

ABSTRACT

Andi Nur Alfiah Insani Amin. 2026. Using the DeepSeek Application on Students' Writing Skills in Composing Hortatory Exposition Texts at the Eleventh Grade of SMA Muhammadiyah Limbung (A Quasi-Experimental Research). Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar (Supervised by Ismail Sangkala and St. Asmayanti AM)

Generative AI integration in EFL writing instruction has gained significant attention, yet previous studies have largely overlooked the ethical process of how students interact with these tools. This *quasi-experimental* research investigates the effectiveness of the DeepSeek application as a regulated digital scaffolding tool in improving students' writing skills in composing *hortatory exposition* texts. Employing a non-equivalent control group design, the study involved 50 eleventh-grade students divided into experimental and control groups, with data analyzed through descriptive statistics, normality and homogeneity tests, Wilcoxon test, and Mann-Whitney U test.

The findings reveal that both DeepSeek-assisted instruction and conventional methods significantly improved students' writing scores, as evidenced by the Wilcoxon test results ($p = 0.000$). Strikingly, the Mann-Whitney U test revealed no statistically significant difference between the two groups ($p = 0.748 > 0.05$), a pedagogical breakthrough demonstrating that ethically-guided AI use, strictly regulated by a Prompt Guidebook, produces outcomes comparable to well-designed human collaborative learning. This parity confirms that students maintained cognitive agency throughout the writing process, proving that teachers and effective pedagogy remain irreplaceable in the digital age. These findings carry profound implications for EFL pedagogy, curriculum development, and institutional AI policies.

Keywords: DeepSeek Application, Writing Skills, Hortatory Exposition Text