



The Impact of ChatGPT as a Guided Thinking Partner on Junior Secondary Students' Recount Text Writing Skill

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-019	<i>This study investigated the impact of ChatGPT as a guided thinking partner on ninth-grade students' recount text writing skill at SMP Negeri 2 Suwawa. Although previous studies have shown that ChatGPT can support writing instruction, limited classroom-based quantitative evidence has examined its supervised use as a thinking partner rather than as an automatic text generator in junior secondary EFL recount writing. Grounded in sociocultural scaffolding theory, this study positioned ChatGPT as guided cognitive and linguistic support during idea generation, outlining, drafting, revising, and editing. A quantitative pre-experimental one-group pre-test and post-test design was employed with 30 students selected through purposive sampling. Students' recount texts were assessed using an analytic rubric covering structure, grammar accuracy, vocabulary use, and coherence. The data were analyzed using descriptive statistics, the Shapiro-Wilk test, the Wilcoxon Signed-Rank Test, and effect size calculation in IBM SPSS Statistics 27. The findings showed that the mean score increased from 72.33 in the pre-test to 85.83 in the post-test, with improvements across all writing indicators, especially coherence and text structure. The Wilcoxon test indicated a significant difference between pre-test and post-test scores ($Z = -4.102$, $p < .001$), with a large effect size ($r = .75$). The study concludes that ChatGPT can support recount text writing when it is used ethically, reflectively, and under teacher supervision as pedagogical scaffolding rather than as a substitute for students' own writing process.</i>
Keywords: Artificial Intelligence; Chatgpt; Guided Thinking Partner; Recount Text; Scaffolding; Writing Skill	
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1. Introduction

Writing is one of the most demanding skills in English as a Foreign Language (EFL) learning because it requires students to integrate linguistic knowledge, cognitive control, genre awareness, and rhetorical organization at the same time. Students are expected not only to produce grammatically acceptable sentences, but also to organize ideas logically, select appropriate vocabulary, and revise their texts to achieve a communicative purpose. Syahid (2019) explains that writing is a process of meaning construction involving planning, organizing, language selection, and revision. In line with this view, Achmad (2017) emphasizes that EFL students' writing problems are often related not only to grammar, but also to paragraph development, discourse organization, and coherence. These conditions make writing instruction a complex pedagogical task, especially at the junior secondary school level where students are still developing basic control of English structures.

One writing genre that frequently becomes a challenge for junior secondary students is recount text. Recount text requires students to retell past experiences in chronological order by using a clear orientation, a series of events, and reorientation. This genre also demands the consistent use of simple past tense, action verbs, temporal conjunctions, and time expressions. Previous studies show that students often experience difficulty in distinguishing the parts of recount text and arranging events in a logical sequence (Amalina & Yulianto, 2024; Ariani, 2023). In addition, students frequently make errors in past tense verbs, use limited vocabulary, and fail to connect sentences coherently (Fernando et al., 2024; Khalawi & Wibawa, 2022; Sari et al., 2021). Therefore, recount writing requires instructional support that addresses both the organization of ideas and the accuracy of language use.

The same problem was found in the learning context of SMP Negeri 2 Suwawa. Based on the initial condition observed in this study, students had difficulty organizing the orientation, events, and reorientation of a recount text. Many students also showed weaknesses in the use of simple past tense, vocabulary selection, and coherence between sentences. These problems indicate that students need more systematic support throughout the writing process. The support should not stop at explaining the definition and structure of recount text; it should also guide students in generating ideas, arranging those ideas into a chronological outline, developing paragraphs, checking language accuracy, and revising their work.

Several instructional technologies have been used to support recount text writing. Mind mapping applications, for example, help students visualize and arrange their ideas before writing. Mind mapping can guide students in identifying important events and maintaining the sequence of a story (Ds, 2024; Shi et al., 2023). Comic strips have also been used to help students visualize the flow of events and reduce anxiety in writing activities (Meylita Eka & Mazidah, 2024;

Nafisah & Pratama, 2020). In addition, YouTube-based videos can provide contextual audio-visual input that stimulates students' ideas before they write (Nuraida, 2021). These tools are useful because they make writing activities more concrete and engaging for students.

However, most of these tools have limitations. Mind mapping mainly supports the pre-writing stage and does not provide direct correction of grammar, sentence construction, or vocabulary use. Comic strips can make story sequences more visible, but they still require strong teacher guidance and do not automatically improve linguistic accuracy. Video-based media can help students understand context and chronology, but they do not provide individualized feedback during drafting and revision. Priyatmojo (2021) argues that visual media do not automatically improve students' cohesion and coherence without explicit instruction. Therefore, although these technologies are valuable, they do not fully address students' needs across all stages of the writing process.

In response to these limitations, artificial intelligence-based technology has gained increasing attention in language education. ChatGPT, as a form of generative artificial intelligence, is able to produce contextually relevant responses based on students' prompts. It can assist learners in generating ideas, organizing text, explaining grammar, suggesting vocabulary, and revising drafts. Kohnke et al. (2023) state that ChatGPT can support language learners during different stages of writing by providing examples, explanations, and formative suggestions.

Kasneci et al. (2023) further argue that AI-based systems can provide immediate feedback, personalized support, and adaptive scaffolding. These characteristics make ChatGPT relevant for EFL writing instruction, particularly when students need continuous support from planning to revision. However, the pedagogical value of ChatGPT depends on how it is integrated into classroom practice. Without clear guidance, ChatGPT may be used merely to generate complete texts, which can weaken students' originality, independence, and responsibility for their own writing (Aulia & Yamin, 2024; Balcı, 2024; Baskara, 2023).

The use of ChatGPT in writing instruction can also be understood through sociocultural learning theory and scaffolding. Vygotsky (1978) explains that learners can perform beyond their current independent ability when they receive appropriate assistance within the Zone of Proximal Development. In writing instruction, this support may help learners plan ideas, organize discourse, monitor language use, and revise their texts.

Wood et al. (1976) describe scaffolding as temporary assistance that enables learners to complete tasks that would be difficult to accomplish alone. In this study, ChatGPT was not positioned as a tool to generate ready-made texts, but as a thinking partner that helped students reflect on their own ideas and writing decisions. Students were guided to use reflective prompts, such as asking what they should think about to make their story clearer, how to organize ideas into

orientation, events, and reorientation, and what language features should be checked during revision. In this way, ChatGPT functioned as automated cognitive and linguistic scaffolding, while teacher monitoring ensured that students remained responsible for their own writing.

Conceptually, this study views guided ChatGPT use as a scaffolded writing process. Students first bring their personal experiences as the content of the recount text. ChatGPT then provides guided assistance during idea generation, outlining, drafting, revising, and editing. This assistance is mediated by teacher instruction and classroom monitoring so that students use AI for reflection and improvement rather than for direct text production. The expected outcome of this process is improved recount writing performance in terms of structure, grammar accuracy, vocabulary use, and coherence. This conceptual relationship links ChatGPT, scaffolding, the writing process, and recount text performance as the main framework of the study.

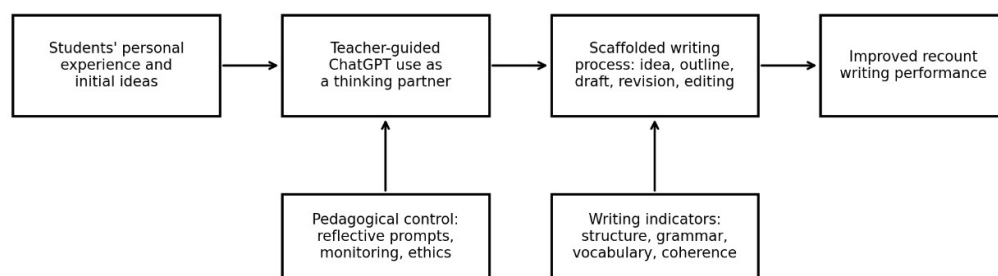


Figure 1. Conceptual Framework of Guided ChatGPT Use as Scaffolding in Recount Writing

Previous studies have reported positive effects of ChatGPT on writing. Niswa and Daulay (2024) found that ChatGPT helped students improve recount text writing in terms of organization, grammar, vocabulary, and coherence. Najah and Ghazali (2024) reported that ChatGPT supported university students' descriptive writing by improving clarity and cohesion. Susanti and Azizan (2025) also concluded that ChatGPT can help learners generate ideas, improve language use, reduce writing anxiety, and increase engagement. Nevertheless, these studies still leave several gaps.

Contextually, more evidence is needed from junior secondary EFL classrooms. Theoretically, the role of ChatGPT as scaffolding requires clearer explanation, especially in relation to how AI assistance supports students' thinking without replacing their authorship. Pedagogically, further research is needed to examine guided and supervised ChatGPT use rather than unrestricted AI-generated writing.

Based on this gap, the present study examined the impact of ChatGPT as a guided thinking partner on students' recount text writing skill at SMP Negeri 2 Suwawa. The research question was: Do students' recount text writing scores improve after the integration of ChatGPT as a thinking partner that provides guided writing assistance in the writing process? The objective of the study was to determine whether the use of ChatGPT as a guided thinking partner improved students' recount text writing performance. The novelty of this study lies in its focus on the structured and supervised use of ChatGPT as a thinking partner across the stages of recount writing among ninth-grade EFL students, while maintaining students' responsibility as the main writers.

2. Method

This study employed a quantitative approach using a pre-experimental method with a one-group pre-test and post-test design. The design was selected because the study aimed to measure students' recount text writing ability before and after the implementation of a specific instructional treatment. The treatment was the use of ChatGPT as a thinking partner that provided guided writing assistance during the learning process. In this design, one group of students was tested before the treatment, received the treatment, and was then tested again after the treatment.

The difference between the pre-test and post-test scores was used to determine students' writing improvement after the treatment. Quantitative analysis was appropriate because the students' writing performance was converted into numerical scores and analyzed statistically (Creswell & Creswell, 2023; Sugiyono, 2023). However, because the study did not use a control group, the findings should be interpreted as evidence of improvement after the intervention rather than as a definitive causal comparison with other teaching methods.

The population of the study was all ninth-grade students at SMP Negeri 2 Suwawa in the 2025/2026 academic year. The sample consisted of 30 students from class IX-2. The sample was selected through purposive sampling because the class met the criteria required for the treatment. The students had access to mobile phones, were able to participate in ChatGPT-based writing activities, and had limited prior experience using ChatGPT. These conditions made the class suitable for investigating the implementation of ChatGPT as a thinking partner that provides guided writing assistance in learning recount text.

The main instruments of the study were writing tests and an analytic scoring rubric. The pre-test required students to write a recount text individually without using ChatGPT or other technological assistance. The topic of the pre-test was "My Last Holiday Experience." The post-test was administered after the treatment and required students to write another recount text independently without using ChatGPT. The topic of the post-test was "My Experience in Joining a Class Meeting Competition." The use of independent writing tests in both stages was intended to

measure students' actual writing ability before and after the treatment.

The students' texts were assessed using an analytic rubric adapted from Heaton (1998, as cited in Saori & Sugianto, 2023). The rubric consisted of four indicators: structure of recount text, grammar accuracy, vocabulary use, and coherence. Each indicator was scored from 1 to 4. The maximum raw score was 16, and the final score was converted into a 0-100 scale by dividing the student's raw score by 16 and multiplying the result by 100.

The same rubric was used for the pre-test and post-test in order to maintain consistency in scoring. The content validity of the instrument was supported by aligning the writing tasks and rubric indicators with the recount text material taught in class and by obtaining review from the academic supervisor and the English teacher. To maintain the reliability of the writing assessment, the researcher used the same analytic rubric, scoring criteria, scoring scale, and score conversion formula for all students' scripts in both the pre-test and post-test. The rubric and score calculation was also consulted with the English teacher to ensure that the scoring procedure was appropriate for assessing students' recount text writing ability.

Ethical procedures were also considered during data collection. The researcher obtained permission from the school and coordinated the study with the English teacher before conducting the treatment. Students were informed that ChatGPT was used only for learning support and that their writing scores would be used for research purposes without revealing their identities. Students were also instructed not to enter private personal information into ChatGPT. During the treatment, the researcher and two colleagues monitored students' use of the platform to protect privacy, prevent direct copying, and ensure that AI was used only as guided support for the writing process.

The treatment was conducted through eight meetings, including the pre-test and post-test. In the first meeting, students completed the pre-test. In the second meeting, the researcher reviewed recount text material and introduced ChatGPT as a thinking partner. Students were instructed that ChatGPT should not be used to produce a complete recount text directly. Instead, it was used to support idea development, organization, revision, and editing. In the third and fourth meetings, students practiced writing a recount text on the topic 'Independence Day Experience.' The third meeting focused on idea generation, idea development, and outline construction, while the fourth meeting focused on drafting, revising, editing, and publishing.

In the fifth and sixth meetings, students repeated the writing stages with the topic 'Visiting My Grandmother's House.' They used reflective prompts to develop ideas, organize orientation, events, and reorientation, and revise their writing. In the seventh meeting, students completed an independent writing practice on the topic 'My Most Memorable Experience During Ramadan.' During this practice, they created their own reflective prompts and used ChatGPT more independently as a

thinking partner. In the eighth meeting, students completed the post-test without ChatGPT. Treatment fidelity was maintained by using the same writing stages, topic-based tasks, prompt guidance, and monitoring procedures across the treatment sessions. The researcher and two colleagues checked students' prompts, reminded them not to request complete texts, helped with technical access, and redirected students to reflective questions when their prompts were too product-oriented.

The data were analyzed using IBM SPSS Statistics 27. First, descriptive statistics were used to describe the minimum score, maximum score, mean score, and standard deviation of the pre-test and post-test. Second, the Shapiro-Wilk test was used to examine data normality because the sample size was fewer than 50 students. Third, because the post-test data were not normally distributed, the Wilcoxon Signed-Rank Test was used to test the hypothesis. The significance level was set at .05. If the significance value was lower than .05, the null hypothesis was rejected, indicating a significant difference between the pre-test and post-test scores. To indicate practical significance, the effect size for the Wilcoxon test was calculated using $r = Z/\sqrt{N}$, where Z refers to the Wilcoxon test statistic and N refers to the number of participants.

3. Result

The pre-test was conducted before the implementation of ChatGPT as a guided thinking partner. The students wrote recount texts independently based on the topic 'My Last Holiday Experience.' The pre-test results showed that students' initial writing ability was varied. Some students could organize ideas into a recognizable recount structure, but many students still had difficulty developing the orientation, arranging events chronologically, using simple past tense accurately, and connecting ideas coherently. The post-test was conducted after the treatment using the topic 'My Experience in Joining a Class Meeting Competition.' Compared with the pre-test, the post-test results showed clearer organization, more complete recount structures, more appropriate vocabulary use, and better coherence. Although students' original texts are not reproduced in this article to protect participant privacy, the scoring notes showed a visible shift from short and loosely connected recounts in the pre-test to more complete texts with clearer orientation, chronological events, and reorientation in the post-test.

Table 2. Descriptive Statistics of Pre-test and Post-test Scores

Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	50	94	72.30	12.07
Post-test	30	75	94	85.80	5.688

Table 2 shows that students' mean score increased from 72.33 in the pre-test to 85.83 in the post-test. The minimum score also increased from 50 to 75, indicating that students with lower initial achievement made meaningful progress after the treatment. The standard deviation decreased from 12.070 to 5.688, showing that the students' scores became more homogeneous after the implementation of ChatGPT as a guided thinking partner.

Table 3. Classification of Students' Pre-test and Post-test Scores

Interval score	Level	Pre-test F	Pre-test %	Post-test F	Post-test %
91-100	Excellent	2	6.7%	5	16.7%
81-90	Very good	7	23.3%	22	73.3%
71-80	Average	3	10.0%	3	10.0%
61-70	Poor	15	50.0%	0	0.0%
Below 60	Very poor	3	10.0%	0	0.0%
Total		30	100%	30	100%

Table 3 indicates a major shift in score classification after the treatment. Before the treatment, 15 students were in the poor category and 3 students were in the very poor category. After the treatment, no students remained in these two categories. Most students moved into the very good category, and the number of students in the excellent category increased from 2 to 5. This classification supports the finding that students' recount text writing performance improved after the guided use of ChatGPT as a thinking partner.

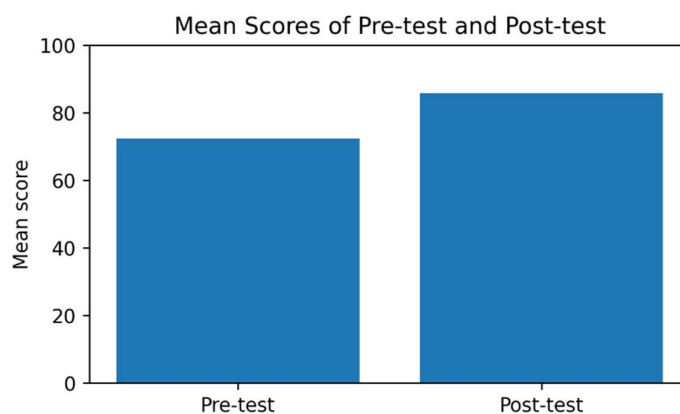


Figure 2. Mean Scores of Pre-test and Post-test

Figure 2 visually confirms the increase in students' writing performance. The mean score moved from the average level in the pre-test to the very good level in the post-test. This result suggests that the treatment contributed positively to students' ability to write recount texts independently after using ChatGPT during the learning process.

Table 4. Students' Scores Based on Recount Text Writing Indicators

Indicator	Pre-test total point	Pre-test mean (1-4)	Pre-test mean (100)	Post-test total point	Post-test mean (1-4)	Post-test mean (100)
Structure of recount text	97	3.23	80.83	115	3.83	95.83
Grammar accuracy	70	2.33	58.33	81	2.70	67.50
Vocabulary use	85	2.83	70.83	98	3.27	81.67
Coherence	94	3.13	78.33	110	3.90	97.50

Table 4 shows that all writing indicators improved. The highest post-test mean was found in coherence (3.90), followed by structure of recount text (3.83), vocabulary use (3.27), and grammar accuracy (2.70). Grammar accuracy remained the lowest indicator, although it also improved from 2.33 to 2.70. These results show that students developed stronger ability in organizing recount text and connecting ideas, while grammar still required further practice. The relatively smaller gain in grammar suggests that grammatical accuracy, especially the use of simple past tense, requires more sustained practice than organization and coherence.

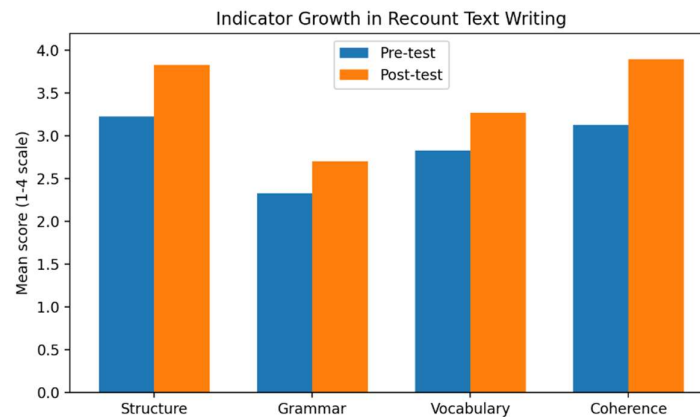


Figure 3. Mean Scores of Recount Text Writing Indicators

Figure 3 illustrates that coherence and structure showed the most visible improvement after the treatment, while grammar accuracy increased more moderately. This pattern suggests that guided ChatGPT use was particularly helpful for organizing ideas and building logical connections between events, but grammar accuracy still needed explicit teacher explanation and repeated practice.

Table 5. Normality Test and Wilcoxon Signed-Rank Test Results

Analysis	Result	Interpretation
Shapiro-Wilk pre-test	Sig. = 0.054	Normally distributed because $p > .05$
Shapiro-Wilk post-test	Sig. = 0.001	Not normally distributed because $p < .05$
Wilcoxon negative ranks	3	Three students obtained lower post-test scores
Wilcoxon positive ranks	23	Twenty-three students obtained higher post-test scores
Wilcoxon ties	4	Four students obtained the same scores
Wilcoxon test statistics	$Z = -4.102$; Asymp. Sig. (2-tailed) $< .001$	Significant difference between pre-test and post-test scores
Wilcoxon effect size	$r = .75$	Large practical effect based on $r = Z /\sqrt{N}$

The normality test showed that the pre-test data were normally distributed, while the post-test data were not normally distributed. Therefore, the Wilcoxon Signed-Rank Test was used to test the hypothesis. The Wilcoxon result showed that 23 students had higher post-test scores, 3 students had lower scores, and 4 students had the same scores. The significance value was lower than .05, so the null hypothesis was rejected. This means that there was a statistically significant difference between students' recount text writing scores before and after the implementation of ChatGPT as a guided thinking partner. The effect size was $r = .75$, which indicates a large practical effect and shows that the improvement was educationally meaningful, not only statistically significant.

4. Discussion

The findings of this study indicate that the implementation of ChatGPT as a guided thinking partner had a positive impact on students' recount text writing skill. The increase of the mean score from 72.33 to 85.83, supported by a significant

Wilcoxon result and a large effect size ($r = .75$), shows that students performed better after receiving the treatment. The improvement was not limited to one aspect of writing; all four indicators in the analytic rubric increased. This suggests that ChatGPT helped students not only with idea organization but also with linguistic aspects such as vocabulary and grammar. Therefore, the improvement was both statistically significant and practically meaningful.

The improvement can be explained by the role of ChatGPT as scaffolding during the writing process. In the treatment sessions, students did not use ChatGPT to obtain ready-made recount texts. They were trained to use reflective prompts that asked ChatGPT to help them think about their ideas, organization, clarity, and language accuracy. This process reflects sociocultural scaffolding because assistance was provided within students' developing ability and gradually supported their movement toward more independent writing (Vygotsky, 1978; Wood et al., 1976). It is also consistent with Kasneci et al. (2023), who state that AI-based systems can offer immediate feedback and personalized assistance, and with Kohnke et al. (2023), who explain that ChatGPT can support idea generation, text organization, grammar correction, and vocabulary development. In this study, ChatGPT functioned as a thinking partner that provided guidance while students remained the main authors of their texts.

The strongest improvements were found in coherence and structure. Coherence increased from 3.13 to 3.90, while structure increased from 3.23 to 3.83. These results show that students became more capable of arranging their ideas into a logical sequence and organizing their texts according to the generic structure of recount writing. This finding is important because recount text requires clear orientation, chronologically ordered events, and reorientation. Amalina and Yulianto (2024) and Ariani (2023) argue that many students experience difficulty distinguishing these structural components. Through ChatGPT-supported prompts, students were repeatedly encouraged to consider who was involved, when and where the experience happened, what events occurred first, next, and last, and how the experience ended. This repeated reflection helped them internalize the structure of recount text.

Vocabulary use also improved from 2.83 to 3.27. Before the treatment, students tended to use limited and repetitive vocabulary when describing their experiences. After the treatment, students were more able to choose words that matched the topic and context of their recount texts. This improvement supports the argument that ChatGPT can provide vocabulary assistance and contextual language examples (Kohnke et al., 2023; Susanti & Azizan, 2025). However, the improvement in vocabulary should be interpreted as the result of guided use. Students were not encouraged to copy sophisticated words without understanding them. Instead, they were guided to ask what vocabulary might help make their story clearer and easier to understand.

Grammar accuracy improved from 2.33 to 2.70, but it remained the lowest

indicator in the post-test. This finding shows that ChatGPT helped students become more aware of grammar, especially the use of simple past tense, but grammar development still required more time and practice. Recount text relies heavily on past tense verbs, and students often struggle with verb changes and sentence accuracy (Khalawi & Wibawa, 2022; Sari et al., 2021).

During the treatment, students used prompts to ask what language features they should pay attention to during editing. This helped them identify some errors, but several minor mistakes remained. This result provides a critical perspective on ChatGPT-assisted writing: AI feedback can support noticing and revision, but it cannot replace explicit grammar instruction, guided practice, and teacher explanation, especially for junior secondary students who are still developing basic grammatical competence.

The findings also confirm that ChatGPT provides more comprehensive support than several earlier technologies used in writing instruction. Mind mapping, comic strips, and videos can support idea generation and make the sequence of events more concrete (Ds, 2024; Meylita Eka & Mazidah, 2024; Nuraida, 2021). However, these tools mainly assist the pre-writing stage. In contrast, ChatGPT supported students during planning, outlining, drafting, revising, editing, and publishing. This broader support is particularly useful in writing instruction because writing is a process that involves several stages rather than a single act of producing a final text (Hyland, 2021; Syahid, 2019).

The results of this study are consistent with previous research on ChatGPT in writing instruction. Niswa and Daulay (2024) found that ChatGPT improved students' recount text writing proficiency by supporting organization, grammar, and vocabulary. Najah and Ghazali (2024) found that ChatGPT improved students' descriptive writing, especially clarity and cohesion. Susanti and Azizan (2025) also reported that ChatGPT helped learners generate ideas, improve language use, and increase engagement.

The present study strengthens these findings by providing classroom-based quantitative evidence at the junior secondary level and by focusing on the use of ChatGPT as a thinking partner rather than a direct text generator. At the same time, the lower improvement in grammar shows that ChatGPT should be seen as complementary support, not as a complete solution for all writing problems.

The theoretical contribution of this study lies in showing how scaffolding can be enacted through a teacher-regulated AI tool in an EFL writing classroom. ChatGPT did not function as an independent teacher or as an automatic writer. Instead, it operated as a scaffold when students used reflective prompts, received feedback, compared that feedback with their own ideas, and revised their texts. This finding extends the discussion of AI-assisted language learning by emphasizing that the value of generative AI depends on pedagogical control, prompt design, and learner reflection. In other words, AI-supported scaffolding becomes meaningful when it supports students' thinking process while preserving

their authorship and responsibility.

Another important finding concerns students' independence. During the early meetings, students needed considerable guidance to access ChatGPT, formulate prompts, and understand how ChatGPT could support writing. By the seventh meeting, students were more able to create reflective prompts and complete the stages of writing more independently. This indicates that repeated and supervised interaction with ChatGPT can support learner autonomy and metacognitive awareness. Zhai and Nezakatgoo (2025) state that AI-supported learning can encourage students to evaluate, revise, and reflect on their learning more critically. In this study, students gradually learned to ask questions about their own writing and make revision decisions based on feedback.

Nevertheless, the use of ChatGPT must be guided carefully. Several studies warn that ChatGPT may lead to over-reliance, reduced originality, plagiarism, inaccurate feedback, and reduced creativity if it is used without pedagogical control (Aulia & Yamin, 2024; Balci, 2024; Baskara, 2023). This study addressed these concerns by emphasizing that students' ideas had to come from their own experiences and that ChatGPT was used only to support reflection, organization, and revision. The teacher's role was essential in monitoring students' prompts, preventing direct copying, and ensuring that ChatGPT supported students' cognitive process rather than replacing it. Therefore, the effectiveness of ChatGPT in this study was closely related to structured guidance and supervision. The implication is that AI use in writing classes should balance assistance and independence: students may use ChatGPT to think, check, and revise, but they should not use it to bypass the writing process.

From the classroom implementation, several pedagogical do's and don'ts can be formulated. Teachers should explain the role of ChatGPT clearly, require students to write their initial ideas independently, provide examples of reflective prompts, divide writing activities into stages, monitor students' prompts and responses, and assess the writing process as well as the final product. In contrast, teachers should not allow students to use ChatGPT without instruction, copy complete AI-generated texts, use ChatGPT as a full translation tool, enter private personal information, or replace independent writing practice with instant AI responses. These classroom principles show that ChatGPT should be treated as temporary support that helps students think, organize, revise, and improve their writing while maintaining students' responsibility as the main writers.

The long-term implication of this finding is that ChatGPT-assisted writing should be integrated as a process-oriented practice rather than as a one-time intervention. If students repeatedly use ChatGPT only to obtain quick answers, they may become dependent on AI-generated language. However, if they are consistently guided to ask reflective questions, compare suggestions, revise selectively, and explain their writing decisions, ChatGPT may help develop metacognitive awareness and digital literacy. Future classroom implementation

should therefore include clear AI-use rules, teacher modeling of appropriate prompts, staged writing tasks, and independent writing assessment to ensure that students gradually reduce reliance on AI support.

The findings should also be interpreted with attention to the limitations of the study. First, the study involved only 30 students from one class, so the findings cannot be generalized broadly to all junior secondary students. Second, the study used a one-group pre-test and post-test design without a control group. As a result, the improvement cannot be compared with another group learning recount text without ChatGPT. Third, the treatment was conducted within a limited number of meetings, so the long-term effect of ChatGPT on writing development was not measured. Fourth, the study focused on writing performance indicators and did not deeply examine students' perceptions, motivation, creativity, or digital literacy. Even with these limitations, the findings provide useful evidence that guided ChatGPT integration can support students' recount text writing performance when implemented in a structured, supervised, and ethical way.

5. Conclusion

Based on the findings and discussion, it can be concluded that the use of ChatGPT as a thinking partner that provides guided writing assistance significantly improved students' recount text writing skill. The pre-test mean score was 72.33, while the post-test mean score increased to 85.83. The Wilcoxon Signed-Rank Test showed a significance value of $p < .001$, which was lower than .05, and the effect size was large ($r = .75$). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This means that there was a significant and practically meaningful difference between students' recount text writing scores before and after the implementation of ChatGPT.

The improvement was also reflected in the four writing indicators. The structure of recount text improved from 3.23 to 3.83, grammar accuracy improved from 2.33 to 2.70, vocabulary use improved from 2.83 to 3.27, and coherence improved from 3.13 to 3.90. These results indicate that ChatGPT supported students in organizing recount text structure, sequencing events logically, selecting more appropriate vocabulary, checking grammar, and producing more coherent texts. ChatGPT was most effective when it was used as a thinking partner and scaffold rather than as a tool to produce complete texts directly.

For students, ChatGPT should be used to support the writing process, especially in generating ideas, developing outlines, revising drafts, and improving language use. Students need to maintain originality by writing based on their own experiences and using ChatGPT only as a support tool. For teachers, ChatGPT can be integrated into writing instruction as a medium for scaffolding, feedback, and revision practice. However, teachers must provide clear rules, model appropriate prompts, and monitor students' use of AI to avoid over-reliance and copying. For future researchers, it is recommended to conduct studies with control groups,

larger samples, longer treatment periods, and additional variables such as motivation, perception, creativity, and digital literacy. For the English Language Education Study Programme, the findings can serve as input for developing AI-use guidelines in writing courses. These guidelines may clarify that ChatGPT can be used for brainstorming, outlining, grammar checking, vocabulary improvement, and revision, but not for generating complete final texts. The programme may also encourage process-oriented writing activities so that prospective teachers learn to use generative AI ethically, pedagogically, and without replacing students' own writing process.

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