

**ANALYSIS OF CHATGPT FEEDBACK IN SUPPORTING NARRATIVE WRITING  
DEVELOPMENT IN VOCATIONAL HIGH SCHOOLS IN GRESIK:  
STUDENTS' PERCEPTIONS**

**THESIS**

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## ABSTRACT

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**Keywords:** ChatGPT, AI feedback, narrative writing, students' perception

This study investigates vocational high school (SMK) students' perceptions in Gresik regarding ChatGPT feedback in supporting the development of narrative writing skills in the context of English as a Foreign Language (EFL) learning. The research employed a quantitative approach using the Extended Technology Acceptance Model (TAM), which includes Intrinsic Motivation (IM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Behavioral Intention (BI). The sample consisted of 408 students from various vocational high schools in Gresik who met the research criteria. Data were collected using a five-point Likert scale questionnaire and analyzed both descriptively and inferentially (Pearson Correlation) using SPSS.

The results indicate that students' overall perceptions were highly positive, with a mean score of 4.12 (high category). Among the dimensions, Perceived Usefulness (PU) obtained the highest mean score (4.16), followed by Behavioral Intention (BI) (4.13), Intrinsic Motivation (IM) (4.08), and Perceived Ease of Use (PEOU) (4.03). The relatively low standard deviations indicate consistent responses. Pearson correlation analysis revealed significant relationships among all dimensions ( $p < 0.01$ ), with the strongest correlation found between PU and BI ( $r = 0.478$ , moderate), confirming that perceived usefulness most strongly influences students' intention to continue using ChatGPT.

The integration of ChatGPT as a feedback tool creates an interactive, motivating, and effective learning experience for narrative writing, addressing challenges related to creativity, coherence, and language accuracy among vocational high school students. This study concludes that ChatGPT is highly accepted by EFL vocational high school students and is recommended as an innovative pedagogical support tool for teachers, curriculum developers, and future researchers.

## ABSTRAK

Fitri, Nur Lailatul. 2025. *Analysis of ChatGPT Feedback in Supporting Narrative Writing Development in Vocational High School in Gresik: Students' Perceptions*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Gresik. Pembimbing: (I) Prof. Dr. Yudhi Arifani, S.Pd., M.Pd. (II) Candra Hadi Asmara, M.Pd.

**Kata Kunci:** ChatGPT, umpan balik AI, menulis naratif, persepsi siswa

Penelitian ini mengkaji persepsi siswa sekolah menengah kejuruan (SMK) di Gresik terhadap umpan balik ChatGPT dalam mendukung pengembangan keterampilan menulis naratif pada konteks pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini dilakukan dengan pendekatan kuantitatif menggunakan Extended Technology Acceptance Model (TAM) yang mencakup Intrinsic Motivation (IM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), dan Behavioral Intention (BI), dengan sampel 408 siswa dari berbagai SMK di Gresik yang memenuhi kriteria penelitian. Data dikumpulkan dengan menggunakan kuesioner Likert skala 5 poin yang dianalisis secara deskriptif dan inferensial (Pearson Correlation) menggunakan SPSS.

Hasil menunjukkan bahwa persepsi siswa secara keseluruhan sangat positif dengan skor rata-rata 4,12 (kategori tinggi), di mana BI memiliki skor tertinggi (4,13) diikuti PU (4,16), IM (4,08), dan PEOU (4,03), dengan deviasi standar rendah yang menandakan konsistensi respons. Analisis korelasi Pearson mengungkapkan hubungan signifikan antar dimensi ( $p < 0,01$ ), dengan korelasi terkuat antara PU dan BI ( $r = 0,478$ , moderat), menegaskan bahwa manfaat yang dirasakan paling mempengaruhi niat berkelanjutan.

Integrasi ChatGPT sebagai alat umpan balik menciptakan pengalaman belajar interaktif yang memotivasi dan efektif untuk menulis naratif, mengatasi tantangan kreativitas, koherensi, dan akurasi bahasa pada siswa SMK. Penelitian ini menyimpulkan bahwa ChatGPT diterima tinggi oleh siswa EFL tingkat sekolah menengah kejuruan dan direkomendasikan sebagai pendukung pedagogis inovatif bagi guru, pengembang kurikulum, serta peneliti masa mendatang.

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**The Writer**

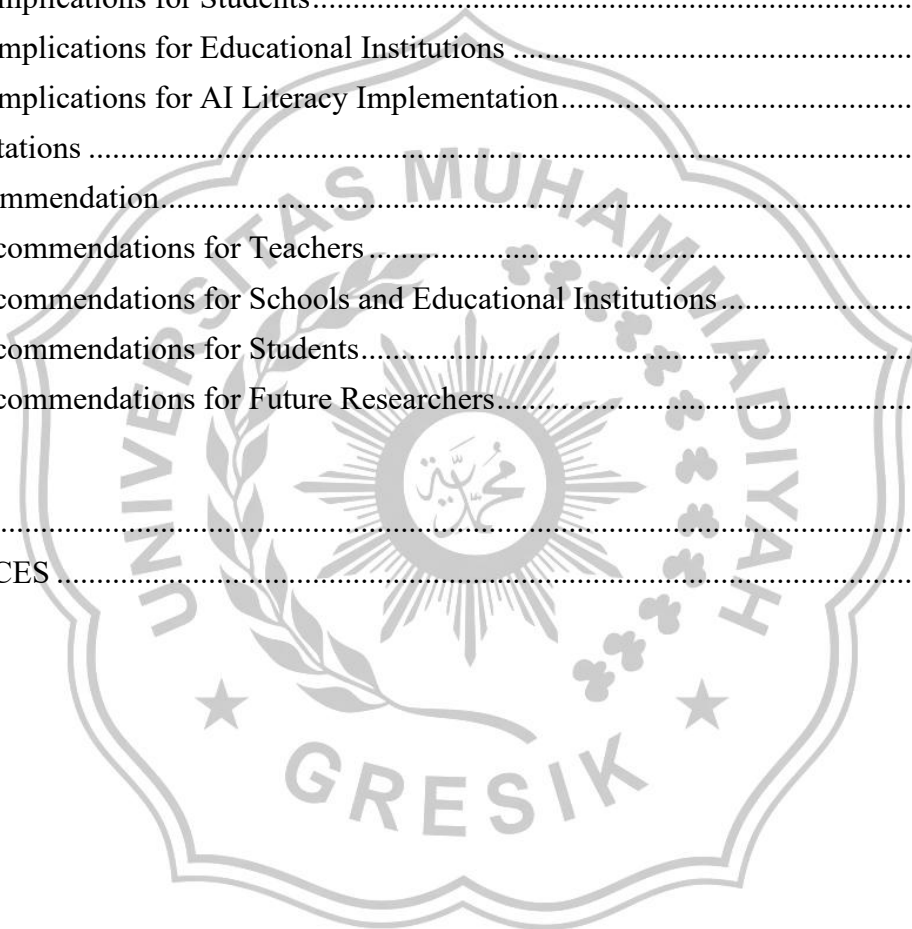
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