

**AN ANALYSIS OF CHATGPT'S PROBLEMATIC ON STUDENTS'
WRITING ABILITY**

THESIS

**Submitted in Partial Fulfillments of the requirements to obtain a Bachelor of
Education degree (S1)**

By

**Kamirah
21106009**



UBBG

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF
TEACHER TRAINING AND EDUCATION BINA BANGSA
GETSEMPENA UNIVERSITY
BANDA ACEH
2025**

APPROVAL I

Name : Kamirah
Number Of Student : 21106009
Department : English Education
Thesis Title : An Analysis of ChatGPT Problematic on Student Writing Ability

This thesis has been approved by the advisors for being further submitted to board of examiners.

Banda Aceh, 08 April 2026

Advisor I

Advisor II

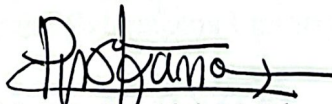


Dr. Syarfuni, M. Pd
NIDN. 0128068203



Rosdiana, M. Pd
NIDN. 0115088503

Head of English Education Department



Rizka Marlisa Aini, M. Pd
NIDN. 1313038901

APPROVAL II

Thesis "AN ANALYSIS OF CHATGPT PROBLEMATIC ON STUDENTS' WRITING ABILITY" by KAMIRAH has been approved by the board of examiners for the degree of education (S1) on 30 Juli 2025 and officially PASS

Banda Aceh, 08 April 2026

Signature

Advisor I Dr. Syarfuni, M. Pd
NIDN. 0128068203

(.....)

Advisor II Rosdiana, M. Pd
NIDN. 0115088503

(.....)

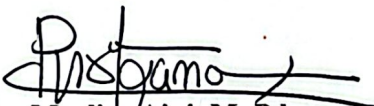
Examiner I Prof. Dr. Sariakin, S.Pd, M.Pd
NIDN. 0012106813

(.....)

Examiner II Mulyadi Syahputra, M. Pd
NIDN. 1315109101

(.....)

Head of English Education Department


Rizka Marlisa Aini, M. Pd
NIDN: 1313038901

Dean of the Faculty of Teacher Training and Education
Bina Bangsa Getsempena University


Dr. Syarfuni, M. Pd
NIDN. 0128068203

DECLARATION

The researcher hereby declares this thesis is her own writing, and it is true and correct that there is no other's word or statement, except words or statement that is referred in the references. All cited words were quoted in accordance with the ethical code of academic writing.

Banda Aceh, 08 April 2026



Kamirah

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to the Almighty God, the Most Gracious and Most Merciful, for His endless blessings, strength, and guidance that have enabled the author to complete this undergraduate thesis entitled "*An Analysis of ChatGPT's Problematic on Students' Writing Ability.*" This work is more than just an academic requirement; it is a journey marked by learning, growth, and intellectual and personal development.

The completion of this thesis would not have been possible without the presence, support, and sincere contributions of many individuals. Their unwavering encouragement, both material and spiritual, served as a foundation through moments of uncertainty and perseverance. Therefore, with the deepest sense of gratitude, the author wishes to extend heartfelt appreciation to:

1. My dearest parents, your endless prayers, unwavering patience, and boundless love have been the silent force behind every step of this journey. Every sacrifice you've made, every sleepless night, every word of encouragement, they live within each word written here. This thesis is not just mine; it is the reflection of your strength, your faith, and your unconditional support. I am forever indebted to you.
2. My beloved siblings, Sati Wulan Dari, Junita, and Ali Murtada, you are the very reason I have been able to keep going until this point. In the hardest moments of my life, you are the only place I could hold on to, the ones who gave me strength when everything felt unbearable. Your love, care, and presence have been my shelter in silence and my hope in struggle. I owe you more than words can ever express. This journey, and every step I have taken so far, is because of you.
3. The honorable Rector of Bina Bangsa Getsempena University, for providing a nurturing academic environment that fosters growth and critical inquiry.
4. The Dean of the Faculty of Education, whose vision and leadership have shaped the academic direction of this faculty.
5. The Head of English Education Program, for the continuous motivation and academic guidance throughout the author's years of study.

6. My first supervisor Mr. Dr. Syarfuni, M.Pd, whose insight, constructive feedback, and tireless support have been instrumental in shaping the structure and substance of this research.
7. My second supervisor Ms. Rosdiana, M.Pd, for offering guidance with kindness and patience, and for helping refine the clarity of thought in this thesis.
8. All lecturers at Bina Bangsa Getsempena University, whose knowledge and dedication have deeply enriched the author's academic journey.
9. The students of private University, whose participation made this study possible. Your openness and willingness to contribute are sincerely appreciated.
10. Sejahtera, for being a constant source of strength and encouragement throughout the most challenging moments of this journey. Your presence, patience, generosity, and unwavering support have given the author the courage to persist despite doubts and difficulties. Thank you for standing by the author in times of exhaustion and uncertainty, and for continuously reminding the author to keep moving forward. This accomplishment is, in many ways, also a reflection of your support and belief.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive feedback and suggestions are sincerely welcomed to improve future work. It is the researcher's hope that this thesis may offer meaningful insights and serve as a valuable contribution to the field of education and technology in a world increasingly shaped by artificial intelligence.

Banda Aceh, 08 April 2026

Author



Kamirah

ABSTRACT

References: Kamirah, Syarfuni, & Rosdiana. (2025). *An analysis of ChatGPT's problematic on students' writing ability*. Universitas Bina Bangsa Getsempena, Aceh, Indonesia.

This research explores the disruptive of ChatGPT on students' writing ability by analyzing cognitive, technical, and social dimensions. Utilizing a qualitative method with document analysis and semi-structured questionnaires, the study involved 20 undergraduate English students at a private university in Aceh. The findings reveal that ChatGPT significantly altered students' writing practices. Cognitively, students often rely on ChatGPT to generate ideas and structure thoughts, resulting in reduced critical thinking engagement. Technically, ChatGPT increased writing efficiency but created overdependence, limiting students' mastery of grammar and mechanics. Socially, the technology exacerbated digital inequality and diminished collaborative writing activities. GPTZero analysis showed various levels of AI involvement from completely manual to fully generated texts demonstrating the spectrum of dependency. The highest-quality texts were often AI-produced, raising concerns about originality and authenticity. While ChatGPT supports the writing process, excessive use leads to cognitive disengagement and a decline in students' independent writing skills. This study contributes to a better understanding of AI's double-edged influence in education and urges the development of pedagogical frameworks that integrate technology responsibly without undermining core academic competencies.

Keywords: *ChatGPT, Writing Disruption, Writing Ability, AI in Education*

TABLE OF CONTENTS

ACKNOWLEDGMENT.....	i
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
CHAPTER I INTRODUCTION.....	1
1.1 Background Of Study	1
1.2 Problem Of Study	8
1.3 Objectives of the Study	8
1.4 Significance of the Study	9
1.5 Scope of Study.....	10
1.6 Definitions of Important Terms.....	11
CHAPTER II LITERATURE REVIEW.....	12
2.1 Writing.....	12
2.1.1 Definition of Writing	12
2.2 Process of Writing.....	14
2.3 Aspects of Writing Skills	16
2.4 Technology in Writing.....	19
2.4.1 Written history and development of technology in learning.....	19
2.4.2 Technology applications and AI tools in writing.....	20
2.5 ChatGPT in Writing.....	21
2.5.1 Definition and Function of ChatGPT.....	21
2.5.2 Types of Chat GPT	23
2.5.3 Understanding and how ChatGPT works	24
2.5.4 Advantages and Disadvantages of ChatGPT in Writing	25
2.6 The Disruption Generated by ChatGPT	27
2.6.1 Definition of technological disruption in Education.....	27
2.7 Theoretical Framework of ChatGPT Disruption.....	29
2.8 Changes in Writing Teaching Methods.....	31
2.9 Previous research regarding students' perceptions of ChatGPT.....	32
2.10 Factors that influence student perceptions	33
CHAPTER III RESEARCH METHODOLOGY	35
3.1 Research Design	35
3.2 Research Subjects.....	36

3.3	Research Location and Time	37
3.4	Sources and Types of Data	37
3.5	Data Collection Techniques	38
3.6	Research Instruments	39
3.7	Data Analysis Techniques	40
3.8	Validity and Reliability	43
3.9	Research Ethics	43
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....		44
4.1	Result.....	44
4.2	Finding of Document analysis.....	45
4.3	Finding of Questionnaire.....	56
4.4	Finding of Thematic Analysis	66
4.5	Discussion	69
CHAPTER V CONCLUSION AND SUGGESTION		75
5.1	Conclusion.....	75
5.2	Suggestion	76
REFERENCES		78
APPENDIXES.....		87
Appendix 1 Document of students' writing		87
Appendix 2 Students' writing analysis		107
Appendix 3 Scoring rubric for writing assessment		228
Appendix 4 Table of questionnaire		229