Pre-test and post-test were data collection methods that were used in this study. Quantitative data collection was the method that was used in this study.

1. Pretest (pre-test), A pre-test was administered to determine students' narrative writing skills before implementing the process-based writing learning model integrated with Texto AI. At this stage, students were asked to write a narrative text in the form of a fable. The pre-test was administered before the treatment.
2. Giving Treatment (treatment), Researchers used a process-based writing learning model integrated with Texto AI in the Experimental class and used a Gemini integrated process-based writing learning model in the Control class. The teaching and learning process was as follows:

- a. Experimental Class

- 1) Meeting 1

At the beginning of the first meeting, the researcher opened the class by greeting the students, checking their attendance, and asking about their condition. The researcher then reviewed the previous lesson and introduced the topic of narrative text, focusing

on fables as the specific type to be studied. During the teaching activity, the researcher explained the concept of narrative text, including its definition, purpose, and generic structure, namely orientation, complication, resolution, and reorientation. Several simple examples of fables were also discussed to give students a clear understanding of how moral values are usually conveyed in such stories. At the end of the meeting, the researcher asked students to reflect on the lesson and encouraged them to prepare ideas for writing their own fables in the following session.

2) Meeting 2

In the second meeting, the researcher greeted the students and briefly reviewed the material about the structure and purpose of narrative text, emphasizing fables as the focus. The teaching activity was then centered on introducing the process-based writing learning model. The researcher guided the students through the prewriting stage, such as brainstorming and outlining, while also showing how to use Text to AI to support idea generation. The students worked on creating outlines for their own fables with the help of the AI tool. At the end of the lesson, students shared their outlines, and the researcher provided comments and feedback, while reminding them to be ready to develop their drafts in the next meeting.

3) Meeting 3

The third meeting was opened by greeting the students and reviewing the outlines of fables they had created. The researcher

motivated the students to continue developing their work into complete texts. During the teaching process, the students wrote their first drafts of fables by following the process-based writing model integrated with Text to AI. The researcher guided the activity and ensured that students used the AI tool effectively to receive feedback on grammar, vocabulary, and coherence. At the end of the meeting, students submitted their drafts, and the researcher provided general comments and suggestions for improvement in preparation for the final revision.

4) Meeting 4

In the fourth meeting, the researcher greeted the students and explained that the focus of the lesson was to finalize their fables. The students revised and polished their drafts based on the feedback they had received both from the researcher and from Text to AI. Peer review was also encouraged to help students strengthen their final products. At the end of the meeting, the researcher asked about the challenges the students faced during the writing process, gave additional comments on their performance, and concluded the lesson with a closing greeting.

b. Control Class

1) Meeting 1

At the beginning of the first meeting, the researcher opened the class by greeting the students, checking their attendance, and asking about their condition. The researcher then reviewed the previous

lesson and introduced the topic of narrative text, with a special focus on fables as the type of narrative to be studied. During the teaching activity, the researcher explained the definition, purpose, and generic structure of narrative text, namely orientation, complication, resolution, and reorientation. Several simple examples of fables were provided to help students understand how moral lessons are presented through characters and events. At the end of the session, the researcher asked students to reflect on the lesson and prepare ideas for creating their own fables in the next meeting.

2) Meeting 2

In the second meeting, the researcher greeted the students and briefly reviewed the characteristics of fables. The teaching activity continued with the introduction of the process-based writing learning model. The researcher guided the students in the prewriting stage, such as brainstorming ideas and making outlines. At this stage, Gemini AI was introduced as a tool to support idea development and provide suggestions for vocabulary and expressions. Students practiced using Gemini to generate ideas for their fable outlines. At the end of the class, students shared their outlines, and the researcher gave feedback and reminded them to be ready to develop drafts in the following meeting.

3) Meeting 3

The third meeting was started with greetings and a short review of students' outlines. The teaching activity focused on developing the outlines into the first draft of a fable. The researcher guided students through the drafting stage by encouraging them to write their stories based on the narrative structure. Students used Gemini AI to check grammar, vocabulary, and sentence arrangement. The researcher monitored the process, ensuring that students applied feedback effectively. At the end of the lesson, the drafts were collected, and the researcher provided initial comments for further revision.

4) Meeting 4

In the fourth meeting, the researcher opened the class with greetings and explained that the session would focus on revising and finalizing the students' fables. The students worked on revising their drafts by considering both the researcher's feedback and suggestions from Gemini AI. Peer review was also encouraged to strengthen the quality of their writing. At the end of the class, the researcher asked the students about the challenges they faced while writing with the support of Gemini AI, provided comments on their performance, and closed the session with greetings.

3. Posttest (Post-test). After the treatment, the researcher gave a post-test to both the experimental class and the control class by having the students create narrative texts in the form of fables, with special attention to content

and vocabulary. This aimed to determine whether the two learning models were effective in improving students' narrative writing skills.

4. Assessment, to assess students' writing skills, an assessment rubric was needed. In this study, the researcher used an assessment rubric. The writing assessment rubric could be seen in the table below:

Table 3.2 Scoring Scheme of Writing in Two Components

Aspect of Writing	Level	Score	Criteria
Content	Excellent to Very Good	51-60	The content is very clear, complete, and relevant. The story is engaging and logical. The narrative structure is complete (orientation, complication, resolution, reorientation), and it includes essential elements such as well-developed characters and a clear moral lesson.
	Good to Average	41-50	The content is quite complete and clear. The narrative structure is mostly present. The story is quite logical and relevant.
	Fair to Poor	31-40	The content is incomplete. Important sections are missing. The structure is incomplete. Ideas are underdeveloped.
	Very Poor	21-30	The content is weak and difficult to understand. The structure is unclear. Many parts of the story are missing or illogical.
Vocabulary	Excellent to Very Good	36-40	Word choice is very precise and varied. Appropriate to context. Almost no errors.
	Good to Average	31-35	Vocabulary is quite precise and varied. Some minor errors, but the meaning remains clear.
	Fair to Poor	26-30	Limited vocabulary. Some words are imprecise, but the meaning is still

			understandable.
	Very Poor	21-25	Many words are imprecise or out of context. The meaning begins to be distorted.

(Jacobs et al., 1981 adapted)

Table 3.3 Score Classification

No	Classification	Score
1	Excellent to Very Good	85-100
2	Good To Average	70-84
3	Fair to Poor	55-69
4	Very Poor	40-54

(Jacobs et al., 1981 adapted)

F. Data Analysis

The data were analyzed after being collected. Using SPSS V.22, the test results for this study were processed automatically and evaluated at a significance level of 0.05. The following were some of the components included in the data analysis.

1. Descriptive Analysis

Descriptive analysis is a statistical method aimed at providing an explanation or description of a research topic based on variable data obtained from a specific group of subjects, Khasanah, (2021).

2. Inferential Analysis

a. Normality Test

The normality test determines whether the data set is normally distributed. In this study, IBM SPSS Statistics V.22 is use for the

normality test. If the significance value, or p-value, of the data is higher than 0.05, the data is considered regularly distribute. On the other hand, the data is classified as not normally distribute if the p-value is less than 0.05.

b. Homogeneity Test

After the results of the normality test are obtain, a homogeneity test is conduct. Using the results of the normality test, the researcher evaluates the homogeneity of the data. This test establishes the homogeneity of the data. The analysis is conduct using IBM SPSS Statistics V.22, and the data are considered homogeneous if the significance value is greater than or equal to 0.05.

3. Independent T-Test

When comparing students' English writing skills before and after using the Texto AI integrated learning model, the t-test was used to determine whether there was a significant change. This analysis used IBM SPSS Statistics V.22. If the results show Sig. (2-tailed) > 0.05, the null hypothesis is accepted. Conversely, if Sig. (2-tailed) < 0.05, the alternative hypothesis is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research and its discussion. The results of this study are in the form of data obtained through a completion test to see student performance after being taught narrative text material of the fable type using a process-based writing teaching model integrated with Text to AI.

A. Findings

In this section, the researcher analyzed the data collected from pre-test and post-test in both classes. In analyzing the data, t-test was used and all the data were performed in statistical form. Before calculating t-test, the researcher has to conduct the normality test and the homogeneity test in order to know whether the data from both classes have been normally distributed or not and whether the samples were homogeneous or not. Additionally, the data were analyzed and calculated by using IBM SPSS 24 version, except the improvement percentages and rate percentages and effect size which calculated manually. The findings of this research can be seen as follows:

1. Descriptive Analysis of Pre-test and Post-test of Experimental Class and Control Class

a. Results of Descriptive Analysis of Pre-test of Experimental Class and Control Class

Table 4.1 Descriptive Analysis of Pre-test of Experimental Class and Control Class

Class	N	Minimum	Maximum	Mean	Std. Deviation
Eksperiment Class	30	49	66	56,43	4,415
Control Class	30	50	62	56,20	2,618
Valid N (listwise)	30				

The table above presents descriptive statistics of pretest scores in the experimental and control classes, each consisting of 30 students. The average pretest score in the experimental class was 56.43 with a standard deviation of 4.415, while in the control class the average was 56.20 with a standard deviation of 2.618. The minimum and maximum scores in the experimental class ranged from 49 to 66, while in the control class they ranged from 50 to 62. These data indicate that before the treatment was given, both classes had relatively balanced initial scores, indicated by nearly identical average scores. Although there was a slight difference in the distribution of scores—the experimental class had a higher variation than the control class—this indicates that the initial conditions of both groups were sufficiently equal to be administered the treatment in an experimental study.

- b. Results of descriptive analysis of post-test of experimental class and control class

Table 4.2 Descriptive Analysis of Post-test of Experimental Class and Control Class

Class	N	Minimum	Maximum	Mean	Std. Deviation
Eksperiment Class	30	79	91	85,30	3,313
Control Class	30	60	75	67,90	4,017
Valid N (listwise)	30				

The table above shows descriptive statistics of posttest scores in the experimental and control classes, each consisting of 30 students. The average posttest score in the experimental class was 85.30 with a standard deviation of 3.313, while the control class had an average

of 67.90 with a standard deviation of 4.017. The minimum and maximum scores in the experimental class ranged from 79 to 91, while those in the control class ranged from 60 to 75. These data indicate a significant difference between the two classes, with the experimental class having a significantly higher average score than the control class after the treatment was administered. Furthermore, the relatively small standard deviation in the experimental class indicates that most students had evenly distributed learning outcomes. These findings indicate that the treatment of the process-based writing learning model integrated with Text AI given to the experimental class contributed to enhancing students' narrative text writing skills.

c. The Rate Percentage of Students' Score in Pre-test and Post-test

Table 4.3 Percentage of Students' Score in Pre-test and Post-test

No	Classification	Score	Eksperiment Class				Control Class			
			Pretest		Posttest		Pretest		Posttest	
			F	%	F	%	F	%	F	%
1	Excellent to Very Good	85-100	-	0%	15	50%	-	0%	-	0%
2	Good To Average	70-84	-	0%	15	50%	-	0%	13	43,4%
3	Fair to Poor	55-69	18	60%	-	0%	23	76,6%	17	56,6%
4	Very Poor	40-54	12	40%	-	0%	7	23,4%	-	0%

The table above shows the distribution of pretest and posttest scores for the experimental and control classes. During the pretest, the majority of students in both classes were in the low category. Sixty percent of students in the experimental class and 76.6% in the control class were in the "Fair to Poor" category (scores 55–69). Furthermore, 40% of students in the experimental class and 23.4% in

the control class were in the "Very Poor" category (scores 40–54). No students in either class achieved the "Good to Average" or "Excellent to Very Good" categories on the pretest.

However, posttest results showed significant improvement in the experimental class. Fifty percent of students in the experimental class achieved the "Excellent to Very Good" category (85–100) and the other 50% achieved the "Good to Average" category (70–84). No further students in the experimental class fell into the low category. In contrast, improvement in the control class was more limited. A total of 43.4% of students in the control class fell into the "Good to Average" category, while the remaining 56.6% fell into the "Fair to Poor" category. No students reached the "Excellent to Very Good" category.

These data indicate that the experimental class' use of the process-based writing learning model integrated with Texto AI had a significant positive impact on enhancing students' narrative text writing skills compared to the control class' use of the process-based writing learning model integrated with Gemini.

2. Descriptive Analysis in Content and Vocabulary

a. Descriptive Analysis Results of Pretest And Posttest Content in the Experimental and Control Classes

1) Descriptive Analysis of Pre-test Content of Experimental Class and Control Class

Table 4.4 Descriptive Analysis Pre-test in Content

Class	N	Minimum	Maximum	Mean	Std. Deviation
Eksperiment Class	30	27	37	30,63	2,760
Control Class	30	23	34	29,73	2,377
Valid N (listwise)	30				

The table above shows descriptive statistics for vocabulary scores on the pretest in the experimental and control classes, each with 30 students. The average vocabulary score in the experimental class was 30.63 with a standard deviation of 2.760, while in the control class the average was 29.73 with a standard deviation of 2.377. The minimum and maximum scores in the experimental class ranged from 27 to 37, while in the control class they ranged from 23 to 34. Based on these data, it appears that both classes had relatively balanced initial abilities in the vocabulary aspect, indicated by the average scores that were not significantly different. Although the experimental class had a slightly higher average score, the difference was still relatively small. The variation in scores across the two classes also indicates that there is diversity in students' initial abilities in vocabulary mastery. These data reflect that the initial conditions of the two classes were sufficiently equal to be compared in this study.

2) Descriptive Analysis of Post-test Content of Experimental Class and Control Class

Table 4.5 Descriptive Analysis Post-test in Content

Class	N	Minimum	Maximum	Mean	Std. Deviation
Eksperiment Class	30	44	56	50,23	2,944
Control Class	30	32	42	36,80	3,078
Valid N (listwise)	30				

Based on the descriptive results of the post-test data, it is known that the average value (mean) of the experimental class is 50.23 with a standard deviation of 2.944, while the control class has an average value of 36.80 with a standard deviation of 3.078. The minimum and maximum values in the experimental class are 44 and 56, respectively, while in the control class are 32 and 42. This significant difference in average values indicates that the experimental class obtained higher results compared to the control class. This indicates that the treatment of the process-based writing learning model integrated with Text to AI given to the experimental class has the potential to have a positive impact on improving students' learning outcomes in writing narrative texts in the content aspect.

3) The Rate Percentage of Students' Score in Pre-test and Post-test
in Content

Table 4.6 The Rate Percentage of Students' Score in
Pre-test and Post-test in Content

No	Classification	Score	Eksperiment Class				Control Class			
			Pretest		Posttest		Pretest		Posttest	
			F	%	F	%	F	%	F	%
1	Excellent to Very Good	51-60	-	0%	12	40%	-	0%	-	0%
2	Good To Average	41-50	-	0%	18	60%	-	0%	7	23,4%
3	Fair to Poor	31-40	11	36,6%	-	0%	11	36,6%	23	76,6%
4	Very Poor	21-30	19	63,4%	-	0%	19	63,4%	-	0%

The table above shows the distribution of student scores based on the content assessment classification categories in the pretest and posttest for the experimental and control classes. In the experimental class, before the treatment (pretest), the majority of students were in the Very Poor category (21–30), with 19 students (63.4%) and the remainder in the Fair to Poor category (31–40), with 11 students (36.6%). However, after the treatment (posttest), there was a significant improvement, with 12 students (40%) reaching the Excellent to Very Good category (51–60), and 18 students (60%) reaching the Good to Average category (41–50), while no students remained in the lower categories.

Conversely, in the control class, the pretest conditions showed a similar pattern to the experimental class, with 19 students (63.4%) in the Very Poor category and 11 students (36.6%) in the Fair to Poor category. However, the posttest results in the control class did not show a significant improvement. Only 7 students (23.4%) advanced to the Good to Average category, while the

majority, 23 (76.6%), remained in the Fair to Poor category. No students in the control class reached the Excellent to Very Good category.

Further examining the content aspect, it appears that students in the experimental class experienced better development in their narrative writing skills, particularly in terms of content completeness, topic relevance, and a more logical and structured storyline. This indicates that the Text to AI integrated process-based writing learning model provided in the experimental class not only improved overall scores but also specifically improved the quality of students' writing compared to students in the control class.

- b. Descriptive Analysis results of pretest and posttest Vocabulary in the experimental and control classes
- 1) Descriptive Analysis results of pretest Vocabulary in the experimental and control classes

Table 4.7 Descriptive Analysis Pre-test in Vocabulary

Class	N	Minimum	Maximum	Mean	Std. Deviation
Eksperiment Class	30	21	31	25,80	2,670
Control Class	30	23	30	26,47	2,097
Valid N (listwise)	30				

Table 4.7 shows the results of the descriptive analysis of the pre-test on vocabulary for the experimental and control classes. The average score for students in the experimental class was 25.80, with a minimum score of 21 and a maximum of 31, and a standard deviation of 2.670. Meanwhile, in the control class, the average score was slightly higher, at 26.47, with a minimum score of 23

and a maximum of 30, and a standard deviation of 2.097. The difference in average scores between the two classes was still relatively small, indicating that students' initial vocabulary abilities were relatively comparable before the treatment was administered. Thus, the initial conditions of both groups can be said to be equivalent in terms of vocabulary mastery, which provides a good basis for comparing the effects of the treatment in the post-test later.

2) Descriptive Analysis results of Post-test Vocabulary in the experimental and control classes

Table 4.8 Descriptive Analysis Post-test in Vocabulary

Class	N	Minimum	Maximum	Mean	Std. Deviation
Eksperiment Class	30	29	39	35,01	2,406
Control Class	30	27	35	31,10	1,918
Valid N (listwise)	30				

Table 4.8 presents the results of the descriptive analysis of the post-test on vocabulary aspects for the experimental and control classes. In the experimental class, the average score obtained by students was 35.01 with a minimum score of 29 and a maximum of 39, and a standard deviation of 2.406. Meanwhile, the control class had a lower average score of 31.10, with a minimum score of 27 and a maximum of 35, and a standard deviation of 1.918. These data indicate that students in the experimental class experienced a greater increase in vocabulary mastery compared to students in the control class. The quite striking difference in average scores between the two classes indicates that the treatment given to the

experimental class contributed positively to the improvement of students' vocabulary skills after the learning.

The table above presents descriptive statistics for the "Vocabulary" component in writing narrative texts of the fable type of experimental class students before and after treatment. At the pre-test, the minimum score was 21 and the maximum was 31, with an average score of 25.80. After the learning intervention was given, the vocabulary score increased significantly, with a minimum score of 29 and a maximum of 39. The average also increased to 35.07.

The increase in the average score from 25.80 to 35.07 reflects significant development in students' vocabulary mastery after undergoing treatment. Overall, these data indicate that the learning treatment given is able to strengthen students' vocabulary mastery in the context of writing.

3) The Rate Percentage of Students' Score in Pre-test and Post-test in Vocabulary

Table 4.9 The Rate Percentage of Students' Score in Pre-test and Post-test in Vocabulary

No	Classification	Score	Eksperiment				Control Class			
			Pretest		Posttest		Pretest		Posttest	
			F	%	F	%	F	%	F	%
1	Excellent to Very Good	36-40	-	0%	13	43,3%	-	0%	-	0%
2	Good To Average	31-35	1	3,4%	15	50%	-	0%	20	66,66%
3	Fair to Poor	26-30	14	46,6%	2	6,7%	17	56,66%	10	33,34%
4	Very Poor	20-25	15	50%	-	0%	13	43,34%	-	0%

Table 4.9 shows the percentage distribution of student scores based on the assessment classification in the pre-test and post-test for vocabulary in the experimental and control classes. In the experimental class, before the treatment (pre-test), the majority of students were in the Very Poor (20–25) category (15 students (50%) and Fair to Poor (26–30) category (14 students (46.6%), with only one student (3.4%) in the Good to Average (31–35) category, and no students reached the Excellent to Very Good (36–40) category. However, after the treatment, there was a significant improvement: 13 students (43.3%) were in the Excellent to Very Good category, 15 students (50%) were in the Good to Average category, and only two students (6.7%) remained in the Fair to Poor category. There were no further students in the Very Poor category.

In contrast, in the control class, the distribution of pre-test scores showed 13 students (43.34%) in the Very Poor category and 17 students (56.66%) in the Fair to Poor category, with no students in the upper category. After the learning process, improvements did occur, but not as strong as in the experimental class. Twenty students (66.66%) were in the Good to Average category, and 10 students (33.34%) remained in the Fair to Poor category. No students reached the Excellent to Very Good category.

These data indicate that the treatment applied to the experimental class had a more significant impact on improving

students' vocabulary mastery, compared to the control class, which experienced limited improvement and did not reach the highest category on the assessment.

3. Statistic Inferential Analysis

a. Normality Test

1) Experimental Class

Table 4.10 Normality test in Experiment Class

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test Experiment Class	,127	30	,200*	,955	30	,237
Post-test Experiment Class	,153	30	,072	,948	30	,150

Based on the results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk, it is known that the Significance (Sig.) values for the pre-test and post-test data of the experimental class are all greater than 0.05. In the Shapiro-Wilk test, the Sig. value for the pre-test is 0.237 and the post-test is 0.150. This indicates that the data in both groups are normally distributed. Thus, it can be concluded that the pre-test and post-test data in the experimental class meet the assumption of normality and can be further analyzed using parametric statistical tests.

2) Control Class

Table 4.11 Normality test in Experiment Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Control Class	,113	30	,200*	,984	30	,924
Post-test Control Class	,130	30	,200*	,966	30	,441

Based on the results of the normality test with Kolmogorov-Smirnov and Shapiro-Wilk, the pre-test and post-test data in the control class showed a significance value (Sig.) greater than 0.05. In the Shapiro-Wilk test, the Sig. value for the pre-test was 0.924 and for the post-test was 0.441. This indicates that the data distribution in both tests was normal. Thus, the data from the control class met the assumption of normality and can be analyzed using parametric statistical tests.

b. Homogeneity test

Table 4.12 Homogeneity test

Test of Homogeneity of Variances			
NilaiPostTest			
Levene Statistic	df1	df2	Sig.
1,502	1	58	,225

Based on the results of the homogeneity of variance test (Levene's Test) on the post-test data, a significance value (Sig.) of 0.225 was obtained. Because this value is greater than 0.05, it can

be concluded that the data has homogeneous or equal variance between groups. Thus, the homogeneity assumption is met, and the post-test data can be analyzed using an independent t-test.

c. Independent T-test

Table 4.13 T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Nilai Post-test	Equal variances assumed	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
		Equal variances not assumed	1,502	,225	18,157	58	,000	17,400	,958	15,482
	Equal variances not assumed			18,157	55,699	,000	17,400	,958	15,480	19,320

If the Sig. (2-tailed) value < 0.05 then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Based on the results of the hypothesis test in the table above, it shows that the Sig. (2-tailed) value of $0.000 < 0.05$, it can be concluded that there is a significant difference between the learning outcomes of students taught with the Texto AI integrated process-based writing learning model and the learning outcomes of students taught with the Gemini integrated process-based writing

learning model in class XI students of UPT SMA Negeri 2 Takalar in the 2024/2025 academic year.

B. Discussion

1) Learning Outcomes in Writing Narrative Texts Through Text to AI Integrated Process-Based Writing: Evidence from an Experimental Class

a. Learning Outcomes in Narrative Text Writing: Content Aspects Through the Text to AI Integrated Process-Based Writing Learning Model

The significant improvement in content aspects in the experimental class indicates that the integration of a process-based writing learning model and AI technology like Text to AI has a tangible impact on students' ability to develop narrative text content. The score distribution shifted noticeably from the low to the high category. This reflects the success of the learning strategy in facilitating students' ability to develop ideas, construct a logical storyline, and systematically organize information in the form of fable texts.

This finding aligns with the research of Rahmi et al. (2024), which states that the use of AI-based writing tools provides instant and personalized feedback, enabling students to revise and refine their writing in real time. Thus, students are not merely memorizing writing theory but are engaged in an active learning process through continuous practice. This also aligns

with the findings of Aljuaid (2024) and Wale & Kassahun (2024), who emphasize that AI technology is not merely a tool but a pedagogical innovation capable of transforming the learning experience into a more interactive and meaningful one.

Therefore, the success in the content aspect in this study can be attributed to the digital scaffolding provided by Texto AI, which assisted students throughout the writing process. This process provided students with opportunities to practice, receive feedback, revise, and ultimately produce more mature and structured writing.

b. Learning Outcomes of Narrative Writing in Vocabulary Aspects Through Texto AI-Integrated Process-Based Writing Learning Model

Vocabulary also showed remarkable improvement. This indicates that not only has the content developed, but also that students' ability to choose appropriate, varied, and contextually appropriate words has significantly improved. The distribution of scores shows that almost all students were able to move from the low to the intermediate and high categories.

This improvement aligns with the opinion of Malvado et al. (2022), who emphasized that technology can enrich students' writing skills by providing access to digital learning resources such as online dictionaries, interactive grammar guides, and writing samples. With the help of AI, students can instantly

obtain alternative words, synonyms, and suggestions for improving diction, accelerating vocabulary acquisition.

Based on these results, it appears that integrating Text AI into writing instruction can provide students with tools for independent learning and contextually improving their word choice. This supports the theory of self-regulated learning, which states that with appropriate tools, students can more effectively monitor and control their own learning process.

2) Learning Outcomes in Writing Narrative Texts Through Gemini Integrated Process-Based Writing: Evidence from an Control Class

a. Learning Outcomes in Narrative Text Writing: Content Aspects Through the Gemini Integrated Process-Based Writing Learning Model

The control class also showed improvement in the content aspect, reflecting students' growing ability to develop ideas and structure narrative texts. However, most students still remained in the lower categories, and only a few were able to reach the higher levels of performance. No students achieved the top category, indicating that the improvement was still moderate. In contrast, the experimental class experienced a much more significant improvement in the content aspect.

This limitation may be attributed to Gemini AI's capabilities, which may not be as optimal in providing contextual narrative feedback as Text AI. Research by Ranalli

et al. (2017) shows that AI in academic writing can provide corrections to organization and content, but its effectiveness depends on the complexity and accuracy of the narrative context. This suggests that the quality of AI support provided significantly impacts learning outcomes.

These findings also suggest that while process-based writing itself is a proven effective strategy (as also noted by Hyland, 2003), its effectiveness can be significantly enhanced when integrated with robust supporting technology, such as AI capable of understanding context and providing narrative suggestions.

b. Learning Outcomes in Narrative Text Writing: Vocabulary Aspects Through the Gemini Integrated Process-Based Writing Learning Model

In terms of vocabulary, the control class showed some improvement, as more students were able to move into higher categories compared to their initial performance. Although none of the students managed to reach the highest category, the progress indicated a positive development even though it was still not optimal. On the other hand, the experimental class demonstrated significantly better results, with many students successfully advancing to higher levels of vocabulary mastery. The more even and striking improvement in the experimental class indicates that the integration of Text to AI in writing

instruction is effective in enhancing students' vocabulary mastery in narrative texts.

Research by Zhang & Huang (2020) revealed that AI is capable of providing immediate corrections to sentence structure and word choice, but its effectiveness depends heavily on how personalized and contextual the feedback is. AI tools like Gemini may be more generic and not fully integrated into the writing process, thus failing to encourage students to reach higher levels.

3) Benefits of Texto AI

Texto AI is an artificial intelligence(AI)-based learning platform designed to assist students in the writing process, particularly in narrative texts. This website was developed to provide automated feedback, improvement suggestions, and support in writing structure and vocabulary usage. Using advanced generative AI technology, Texto can recognize students' writing patterns and provide appropriate responses to improve their writing.

Texto AI functions not only as a correction tool but also as a learning partner, encouraging students to think critically, revise, and understand important components of narrative writing such as orientation, complication, resolution, and reorientation. Its use in a process-based writing model significantly assists teachers in guiding students through the stages of planning, writing, revising, and publishing texts.

The use of Textto AI in the Indonesian educational context, particularly in English language learning, represents a form of learning innovation that optimally utilizes technology. The integration of Textto AI into writing activities can accelerate the learning process while providing a more interactive and adaptive learning experience.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results outlined above, it can be concluded that the implementation of a process-based writing learning model integrated with Texto AI significantly improved the writing skills of narrative texts of the fable type in grade XI students at the UPT SMA Negeri 2 Takalar in the 2024/2025 academic year.

This improvement was demonstrated by a significant increase in average scores between the pre-test and post-test in the experimental class, both in content (from 30.63 to 50.23) and vocabulary (from 25.80 to 35.07). The distribution of assessment categories also changed drastically, with all students in the experimental class successfully moving out of the bottom category and reaching the "Good to Average" to "Excellent to Very Good" categories.

Conversely, in the control class using Gemini AI, improvements also occurred, but were not as strong as those in the experimental class. Although there was progress from the "Very Poor" category to "Fair to Poor" and "Good to Average," no students achieved the highest categories in the post-test assessment, either in content or vocabulary.

The t-test results also support this finding, showing a significance value of 0.000 (<0.05), indicating a significant difference between student learning outcomes in both classes. Therefore, it can be concluded that Texto AI is

more effective than Gemini AI in supporting process-based writing learning for narrative texts of the fable type.

B. Suggestion

1. For Teachers

For English teachers, it is recommended to begin integrating AI-based technologies such as Texto AI into the writing learning process, particularly within process-based learning models. With the support of automated and contextual feedback features, students can receive more targeted guidance to independently and continuously improve the quality of their writing.

2. For Students

For students, the use of AI like Texto not only provides technical assistance in composing texts but also encourages independent learning. Therefore, students are expected to not rely solely on AI but instead use it as a tool for reflection and self-improvement, leading to more effective and creative writing.

3. For Further Researchers

For future researchers, this research opens up opportunities for further exploration of AI integration in other language skills, such as speaking and reading. Furthermore, a broader comparison of various types of AI writing assistants with varying characteristics is also important to assess their effectiveness in various learning contexts.

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APPENDICES

APPENDIX 1

MODUL AJAR EXPERIMENTAL CLASS

INFORMASI UMUM	
Identitas Modul	
Nama Penyusun : Nur Intan Sekolah : UPT SMA Negeri 2 Takalar Fase : F Kelas : XI Mata Pelajaran : Bahasa Inggris Materi Ajar : Narrative Text Tahun Pelajaran : 2025 Alokasi Waktu : 4 Pertemuan	
Capaian Pembelajaran	<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual</p>

	dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.
Profil Pelajar Pancasila	<ul style="list-style-type: none"> • Beriman, bertakwa kepada Tuhan YME dan berahlak mulia • Mandiri : Mampu mengerjakan tugas secara individu • Berfikir Kritis : Mampu secara objektif memproses informasi, membangun keterkaitan antara berbagai informasi, menganalisis informasi, mengevaluasi dan menyimpulkannya.
Sarana dan Prasarana	<p>Sumber Belajar :</p> <ul style="list-style-type: none"> • English For Nusantara Kelas XI <p>Media :</p> <ul style="list-style-type: none"> • Laptop • Flash Card • LCD proyektor. • LKPD
KOMPONEN INTI	
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Siswa dapat memahami struktur dan unsur teks narrative. 2. Siswa dapat mengembangkan ide cerita secara logis dan kreatif. 3. Siswa mampu menggunakan kosakata yang sesuai dan bervariasi dalam teks narrative. 4. Siswa dapat memanfaatkan Texto untuk membantu brainstorming, revisi, dan editing dalam menulis teks narrative. 5. Menunjukkan peningkatan dalam keterampilan menulis setelah intervensi pembelajaran berbasis

	Process-Based Writing dan Texto AI.
Fase F Berdasarkan Elemen	<p>Membaca-Memirsa</p> <p>Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>
KEGIATAN PEMBELAJARAN	
PERTEMUAN 1	
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama sebelum memulai kegiatan pembelajaran. 2. Guru mengarahkan siswa untuk duduk dengan tenang dan siap mengikuti pelajaran. 3. Guru mengecek kehadiran siswa dan menanyakan kabar siswa. 4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa.

	<p>5. Guru menjelaskan kegiatan yang akan dilakukan serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran</p>
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan pengertian dan fungsi narrative text, serta menjelaskan salah satu jenis narrative text (Fable) 2. Guru menjelaskan struktur dan unsur utama Narrative text 3. Guru menjelaskan pentingnya memperhatikan content dan vocabulary dalam menulis narrative text 4. Guru memperlihatkan contoh teks narrative jenis fable 5. Guru memperkenalkan web Texto kepada siswa dan menjelaskan kegunaannya dalam proses pembelajaran menulis teks narrative 6. Guru mengenalkan Texto sebagai alat bantu dalam eksplorasi ide. 7. Guru membimbing siswa membuat outline cerita berdasarkan hasil brainstorming, Texto dapat membantu memberikan contoh cerita dan ide kreatif berdasarkan prompt siswa. 8. Guru mengarahkan siswa menyusun outline cerita mereka, Texto dapat memberikan saran bagaimana mengembangkan ide lebih lanjut.
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik awal tentang outline siswa. 2. Guru bersama siswa melakukan refleksi pembelajaran mengenai materi pembelajaran pada pertemuan ini. 3. Guru menutup pelajaran dengan membaca doa bersama siswa.

MATERI AJAR

- **DEFINITION OF NARRATIVE TEXT**

Narrative text is a type of text that tells a story or describes a sequence of events, with the purpose of entertaining or informing the reader. Narrative texts can be about real or fictional events, and often use past tense to recount events that have already happened.

Fable is a type of narrative text that tells the story of animals or other living creatures that have human-like characteristics and behavior. Fables usually contain moral messages or life values that can be learned by the reader.

- **FUNCTION**

The purpose of narrative is to entertain and engage the reader with a story that deals with complications, problematic events, real/imaginary or indirect experiences in different ways.

- **GENERIC STRUCTURE OF NARRATIVE TEXT**

- The Orientation: it is about the opening paragraph where the characters of the story are introduced in a setting of place and time.
- The Complication : where the problems in the story develop.
- The Resolution : where the problems in the story are resolved and tell the ending of the text

- **THE IMPORTANCE OF CONTENT AND VOCABULARY**

- Content : The story content includes the plot, characters, setting, and conflict that build the overall narrative. Without strong content, the story will feel flat and less interesting to the reader.
- Vocabulary : The use of rich and varied vocabulary helps to describe the atmosphere, emotions, and characters more vividly. The right words also increase the reader's imagination and make the story more memorable.

- **EXAMPLE**

The Clever Mouse and the Proud Lion

Orientation:

Once upon a time, in a vast jungle, there lived a mighty lion who ruled over all the animals. He was strong, fierce, and feared by everyone. One sunny afternoon, the lion was sleeping peacefully under a tree when a small mouse ran over his body by accident.

Complication:

The lion woke up with a loud roar and caught the tiny mouse with his big paw.

"How dare you disturb my sleep!" growled the lion. "I will eat you as punishment!"

The little mouse trembled in fear and pleaded, "Please forgive me, O King of the Jungle! I didn't mean to wake you. If you let me go, I promise I will help you one day."

The lion laughed loudly. "You? Help me? That's the funniest thing I've ever heard!" But feeling generous, the lion let the mouse go.

Days later, the lion was caught in a hunter's net. He roared for help, but no one dared to come near.

Resolution:

Suddenly, the little mouse appeared. Without hesitation, he chewed the ropes of the net with his sharp teeth until the lion was free.

"I didn't believe you could help me, little mouse," said the lion gratefully. "But you saved my life."

The mouse smiled and said, "Even small friends can be great allies."

Moral of the story: Don't judge others by their size. Everyone has their own strength.

- **BRAINSTORMING TECHNIQUES:**
 - Mind Mapping characters and conflicts.
 - 5W+1H to develop story ideas.
 - Prompting with Texto to explore ideas.

PERTEMUAN 2

Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama sebelum memulai kegiatan pembelajaran. 2. Guru mengarahkan siswa untuk duduk sesuai dengan aturan kelas 3. Guru mengecek kehadiran siswa dan menanyakan kabar siswa. 4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa. 5. Guru menjelaskan kegiatan yang akan dilakukan serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru mengingatkan kembali tentang struktur narrative text. 2. Guru membimbing siswa menulis draf pertama berdasarkan outline mereka. 3. Guru mendorong siswa untuk fokus pada coherence dan storyline. 4. Guru mengarahkan siswa menggunakan Texto untuk memperkaya vocabulary dan sinonim. 5. Guru memberikan umpan balik tentang alur dan kosakata pada draft cerita pertama siswa. 6. Guru mendorong siswa untuk saling memberikan

	<p>kritik membangun, Siswa dapat bertukar cerita dengan teman untuk feedback awal.</p> <p>7. Guru mengarahkan siswa untuk menggunakan Text to speak untuk membantu menganalisis apakah cerita sudah coherent.</p>
Penutup	<ol style="list-style-type: none"> 1. Guru mengapresiasi dan memberikan klarifikasi terhadap seluruh tugas yang sudah dikerjakan oleh siswa. 2. Guru bersama siswa melakukan refleksi pembelajaran mengenai materi pembelajaran pada pertemuan ini. 3. Guru menutup pelajaran dengan membaca doa bersama siswa.
MATERIAJAR	
<ol style="list-style-type: none"> 1. Langkah-Langkah Menulis Draf Fable: <ul style="list-style-type: none"> ➤ Menentukan karakter utama (biasanya hewan dengan sifat tertentu). ➤ Menyusun paragraf pembuka yang menarik. ➤ Mengembangkan konflik dan solusi dengan pesan moral. 2. Contoh Paragraf Pembuka yang Menarik: <ul style="list-style-type: none"> ➤ "In a dense jungle, a proud lion ruled over all the animals..." ➤ "One day, a tiny mouse found itself trapped inside a hunter's net..." 3. Penggunaan Kosakata yang Kaya: <ul style="list-style-type: none"> ➤ Sinonim kata-kata umum (misalnya: small → tiny, big → enormous). ➤ Frasa deskriptif untuk menggambarkan suasana dan karakter. 	
PERTEMUAN 3	
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama sebelum memulai kegiatan pembelajaran. 2. Guru mengarahkan siswa untuk duduk sesuai dengan aturan kelas

	<ol style="list-style-type: none"> 3. Guru mengecek kehadiran siswa dan menanyakan kabar peserta didik. 4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa. 5. Guru menjelaskan kegiatan yang akan dilakukan serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan tentang pentingnya revisi dalam writing dan menjelaskan teknik revisi yang efektif. 2. Guru mengarahkan siswa menggunakan Texto, Texto memberikan contoh revisi teks berdasarkan draft teks narrative siswa 3. Guru meminta siswa membaca kembali teks mereka dan memeriksa apakah alur sudah jelas dan menarik. 4. Guru meminta siswa mengganti kata-kata yang repetitive, Texto memberikan rekomendasi sinonim dan gaya bahasa yang lebih menarik. 5. Guru mengarahkan siswa menulis ulang cerita berdasarkan revisi, siswa menggunakan Texto untuk mengevaluasi perbedaan antara versi lama dan baru.
Penutup	<ol style="list-style-type: none"> 1. Guru menekankan pentingnya revisi dalam menulis. 2. Guru mengapresiasi dan memberikan klarifikasi terhadap seluruh tugas yang sudah dikerjakan oleh siswa. 3. Guru bersama siswa melakukan refleksi pembelajaran mengenai materi pembelajaran pada

	<p>pertemuan ini.</p> <p>4. Guru menutup pelajaran dengan membaca doa bersama siswa.</p>
MATERI AJAR	
<p>1. Teknik Revisi Fable:</p> <ul style="list-style-type: none"> ➤ Membaca ulang untuk memastikan cerita mengandung pesan moral yang jelas. ➤ Menggunakan kata transisi untuk memperjelas urutan peristiwa. ➤ Memperbaiki penggunaan vocabulary agar lebih ekspresif. <p>2. Contoh Perbaikan Vocabulary:</p> <ul style="list-style-type: none"> ➤ "The rabbit was fast" → "The rabbit dashed through the forest like the wind." ➤ "The fox was clever" → "With a sly grin, the fox devised a cunning plan." <p>3. Strategi Peer-Review:</p> <ul style="list-style-type: none"> ➤ Checklist untuk menilai coherence dan clarity cerita. ➤ Memberikan feedback membangun kepada teman. 	
PERTEMUAN 4	
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama sebelum memulai kegiatan pembelajaran. 2. Guru mengarahkan siswa untuk duduk sesuai dengan aturan kelas 3. Guru mengecek kehadiran siswa dan menanyakan kabar siswa. 4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa. 5. Guru menjelaskan kegiatan yang akan dilakukan

	serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru kembali merefleksi materi pelajaran pada pertemuan sebelumnya 2. Guru mengarahkan siswa melakukan self-editing pada teks mereka. 3. Guru mengajarkan siswa bagaimana mengecek grammar, ejaan, dan coherence. 4. Guru mengarahkan penggunaan Texto untuk mendeteksi kesalahan grammar dan memberikan saran perbaikan. 5. Guru memberikan umpan balik terhadap hasil editing siswa.
Penutup	<ol style="list-style-type: none"> 1. Guru memberi apresiasi terhadap karya siswa dan memberikan klarifikasi terhadap seluruh tugas yang sudah dikerjakan oleh siswa. 2. Guru bersama siswa melakukan refleksi pembelajaran mengenai materi pembelajaran pada pertemuan ini. 3. Guru menutup pelajaran dengan membaca doa bersama siswa.
MATERI AJAR	
<ol style="list-style-type: none"> 1. Self-Editing dan Proofreading: <ul style="list-style-type: none"> ➤ Mengecek grammar dan ejaan. ➤ Memastikan konsistensi waktu (Past Tense vs Present Tense). ➤ Memperbaiki struktur kalimat agar lebih efektif. 2. Texto dalam Editing: <ul style="list-style-type: none"> ➤ Menggunakan Texto untuk mengevaluasi clarity dan coherence. ➤ Memanfaatkan Texto untuk memperkaya vocabulary dan memperbaiki tata bahasa. 3. Refleksi Peningkatan Kemampuan: <ul style="list-style-type: none"> ➤ Menganalisis perkembangan dalam struktur, content, dan vocabulary. 	

- Diskusi tentang pesan moral dalam cerita yang telah dibuat.



APPENDIX 2

MODUL AJAR CONTROL CLASS

INFORMASI UMUM	
Identitas Modul	
Nama Penyusun : Nur Intan Sekolah : UPT SMA Negeri 2 Takalar Fase : F Kelas : XI Mata Pelajaran : Bahasa Inggris Materi Ajar : Narrative Text Tahun Pelajaran : 2025 Alokasi Waktu : 4 Pertemuan	
Capaian Pembelajaran	<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual</p>

	dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.
Profil Pelajar Pancasila	<ul style="list-style-type: none"> • Beriman, bertakwa kepada Tuhan YME dan berahlak mulia • Mandiri : Mampu mengerjakan tugas secara individu • Berfikir Kritis : Mampu secara objektif memproses informasi, membangun keterkaitan antara berbagai informasi, menganalisis informasi, mengevaluasi dan menyimpulkannya.
Sarana dan Prasarana	<p>Sumber Belajar :</p> <ul style="list-style-type: none"> • English For Nusantara Kelas XI <p>Media :</p> <ul style="list-style-type: none"> • Laptop • Flash Card • LCD proyektor. • LKPD
KOMPONEN INTI	
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Siswa dapat memahami struktur dan unsur teks narrative. 2. Siswa dapat mengembangkan ide cerita secara logis dan kreatif. 3. Siswa mampu menggunakan kosakata yang sesuai dan bervariasi dalam teks narrative. 4. Siswa dapat melakukan tahap brainstorming, revisi, dan editing dalam menulis teks narrative.
Fase F Berdasarkan Elemen	<p>Membaca-Memirsa</p> <p>Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi,</p>

	<p>deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>
KEGIATAN PEMBELAJARAN	
PERTEMUAN 1	
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama sebelum memulai kegiatan pembelajaran. 2. Guru mengarahkan siswa untuk duduk sesuai dengan aturan kelas 3. Guru mengecek kehadiran siswa dan menanyakan kabar siswa. 4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa. 5. Guru menjelaskan kegiatan yang akan dilakukan serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan pengertian dan fungsi narrative

	<p>text, serta menjelaskan salah satu jenis narrative text (Fable)</p> <ol style="list-style-type: none"> 2. Guru menjelaskan struktur dan unsur utama Narrative text 3. Guru menjelaskan pentingnya memperhatikan content dan vocabulary dalam menulis narrative text 4. Guru memberikan contoh teks narrative jenis fable 5. Guru membimbing siswa membuat outline cerita berdasarkan hasil brainstorming 6. Guru mengarahkan siswa menyusun outline cerita mereka
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik awal tentang outline siswa. 2. Guru bersama siswa melakukan refleksi pembelajaran mengenai materi pembelajaran pada pertemuan ini. 3. Guru menutup pelajaran dengan membaca doa bersama siswa.
MATERI AJAR	
<ul style="list-style-type: none"> • DEFINITION OF NARRATIVE TEXT Narrative text is a type of text that tells a story or describes a sequence of events, with the purpose of entertaining or informing the reader. Narrative texts can be about real or fictional events, and often use past tense to recount events that have already happened. Fable is a type of narrative text that tells the story of animals or other living creatures that have human-like characteristics and behavior. Fables usually contain moral messages or life values that can be learned by the reader. • FUNCTION 	

The purpose of narrative is to entertain and engage the reader with a story that deals with complications, problematic events, real/imaginary or indirect experiences in different ways.

- **GENERIC STRUCTURE OF NARRATIVE TEXT**

- The Orientation: it is about the opening paragraph where the characters of the story are introduced in a setting of place and time.
- The Complication : where the problems in the story develop.
- The Resolution : where the problems in the story are resolved and tell the ending of the text

- **THE IMPORTANCE OF CONTENT AND VOCABULARY**

- Content : The story content includes the plot, characters, setting, and conflict that build the overall narrative. Without strong content, the story will feel flat and less interesting to the reader.
- Vocabulary : The use of rich and varied vocabulary helps to describe the atmosphere, emotions, and characters more vividly. The right words also increase the reader's imagination and make the story more memorable.

- **EXAMPLE**

The Lion and the Mouse

Orientation:

Once upon a time, in a vast forest, there lived a mighty lion. One day, while the lion was sleeping under a tree, a little mouse accidentally ran across his paw. The lion woke up in surprise and, with a great roar, caught the mouse in his huge paw.

"Please let me go, mighty lion!" the mouse begged. "I didn't mean to disturb you. If you spare my life, I will never forget your kindness."

The lion, amused by the tiny creature's plea, decided to let him go. "You are too small to do anything for me," he said, but he let the mouse go free.

Complication:

A few days later, the lion found himself trapped in a hunter's net. He roared and struggled, but the ropes were too strong. He was stuck and couldn't escape.

Hearing the lion's roars from afar, the little mouse recognized the voice of the lion who had once spared his life. The mouse quickly ran to the lion and saw the net. Without hesitation, he began to nibble on the ropes with his sharp teeth. Slowly but surely, the mouse chewed through the ropes, setting the lion free.

Resolution:

The lion was amazed. "Thank you, little mouse," he said. "I didn't believe that someone as small as you could help me, but you have proved me wrong."

From that day on, the lion and the mouse became good friends.

Moral of the story:

Even the smallest creatures can be of help in the time of need.

- **BRAINSTORMING TECHNIQUES:**

- Mind Mapping characters and conflicts.
- 5W+1H to develop story ideas.
- Prompting with Texts to explore ideas.

PERTEMUAN 2

Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama sebelum memulai kegiatan pembelajaran. 2. Guru mengarahkan siswa untuk duduk sesuai dengan aturan kelas 3. Guru mengecek kehadiran siswa dan menanyakan kabar siswa.

	<p>4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa.</p> <p>5. Guru menjelaskan kegiatan yang akan dilakukan serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran</p>
Kegiatan Inti	<p>1. Guru mengingatkan kembali tentang struktur narrative text.</p> <p>2. Guru membimbing siswa menulis draf pertama berdasarkan outline mereka.</p> <p>3. Guru mendorong siswa untuk fokus pada coherence dan storyline..</p> <p>4. Guru memberikan umpan balik tentang alur dan kosakata pada draft cerita pertama siswa.</p> <p>5. Guru mendorong siswa untuk saling memberikan kritik membangun, Siswa dapat bertukar cerita dengan teman untuk feedback awal.</p>
Penutup	<p>1. Guru mengapresiasi dan memberikan klarifikasi terhadap seluruh tugas yang sudah dikerjakan oleh siswa.</p> <p>2. Guru bersama siswa melakukan refleksi pembelajaran mengenai materi pembelajaran pada pertemuan ini.</p> <p>3. Guru menutup pelajaran dengan membaca doa bersama siswa.</p>

MATERI AJAR

1. Langkah-Langkah Menulis Draf Fable:
 - Menentukan karakter utama (biasanya hewan dengan sifat tertentu).
 - Menyusun paragraf pembuka yang menarik.
 - Mengembangkan konflik dan solusi dengan pesan moral.
2. Contoh Paragraf Pembuka yang Menarik:
 - "In a dense jungle, a proud lion ruled over all the animals..."

<p>➤ "One day, a tiny mouse found itself trapped inside a hunter's net..."</p> <p>4. Penggunaan Kosakata yang Kaya:</p> <p>➤ Sinonim kata-kata umum (misalnya: small → tiny, big → enormous).</p> <p>➤ Frasa deskriptif untuk menggambarkan suasana dan karakter.</p>	
PERTEMUAN 3	
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama sebelum memulai kegiatan pembelajaran. 2. Guru mengarahkan siswa untuk duduk sesuai dengan aturan kelas 3. Guru mengecek kehadiran siswa dan menanyakan kabar siswa. 4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa. 5. Guru menjelaskan kegiatan yang akan dilakukan serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan tentang pentingnya revisi dalam writing dan menjelaskan teknik revisi yang efektif. 2. Guru mengarahkan siswa merevisi teks berdasarkan draft teks narrative siswa 3. Guru meminta siswa membaca kembali teks mereka dan memeriksa apakah alur sudah jelas dan menarik. 4. Guru meminta siswa mengganti kata-kata yang repetitive. 5. Guru mengarahkan siswa menulis ulang cerita

	berdasarkan revisi, siswa mengevaluasi perbedaan antara versi lama dan baru.
Penutup	<ol style="list-style-type: none"> 1. Guru menekankan pentingnya revisi dalam menulis. 2. Guru mengapresiasi dan memberikan klarifikasi terhadap seluruh tugas yang sudah dikerjakan oleh peserta didik. 3. Guru bersama siswa melakukan refleksi pembelajaran mengenai materi pembelajaran pada pertemuan ini. 4. Guru menutup pelajaran dengan membaca doa bersama siswa.
MATERI AJAR	
<ol style="list-style-type: none"> 1. Teknik Revisi Fable: <ul style="list-style-type: none"> ➤ Membaca ulang untuk memastikan cerita mengandung pesan moral yang jelas. ➤ Menggunakan kata transisi untuk memperjelas urutan peristiwa. ➤ Memperbaiki penggunaan vocabulary agar lebih ekspresif. 2. Contoh Perbaikan Vocabulary: <ul style="list-style-type: none"> ➤ "The rabbit was fast" → "The rabbit dashed through the forest like the wind." ➤ "The fox was clever" → "With a sly grin, the fox devised a cunning plan." 3. Strategi Peer-Review: <ul style="list-style-type: none"> ➤ Checklist untuk menilai coherence dan clarity cerita. ➤ Memberikan feedback membangun kepada teman. 	
PERTEMUAN 4	
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia 2. Memastikan kondisi kelas kondusif 3. Mempersiapkan media pembelajaran
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam dan berdoa bersama

	<p>sebelum memulai kegiatan pembelajaran.</p> <ol style="list-style-type: none"> 2. Guru mengarahkan siswa untuk duduk sesuai dengan aturan kelas 3. Guru mengecek kehadiran siswa dan menanyakan kabar siswa. 4. Setelah melakukan cek kehadiran guru memberikan ice breaking untuk melatih fokus siswa. 5. Guru menjelaskan kegiatan yang akan dilakukan serta mempersiapkan media pembelajaran yang akan digunakan di dalam pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru kembali merefleksi materi pelajaran pada pertemuan sebelumnya 2. Guru mengarahkan siswa melakukan self-editing pada teks mereka. 3. Guru mengajarkan siswa bagaimana mengecek grammar, ejaan, dan coherence. 4. Guru mengarahkan untuk memeriksa kesalahan grammar dan memberikan saran perbaikan. 5. Guru memberikan umpan balik terhadap hasil editing siswa.
Penutup	<ol style="list-style-type: none"> 1. Guru memberi apresiasi terhadap karya siswa dan memberikan klarifikasi terhadap seluruh tugas yang sudah dikerjakan oleh peserta didik. 2. Guru bersama peserta didik melakukan refleksi pembelajaran mengenai materi pembelajaran pada pertemuan ini. 3. Guru menutup pelajaran dengan membaca doa bersama siswa.
MATERI AJAR	
<ol style="list-style-type: none"> 1. Self-Editing dan Proofreading: <ul style="list-style-type: none"> ➤ Mengecek grammar dan ejaan. 	

- Memastikan konsistensi waktu (Past Tense vs Present Tense).
 - Memperbaiki struktur kalimat agar lebih efektif.
2. Refleksi Peningkatan Kemampuan:
- Menganalisis perkembangan dalam struktur, content, dan vocabulary.
 - Diskusi tentang pesan moral dalam cerita yang telah dibuat.



APPENDIX 3**PRE-TEST****Name :****Class :****Nisn:****Follow the rules below:**

1. Write a narrative text of your own composition in the form of a narrative text of the Fable type
2. Make sure your story has at least orientation, complication, resolution and reorientation.
3. Discussion with friends is prohibited
4. The time you have to work on this pre-test is 90 minutes



POST TEST**Name :****Class :****Nisn:****Follow the rules below**

1. Write a narrative text of your own composition in the form of a narrative text of the Fable type
2. Follow the example of the Narrative text "The Lion and the Mouse" that has been studied previously
3. Make sure your story consists of at least orientation, complication, resolution and reorientation.
4. It is prohibited to discuss with friends
5. The time you have to work on this pre-test is 90 minutes



APPENDIX 4

NILAI PRE-TEST KELAS EKSPERIMENT DAN KELAS KONTROL

➤ Kelas Eksperiment

No	Nama	Pre-test		Total
		Content	Vocabulary	
1	Student 1	27	26	53
2	Student 2	30	22	52
3	Student 3	30	25	55
4	Student 4	35	29	64
5	Student 5	30	26	56
6	Student 6	35	31	66
7	Student 7	30	25	55
8	Student 8	35	25	60
9	Student 9	30	28	58
10	Student 10	28	25	53
11	Student 11	31	29	60
12	Student 12	30	23	53
13	Student 13	30	27	57
14	Student 14	33	21	54
15	Student 15	27	24	51
16	Student 16	27	22	49
17	Student 17	27	28	55
18	Student 18	28	24	52
19	Student 19	30	23	53
20	Student 20	32	27	59
21	Student 21	28	24	52
22	Student 22	30	27	57
23	Student 23	37	23	60
24	Student 24	35	28	63
25	Student 25	33	30	63
26	Student 26	32	28	60
27	Student 27	32	30	62
28	Student 28	29	27	56
29	Student 29	30	24	54
30	Student 30	28	23	51

➤ **Kelas Kontrol**

No	Nama	Pre-Test		Total
		Content	Vocabulary	
1	Student 1	31	28	59
2	Student 2	25	25	50
3	Student 3	23	30	53
4	Student 4	30	27	57
5	Student 5	28	25	53
6	Student 6	30	25	55
7	Student 7	27	30	57
8	Student 8	28	29	57
9	Student 9	30	28	58
10	Student 10	27	25	52
11	Student 11	27	30	57
12	Student 12	30	30	60
13	Student 13	30	26	56
14	Student 14	28	25	53
15	Student 15	30	29	59
16	Student 16	32	26	58
17	Student 17	29	25	54
18	Student 18	29	27	56
19	Student 19	30	24	54
20	Student 20	32	24	56
21	Student 21	34	28	62
22	Student 22	33	23	56
23	Student 23	31	28	59
24	Student 24	31	24	55
25	Student 25	31	24	55
26	Student 26	30	25	55
27	Student 27	32	25	57
28	Student 28	31	26	57
29	Student 29	30	26	56
30	Student 30	33	27	60

APPENDIX 5

NILAI POST-TEST KELAS EKSPERIMENT DAN KELAS KONTROL

➤ Kelas Eksperiment

No	Nama	Post-test		Total
		Content	Vocabulary	
1	Student 1	48	35	83
2	Student 2	50	38	88
3	Student 3	47	38	85
4	Student 4	48	34	82
5	Student 5	52	34	86
6	Student 6	56	34	90
7	Student 7	50	33	83
8	Student 8	53	31	84
9	Student 9	52	30	82
10	Student 10	51	29	80
11	Student 11	50	36	86
12	Student 12	54	36	90
13	Student 13	49	38	87
14	Student 14	50	34	84
15	Student 15	54	37	91
16	Student 16	56	34	90
17	Student 17	44	35	79
18	Student 18	45	37	82
19	Student 19	47	35	82
20	Student 20	49	35	84
21	Student 21	50	37	87
22	Student 22	52	39	91
23	Student 23	46	36	82
24	Student 24	53	35	88
25	Student 25	52	38	90
26	Student 26	49	37	86
27	Student 27	48	36	84
28	Student 28	52	32	84
29	Student 29	50	34	84
30	Student 30	50	35	85

➤ **Kelas Kontrol**

No	Nama	Post-Test		Total
		Content	Vocabulary	
1	Student 1	41	30	71
2	Student 2	42	33	75
3	Student 3	35	32	67
4	Student 4	41	31	72
5	Student 5	41	30	71
6	Student 6	38	35	73
7	Student 7	36	32	68
8	Student 8	35	33	68
9	Student 9	35	35	70
10	Student 10	36	31	67
11	Student 11	41	33	74
12	Student 12	37	33	70
13	Student 13	41	31	72
14	Student 14	38	32	70
15	Student 15	40	32	72
16	Student 16	35	28	63
17	Student 17	32	28	60
18	Student 18	32	29	61
19	Student 19	41	31	72
20	Student 20	32	28	60
21	Student 21	38	31	69
22	Student 22	38	32	70
23	Student 23	35	32	67
24	Student 24	34	31	65
25	Student 25	38	27	65
26	Student 26	35	31	66
27	Student 27	34	30	64
28	Student 28	35	30	65
29	Student 29	34	30	64
30	Student 30	34	32	66

➤ Descriptive Analysis Vocabulary of Experiment Class

DESCRIPTIVES: PROTESTVOCABULARY, PRETESTVOCABULARY

Descriptives

	N	MEAN	STANDARD DEVIATION	MINIMUM	MAXIMUM
Pro Test Vocabulary	30	27	30	15.00	35.00
Pre Test Vocabulary	30	29	29	16.00	34.00

➤ Normality test of Experiment Class

Shapiro-Wilk Test

	Statistic	Sig.
Pro Test Vocabulary	.971	.445
Pre Test Vocabulary	.971	.445

Tests of Normality

	Shapiro-Wilk	Statistic	Sig.	Lilliefors	Statistic	Sig.
Pro Test Vocabulary	*	.971	.445	.79	.000	
Pre Test Vocabulary	*	.971	.445	.79	.000	

*. This is a lower-tail test. The significance level is .05.

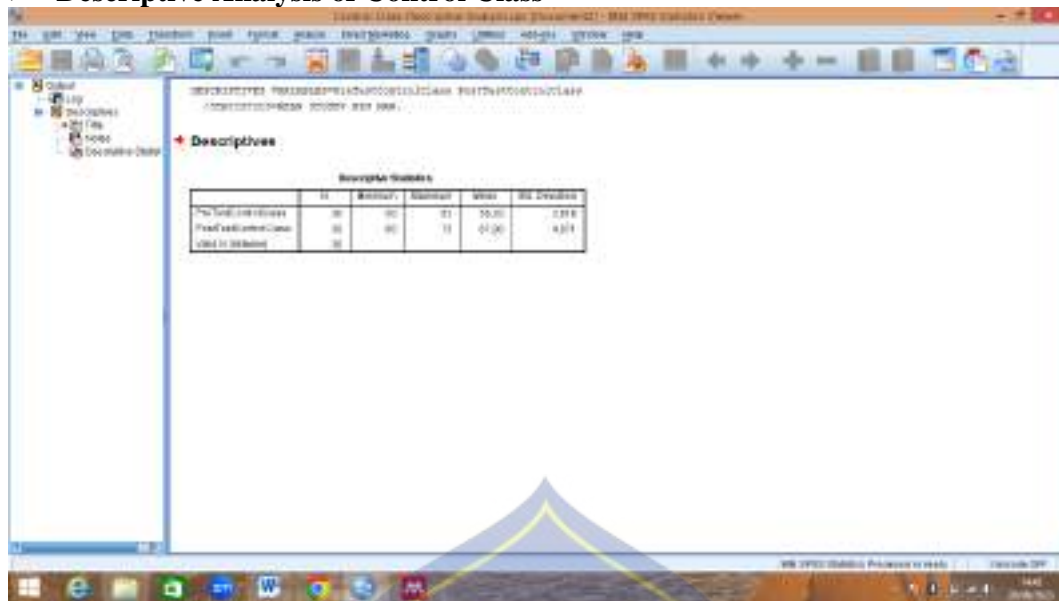
Pro Test Experiment

For Data Dependent: Pro Test Vocabulary

Frequency	Mean	Std.
1,00	4	.8
2,00	5	1,122472244
3,00	6	1,0561709
4,00	4	1,0004334
5,00	6	.8

Mean: 27.000
Std. Dev.: 3.0000000

➤ Descriptive Analysis of Control Class



DESCRIPTIVES: PROTESTCONTROLCLASS, PROTESTCONTROLCLASS, PROTESTCONTROLCLASS

Descriptives

	N	Mean	Std. Deviation	Variance	Std. Error
ProTestControlCase	30	40	11	50,00	2,318
ProTestControlCase	30	40	11	50,00	2,318
ProTestControlCase	30				

➤ Normality Test of Control Class



Test of Normality

	Statistic	Df	Significance
Kolmogorov-Smirnov Z	,117	29	,200
Shapiro-Wilk	,943	29	,000
Anderson-Darling*	1,392	29	,000

There is a normal distribution in the population.

ProTestControlCase

Anderson-Darling* Test

Anderson-Darling* Statistic: 1,392

Significance: ,000

Frequency: 30

View: & Detail

Statistic	Df	Significance
Anderson-Darling*	29	,000
Chi-Square	29	,999
Lilliefors	29	,000
Shapiro-Wilk	29	,000
Skewness	29	,000
Kurtosis	29	,000

➤ Descriptive Analysis of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The total number of students	30	40	11	50,00	2,371
Passed examination	30	40	11	41,67	4,514
Failed in the exam	30				

➤ Descriptive Analysis Content of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The total number of students	30	22	11	26,67	2,371
Passed examination	30	12	30	18,00	4,618
Failed in the exam	30				

➤ Descriptive Analysis Vocabulary of Content Class

DESCRIPTIVES: ANALYSIS:DESCRIPTIVEANALYSIS:DESCRIPTIVEANALYSIS

DESCRIPTIVEANALYSIS:DESCRIPTIVEANALYSIS:DESCRIPTIVEANALYSIS

Descriptives

	N	MEAN	STANDARD DEVIATION	MINIMUM	MAXIMUM
The Content class	40	22	20	15.00	28.00
Final Examination	40	22	20	15.00	28.00
Class in Detail	80				

➤ T-test

T-TEST: ANALYSIS:DESCRIPTIVEANALYSIS:DESCRIPTIVEANALYSIS

DESCRIPTIVEANALYSIS:DESCRIPTIVEANALYSIS:DESCRIPTIVEANALYSIS

T-Test

	Mean	Std. Deviation	95% CI for Difference
Final Exam	22.000	20.000	
Class in Detail	22.000	20.000	
Class in Detail - Final Exam	0.000	0.000	

Levene's Test for Homogeneity of Variance

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	95% Confidence Interval for Eta Squared
Between Groups	0.000	1	.000	.000	.983	.000	-.000 .000
Within Groups	1600.000	78	20.513	20.513	.000	.000	.000 .000
Total	1600.000	79					

➤ Homogeneity Test

SPSS Statistics Output: Levene's Test for Homogeneity of Variance

Test of Homogeneity of Variances

Test	Statistic	df	Sig.
Levene	1.832	2	.161

ANOVA

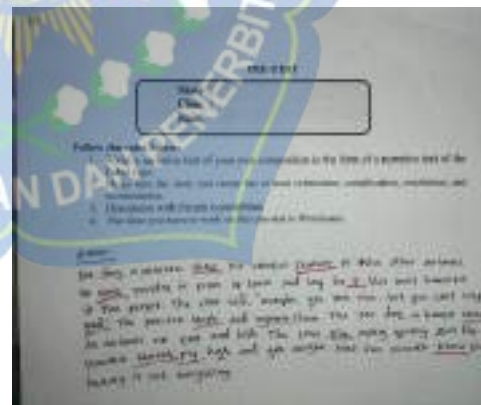
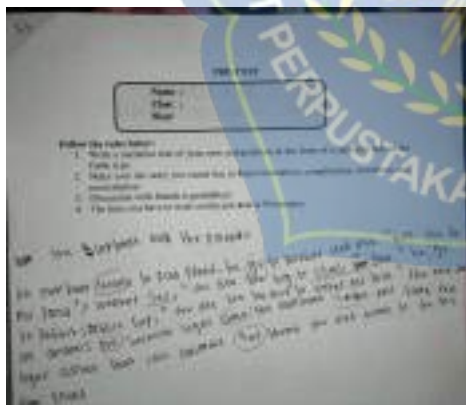
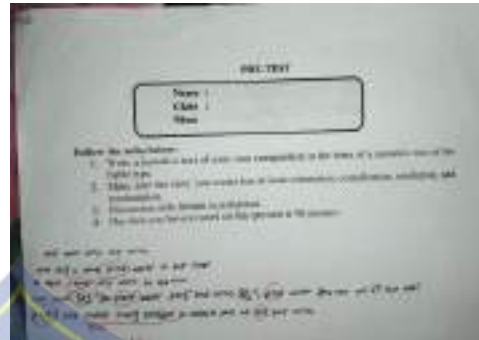
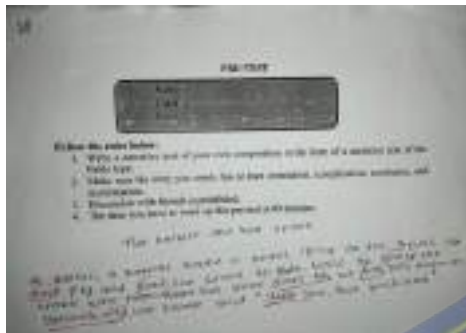
Test	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4011.400	1	4011.400	13.004	.000
Within Groups	2761.000	99	27.778		
Total	6772.400	100			

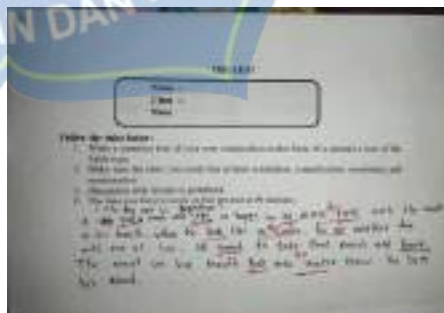
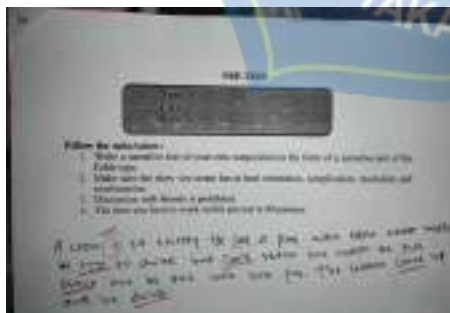
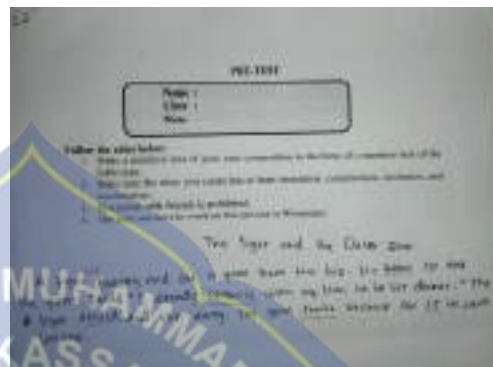
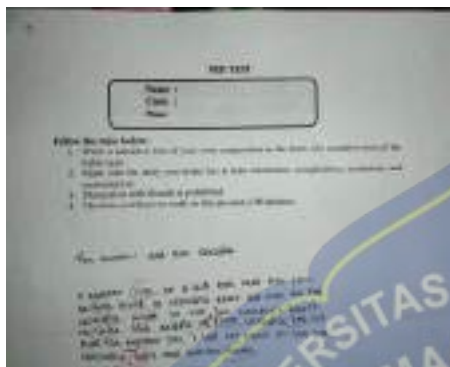
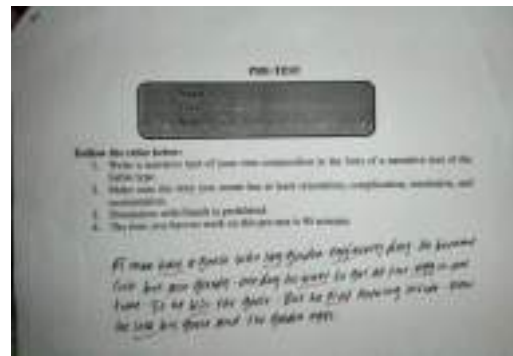
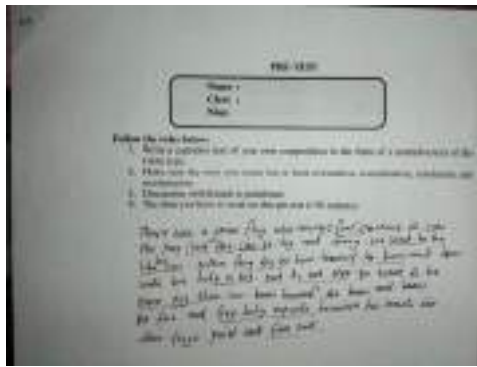


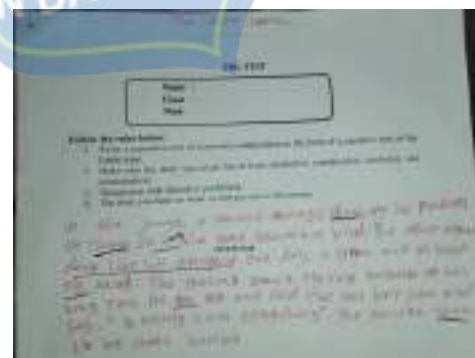
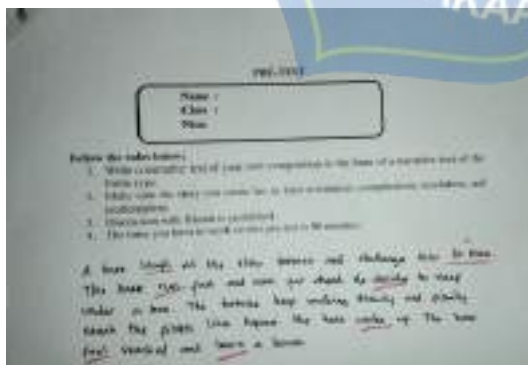
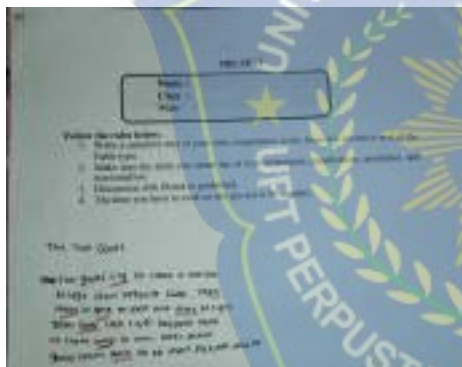
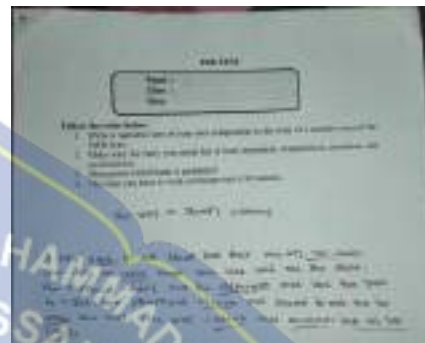
APPENDIX 7 STUDENTS PRE-TEST

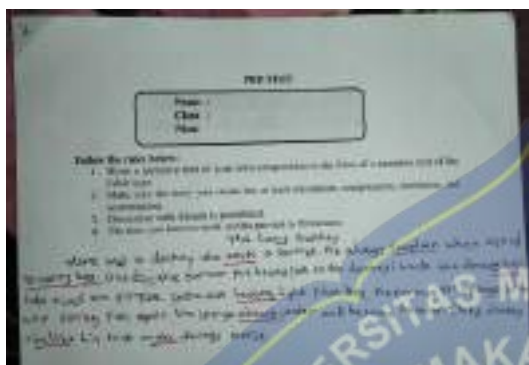
STUDENTS' PRE-TEST KELAS EKSPERIMENT DAN KELAS KONTROL

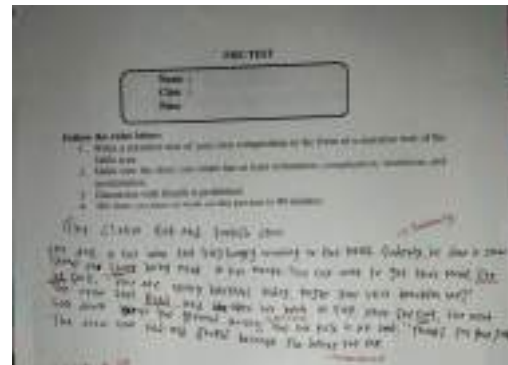
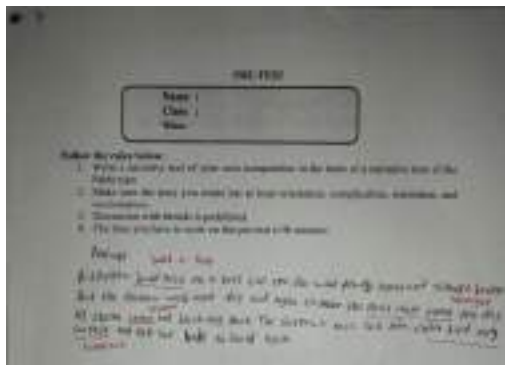
➤ Pre-test Experiment Class







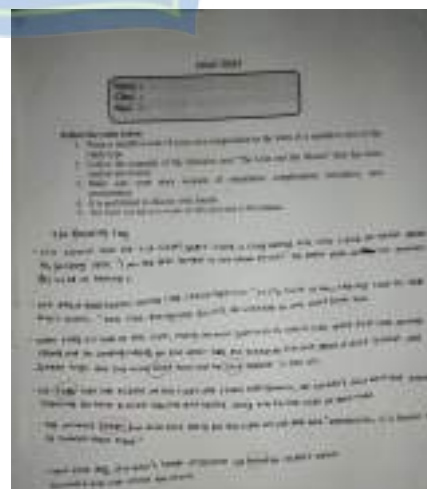
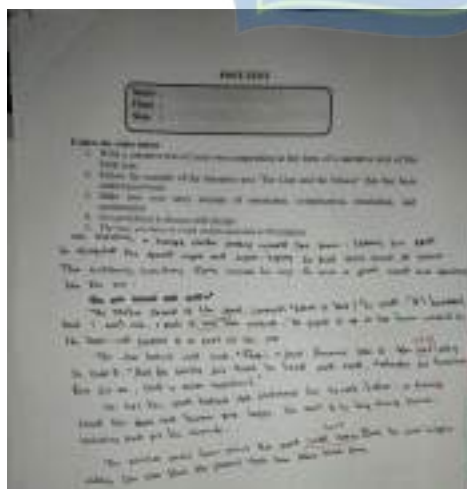
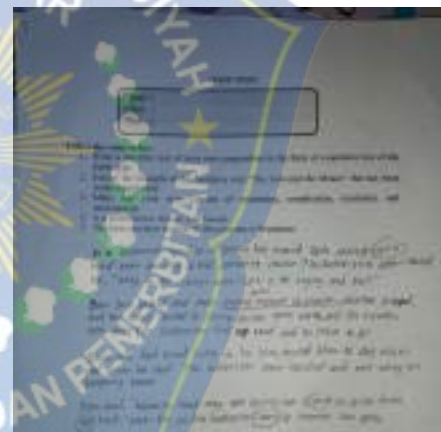
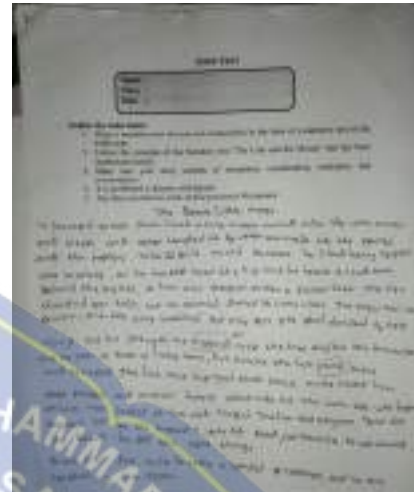
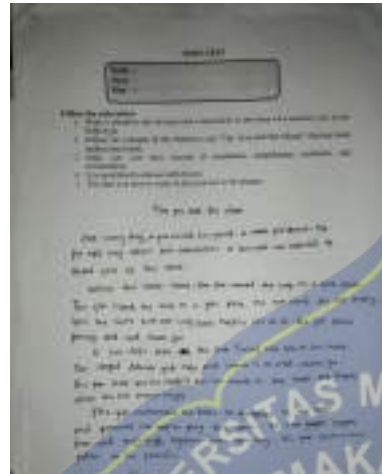


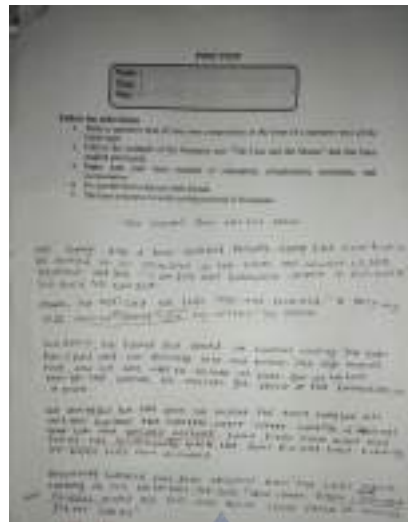


APPENDIX 8 STUDENTS' POST-TEST

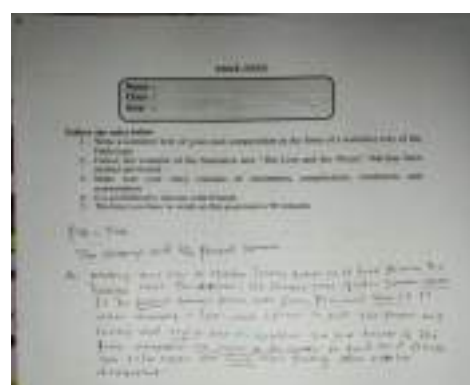
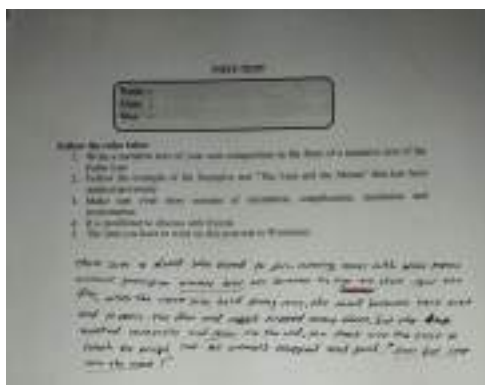
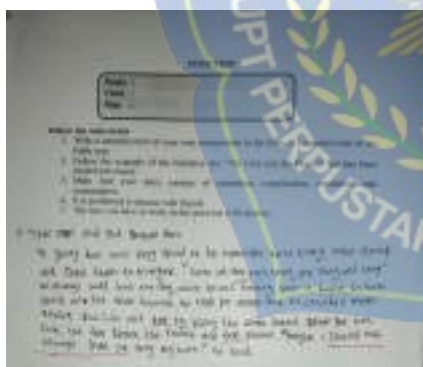
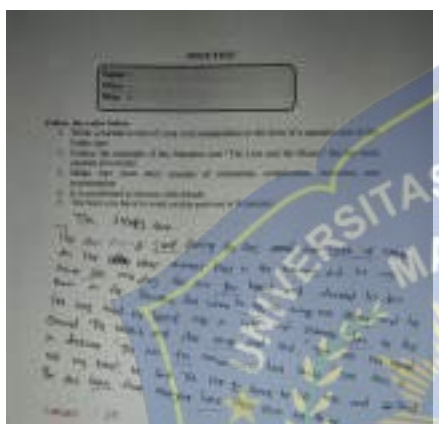
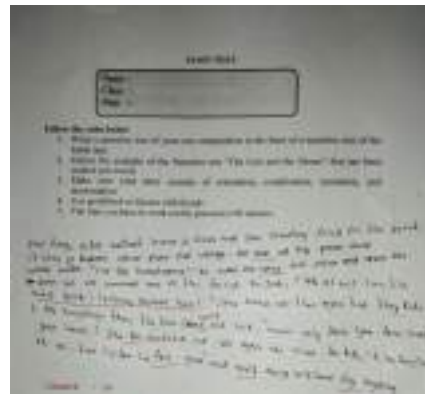
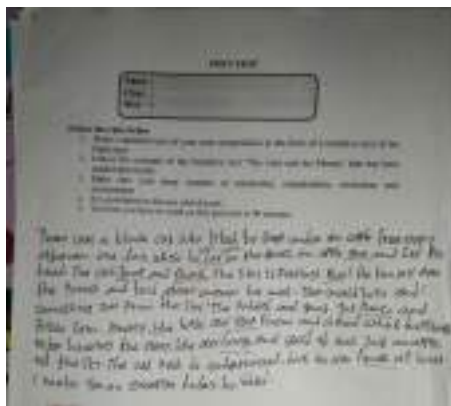
STUDENTS' POST-TEST KELAS EKSPERIMENT DAN KELAS KONTROL

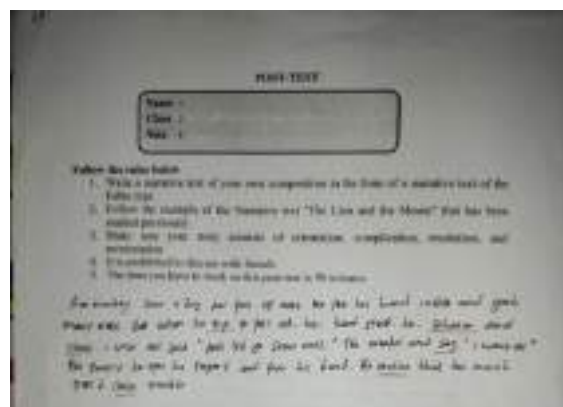
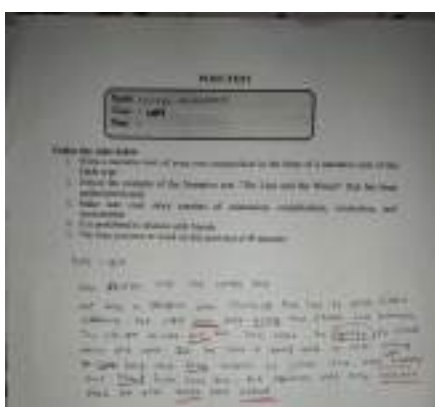
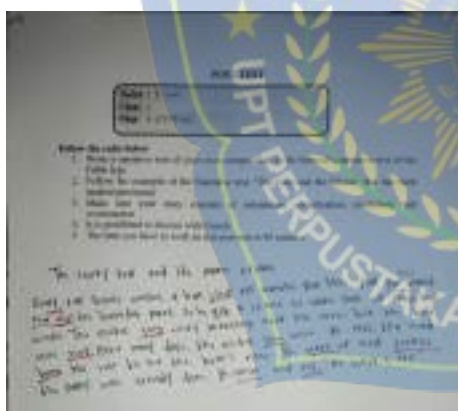
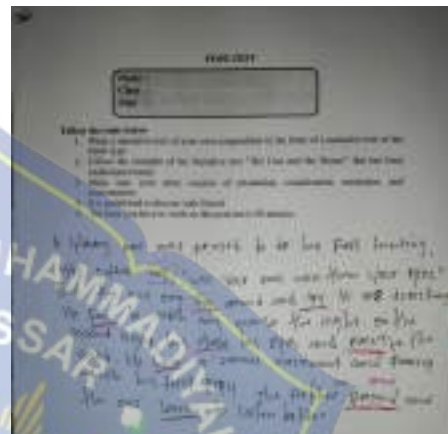
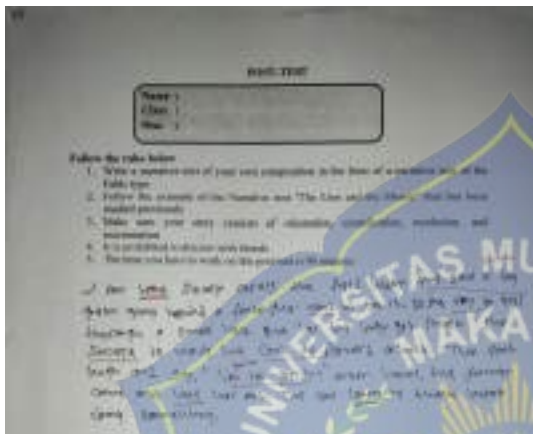
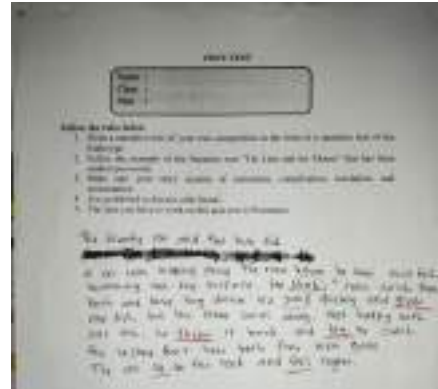
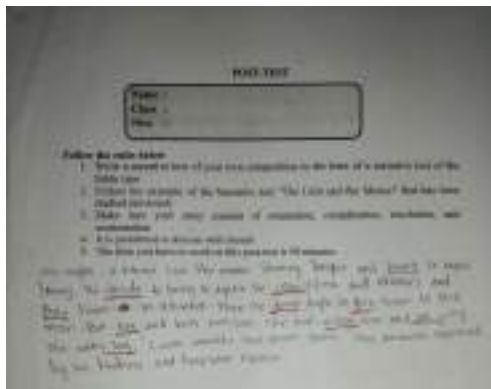
➤ Post-test Experiment Class

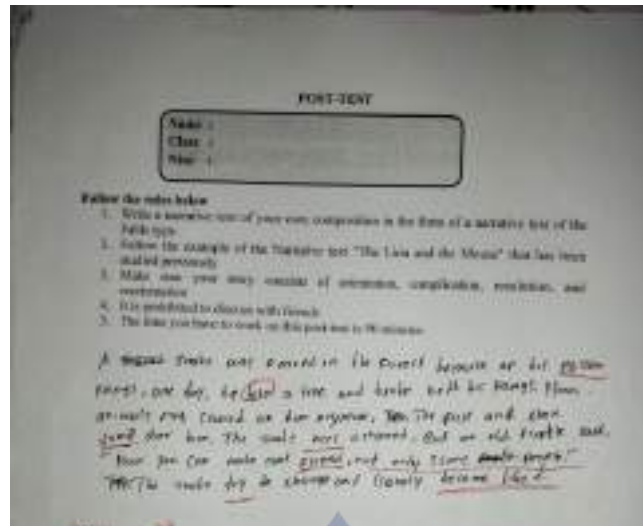




Post-test Control Class







APPENDIX 9 LETTERS

Surat Keterangan Bebas Plagiat



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat: Jl. Sultan Aji Muhammad Sulaiman No. 259, Makassar 90022. Telp. (0411) 9645391, Fax. (0411) 965388

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini,**

Nama : Nur Intan
Nim : 105351101921
Program Studi : Pendidikan Bahasa Inggris
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 20 Agustus 2025
Mengetahui,
Kepala UPT Perpustakaan dan Penerbitan,


Nuriningsih S. Ham, M.L.P.
NIM: 964 591

Jl. Sultan Aji Muhammad Sulaiman No. 259 Makassar 90022
Telepon: (0411) 9645391, 965388, Fax: (0411) 965388
Website: www.umhary.ardamuh.ac.id
E-mail: upt@umhary.ardamuh.ac.id

Bab I Nur Intan 105351101921

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Surat Pengantar Penelitian dari TU FKIP


MAJELIS PENDIDIKAN TINGGI TAMPILAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 0351 /FKIP/A.4-II/IV/1446/2025
 Lamp : 1 Rangkap Proposal
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
 Ketua LP3M Unismuh Makassar
 Di
 Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh
 Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa besar mahasiswa tersebut di bawah ini:

Nama : Nur Intan
 NIM : 08357101921
 Prodi : Pendidikan Bahasa Inggris
 Alamat : Jl. Salein, Alauddin II
 No. HP : 085342230991
 Tgl Ujian Proposal : 27 Maret 2025

akan mengadakan penelitian dan akan pengambilan data dalam rangka tahapan proses penyelesaian Tugas Akhir Kuliah (Skripsi) dengan judul :
 "The Effectiveness Of Texto AI Integrated Learning Model In Enhancing Students' English Writing Skills At UPT SMA Negeri 2 Takalar"

Demikian Surat Pengantar ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
 Jazaakumulahu Khaeran Katsiraan.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

24 Syawal 1446 H
 Makassar
 23 April 2025

Dekan
 Fakultas Keguruan dan Ilmu Pendidikan
 Universitas Muhammadiyah Makassar

 Erwin Akib, S.Pd., M.Pd., Ph.D.
 NPM 860 934


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Surat Pengantar Penelitian dari LP3M


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGAJIDIAN KEPADA MASYARAKAT
Jl. Sultan Hassan No. 209 Tiro 90972 Pas. 2011 MAKASSAR Sulawesi Selatan 90221 e-mail: lp3m@umh.ac.id

Nomor : 6775/05/C.4-VIII/IV/1446/2025 23 April 2025 M
 Lamp : 1 (satu) Rangkap Proposal 25 Syawal 1446
 Hal : Permohonan Izin Penelitian

Kepada Yth,
 Bapak Gubernur Prov. Sul-Sel
 Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
 di -
 Makassar


 Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 0351/FKIP/A.4-II/IV/1446/2025 tanggal 23 April 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NUR INTAN
 No. Stambuk : 10535 1101921
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECTIVENESS OF TEXTO AI INTEGRATED LARNING MODEL IN ENCHANCING STUDENTS' ENGLISH WRITING SKILLS AT UPT SMA NEGERI 2 TAKALAR"

Yang akan dilaksanakan dari tanggal 25 April 2025 s/d 25 Juni 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku. Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran.


 Ketua LP3M


 Dr. Muh. Arief Muhsin, M.Pd.
 NBM1127761

Surat Pengantar Penelitian dari PTSP Provinsi



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://damup-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor	: 8356/S.01/PTSP/2025	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov Sulsel
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 6775/05/C.4-VIII/IV/1446/2025 tanggal 23 April 2025 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: NUR INTAN
Nomor Pokok	: 105351101921
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sir Alauddin No 259, Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

*** THE EFFECTIVENESS OF TEXTO AI INTEGRATED LEARNING MODEL IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS AT UPT SMA NEGERI 2 TAKALAR ***

Yang akan dilaksanakan dari : Tgl. 28 April s/d 25 Juni 2025

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diberikan di Makassar
Pada Tanggal 28 April 2025

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
 Pangkat : PEMBINA TINGKAT I
 Nip : 19750321 200312 1 008

Tembusan Yth

1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Penitipgal.

Surat Pengantar Penelitian dari Dinas Pendidikan



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VII JENEPONTO-TAKALAR
 Alamat: Jl. Palanikang No. 357, Kec. Pattallassang Kab. Takalar

Takalar, 29 April 2025

Nomor : 800/056-CD.WIL.VIINDISDIK
 Lampiran : -
 Perihal : **Izin Penelitian**

Kepada
 Yth. Kepala UPT SMAN 2 Takalar
 Di
 Takalar

Berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Pelayanan Perizinan Nomor: 8356/S.01/PTSP/2025 tanggal 28 April 2025 perihal Izin Penelitian, dengan ini:

Nama : **NUR INTAN**
 Nomor Pokok : 105351101921
 Program Studi : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa (S1)
 Alamat : Jl. St. Alauddin No 250 Makassar

Bermaksud akan mengadakan penelitian di sekolah wilayah kerja saudara dari Tanggal 28 April s.d 25 Juni 2025, dengan judul

"THE EFFECTIVENESS OF TEXTO AI INTEGRATED LEARNING MODEL IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS AT UPT SMA NEGERI 2 TAKALAR"

Demikian disampaikan kepada saudara untuk diketahui dan seceritanya.

Kepala Cabang Dinas Pendidikan
 Wilayah VII Jeneponto-Takalar,

 Sulawesi Selatan

Drs. H. ANDI ERNAWATI, M.Pd.
 Pangkat, Gol. Pembina Tk. I, IV/b
 NIP. 196708291993032011

Tembusan:

1. Kepala Dinas Pendidikan Prov. Sulawesi Selatan (sebagai laporan)
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PRODI PENDIDIKAN BAHASA INGGRIS

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nur Inani
 NIM : 00521100821
 Judul Penelitian : The Effectiveness of Text AI Integrated Learning Model in Enhancing Students' English Writing Skills at UPT SMA Negeri 2 Takalar
 Tanggal Ujian Proposal : 27 Maret 2025
 Tempat/Lokasi Penelitian : UPT SMA Negeri 2 Takalar

No	Hari/tanggal	Register Penelitian	Nama Gerente/ak	Hasil Gerente/ak
1	30 April 2025	Sangat baik Penelitian	Hj. SYAMSIAH ST. MT	
2	30 April 2025	Memberikan Pro-tes pada kelas eksperimen	HASRIATI, S. Pd	
3	3 Mei 2025	Treatment pada kelas eksperimen	WIDIAWATI, S. Pd	
4	7 Mei 2025	Treatment pada kelas eksperimen dan memberikan Pro-tes pada kelas kontrol	WIDIAWATI, S. Pd	
5	8 Mei 2025	Treatment pada kelas kontrol	WIDIAWATI, S. Pd	



MAJLIS DIKTIHIBRANG, PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nur Inani
 NIM : 00521100821
 Judul Penelitian : The Effectiveness of Text AI Integrated Learning Model in Enhancing Students' English Writing Skills at UPT SMA Negeri 2 Takalar
 Tanggal Ujian Proposal : 27 Maret 2025
 Tempat/Lokasi Penelitian : UPT SMA Negeri 2 Takalar

No	Hari/tanggal	Register Penelitian	Nama Gerente/ak	Hasil Gerente/ak
6	14 Mei 2025	Treatment pada kelas eksperimen dan kelas kontrol	WIDIAWATI, S. Pd	
7	15 Mei 2025	Treatment pada kelas kontrol	WIDIAWATI, S. Pd	
8	19 Mei 2025	Treatment pada kelas eksperimen	WIDIAWATI, S. Pd	
9	21 Mei 2025	Memberikan Pro-tes pada kelas eksperimen dan treatment pada kelas kontrol	WIDIAWATI, S. Pd	
10	22 Mei 2025	Memberikan Pro-tes pada kelas kontrol	WIDIAWATI, S. Pd	

Mengantar

Koordinator Program Studi,
PPKP Universitas Makassar



Dr. Lutfi Khairati Syam, S.Pd., M.Pd.
NIM: 977 807

Revisi/Kepala Sekolah/Instansi



H. Abdurrahman B. S.Pd., M.A.P.
NIP: 195707142003031001



Surat Keterangan Telah Selesai Meneliti



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH VII JENEPONTO-TAKALAR
UPT SMA NEGERI 2 TAKALAR

Alamat : Jl. Hanggeng Duing Bono, Kel. Pappa, Kec. Pattalassang, Kab. Takalar 92212
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SURAT KETERANGAN
 Nomor : 421.3/110 -UPT.SMA.2/TKR/DISTBK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Takalar menerangkan bahwa :

Nama	: NUR INTAN
NIM	: 105351101921
Tempat Tanggal Lahir	: Tana-Tana, 30 Maret 2003
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Instansi	: Universitas Muhammadiyah Makassar

Yang bersangkutan telah diterima untuk melakukan penelitian pada UPT SMA Negeri 2 Takalar dalam rangka penyusunan Skripsi dengan judul

"THE EFFECTIVENESS OF TEXT AI INTEGRATED LEARNING MODEL IN ENHANCING STUDENTS ENGLISH WRITING SKILLS AT UPT SMA NEGERI 2 TAKALAR"

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Takalar, 28 Mei 2025
 Kepala UPT SMA Negeri 2 Takalar,

H. ABDUL RAUF, S.Pd., M.Pd.
 Takalar, Poskodes 92212
 NIP. 197290714 200502 1 003

Surat Hasil Validasi Data Penelitian



Pusat Pengkajian & Pengembangan
Matematika dan Pembelajarannya (P3MP)
Jurusan Matematika FMIPA UNM
Sekretariat: Gedung FG Lantai 1, FMIPA UNM Makassar Telp. (0411) 866014, Fax. (0411) 840810



**KETERANGAN VALIDITAS HASIL PENELITIAN
NO.514-P3MP/Va/M-VII-25**

Pusat Pengkajian & Pengembangan Matematika dan Pembelajarannya (P3MP) Jurusan Matematika telah memvalidasi instrumen untuk keperluan penelitian yang berjudul:

"The Effectiveness of Texts AI Integrated Learning Model In Enriching Students' English Writing Skills at UPT SMA Negeri 2 Takalar"

Oleh Peneliti :

Nama	Nur Intan
NIM	105351101921
Jurusan/Prodi	Pendidikan Bahasa Inggris

Setelah diperiksa secara teliti dan seksama oleh tim validasi P3MP, maka instrumen penelitian tersebut telah memenuhi:

Validitas Konstruk dan Validitas Data

Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 24 Juli 2025

<p>Validator 2</p>  <p>Dr. Muhammad Ikhsan, M.Pd NIP. 19881014 202406 1 001</p>	<p>Validator 1</p>  <p>Prof. Dr. Almuhammad, M.St. NIP. 19631231 198803 1 030</p>
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Mengetahui

Ketua / Wakil P3MP Jurusan Matematika



Prof. Dr. Almuhammad, M.St.
NIP. 19631231 198803 1 030

DOCUMENTATIONS

Pre-test Kelas Experiment



Treatment Kelas Experiment



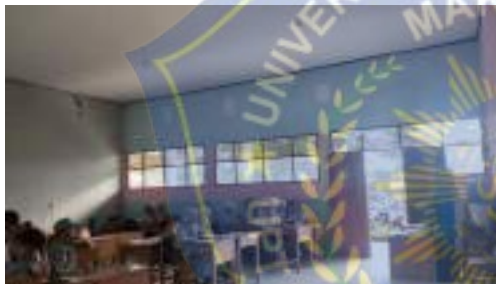
Post-test Kelas Experiment



Pre-test Kelas Control



Treatment Kelas Control



Post-test Kelas Control



CURRICULUM VITAE



Nur Intan was born on March 30th, 2003 in Takalar. She is the second child and has one brother from marriage couple of Mustari and Kasipa, her beloved parents. She started her education as a student of elementary school at SDN No.20 Tana-tana and graduated in 2014. In the same year she registered as a student at SMP Negeri 3 Takalar and graduated in 2017. Then she continued her education at SMA Negeri 3 Takalar and graduated in 2020. However, due to several considerations, the researcher did not immediately continue her education to college in 2020.

The researcher then continued her education to college in 2021 at English Education Department Study Program of Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis entitled “**THE EFFECTIVENESS OF TEXTO AI INTEGRATED LEARNING MODEL IN ENHANCING STUDENTS’ ENGLISH WRITING SKILLS AT UPT SMA NEGERI 2 TAKALAR**”.

