

**EXPLORING SIMILARITIES BETWEEN AI-GENERATED
WRITING AND STUDENTS' WRITING IN PRODUCING
DESCRIPTIVE TEXT AT HAMZANWADI UNIVERSITY**

THESIS



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE, ART, AND HUMANITIES
HAMZANWADI UNIVERSITY
2025**

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A Thesis

Submitted to Hamzanwadi University in the Partial Fulfillment of Requirements
for the Degree of *Sarjana Pendidikan* in English Language
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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE, ART, AND HUMANITIES
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ABSTRACT

This study explores the similarities between descriptive texts written by second-semester English education students at Hamzanwadi University and a text generated by ChatGPT in response to the same writing prompt. Using a qualitative descriptive method, seven student texts selected from fifteen submissions and one AI-generated text were analyzed with the IELTS Writing Band Descriptors, focusing on Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. The findings indicate that both texts shared similarities in addressing the task, maintaining coherence, using descriptive vocabulary, and applying varied sentence structures, although the AI-generated text demonstrated greater lexical variety and fewer grammatical errors. These results suggest that AI-generated writing can serve as a supplementary model for students in developing descriptive writing skills, while teacher guidance remains crucial to ensure critical and effective use of AI tools.

Keywords: Descriptive text, AI-generated writing, ChatGPT, similarities, IELTS Writing Band Descriptors

ABSTRAK

Penelitian ini mengeksplorasi kesamaan antara teks deskriptif yang ditulis oleh mahasiswa Pendidikan Bahasa Inggris semester dua di Universitas Hamzanwadi dengan teks yang dihasilkan oleh ChatGPT sebagai respons terhadap tugas menulis yang sama. Dengan menggunakan metode deskriptif kualitatif, tujuh teks mahasiswa yang dipilih dari lima belas hasil tulisan dan satu teks AI dianalisis berdasarkan IELTS Writing Band Descriptors yang mencakup Task Response, Coherence and Cohesion, Lexical Resource dan Grammatical Range and Accuracy. Hasil penelitian menunjukkan bahwa kedua jenis teks memiliki kesamaan dalam menjawab tugas, menjaga koherensi, menggunakan kosakata deskriptif, dan menerapkan variasi struktur kalimat, meskipun teks AI menampilkan variasi leksikal yang lebih luas dan kesalahan gramatikal yang lebih sedikit. Temuan ini menyarankan bahwa tulisan AI dapat menjadi model tambahan bagi mahasiswa dalam mengembangkan keterampilan menulis deskriptif, dengan tetap membutuhkan bimbingan dosen agar penggunaan AI lebih kritis dan efektif.

Kata Kunci: teks deskriptif, tulisan berbasis AI, ChatGPT, kesamaan, IELTS Writing Band Descriptors

DECLARATION

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 27 September 2025

Firna Reswita

APPROVAL

EXPLORING SIMILARITIES BETWEEN AI-GENERATED WRITING AND STUDENTS' WRITING IN PRODUCING DESCRIPTIVE TEXT AT HAMZANWADI UNIVERSITY

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This is to certify that this thesis has been approved
by the advisors for thesis defense.

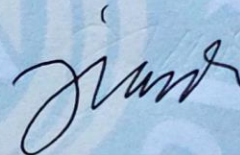
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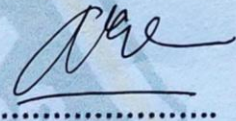
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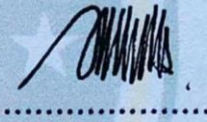
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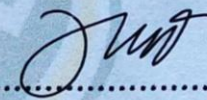
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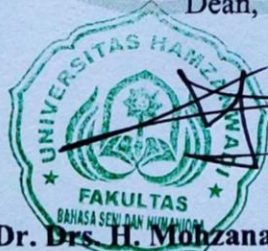


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DEDICATION

Bismillahirrahmanirrahim

Alhamdulillah Rabbil 'Alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful, for His blessings, guidance, and strength that enabled the writer to complete this thesis. On this occasion, the writer would like to express sincere gratitude and appreciation to:

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MOTTO

“The moment you hesitate, it’s all over.”

- Levi Ackerman

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language serves as a fundamental tool for human communication across the world, allowing people to express thoughts, share knowledge, and connect with others (Nasution & Tambunan, 2022). Among various languages, English is one of the most widely spoken and studied languages globally, and even achieving official status in many countries (Rao, 2019). Realizing the importance, the Indonesian education system has included English as a subject in the national curriculum from elementary school to higher education. In academic context, English has four skills that are linked together and must be mastered by the students. The skills are include listening, writing, speaking, writing and reading. And in this case, the researcher will focus on writing skills, which are often challenging for Indonesian EFL learners especially struggle in sentence construction, paragraph organization and maintaining coherence in their writing (Rahmatunnisa in Fithriyah, 2024).

Writing is a complex and productive skill that requires learners to use grammar, vocabulary, content knowledge, organization, and coherence simultaneously (Harlena et al., 2020). All of these components must be considered to support students' achievement in writing and can help students in composing and organizing their writing. In addition, writing is one of the English skills that must be taught regularly, but some students consider writing as a skill that is challenging skill to learn due to their lack of vocabulary, limited understanding of grammar rules (Nova, 2018; Ardhita & Sari, 2025) and difficulties organizing ideas logically (Indah, 2022). These challenges become especially visible when students are asked to produce spesific text

types, such as descriptive texts, which require attention to structure, detail, and language features.

Descriptive text is a genre of writing that aims to describe and reveal the characteristics of a particular person, place, object, or specific event. In descriptive text, there are generic structures such as Identification and description (Sipayung et al., 2021) and language features that differentiate it from the other kind of text (Rohman & Rizqiya, 2021). In addition, in producing descriptive text, (Syifa et al., 2022) stated that most of the mistakes made by students in producing descriptive text are due to lack of vocabulary, lack of grammar skills, and students writing in hurry. Then, lack of motivation and practice in learning are also factors in these difficulties (Waruwu, 2023). Faced with these difficulties, there are many strategies that students can use to improve their writing skills, and one of the emerging solutions is the use of Artificial Intelligence (AI).

Artificial Intelligence or AI is the capacity of a computer in identifying patterns and take actions based on available data and statistical models (Hassani et al., 2020). In this digital era, AI plays an important role in various aspects of human life, including education. As quoted by Holmes & Tuomi (2022), the 21st century has experienced a significant transformation through digital technology that is increasingly integrated into the teaching and learning process at all levels of education. This integration not only changes the way knowledge is delivered, but also the way students interact with learning materials and develop important skills. In the context of education, AI presents promising opportunities to improve educational outcomes, particularly in the field of writing. One increasingly popular application of AI is Natural Language Processing (NLP), which allows machines to automatically generate text with a high degree of coherence and grammar. AI-powered tools like QuillBot, Grammarly, and

ChatGPT have emerged as influential assets, offering innovative solutions to improve the efficiency, accuracy, and overall quality of English academic writing (Raad et al., 2023). These system can generate essays, provide grammatical feedback, and even mimic human-like writing styles in seconds, making them increasingly attractive to students facing writing challenges (Kasneci et al., 2023). Due to these opportunities, AI becoming increasingly integrated into educational settings, particularly in the context of writing. Students can employ it to complete writing tasks like essay, research paper or article.

However, despite the advantages of AI-generated text, there remain concerns among educators and researchers regarding originality, authenticity, and the potential impact on students' writing development. While AI can produce grammatically accurate texts, questions arise about how closely these outputs resemble actual student writing in terms of structure, vocabulary, and coherence. As AI becomes more common in academic settings, it is important to examine the similarities between AI-generated writing and students' writing. Given this context, researcher is instrest to conduct a study at Hamzanwadi University that aims to investigates how these two sources of writing align, focusing on key features such as content, organization, grammar, vocabulary and mechanics.

B. Focus of the Study

The focus of this research was to explore the similarities that appeared between AI-generated writing and students' texts in producing descriptive texts. Specifically, the research examined how second-semester students of the English Education Study Program at Hamzanwadi University constructed descriptive texts and compared these

with a text generated by ChatGPT. The analysis emphasized key elements of academic writing based on the IELTS Writing Task 2 Band Descriptors.

C. Purpose of the Study

Based on the statement of the problems, this study aims to achieve the following purposes:

1. To identify and describe the similarities between descriptive texts produced by students and those generated by AI in response to the same writing task.
2. To highlight areas of similarities between AI-generated writing and student writing, based on the IELTS Writing Task 2 criteria.

D. Significance of the Study

By doing this research, the researcher hopes that it can provide meaningful insights into the field of English language education, particularly in teaching and learning descriptive writing. The findings are expected to benefit the following groups:

1. For the students

This research can help students better understand the characteristics of effective descriptive writing. By comparing their writing with AI-generated texts, students may become more aware of the importance of content development, organization and clarity. Additionally, this study may enhance students' AI literacy and understanding of how technology can be used as a learning tool rather than a replacement for their own writing skills.

2. For the English teacher

The results of this study can assist teachers in identifying common patterns in student writing and provide useful references for designing writing tasks and

assessments. Teachers may also gain new perspectives on how AI-generated writing could be used as a learning model or comparison tool to teach strategies more effectively. Furthermore, the findings can inform teachers about the integration of AI tools in writing instruction and assessment practices.

3. For the future researchers

This study contributes to the growing field of research on AI in education, especially in writing instruction. It may serve as a reference for future researchers who are interested in analyzing AI-generated content, exploring student writing development, or investigating the integration of technology in language learning. The methodology and findings can also provide a foundation for similar comparative studies in different contexts or genres.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH QUESTIONS

A. The Concepts of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a form of writing that provides clear and detail information about particular object, place, person, animal, or event. The term “descriptive” comes from the word “describe”, which is defined by the Macmillan Dictionary, which means giving specific details about what someone or something is like. Futhermore, Hogue (2008, p.70) in his book states that “description is a word of a picture,’ meaning that description in writing functions like a picture made out of words. In other words, this type of text aims to create a clear picture in the reader’s mind through words, almost like painting with language. Similarly, Kane (2003, p.351) explains that “Description is about sensory experience, such as how something looks, sounds and tastes”. Although description mainly focuses on what can be seen, it also involves other types of perception. Descriptive texts are designed to help readers visualize the subject being described by conveying what the person, thing, or place is like using carefully chosen words and descriptive language.

Langan in (Syafira et al., 2021) defines descriptive text is a text that tells something or someone clearly and in detail, so that it can provides a clear picture to the reader through words. From this statement, we can concluded that when reading a decriptive text, it can feel as if the reader is looking at the picture because of the rich and concrete imagery used. Furthermore, according to Anderson and Anderson in (Humarani et al., 2023), descriptive text is used to describe certain individuals, places or objects. The description is factual and objective, focusing only on the characteristics

of the subject without including the author's personal opinions. Supporting this view, Gerot and Wignell (1994) and Knapp and Watkins (2005) explain that descriptive writing involves listing the characteristics of the subject in an organized manner. This process usually begins with naming or identifying the subject, followed by classifying and describing its specific attributes, such as appearance, behavior, or function (Noprianto, 2017). This structured approach allows readers to imagine the subject as if they were seeing it in person. Pardiyono (2007, p.34) also notes that "Descriptive texts can refer to either living things or non-living things". This type of writing may stand alone or serve a specific purpose.

In summary, descriptive text is a form of literature that aims to describe an object/things, person, animal, place, or event in such a way that the reader can form a clear and accurate mental picture of it.

2. Language Features of Descriptive Text

In language features, there are grammatical features used to support the information contained in the text. Mursyid in (Siregar & Dongoran, 2020) declared that the language features of descriptive text consist of grammatical aspects, such as the use of simple present tense, focus on certain participants, use of attributive and identification processes, use of adjectives, and use of classifiers in nominal groups. Moreover, Derewianka (1990); Gerot and Wignell (1994); Emilia and Christie (2013); Knapp and Watkins (2005); in (Noprianto, 2017) state that descriptive text employ some language features as summarized below:

- a. Focus on a particular participant as the main character;
- b. Use present tense as the dominant tenses;

- c. Often use linking verbs or relational process (is, are, has, have, belongs to) to classify and describe the appearance or quality and part or function of the participant);
- d. Use action verbs or material process and behavior process in providing additional descriptions of the actions and behaviors carried out by the participants in the text;
- e. Use mental verb or mental process when describing feelings;
- f. Use adjectives and adverbs to add information to nouns (participants) and add information to verbs (actions) to provide a more detailed description about the topic;
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes manifested in embedded clause that functions as conditions.

3. Generic Structure of Descriptive Text

Descriptive text is a form of writing that aims to provide clear and detailed information about a particular person, place, object, or event. However, writing descriptive text cannot be done carelessly. Descriptive text must follow a clear purpose and structure so that the message can be conveyed effectively. In genre-based writing, this structure is known as a generic structure, which explains how the text should be organized. According to Djuarie, descriptive text consists of two generic structures, such as identification and description (Indah, 2022).

a. Identification

The identification becomes the first part of introducing briefly the object to describe. This part usually mentions the name and essential explanations about the

object. It starts with an introductory paragraph of the text then continues with several explanations paragraphs (Waruwu, 2023).

b. Description

This section is in the second paragraph. In this section, students can describe certain parts, characteristics, and qualities of an object. This section consists of illustrations of physical characteristics, explanations of purposes, explanations of people, explanations of characteristics and their uses, explanations of interesting facts, and descriptions of properties (Purnamasari et al., 2021).

Examples of descriptive text:

My Best Friend

My best friend's name is Olin. She is my classmate, and we have been friends since we were in junior high school. **(Identification)**

Olin is a kind and friendly person. She has long black hair and bright eyes. She always smiles and make people feel happy. She likes to wear simple clothes and always look neat. Olin is also smart. She helps me study when I don't understand something. She loves reading books and writing in her notebook. **(Description)**

Selong Belanak Beach

One of my favorite places is Selong Belanak Beach. It is located in Lombok, and I like to visit it with my family on weekends. **(Identification)**

Selong Belanak Beach is very beautiful. The sand is white and soft, and the sea is clean and blue. The waves are not too big, so it is safe for swimming. There are many trees around the beach that make the air fresh and cool. Sometimes, we see

people surfing or playing volleyball. There are also food stalls where we can buy grilled corn or fresh coconut water. **(Description)**

My Favorite Bag

I have a favorite bag that I use every day. It was a birthday gift from my sister.

(Identification)

The bag is medium-sized and black. It is made of strong fabric and has two pockets in front. Inside, there is a big space where I can put my books, a bottle, and my pencil case. The zipper works well, and the strap is soft and comfortable to wear. There is also a small keychain on the side with a cute bear on it. **(Description)**

B. Artificial Intelligence (AI)

1. Definition of Artificial Intelligence

One of the latest technological developments that is increasingly in demand is Artificial Intelligence (AI). Although there are many different definitions of what AI actually is, it can be simply described as a computer system that can perform tasks just like humans. Healey (2020) defines Artificial Intelligence (AI) as a broad term used to describe a set of technologies that can solve problems and perform tasks to achieve certain goals without explicit human guidance. According to Ahmet in (Sak, 2024), the term “Artificial Intelligence” combines “artificial,” meaning simulation but not completely fake, and “intelligence,” which implies the ability to replace real items because of better qualities in certain contexts. Specifically, the term “Artificial Intelligence” was first introduced by John McCarthy, a professor at Stanford University in 1955, who described AI as the scientific procedure of machine learning (de-Lima-Santos & Ceron, 2022). Additionally, Rich, cited by (Ganguly, 2024),

defines AI as the design and implementation of computer programs that are capable of acquiring and applying knowledge independently, without human intervention.

Artificial Intelligence (AI) is a branch of computer science that aims to create machines or systems that are able to perform tasks that typically require human intelligence. These tasks include learning, reasoning, problem solving, understanding language, and even creativity. Thus, the Oxford Dictionary defines Artificial Intelligence as the theory and development of computer systems that are able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages. Similarly, (Russel, Stuart J. & Norvig, 2021) describes AI as the study of agents that receive perceptions from the environment and take actions. In essence, AI enables machines to perform cognitive functions that are normally associated with the human mind.

In addition, the purpose of artificial intelligence is to build computer software of hardware systems that demonstrate human-like thought or display features traditionally associated with human intelligence (Campesato, 2020). AI as a computer system can perform tasks that would normally require human intelligence. These tasks include decision-making, language translation, speech recognition, and visual perception (Fitria, 2022). Through these capabilities, AI aims to assist humans in enhancing productivity, improving decision-making, and automate complex tasks in various domains.

Based on the expert definitions above, Artificial Intelligence (AI) is computer technology that can think and perform tasks like humans, such as learning, problem-solving, and decision-making with the goal of helping people work more efficiently.

2. Artificial Intelligence in Language Learning

Artificial Intelligence (AI) has transformed many aspects of our lives, including education, with language learning being one of the most significantly impacted areas. One of the key advantages of AI in language learning is its ability to provide fast, accurate, and personalized feedback. As highlighted by Shumanov & Johnson, AI serves as a valuable tool in language learning, as it offers a personalized, adaptive, and engaging experience (Butarbutar, 2024). Furthermore, AI can act as a tireless tutor, providing individualized coaching, ample feedback, and scaffolding activities essential to achieving fluency in a low-stakes environment (Sak, 2024). This encourages learners to take risks and learn from their mistakes. AI also promises to reduce the time it takes to develop skills. Thus, in language learning, timely and accurate feedback is crucial in helping students improve their speaking, writing, reading, and listening skills. AI-powered tools can instantly analyze student responses and provide specific feedback, be it on pronunciation, grammar, or comprehension. This direct and targeted feedback helps learners address their weaknesses effectively, making language acquisition faster and more efficient.

AI in language learning is becoming increasingly popular due to its efficiency and convenience. People can easily find different ways to learn a language now that smart devices and the Internet are becoming more common. AI tools for language learning can help students save time by doing certain tasks for them and providing them with a more personalized learning experience based on their needs and progress (Rebolledo Font de la Vall & González Araya, 2023). Moreover, the ability of AI is to automatically identify and correct common mistakes also assists students in overcome common difficulties faced in language learning.

In addition to these benefits, AI can also support the development of writing skills. By leveraging natural language processing technology, AI can provide suggestions and corrections related to grammar and writing. AI can analyze sentence structures, word usage, and text coherence in depth, helping students improve their writing skills more effectively and accurately. However, despite the many benefits that AI offers in language learning, it is important to realize that the role of the teacher remains important. Teachers provide emotional support, cultural awareness, adaptive pedagogy, and development critical thinking, the aspects that AI cannot fully replicate (Yulianti, 2025). So that AI cannot replace the teacher as a facilitator, motivator, and source of inspiration. Teachers continue to play a vital role in providing guidance, offering deeper explanations, and ensuring that learning occurs holistically and meaningfully.

C. IELTS Writing Rubric

One of the well-known measurements in assessing writing is by using rubric. According to (Olson & Krysiak, 2021), a rubric is an assessment tool that outlines specific expectations aligned with descriptive criteria of a task, usually presented in a grid format, and is used to measure performance against those expectations. In higher education, rubrics are commonly used as a part of assessment framework. However, (Taylor et al., 2024) emphasize that students may engage with rubrics in diverse ways and perceive their effectiveness differently, depending on how the rubrics are introduced and applied. Moreover, Broad in (Qamariah, 2021) emphasized that rubrics are among the most influential tools not only in assessing student writing but also in guiding the teaching process itself. Andrade, also cited in Qamariah (2021),

highlighted that rubrics contribute to faster and more efficient evaluation processes by offering clear benchmarks for judgement.

On the other hand, rubrics not only provide structure for assessment but also transparency for learners and educators in evaluating writing assignments. One of the most established and widely used rubrics for evaluating academic writing is the IELTS Writing Rubric. The IELTS Writing Rubric is a standardized scoring guide used to evaluate test takers' writing performance in the International English Language Testing System (IELTS). The rubric serves as a comprehensive assessment tool that divides writing performance into four main criteria, such as: 1) Task Achievement/Response, 2) Coherence and Cohesion, 3) Lexical Resource, and 4) Grammatical Range and Accuracy (IELTS, 2003). Each criterion is scored on a band scale from 0 to 9, with descriptors at each level to ensure fairness and consistency in evaluating writing skills. The rubric is designed to assess how well a writer meets the requirements of the task, organizes ideas logically, uses vocabulary effectively and demonstrates grammatical competence in the context of academic writing. The IELTS Writing tests itself consist of two writing tasks, and therefore, there are two corresponding rubrics. The first is the rubric for Task 1, which is used to assess writing based on the interpretation of data such as graphics, tables, or processes. The second is the rubric to Task 2, which is used to evaluate longer essay-style responses, including argumentative, discursive and descriptive writing.

D. Relevant Study

To ensure research focus and novelty, as well as to determine the research position, researchers need to analyze previous relevant studies. In this regard, researchers analyze previous research findings and elaborate on them:

1. The first research was conducted by Amirjalili et al (2024) titled “*Exploring the boundaries of authorship: a comparative analysis of AI-generated text and human academic writing in English literature*”. This research compared essays written by a student and ChatGPT, analyzing sections such as introduction, realism, modernism, and conclusion. Using frameworks like assetiveness and Text Inspector, the study found that while AI produced relevant content, it lacked depth, specificity, and accurate referencing compared to human writing.
2. The second study was conducted by Goulart et al (2024) with title “*AI or student writing? Analyzing the situational and linguistic characteristics of undergraduate student writing and AI-generated assignments*”. This study is comparing student and AI-generated texts in university-level academic literacy courses. Their study employed multidimensional analysis (MDA) to examine linguistic and stylistic differences between the two sources. The findings indicate both convergence and divergence in lexical density, cohesion, and overall academic tone. While their research focused on a broad range of academic writing genres, the present study narrows its focus to descriptive texts, allowing for deeper investigation into genre-specific writing features.
3. The third study was conducted by Hatice Yildiz Durak, Figen Egin, and Aytug Onan in 2025 with a title “*A Comparison of Human-Written Versus AI-Generated Text in Discussions at Educational Settings: Investigating Features for ChatGPT, Gemini and BingAi*”. This study aims to evaluate the linguistic features and differences between AI-generated and human-generated articles in educational contexts. The result of this study showed that human writing was more complex and detailed, while AI texts were easier to detect using models like BERTurk,

which achieved 95% accuracy. This highlights the growing need for tools that distinguish AI from human writing.

4. The fourth study was conducted by Priyadarshini et al. (2024) have explored the use and perception of AI writing tools in educational settings. This study investigated how ChatGPT is viewed by students and teachers in EFL academic writing contexts. Their study revealed that both groups believe AI can enhance writing by improving vocabulary, idea organization, and coherence. Although their research is based on perception and classroom experience rather than direct text analysis, it reinforces the importance of understanding how AI tools function in academic writing tasks.

From these studies, similarities are evident in their comparison of AI and human texts, linguistic frameworks, and educational settings. However, none specifically examined similarities in descriptive texts using the IELTS rubric. Therefore, the present study aims to fill this gap by:

1. Focusing on descriptive text as a genre,
2. Using the IELTS Writing rubric as the framework,
3. Exploring similarities rather than differences, and
4. Targeting Indonesian EFL university students.

E. Theoretical Framework

According to Arikunto (2006), a theoretical framework is a foundation that explains the key concepts or variable in a study. It serves not only as a guide for data analysis but also as the basis for formulating research question and interpreting findings. The theoretical framework of this study is based on the genre-based writing theory, which explains that each type of text or genre has a specific communicative

purpose, structure, and language features. This theory, as proposed by Hyland (2004) and Knapp and Watkins (2005), emphasizes that writing is a social process shaped by context, audience, and purpose. In educational settings, genre theory is used to help students produce texts that meet the conventions and expectations of specific genres.

In this study, the focus is on the descriptive genre, which aims to vividly describe a person, place, object, or event. Descriptive texts typically follow a structure that includes an introduction, a detailed description, and a conclusion. High-quality descriptive writing uses appropriate adjectives, sensory details, and logical organization to help readers visualize the subject clearly. By applying genre-based writing theory, this study will look for the similarities of descriptive texts written by students and generated by AI. The theory provides a clear standard for identifying whether the texts fulfill the descriptive purpose, follow an appropriate structure, and use effective language features. This framework helps the researcher analyze and compare both types of texts based on how well they reflect the characteristics of the descriptive genre.

F. Research Questions

Based on the discussion above, this study seeks to address the research question into, “What similarities can be identified between student-produced descriptive texts and an AI-generated text produced by ChatGPT in response to the same writing task?”

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative descriptive design to explore similarities between AI-generated and student-written descriptive texts. A qualitative approach was chosen as it enables detailed exploration of meanings and contexts often overlooked in quantitative research (Creswell & Creswell, 2022; Denzin & Lincoln, 1998). More specifically, this study adopted a qualitative descriptive design, which emphasizes staying close to the data, using minimal interpretation, and organizing findings into meaningful themes (Creswell & Creswell, 2022, p.2). As (Sandelowski, 2000) notes, qualitative descriptive research is most suitable when the aim is to provide a direct and comprehensive summary of a phenomenon, focusing on the “who, what, and where” of an event. This design was therefore appropriate for capturing and presenting straightforward descriptions of textual similarities without heavy interpretation or numerical measurements.

B. Setting of the Study

This study was carried out in both physical and digital settings. The physical setting took place at Hamzanwadi University, located at Cut Nyak Dien Street No. 85, Pancor, Selong District, East Lombok Regency, West Nusa Tenggara. The data collection was done after the Participants finished their writing course exam, where they were asked to write a descriptive text. Thus, for the digital setting, researcher used the ChatGPT platform to create AI-generated descriptive texts based on the same writing prompt. This was done after the students’ texts were collected and their CEFR levels were checked, so the AI text could match their level for fair comparison.

C. Participants of the Study

The participant of this study were second-semester students from the English Education Study Program at Hamzanwadi University. The focus was on Class D, which consisted of 21 students. This class was chosen because it had a different writing lecturer compared to Classes A, B, and C, allowing researcher to considered whether teaching differences might affect students' writing. Thus, the participation in this study was voluntary. Out of 21 students, only those who agreed to take part were included as participants. After collecting their descriptive texts, the CEFR levels were analyzed using the Pearson GSE Teacher Toolkit, and a purposive sampling technique was applied by selecting texts from the most common CEFR group. This ensured that the analysis of similarities between student and AI texts was consistent and comparable.

D. Data Collection

1. Definition of Key Term

In order to clarify the key terms used in this study, some definitions are put forward:

- a. **AI-Generated Writing:** AI-generated writing refers to texts created by artificial intelligence systems, particularly those that utilized natural language processing (NLP) that have emerged as influential assets, such as offering solutions to improve the efficiency, accuracy, and overall quality of English academic writing (Raad et al., 2023). In this study, AI-generated writing specifically refers to descriptive texts produced by ChatGPT in response to the same prompts given to students.
- b. **Student' writing:** Student' writing is defined as the written output produced by learners, demonstrating their knowledge, language skills, and creativity. As noted

by (Purnamasari et al., 2021), writing is one of the activities used by the writer to communicate and express their ideas with readers. When students have ideas or knowledge in their minds, they can use writing to express their ideas. In this study, student' writing refers to descriptive texts produced by second-semester English education students at Hamzanwadi University.

- c. Descriptive text: Descriptive text is a type of text that describes a person, place, object or event in detail.(Rohman & Rizqiya, 2021). For this study, descriptive text follows the academic structure of introduction, body, and conclusion while maintaining the descriptive genre characteristics of identification and detailed description.
- d. IELTS Writing Rubric: The IELTS Writing Rubric is a standardized scoring guide used to evaluate test takers' writing performance in the International English Language Testing System (IELTS). The rubric serves as a comprehensive assessment tool that divides writing performance into four main criteria, such as: 1) Task Achievement/Response, 2) Coherence and Cohesion, 3) Lexical Resource, and 4) Grammatical Range and Accuracy.
- e. Similarities: Similarities refers to the fact that people or things look or are the same (Cambridge English Dictionary, 2025). For this study, similarities refer to the shared characteristics, pattern, or features that appear in both student-written and AI-generated descriptive texts, as identified through systematic analysis using the IELTS Writing rubric criteria.

2. Instrument of the study

Research instruments are tools developed by researchers to achieve their stated objectives when conduct a research study. In other words, research instruments are designed tools that contribute the collection of data for the purpose of analysis. In qualitative research, the researcher itself acts as a research instrument (DEWI, 2022) or often reffered to as the “human instrument” that responsible for collecting, analyzing, interpreting the data, and drawing conclusions based on the findings (Sugiyono, 2023).

In addition to the researcher, a Descriptive Writing Test in the form of a Writing Task Prompt was used as a supporting instrument. The prompt asked both the students and the AI tool to produce a descriptive text about a place that was interesting, memorable, or meaningful. In addition, to make the results comparable, both were given the same instructions and asked to write in three paragraphs: (1) Introduction, (2) Body Paragraph, and (3) Conclusion. Moreover, the usual descriptive text structure of identification and description was adapted into an academic style, while the body and conclusion provided the description. This way, the texts became clearer and better suited to academic writing standards.

3. Technique of Collecting Data

The technique of collecting data is refers to how the writer collect and get the data. In this study, the data were collected from two sources, second-semester students and an AI langauge model called ChatGPT. The primary data consisted of descriptive texts produced by both sources. The collection procedure followed these steps:

a. Preparation Phase

The researcher design a single descriptive writing task for both students and ChatGPT. The task instructed participants to describe a place that they find

interesting, memorable or meaningful, using formal academic English. Additionally, the participants are also guided to organize their text into three paragraphs: Introduction, Body Paragraph, and Conclusion.

b. Students Text Collection

Researcher visited Class D of the second-semester English Education Study Program at Hamzanwadi University and invited students to participate voluntarily. Before completing the task, researcher first explained the study's purpose and provided instructions without offering guidance on content. The students signed a consent form, then wrote a 250-300 word descriptive text within 60 minutes. The texts were submitted as PDF through a Google Drive link.

c. CEFR Level Check

The collected student texts were analyzed using the Pearson GSE Teacher Toolkit to check their estimate CEFR levels. In addition, the most common proficiency level among the students' writing was selected as the reference.

d. AI Text Generation

Using the same writing task, researcher requested ChatGPT to produce a descriptive text. An additional instruction was included, asking the AI to generate the text at the CEFR proficiency level identified from the students' writing. This ensured a fair comparison between student and AI texts.

e. Data Organization and Preparation

After obtaining both sets of texts, students-written and AI-generated, all documents will be stored and prepared for analysis.

E. Data Analysis

After gathering the data, this research continued to the next step of analyzing the data from students and AI written texts. The data in this study were analyzed using content analysis to explore the similarities between AI-generated texts and students' texts in producing descriptive writing. The collected texts were first be organized and categorized based on the writing prompt. Each text then examined using the IELTS Writing Task 2 rubric as an analytical framework, focusing on four main criteria: (1) Task Achievement, (2) Coherence and Cohesion, (3) Lexical Resource, and (4) Grammatical Range and Accuracy. Through this rubric, the researcher identified areas where student writing and AI writing showed overlap or alignment, such as similarities in content, structure, vocabulary use, and grammatical patterns. The analysis was qualitative in nature, aiming to describe patterns of similarities rather than measuring differences.

F. Trustworthiness

To ensure the credibility and reliability of the findings, this study adopted the four trustworthiness criteria proposed by Lincoln and Guba (1985): credibility, dependability, confirmability, and transferability.

1. Credibility was achieved through the triangulation of data sources, which include student-written descriptive texts, AI-generated descriptive text, and their evaluations using the IELTS Writing Task 2 rubric. Peer debriefing was also conducted with academic supervisors to review interpretations and ensure that the findings were consistent with the data.
2. Dependability was ensured by maintaining a detailed audit trail of the research process. This included comprehensive documentation of data collection procedures, participant selection, CEFR level analysis, AI text generation, and

steps taken in the data analysis process. Such documentation allowed the research process to be followed and replicated if necessary.

3. Confirmability was maintained by grounding interpretations in direct excerpts from the texts being analyzed and by keeping reflexive notes to acknowledge and minimize potential researchers bias. Additionally, peer reviews were sought to verify that the conclusions were supported by the data rather than personal assumptions.
4. Transferability was enhanced by providing a thick description of the research context, including the academic setting, participant characteristics, and writing tasks. This detailed account enabled readers to determine the extent to which the findings could be applicable to other contexts with similar characteristics.

CHAPTER IV

RESULTS AND DISCUSSION

A. Research Results

1. Data Description

In order to collect the primary data, researcher conducted a writing task to elicit descriptive texts on a specific theme, such as describing a place that the students found interesting, memorable, or meaningful. The students were instructed to organize their writing into three paragraphs: (1) Introduction, (2) Body Paragraph, and (3) Conclusion, following the academic writing modification of descriptive text. After obtaining the students' texts, researcher then estimated their CEFR (Common European Framework of Reference for Languages) levels using an online tool called the Pearson GSE Teacher Toolkit to gain an overview of their general writing proficiency.

After estimating the CEFR levels of the students' texts, the results were compiled to identify the overall proficiency range and determine the most common level among participants. The table below presents the estimated CEFR levels for each student's text:

Table 1
The results of students' estimated CEFR level

No	Participant	Text Title	CEFR Estimate Level
1	Student 01	Selong City Park	A1
2	Student 02	Dormitory is located in Juet	A2
3	Student 03	Darul Mujahidin	A2
4	Student 04	Nurul Haramain	B1
5	Student 05	Building Ma'had	A2
6	Student 06	Bale Mangrove Adventure	B1

No	Participant	Text Title	CEFR Estimate Level
7	Student 07	Kura-Kura Beach	B1
8	Student 08	Kondo Hill	A2
9	Student 09	Hamzanwadi University	B1
10	Student 10	Merese Hill	B1
11	Student 11	Rinjani Mountain	B2
12	Student 12	Granma's House	B1
13	Student 13	Lembah Gedong Hill	B1
14	Student 14	Rambang Beach	A2
15	Student 15	My Beautiful Village	A2

Table 2
Distribution of Student Texts by CEFR Level

CEFR Level	A1	A2	B1	B2	C1	C2
Number of Texts	1	6	7	1	-	-

As shown in the table 2 above, the distributions of student texts across CEFR levels. The majority of texts fall into the A2 (6 texts) and B1 (7 texts) categories, indicating that most students demonstrate basic to intermediate writing proficiency. Only one text reached the B2 level, while none were categorized at the advanced C1 or C2 levels. This suggests that the students' overall writing proficiency ranges from beginner (A1) to upper-intermediate (B2), with a concentration in the lower-intermediate range.

2. Data Analysis

After identifying that most students' texts were at the B1 level, further analysis was conducted using the IELTS Writing Task 2 rubric as the analytical framework. This rubric evaluates writing across four criteria: Task Response (TR), Coherence and Cohesion (CC), Lexical Resource (LR), and Grammatical Range and Accuracy (GRA). Each criterion was scored on a band scale from 0 to 9, using whole or half bands as per the official IELTS scoring system. Both students' texts and the AI-generated text were analyzed using the same rubric to identify the similarities.

Below are the rewritten versions of the students' texts and the AI-generated text, followed by their respective scores:

a. Students' Descriptive Text results

1) Student 04

Nurul Haramain

Nurul Haramain is one of the biggest boarding school in Nusa Tenggara Barat. It has big buildings, big yards, and many rooms because many students from elementary school until senior high school are school there. It's called a modern boarding school too. That's why Nurul Haramain is a popular boarding school.

Nurul Haramain also popular with the language, Arabic and English. Boarding school between boys and girls are different. They have three boarding school which two for girls and one for boys, but the big one is for boys. It also has many things that we can see, there're garden, fish pool, little river, and many others with the comfortable view. All the rooms are good because not only the same class there but it's mixed with other class to know each other. And there a big hall to do all the activities such as pray, gather, study, and ect. The teachers are also have rooms same like the students, so they can control and dicipline all the students. The one interesting, it has place to combustion thrases to make sure the trash doen't throw anywhere.

Being a graduation from Nurul Haramaun is a greatest experience. Because Nurul Haramain in addition the environment which goob, but the rules is also more than good. It has created many dicipline students student to make sure they'll be a good person when they left.

Criterion	TR	CC	LR	GRA
Band Score	5.0-5.5	5.0	5.0	4.5-5.0
Overall Band Score	5.0			

It can be seen in table above that the text “*Nurul Haramain*” received an overall band score of 5.0. The student addressed the prompt by describing the school’s features and facilities, but the development is uneven, many sentences are repetitive, and some ideas lack clarity. Cohesion is mechanical, with frequent overuse of *and*, *because*, and *but*. Vocabulary is adequate but limited, with noticeable errors are frequent and sometimes obscure meaning. Based on the IELTS rubric, this text sits at Band 5.0 overall, showing that the student can address the topic with some relevant detail, but limited accuracy, cohesion, and lexical flexibility reduce its effectiveness.

2) Student 06

Bale Mangrove Adventure

The Bale Mangrove is located in Jerowaru the eastern part and many tourist attractions that are no less interesting I went to Bale Mangrove use the motor bike with my friend. Many people visited that because Bale Mangrove is a beautiful place. The mangrove trees are high and the water is clear. When I visited with my friend named Nurul, we were very excited to explore the area. I’m so happy because that experienced is the first for us.

However, the mangrove forest is home to many birds and fish. We saw colorful birds flying overhead and small fish swimming in the water. In the Bale mangrove it so many various animal from the color, form, type and another. And many tourist from various country visited it. The Bale Mangrove atmosphere was peaceful and relaxing. So we enjoyed our time exploring the forest.

Bale Mangrove us popular lace in Lombok timur and some country. Many people was visited that place and some people there is not. But if you that place you can pay the ticket just RP5000(ind). And now Bale Mangrove stage the campsite, for 2 person package 160k. so we had a great time at Bale Mangrove. My friend Nurul was very kind to pay for our tickets. We left the forest with big smiles on our faces. We can’t wait to visit again and enjoy the beauty of nature. and when do we want to visit other tourist attractions?

Criterion	TR	CC	LR	GRA
Band Score	6.0	6.0	6.0	5.0
Overall Band Score	6.0			

It can be seen in table above that the text “*Bale Mangrove Adventure*” received an overall band score of 6.0. The text successfully responds to the prompt, it names a place, describes what it looks like, what can be done there, and why it is important to

the writer. The writing shows good intention and some relevant detail, which supports a Band 6 Task Response. The structure is clear with three paragraphs, but cohesion is sometimes mechanical errors in punctuation and linking. Vocabulary is generally adequate but repetitive, with errors. Grammar errors are frequent, especially in verb forms and sentence boundaries. According to the IELTS rubric, this text achieves Band at 6.0, showing an appropriate but not fully developed response with weakness in cohesion, vocabulary, and grammatical accuracy.

3) Student 7

Kura-Kura Beach

Kura-kura beach is a beautiful place that I find interesting. The location at Jerowaru Lombok Timur, this place is unique because there are place that similar with the turtle. So the reason why this beach called is Kura-kura beach (Turtle beach).

Then, for going to there, for example from Selong to this beach maybe one and a half hours. And every way there are some corn threes and somestimes you will find the road is broke but don't worries if you finally go there you will emazed with that view. Not only that this place is popular at Lombok Timur, especially among tourist who want to surfing. Then we move to the hill, there are some corn trees and many others plants. If you go up there you will look the amazing view, like the sea, the beautiful sand beach and the grass.

Thus, I really recomended you all for go to this beach, especially with your friends or family. This place also can for picnic and the local people are really welcome to you, but the downside is there are many rubbish. However if you go there please keep your trash and maintain cleanliness.

Criterion	TR	CC	LR	GRA
Band Score	6.0	6.0	5.5-6.0	5.0
Overall Band Score	5.5-6.0			

It can be seen in table above that the text “*Kura-kura Beach*” received an overall band score of 5.5-6.0. The text addresses the prompt by describing the location, travel route, scenery, and the importance of the beach as a tourist and picnic spot. The structure follows the prompt with an introduction, body, and conclusion, but cohesion is sometimes weak with mechanical use of connectors and some awkward sequencing.

Vocabulary shows some range with words like unique, amazing view, beautiful sand, but repetition and word choice errors reduce precision. Grammar errors, especially in tense and agreement (“I really recommended you all for go to this beach,” “don’t worries”), are frequent and affect accuracy. According to the IELTS rubric, this essay falls in the Band 5.5–6.0 range, showing an adequate response but with limitations in cohesion, vocabulary, and grammar accuracy.

4) Student 09

Hamzanwadi University

Hamzanwadi University is famous University in Lombok Timur, It located in pancor and it is one of best university in Nusa Tenggara Barat. it has many study programs such as Medical, biology, and English Language Education. However, it has best programs, those are General English (GE) and Double Degree.

However, Hamzanwadi University has three floors and two bulindigs each building has around three houdred and therty nine. While, General English (GE) is a program that requires for all of new studdents they will study during 1 month. It starts from early August until end of August. It specializes to teach them about English such as subject pronoun, direction, time and others. Whreas, Double Degree is a program that specialiazes for student who wants to study while ma’had so that makes it esier for them to study religion while studying.

Hamzanwadi University also famous with the rector which nane is Dr. HJ. Rohmi Djalilah M.pd who is a descendant of a National hero namely Al alim Al lllamah Al arifu bi llaah Maulana Syaikh Tuan Guru Kyai Haji Muhammad Zainuddin Abdul Majid al fausyuri wa ushulih wa furuihi wa li muhibbihi. Therefore Hamzanwadi University is very famous University in Lombok Timur because it has many progarams such as Medical, Biology, and English Language Education spesial programs those are General English and Double Degree whice makes it easier for students to develop their English and learn religion.

Criterion	TR	CC	LR	GRA
Band Score	5.0	5.0	5.0	5.0
Overall Band Score	5.0			

It can be seen in table above that the text “*Hamzanwadi University*” received an overall band score of 5.0. The student introduced the university and described its programs and facilities, but development of ideas was limited. Although written in three paragraphs, cohesion was weak with unclear sequencing and overuse of simple

connectors. Vocabulary was repetitive and basic, while grammar errors in spelling, sentence structure, and subject–verb agreement reduced clarity. Overall, the response met the task minimally.

5) Student 10

Merese Hill

Merese Hill is a scenic hill located in central lombok.famous for its beautiful hills and beautiful beach view.this hill popular with spot for watching sunset and enjoy the beautiful beach view.the hill easy accessible from Kuta,and You only need to take a short trip from Tanjung Aan beach to get the top.

People usually come to Merese Hill to take photos with view beautiful hill and beach.This hill is usually crowd with visitors on holidays such as Sunday.Many visitors from abroad come to Merese Hill to enjoy the beach and take photos with the sunset view.This hill is located between Tanjung Aan beach and Kuta beach.

Therefore,This hill is very suitable for enjoying holidays with family or friends, because this hill offer beautiful view.however, This hill also has a drawback because this hill is filled with cow dung.but,With its natural beauty, Merese Hill is a mustvisit tourist destination for nature lovers and tourists looking for a unique experience.

Criterion	TR	CC	LR	GRA
Band Score	6.0	6.0	5.5-6.0	5.0-6.0
Overall Band Score	5.5-6.0			

It can be seen in table above that the text “*Merese Hill*” received an overall band score of 5.5-6.0. The text fulfills the prompt by describing the hill’s beauty, its popularity for sunsets and photos, and its suitability for family holidays. The response also includes a drawback which adds detail. The structure is clear with three parts, but cohesion is limited and sometimes mechanical, with frequent reliance on this hill and weak punctuation. Vocabulary includes descriptive terms like *scenic*, *sunset view*, *must-visit*, but is repetitive and occasionally inaccurate. Grammar errors are common in subject–verb agreement and sentence boundaries. Overall, this text falls in the Band

5.5–6.0 range, showing an adequate response with frequent language and grammar limitations.

6) Student 12

Granma's House

First of all, i miss my grandma as well unfortunately she passed away at 2016 but left unforgettable memories. Her house was "memorable house" back in the days the color's pink with the identical red curtain and its smell like mosquito venom because she oftenly burn it at the middle of the night. I really can't forget those time when i was kid i learn how to ride a bicycle and falling down because tripped with a rock, i got scratches on my knee the scar is still on there.

Second of all, i never going to there lately because it occupied by my unc and aunt so i'm kinda awkward with them not really familiar but i It doesn't mean they're bad just can't make a convo first, they even sometimes give me a money if i through in front of they're house. They're doing trade, sell snacks, drinks, toy's kids and etc. My Grandpa used to have classic bicyle its still park front of the house i really want it to be mine but My Unc still using it too, also in the backyard have a fish pond but it abandoned now.

Finally, the house get renovation at 2021 the feels slowly disappear but i keep the memories in my mind i don't wanna lose it whatever happens. Therefore we have to keep the memorable things in our mind because the time keep going and can't be stop to keep it means giving their a respect so as not to forget them.

Criterion	TR	CC	LR	GRA
Band Score	6.5	6.0	6.0	5.5-6.0
Overall Band Score	6.0-6.5			

It can be seen in the table above that the text “*Granma's House*” received an overall band score of 6.0-6.5. The text describe the place as a deeply personal and memorable place. The text covers appearance, activities, and significance, meeting the length requirement and showing emotional engagement with the topic. However, cohesion is sometimes mechanical, vocabulary repetitive with errors, and grammar accuracy weak, especially with tense, articles, and sentence boundaries. According to the IELTS rubric, this essay sits at Band 6.0–6.5, showing an adequate but not

consistently precise performance.

7) Student 13

Lembah Gedong Hill

Lembah gedong is a hill in Sembalun village before Pusuk, it is a beautiful hill. Lembah gedong include the seven summit of Lombok, the high of Lembah gedong is 2.200 MDPL. Lembah gedong have a beautiful nature forest, a thousand green tree stand there, and there are life many animals, like monkey, bird, etc

Lembah gedong hill include in TNGR (Taman Nasional Gunung Rinjani) so if you would like go to the Lembah gedong to hiking, you must pay the ticket to hike there, Lembah gedong have a three post and 2 pelawangan, the first post will you meet after you hike "Tanjakan kijang" and the second post name is "Gerbang Ratu" after second post you will meet a third post, after that you must hike hardly to meet the first pelawangan name is "Cemara Elen" after that walk a short to second pelawangan name is "Cemara Tumbang" the high is 2.080 there can to be a camp place, after the second pelawangan you must hike hardly again to meet the summit or top of Lembah gedong hill, of course many people camp there, because there are a most beautiful sunrise and sunsite after Rinjani Mount in Lombok island, if you don't like camping, you can go down after you meet the top of Lembah Gedong, but make sure you came at the bescamp before zuhur prayer, because if you came late you will get a night in a dark street name is "Pesugulan"

Lembah Gedong is a hill in Sembalun villagage before Pusuk, Lembah Gedong include TNGR and such as of the seven summit of Lombok, the high of Lembah Gedong Is 2.200 MDPL. Lembah gedong have three post and two pelawangan, first post after "Tanjakan Kijang" and second post "Gerbang Ratu" and the last post after "Cemara Besar" the first pelawangan is "Cemara Elen" and the second pelawangan is "Cemara Tumbang" you can camp or not there, but if you just hike and not camp, make sure you come earlier to anticipate late to back home.

Criterion	TR	CC	LR	GRA
Band Score	6.5	6.0	6.0	5.5-6.0
Overall Band Score	6.0-6.5			

It can be seen in table above that the text “*Lembah Gedong Hill*” received an overall band score of 6.0-6.5. The text successfully describes the place with highlighting its natural beauty and hiking activities. The response meets the task length and covers appearance, activities, and significance. However, heavy repetition,

awkward cohesion, limited vocabulary range, and frequent grammar errors reduce overall clarity. According to the IELTS rubric, this essay falls in the Band 6.0–6.5 range, showing adequate development but lacking precision and accuracy.

b. AI-generated Writing result:

The Eiffel Tower

One of the most memorable places in the world is the Eiffel Tower in Paris, France. It is a tall iron structure that has become the symbol of the city and even the whole country. The tower was built in the late nineteenth century and was first shown to the public during the World's Fair. Today, it is one of the most visited landmarks in the world, attracting millions of tourists every year. People from different cultures and countries travel to Paris to admire this unique monument.

The Eiffel Tower is very impressive in size, standing more than 300 meters high. During the day, it shines in the sunlight, and at night, it is covered with thousands of lights that make it look magical. Visitors can walk around the base of the tower, enjoy the park nearby, or go inside to climb or take an elevator to the viewing platforms. From the top, people can see the whole city of Paris, including the River Seine, the Louvre Museum, and the Cathedral of Notre-Dame. Around the tower, there are many restaurants, souvenir shops, and places to enjoy French food such as crepes and pastries. The experience combines culture, history, and entertainment in one place.

The Eiffel Tower is important because it represents the creativity and progress of human engineering. It is not only a tourist attraction but also a symbol of love, art, and beauty. Many visitors describe their trip as unforgettable because the tower leaves a strong impression both during the day and at night. For these reasons, the Eiffel Tower is more than just a building; it is a meaningful place that continues to inspire and connect people from all over the world.

Criterion	TR	CC	LR	GRA
Band Score	8.0	8.0	8.0	7.5-8.0
Overall Band Score	7.5-8.0			

The AI-generated text “*The Eiffel Tower*” achieved the highest score at overall Band 7.5-8.0. This text provides a strong and detailed response to the descriptive writing task. It covers all elements of the prompt—appearance, activities, and importance with excellent development and clear organisation. Vocabulary is rich and

varied, and grammar is accurate with only minor slips. According to the IELTS rubric, this essay sits at Band 7.5–8.0, making it the strongest of the student texts analyzed.

c. Summary of Band Scores

Table 3

IELTS Band Scores of Student and AI Texts

No	Participant	Text Title	TR	CC	LR	GRA	Overall
1	Student 04	Nurul Haramain	5.0-5.5	5.0	5.0	4.5-5.0	5.0
2	Student 06	Bale Mangrove Adventure	6.0	6.0	6.0	5.0	6.0
3	Student 07	Kura-Kura Beach	6.0	6.0	5.5-6.0	5.0	5.5-6.0
4	Student 09	Hamzanwadi University	6.5	6.0-6.5	6.0	5.5-6.0	6.0-6.5
5	Student 10	Merese Hill	6.0	6.0	5.5-6.0	5.0-5.5	5.5-6.0
6	Student 12	Granma's House	6.5	6.0	6.0	5.5-6.0	6.0-6.5
7	Student 13	Lembah Gedong Hill	6.5	6.0	6.0	5.5-6.0	6.0-6.5
8	AI Text	The Eiffel Tower	8.0	8.0	8.0	7.5-8.0	7.5-8.0

Based on the results in the table above, it can be concluded that the students' band scores ranged from 5.0 to 6.5, while the AI-generated text reached 7.5-8.0. This shows that the student texts generally fall within the modest to competent user range, while the AI text achieved the good to very good user level. Although the scores highlight a difference in quality, both students and AI were assessed using the same IELTS criteria. This shared framework enables the comparison of their performances

and provides the basis for examining the similarities across the four IELTS criteria in the next section.

B. Interpretation of the Data

This section provides the interpretation of the data obtained from the analysis of students' descriptive texts and the AI-generated text. Since this study employs a qualitative descriptive approach, the interpretation focuses on describing and comparing the patterns that emerged from the texts rather than treating each text as an individual case. The interpretation is guided by the IELTS Writing Task 2 rubric as the analytical framework, which includes four assessment criteria: Task Response, Coherence & Cohesion, Lexical Resource, and Grammatical Range and Accuracy. By examining the texts across these four areas, the analysis aims to highlight the similarities between student writing and AI-generated writing in producing descriptive texts. These similarities are described below:

1. Task Response

Table 3 1
Similarities in Task Response

No	Sub-aspects	Similarities Observed	Notes
1	Understanding the task/ addressing all parts	Both students and the AI respond correctly to the prompt.	Clear similarity.
2	Clear purpose/ thesis	Both groups present an identifiable purpose to describe rather than argue.	Clear similarity.

No	Sub-aspects	Similarities Observed	Notes
3	Relevance of ideas (on-topic content)	Both groups include relevant topic details (location, features, activities).	Clear similarity.
4	Development & support of ideas	Both groups attempt idea development, but the AI consistently develops ideas more fully.	Partial similarity.
5	Conclusion/summary	Both include a closing sentence/ statement of impression.	Clear similarity.

Based on the table above, it shows that both students and AI-generated texts shared a clear similarity in addressing the descriptive writing task. All texts, regardless of proficiency, responded to the prompt by naming a place, describing its features, and explaining its significance. However, while the AI text offered full development with balanced detail and elaboration, most student texts demonstrated uneven development and limited expansion of ideas. This indicates that the similarity lies in their shared ability to understand and fulfill the task, but the depth and precision of execution were notably stronger in the AI text.

2. Coherence and Cohesion

Table 3 2
Similarities in Coherence and Cohesion

No	Sub-aspects	Similarities Observed	Notes
1	Overall organization/ progression	Both use the same macro-structure (intro – details – close).	Clear similarity.
2	Paragraphing	Both separate content into paragraph for moves (intro, body, conclusion).	Clear similarity.
3	Linking/ cohesive devices (connectors)	Both use cohesive devices. Though students rely on basic, often mechanical linkers while AI uses more varie linking.	Clear similarity.
4	Appropriacy & variety of cohesion	Both mark relationships between ideas. While AI displays greater variety and precision.	Clear similarity.
5	Referencing & clarity (pronouns, referencing)	Both attempt referencing, but students sometimes produce ambiguity.	Partial similarity.

It can be seen on the table above, in terms of Coherence & Cohesion, both student and AI-generated texts exhibited an overall similarity in structural organization, with the majority presenting an introduction, body, and conclusion. This suggests an awariness of the expected format of descriptive writing. However, a notable distinction emerged in the use of cohesive devices. While the AI-generated text employed cohesive markers naturally and effectively, the student texts frequently relied on

mechanical linking through repetitive connectors such as *and*, *because*, and *but*. Therefore, the similarity rests in the shared organizational framework, whereas the quality of cohesion clearly distinguishes the two.

3. Lexical Resource

Table 3 3
Similarities in Lexical Resource

No	Sub-aspects	Similarities Observed	Notes
1	Range of vocabulary (topic lexis)	Both use topic-related descriptive lexis (adjectives, sensory words)	Clear similarity.
2	Accuracy & appropriacy of word choice	Both select words that serve description, but students show more imprecision.	Partial similarity.
3	Paraphrasing & collocation	Both attempt paraphrase and natural collocations. Though AI demonstrates more idiomatic paraphrasing.	Partial similarity.
4	Repetition vs variety	Both reuse some lexical items. Though student show heavier repetition.	Clear similarity.
5	Spelling & word formation	Both generally produce readable word forms. Though students have more lexical/errors that affect precision.	No similarity.

Referring to the table above, we can see that both student and AI-generated texts employed descriptive vocabulary to highlight appearance, activities, and

significance, which indicates a similarity in lexical focus. Shared lexical items were often related to natural beauty (unique, must-visit). However, student texts showed more limited lexical range and were marked by repetition and word choice errors, while the AI-generated text displayed greater variety and precision in its vocabulary use. This demonstrates that the similarity lies in the functional use of descriptive vocabulary, but the sophistication of lexical selection was more prominent in the AI text.

4. Grammatical Range and Accuracy

Table 3 4
Similarities in Grammatical Range and Accuracy

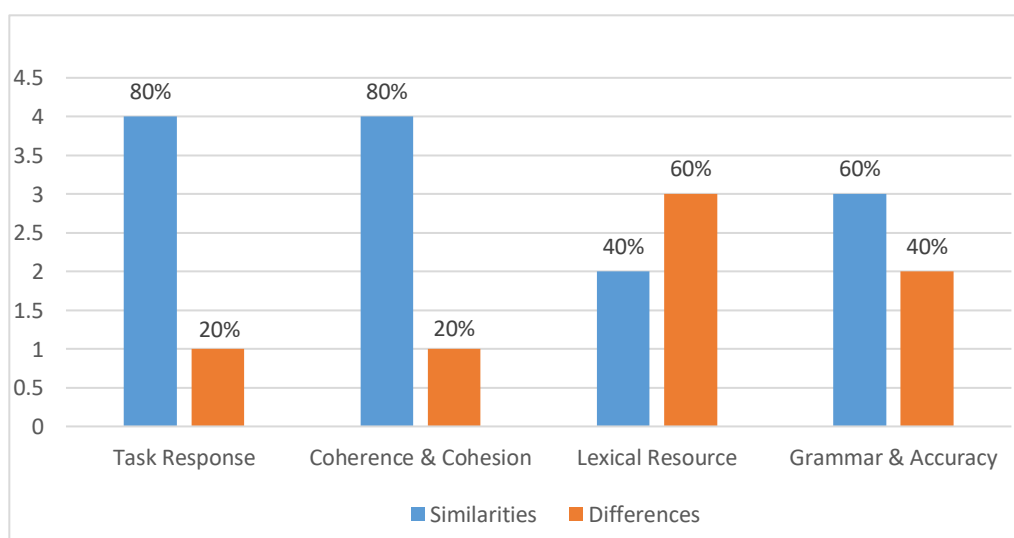
No	Sub-aspects	Similarities Observed	Notes
1	Range of sentence structure	Both use simple and compound sentences, and attempt complex forms occasionally.	Clear similarity.
2	Tense use and consistency	Both rely mainly on present descriptive constructions.	Clear similarity.
3	Core grammatical function (agreement, articles, prepositions)	Both attempt these functions but students show frequent errors that reduce accuracy.	Partial similarity.
4	Complexity vs accuracy trade-off	Both increase errors when attempting greater complexity. Though students' errors are more disruptive.	Clear similarity.

No	Sub-aspects	Similarities Observed	Notes
5	Punctuation	Both groups use basic punctuation. Though students show more punctuation and sentence-boundary errors.	Partial similarity.

As shown in the last table above, both groups attempted to use a variety of sentence types, including simple, compound, and complex forms. This reflects a similarity in their intention to demonstrate grammatical range. Nonetheless, student texts were frequently marked by errors in verb tense, subject-verb agreement, and sentence boundaries, which reduce clarity. In contrast, the AI-generated text showed greater consistency and accuracy, with only occasional minor slips. Thus, the similarity lies in the attempt to vary grammatical structures, though the level of accuracy was considerably higher in the AI-generated text.

5. Overall Similarities Across Criteria

To provide a clearer overview of the findings across all four IELTS criteria, the similarities between students' and AI-generated texts are summarized in figure below.



Based on the combined chart above, similarities between students' texts and the AI-generated text were observed across all four IELTS writing criteria, but with varying proportions. Task Response and Coherence & Cohesion showed the highest similarities, each reaching approximately 80%, indicating that both groups effectively understood the prompt, maintained a clear purpose, organized ideas logically, and provided appropriate conclusions. Grammar and Accuracy followed with around 60% similarity, showing that both students and AI were able to construct basic sentences, maintain tense consistency, and balance complexity with accuracy, although the AI text demonstrated higher precision. Lexical Resource showed a lower similarity of about 40%, suggesting that while students and AI shared some descriptive vocabulary, differences remained in word choice, variety, and lexical precision.

Overall, these results indicate that although the AI-generated text achieved higher consistency and accuracy, notable similarities exist between student and AI writing, particularly in task fulfillment and the organization of ideas. These shared features provide a foundation for interpreting how student writing aligns with AI output.

C. Discussions

This study aimed to answer the research question: "*What similarities can be identified between student-produced descriptive texts and an AI-generated text produced by ChatGPT in response to the same writing task?*" The findings revealed similarities in Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. Both students and AI successfully addressed the prompt by producing descriptive texts with an introduction, body, and conclusion, which reflects to Hyland's (2003) view that task achievement is a core feature of

effective academic writing. In terms of organization, both groups used cohesive devices such as conjunctions and reference words, consistent with Halliday and Hasan's (1976) argument that cohesion is achieved through ties linking ideas across a text.

Similarities were also found in lexical and grammatical features. Both students and AI employed descriptive vocabulary, particularly adjectives, to create imagery, which supports Nation's (2001) claim that vocabulary knowledge is central to effective communication. Likewise, both groups attempted varied sentence structures, echoing Richards and Schmidt's (2010) emphasis on grammatical competence in written discourse. While the AI text demonstrated greater lexical range and accuracy, the overlaps indicate that ChatGPT-generated writing shares fundamental characteristics with student writing. These findings align with Godwin-Jones' (2022) view that AI can provide valuable models for learners, provided teachers guide students in critically engaging with such tools. They also support Amirjalili et al. (2024), who observed that AI and human writing often converge on core academic writing features, suggesting that AI can complement, rather than replace, student writing development.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore the similarities between descriptive texts written by second-semester English education students at Hamzanwadi University and a text generated by ChatGPT in response to the same writing prompt. Analysis of seven student texts and one AI-generated text using the IELTS Writing Band Descriptors revealed that Task Response and Coherence & Cohesion showed the highest similarity at approximately 80%, indicating that both students and AI effectively understood the prompt, organized ideas logically, and provided clear conclusions. Grammar and Accuracy demonstrated around 60% similarity, reflecting that students were able to construct basic sentences, maintain tense consistency, and attempt grammatical accuracy, although the AI text exhibited higher precision. Lexical Resource showed about 40% similarity, suggesting that while students and AI shared some descriptive vocabulary, differences remained in word choice, lexical variety, and precision.

These findings indicate that student writing aligns most strongly with AI in terms of fulfilling the task and structuring ideas coherently, which are essential aspects of effective descriptive writing. Although AI-generated texts provide greater consistency, lexical range, and grammatical accuracy, the shared features demonstrate that students possess the foundational skills to produce structured, coherent, and purposeful descriptive texts. The results highlight the potential of AI-generated writing as a supportive model for students, offering guidance on organization and clarity, while teacher mediation remains essential to help students critically engage with AI output and develop their vocabulary and grammatical skills.

Overall, this study confirms that AI-generated and student-produced texts converge in key aspects of descriptive writing, providing a valuable reference point for educational practices and highlighting areas where targeted instruction can further enhance students' writing proficiency.

B. Suggestion

Based on the findings of this study, several suggestions can be offered to enhance students' descriptive writing skills and the integration of AI in language learning:

1. For English Writing Instructors:

- a) Teachers can use AI-generated texts, such as those from ChatGPT, as models or references to demonstrate proper text structure, cohesive devices, and academic vocabulary.
- b) Instructors should continue emphasizing descriptive text conventions, including clear paragraphing, logical sequencing, and maintaining focus on the topic, as students show strong similarities with AI in these areas.

2. For Students

- a) Students are encouraged to analyze AI-generated texts to identify effective vocabulary choices, sentence structures, and cohesive strategies, and then apply these techniques in their own writing.
- b) While students show strengths in organization and cohesion, they should focus on improving lexical precision and grammatical variety to further enhance the quality of their descriptive texts.

3. For Future Research

- a) Further studies can explore similarities and differences across larger samples or different proficiency levels to obtain more generalizable results.
- b) Researchers may also investigate the impact of using AI as a teaching tool on students' writing development over time, particularly focusing on areas where students currently lag behind AI.

These suggestions aim to provide practical guidance for teaching, learning, and research, ensuring that students can maximize the benefits of AI tools while continuing to develop their own writing skills.

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APPENDIX 1

Research Instrument for students:

DESCRIPTIVE TEXT WRITING TASK

Please read the instructions carefully before your writing!!!

Write a descriptive text about a place that you find interesting, memorable, or meaningful. The place can be natural (e.g., a beach, mountain, forest) or man-made (e.g., building, town, or historical site), or any other location you are familiar with. Your description should include what the place looks like, what can be found or done there, and why the place is special or important to you.

Your text should be written in formal academic English and organize your writing into three paragraphs:

1. Introduction
2. Body Paragraph
3. Conclusion

The total length of your text should be between **250-300 words** and make sure to use your own words and ideas. Express yourself as clearly as possible and avoid copying from any sources! You have 60 minutes to complete this task!

Research Instrument for AI:

DESCRIPTIVE TEXT WRITING TASK

For AI (ChatGPT)

Generate a descriptive text about a place that is interesting, memorable, or meaningful. The place can be natural (e.g., a beach, mountain, forest) man-made (e.g., building, town, or historical site), or any other location. Your description should include what the place looks like, what can be found or done there, and why the place is special or important. Use formal academic English and organize the writing into three paragraphs:

1. Introduction
2. Body Paragraph
3. Conclusion

The total length of the text should be between **250-300 words**. Write the text as if it were written by an English language learner at the B1 proficiency level of CEFR (Common European Framework of Reference). Ensure that the vocabulary, grammar, and sentence structure are appropriate for that level!

APPENDIX 2

Participant Consent Form

PARTICIPANT CONSENT FORM

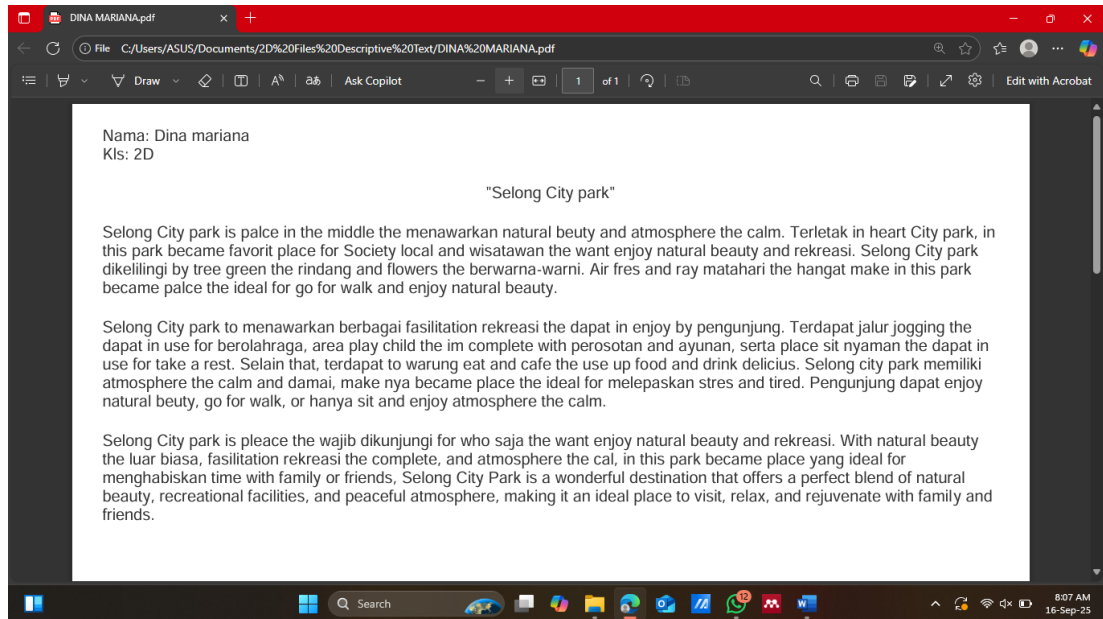
Researcher : Firna Reswita
 Student ID : 210202103
 Research Setting : Universitas Hamzanwadi (II-D)
 Day/date : 28 - Agustus 2025
 Time : 11.00 - 12.00

No	Student Name	ID Number	Agree to Participate		Signature
			Yes	No	
1	Dina Mariana	240202007	✓		
2	Pina erpiana	240202093	✓		
3	AGISNU hidayah	240202119	✓		
4	AYUNI	240202106	✓		
5	Hidayati Fani Ardia erima	240202081	✓		
6	Susanti Istiqomah	083 117 068 314	✓		
7	Ta'kia tumpus	082 341 795 798	✓		
8	Amrina Rosyada	0877 5258 372	✓		
9	Nuzamalia	081775789140	✓		
10	Raudatul Fitri	081 835 239 250	✓		
11	Galang Sulaeman	085 960 171 114	✓		
12	Muharfor Ahmad R.	087 762 752 046	✓		
13	M. Alwan	0822 35344662	✓		
14	LAWU ANMAD HAEIZ	240202016	✓		
15	M. Rizki Apuandi P	240202120	✓		
16	L. AFMAY RUMAHAYE	230901028	✓		
17	Zahratul Ma'rifah	240202174	✓		
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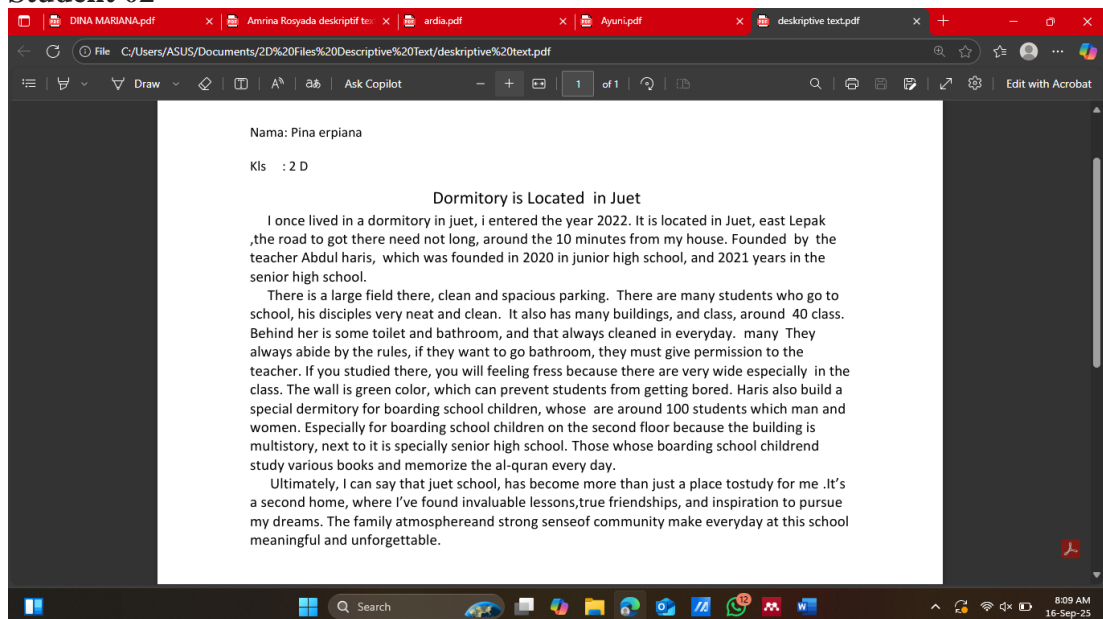
APPENDIX 3

Students' Texts and AI text

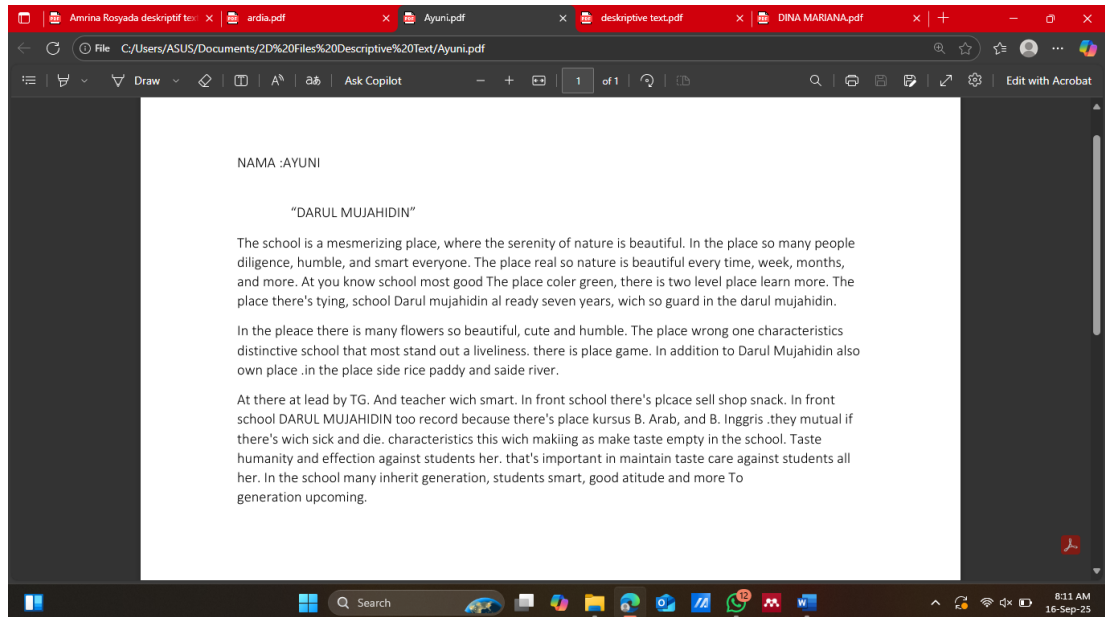
Student 01



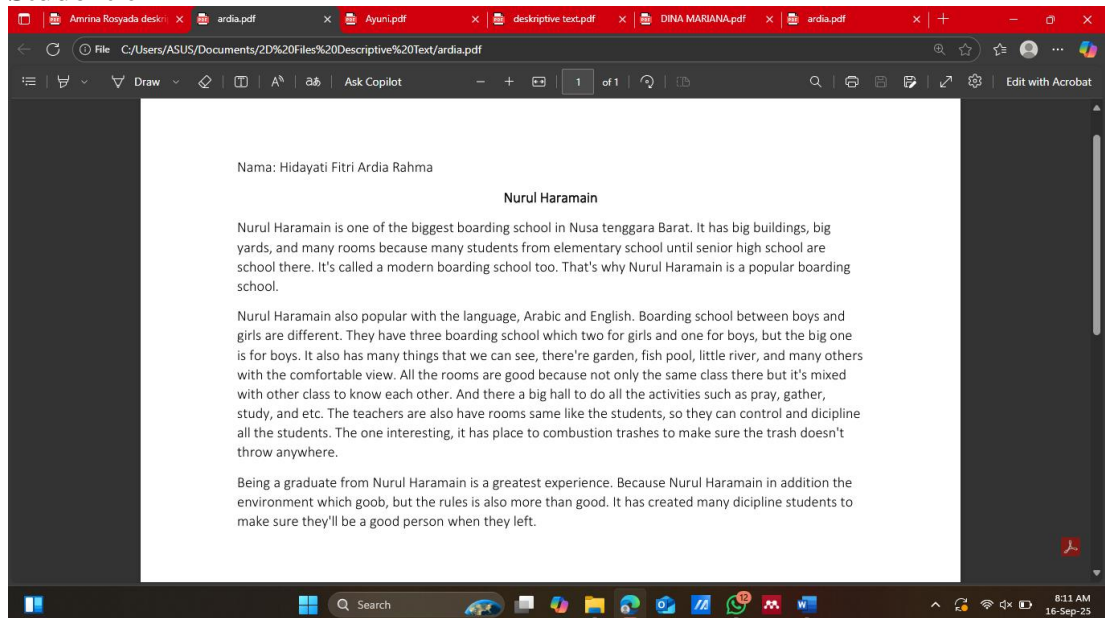
Student 02



Student 03



Student 04



Student 05

File C:/Users/ASUS/Documents/2D%20Files%20Descriptive%20Text/Susanti%20istikomah%202D.pdf

Nama: Susanti Istikomah

Building Ma'had is A place for students to study or called Ma'had students Located in Selong city, Pancor villag, and building this very big Which can accommodate Many people. There too study and Studying the book or kitab Together masyaikh which we Teach.

The Ma'had this Have The color is Light green, and the are have the door which very Lots, And of course there are lots of rooms for studying. There to can A place where people or Ma'had students discuss books at night. And building this to very beautiful Likewise, the facilities are not too luxurious, But the place is very comfortable. And The Ma'had building is very tall and large Floor to fourth floor. So when we go up to the second floor we can see from there several buildings such as the UNHAZ building and the IAIH campus building. What's even cooler is that when we go up to the fourth floor of the Ma'had, we can see part of Pancor village.

So this building Ma'had Not only famous in Pancor village but also In All areas What's in Lotim. Therefore The building Ma'had very is special for to me because it this very beautiful and the Magnificent. And When viewed from a Outside Plasticity very soo Attract everyone's attention.

8:17 AM
16-Sep-25

Student 06

File C:/Users/ASUS/Documents/2D%20Files%20Descriptive%20Text/Amrina%20Rosyada%20deskriptif%20text.pdf

Name : Amrina Rosyada

Class : 2D

Bale Mangrove Adventure

The Bale Mangrove is located in Jerowaru the eastern part and many tourist attractions that are no less interesting. I went to Bale Mangrove use the motor bike with my friend. Many people visited that because Bale Mangrove is a beautiful place. The mangrove trees are high and the water is clear. When I visited with my friend named Nurul, we were very exited to explore the area. I'm so happy because that experienced is the first for us.

However, the mangrove forest is home to many birds and fish. We saw colorful birds flying overhead and small fish swimming in the water. In Bale Mangrove it so many various animal from the color, form, type and another. And many tourist from various country visited it. The Bale Mangrove atmosphere was peaceful and relaxing. So we enjoyed our time exploring the forest.

Bale Mangrove is popular place in Lombok timur and some country. Many people was visited that place and some people there is not. But if you visited that place you can pay the ticket jut RP5000(ind). And now Bale Mangrove stage the campsite, for 2 person package 160k. so we had a great time at Bale Mangrove. My friend Nurul was very kind to pay for our tickets. We left the forest with big smiles on our faces. We can't wait to visit again and enjoy the beauty of nature. and when do we want to visit other tourist attractions?

8:18 AM
16-Sep-25

Student 07

The screenshot shows a PDF document in Adobe Acrobat. The document content is as follows:

Name: Nuramalina
Class: 2D

Kura-kura beach

Kura-kura beach is a beautiful place that I find interesting. The location at Jerowaru Lombok Timur, this place is unique because there are place that similar with the turtle. So the reason why this beach called is Kura-kura beach (Turtle beach).

Then, for going to there, for exampe from Selong to this beach maybe one and a half hours. And every way there are some corn threes and sometimes you will find the road is broke but don't worries if you finally go there you will emazed with that view. Not only that this place is popular at Lombok Timur, especially among tourist who want to surfing. Then we move to the hill, there are some corn trees and many other plants. If you go up there you will look the amazing view, like the sea, the beautiful sand beach and the grass.

Thus, I really recommended you all for go to this beach, especially with your friends or family. This place also can for picnic and the local people are really welcome to you, but the downside is there are many rubbish. However, if you go there please keep your trash and maintain cleanliness.

Student 08

The screenshot shows a PDF document in Adobe Acrobat. The document content is as follows:

Kondo Hill

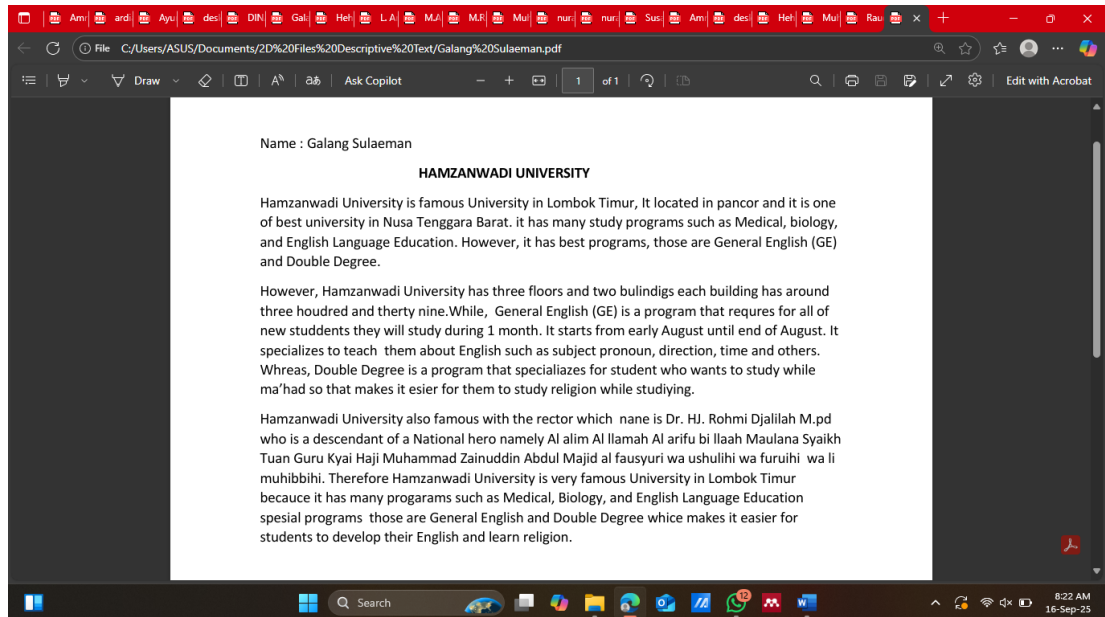
Kondo Hill is a hill locat in Sembalun, East Lombok, which is one of the places very frequently visited by hikers, she has positif vibes sparately that make it as one of destination which is visited by many,

Kondo Hill has view is very beautifull, he has height 1923 MDPL, the grass is green, many monkeys around the tree, there is a place to camp, can shee the surroanding, she has karakteristik road is very steep, the place is also very cold, and there is no place to get water, many foreign tourists also visit there, and not sheldom they stay there. This book is also one of the hills that is very popular with tourists in terms of location and views. The journey took quite a long time, makes us able to enjoy nature a lot

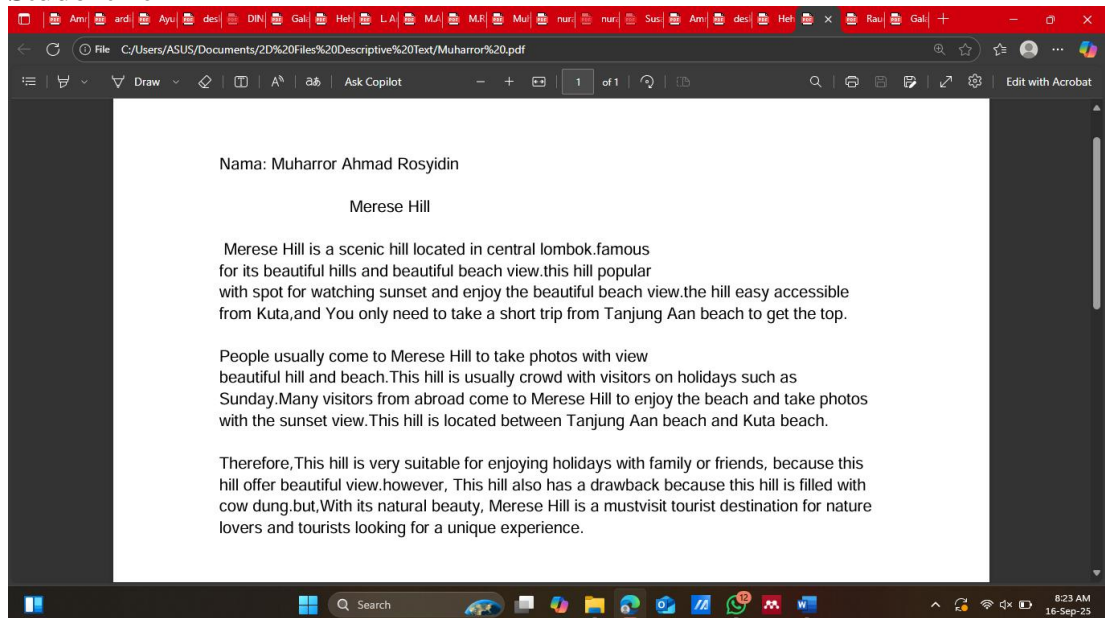
Apart Fromm the good view, kondo hill has place for comfortable camping because the place is very safe and calm. The night view is also a target for visitors. If we visit to there, then we will not regret the view that is presented, Kondo Hill is also a place for climbers to train their physical condition by walking along difficult tracks.

Nama :Raudatul fitri
Kelas :2D

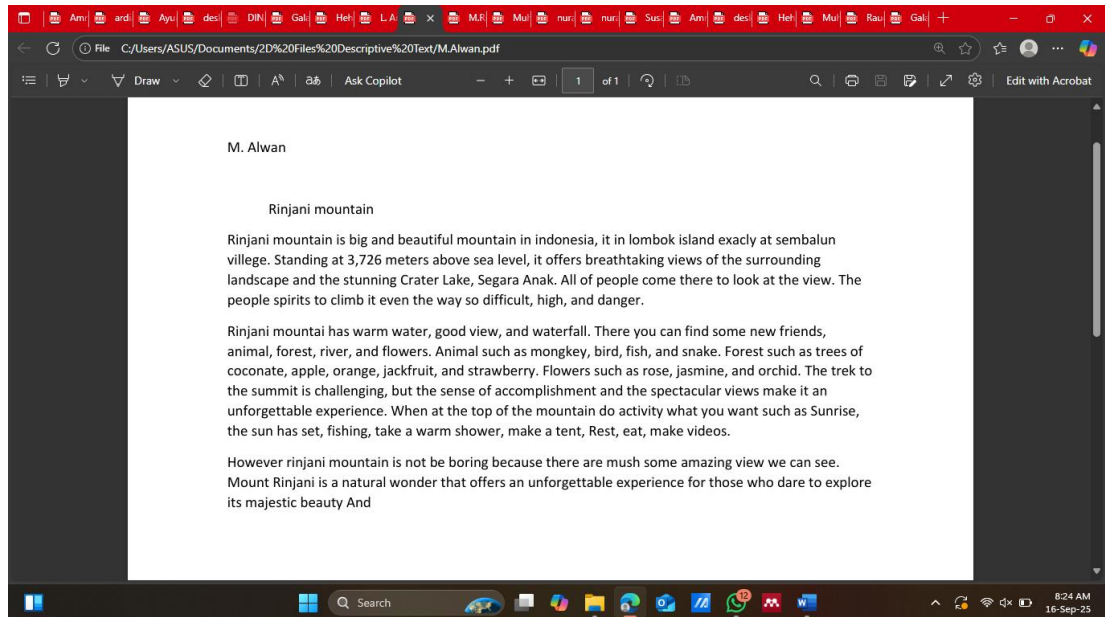
Student 09



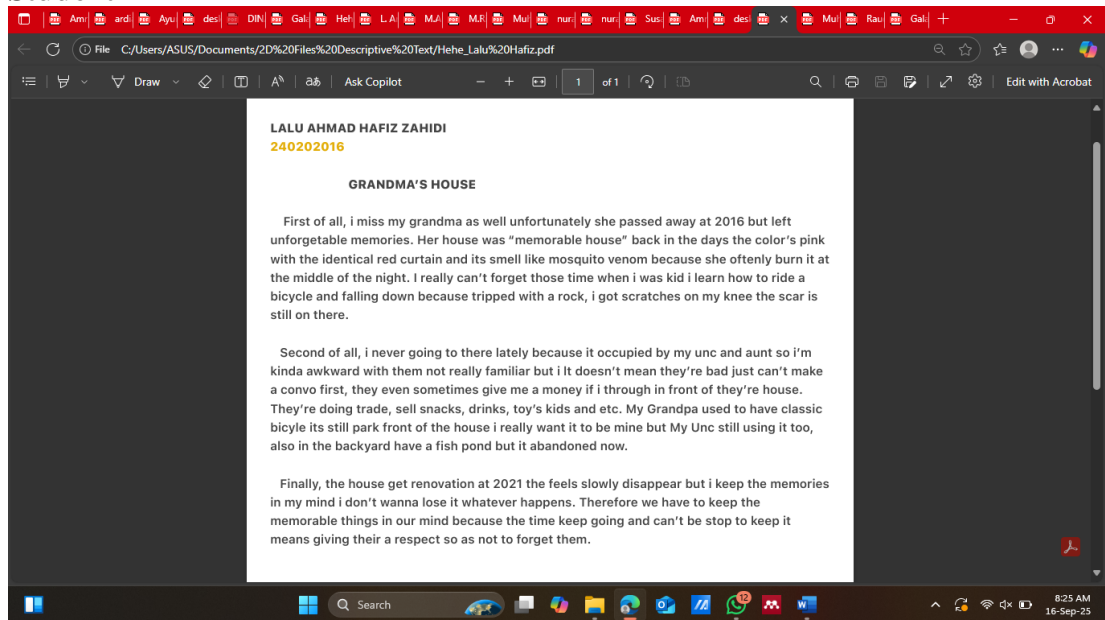
Student 10



Student 11



Student 12



Student 13

File C:/Users/ASUS/Documents/2D%20Files%20Descriptive%20Text/M.Rizki%20Apuandi%20Pratama%20gedong.pdf

Nama: M.Rizki Apuandi P
NPM : 240202120
Kelas : 2 D

Lembah Gedong Hill

Lembah gedong is a hill in Sembalun village before Pusuk, it is a beautiful hill. Lembah gedong include the seven summit of lombok, the high of Lembah gedong is 2.200 MDPL. Lembah gedong have a beautiful nature forest, a thousand green tree stand there, and there are life many animals, like monkey, bird, etc

Lembah gedong hill include in TNGR (Taman Nasional Gunung Rinjani) so if you would like go to the Lembah gedong to hiking, you must pay the ticket to hike there, Lembah gedong have a three post and 2 pelawangan, the first post will you meet after you hike "Tanjakan kijang" and the second post name is "Gerbang Ratu" after second post you will meet a third post, after that you must hike hardly to meet the first pelawangan name is "Cemara Elen" after that walk a short to second pelawangan name is "Cemara Tumbang" the high is 2.080 there can be a camp place, after the second pelawangan you must hike hardly again to meet the summit or top of Lembah gedong hill, of course many people camp there, because there are a most beautiful sunrise and sunsite after Rinjani Mount in Lombok island, if you don't like camping, you can go down after you meet the top of Lembah Gedong, but make sure you came at the bescamp before zuhur prayer, because if you came late you will get a night in a dark street name is "Pesugulan"

Lembah Gedong is a hill in Sembalun village before Pusuk, Lembah Gedong include TNGR and such as of the seven summit of Lombok, the high of Lembah Gedong is 2.200 MDPL. Lembah gedong have three post and two pelawangan, first post after "Tanjakan Kijang" and second post "Gerbang Ratu" and the last post after "Cemara Besar" the first pelawangan is "Cemara Elen" and the second pelawangan is "Cemara Tumbang" you can camp or not there, but if you just hike and not camp, make sure you come earlier to anticipate late to back home.

8:26 AM
16-Sep-25

Student 14

File C:/Users/ASUS/Documents/2D%20Files%20Descriptive%20Text/L.%20Arman.pdf

LARMAN SUHARNAYE
2D

RAMBANG BEACH

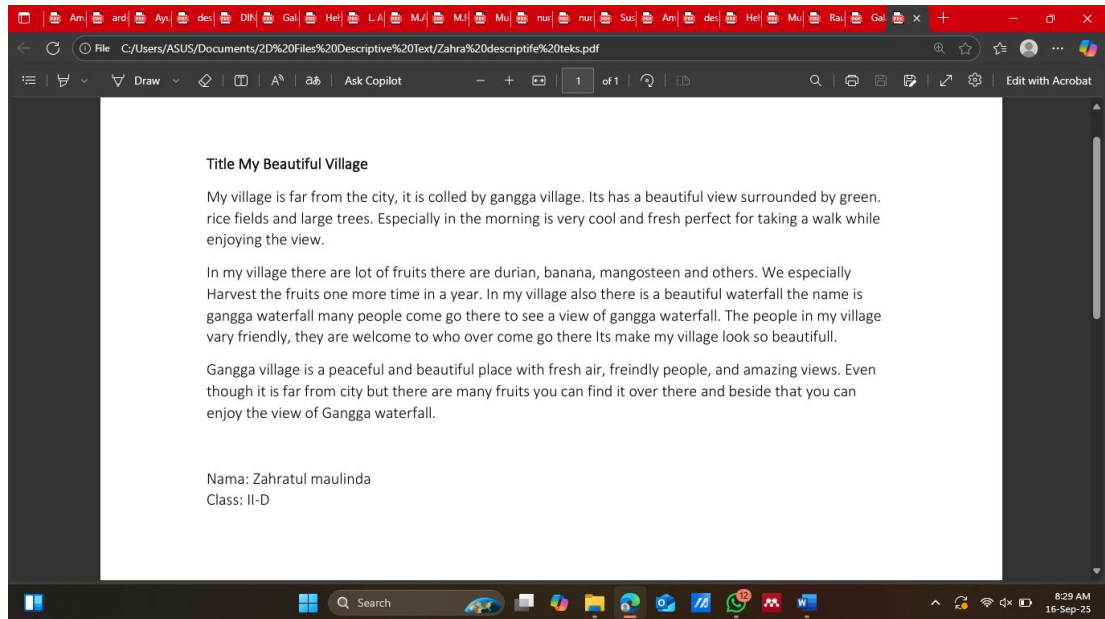
I wanna recommended you the best place in lombok. Its very beautiful beach have I seen its rambang. Rambang located are south sakre near labuan's beach. I always go to rambang on sunday every weekend with my friends even my family I go there at 5 am. I usually sat on cliff and drank coffee enjoy the view its very good feeling. I saw a lot of beautiful tree and cliff not only that beautiful desert sunrise coconut tree I saw people fishing took people walked in coast beach its all very beautiful.

I think rambang is so wonderful beach. Rambang is also known as the best release I felt and if you are dizzy confused about task, project or something like that you can go there and enjoy the view Im sure you will fresh strong and enjoy to live it. Its can reduce feeling not bad and its so proven.

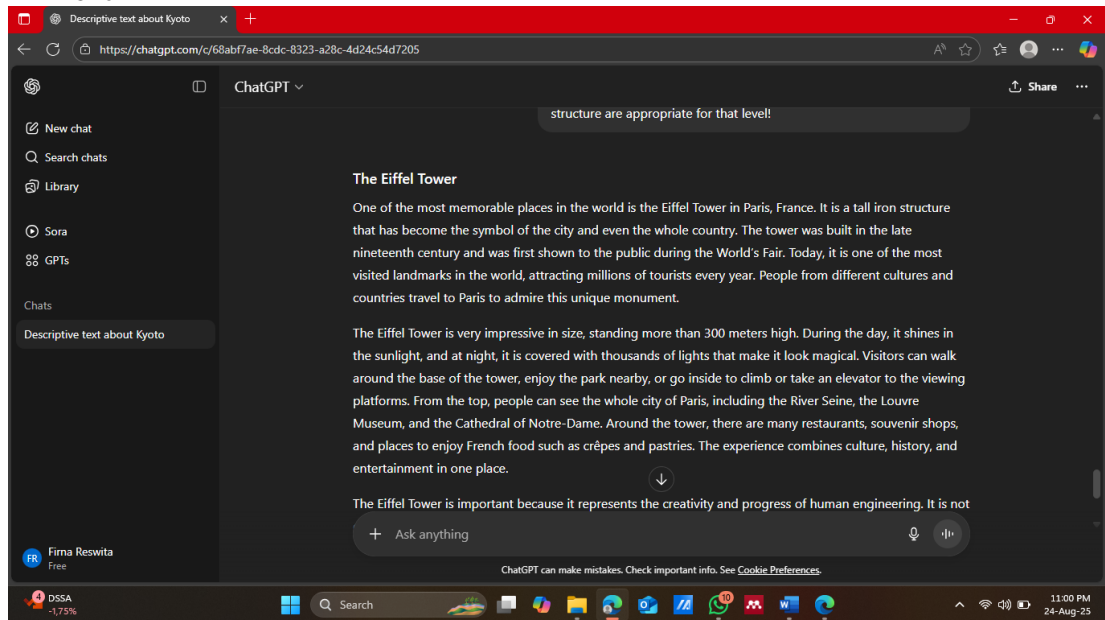
Rambang is everything not only about release but its all about faithfulness. Rambang can be your one of favorite beach that have you come because of wonderful place and the best place to release the problem. You can invite your friends anything. They can accompany you there moreover when you hang out on the cliff and if you wanna fishing you can call someone there and dont forget to pay someone because he really oil to turn on sailboat after that we go to the middle beach. I really happy when we fishing there because we got a lot of fish we laughed, smile told with someone about future and I asked him how to get a lot of fish like that he told me you have to calm and styed rilex after that I tried it and then I got a lot of fish it so proven and I said thank you so much to him because he has given me much experient.

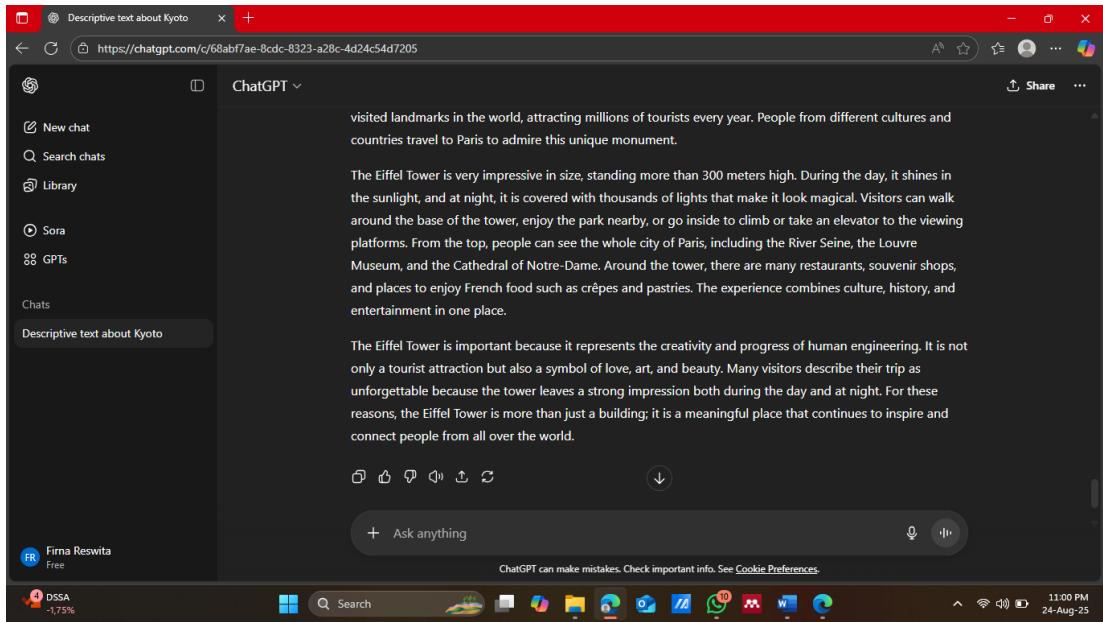
8:27 AM
16-Sep-25

Student 15



AI Text





APPENDIX 4

IELTS Writing Rubric Task 2

Band	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	<p>The prompt is appropriately addressed and explored in depth.</p> <p>A clear and fully developed position is presented which directly answers the question/s.</p> <p>Ideas are relevant, fully extended and well supported. Any lapses in content or support are extremely rare.</p>	<p>The message can be followed effortlessly.</p> <p>Cohesion is used in such a way that it very rarely attracts attention.</p> <p>Any lapses in coherence or cohesion are minimal.</p> <p>Paragraphing is skilfully managed.</p>	<p>Full flexibility and precise use are widely evident.</p> <p>A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features.</p> <p>Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.</p>	<p>A wide range of structures is used with full flexibility and control.</p> <p>Punctuation and grammar are used appropriately throughout.</p> <p>Minor errors are extremely rare and have minimal impact on communication.</p>
8	<p>The prompt is appropriately and sufficiently addressed.</p> <p>A clear and well-developed position is presented in response to the question/s.</p> <p>Ideas are relevant, well extended and supported.</p> <p>There may be occasional omissions or lapses in content.</p>	<p>The message can be followed with ease.</p> <p>Information and ideas are logically sequenced, and cohesion is well managed.</p> <p>Occasional lapses in coherence and cohesion may occur.</p> <p>Paragraphing is used sufficiently and appropriately.</p>	<p>A wide resource is fluently and flexibly used to convey precise meanings.</p> <p>There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation.</p> <p>Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication.</p>	<p>A wide range of structures is flexibly and accurately used.</p> <p>The majority of sentences are error-free, and punctuation is well managed.</p> <p>Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication.</p>
7	<p>The main parts of the prompt are appropriately addressed.</p> <p>A clear and developed position is presented.</p> <p>Main ideas are extended and supported but there may be a tendency to over-generalise or there may be a lack of focus and precision in supporting ideas/material.</p>	<p>Information and ideas are logically organised, and there is a clear progression throughout the response. (A few lapses may occur, but these are minor.)</p> <p>A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use.</p> <p>Paragraphing is generally used effectively to support overall coherence, and the sequencing of ideas within a paragraph is generally logical.</p>	<p>The resource is sufficient to allow some flexibility and precision.</p> <p>There is some ability to use less common and/or idiomatic items.</p> <p>An awareness of style and collocation is evident, though inappropriacies occur.</p> <p>There are only a few errors in spelling and/or word formation and they do not detract from overall clarity.</p>	<p>A variety of complex structures is used with some flexibility and accuracy.</p> <p>Grammar and punctuation are generally well controlled, and error-free sentences are frequent.</p> <p>A few errors in grammar may persist, but these do not impede communication.</p>
6	<p>The main parts of the prompt are addressed (though some may be more fully covered than others). An appropriate format is used.</p> <p>A position is presented that is directly relevant to the prompt, although the conclusions drawn may be unclear, unjustified or repetitive.</p> <p>Main ideas are relevant, but some may be insufficiently developed or may lack clarity, while some supporting arguments and evidence may be less relevant or inadequate.</p>	<p>Information and ideas are generally arranged coherently and there is a clear overall progression.</p> <p>Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.</p> <p>The use of reference and substitution may lack flexibility or clarity and result in some repetition or error.</p> <p>Paragraphing may not always be logical and/or the central topic may not always be clear.</p>	<p>The resource is generally adequate and appropriate for the task.</p> <p>The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.</p> <p>If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy.</p> <p>There are some errors in spelling and/or word formation, but these do not impede communication.</p>	<p>A mix of simple and complex sentence forms is used but flexibility is limited.</p> <p>Examples of more complex structures are not marked by the same level of accuracy as in simple structures.</p> <p>Errors in grammar and punctuation occur, but rarely impede communication.</p>
5	<p>The main parts of the prompt are incompletely addressed. The format may be inappropriate in places.</p> <p>The writer expresses a position, but the development is not always clear.</p> <p>Some main ideas are put forward, but they are limited and are not sufficiently developed and/or there may be irrelevant detail.</p> <p>There may be some repetition.</p>	<p>Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response.</p> <p>The relationship of ideas can be followed but the sentences are not fluently linked to each other.</p> <p>There may be limited/overuse of cohesive devices with some inaccuracy.</p> <p>The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution.</p> <p>Paragraphing may be inadequate or missing.</p>	<p>The resource is limited but minimally adequate for the task.</p> <p>Simple vocabulary may be used accurately but the range does not permit much variation in expression.</p> <p>There may be frequent lapses in the appropriacy of word choice and a lack of flexibility is apparent in frequent simplifications and/or repetitions.</p> <p>Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.</p>	<p>The range of structures is limited and rather repetitive.</p> <p>Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences.</p> <p>Grammatical errors may be frequent and cause some difficulty for the reader.</p> <p>Punctuation may be faulty.</p>
4	<p>The prompt is tackled in a minimal way, or the answer is tangential, possibly due to some misunderstanding of the prompt. The format may be inappropriate.</p> <p>A position is discernible, but the reader has to read carefully to find it.</p> <p>Main ideas are difficult to identify and such ideas that are identifiable may lack relevance, clarity and/or support.</p> <p>Large parts of the response may be repetitive.</p>	<p>Information and ideas are evident but not arranged coherently and there is no clear progression within the response.</p> <p>Relationships between ideas can be unclear and/or inadequately marked. There is some use of basic cohesive devices, which may be inaccurate or repetitive.</p> <p>There is inaccurate use or a lack of substitution or referencing.</p> <p>There may be no paragraphing and/or no clear main topic within paragraphs.</p>	<p>The resource is limited and inadequate for or unrelated to the task. Vocabulary is basic and may be used repetitively.</p> <p>There may be inappropriate use of lexical chunks (e.g. memorised phrases, formulaic language and/or language from the input material).</p> <p>Inappropriate word choice and/or errors in word formation and/or in spelling may impede meaning.</p>	<p>A very limited range of structures is used.</p> <p>Subordinate clauses are rare and simple sentences predominate.</p> <p>Some structures are produced accurately but grammatical errors are frequent and may impede meaning.</p> <p>Punctuation is often faulty or inadequate.</p>

Band	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
3	No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or insufficiently developed.	There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other. There is minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas. There is difficulty in identifying referencing. Any attempts at paragraphing are unhelpful.	The resource is inadequate (which may be due to the response being significantly underlength). Possible over-dependence on input material or memorised language. Control of word choice and/or spelling is very limited, and errors predominate. These errors may severely impede meaning.	Sentence forms are attempted, but errors in grammar and punctuation predominate (except in memorised phrases or those taken from the input material). This prevents most meaning from coming through. Length may be insufficient to provide evidence of control of sentence forms.
	The content is barely related to the prompt. No position can be identified. There may be glimpses of one or two ideas without development.	There is little relevant message, or the entire response may be off-topic . There is little evidence of control of organisational features	The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling.	There is little or no evidence of sentence forms (except in memorised phrases).
1	Responses of 20 words or fewer are rated at Band 1. The content is wholly unrelated to the prompt. Any copied rubric must be discounted.	Responses of 20 words or fewer are rated at Band 1. The writing fails to communicate any message and appears to be by a virtual non-writer.	Responses of 20 words or fewer are rated at Band 1. No resource is apparent, except for a few isolated words.	Responses of 20 words or fewer are rated at Band 1. No rateable language is evident.
0	Should only be used where a candidate did not attend or attempt the question in any way, used a language other than English throughout, or where there is proof that a candidate's answer has been totally memorised.			

APPENDIX 5

Documentation





UNIVERSITAS HAMZANWADI
FAKULTAS BAHASA, SENI, DAN HUMANIORA

Jalan TGKH. Muhammad Zainuddin Abdul Madjid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP: 83612
Telp./Fax: +6237622954 Website: <http://fbsih.hamzanwadi.ac.id> E-mail: fbsih@hamzanwadi.ac.id

Nomor : 510 /UH.FBSH/LT/2025

26 Agustus 2025

Lampiran : 1 (Satu) Eks.

Hal : **Mohon Izin Penelitian**

Yth. Kepala BAPPEDA Kab. Lombok Timur
di-
Tempat

Bismillahirrahmanirrahim.

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

Nama : FIRNA RESWITA

NPM : 210202103

Fakultas : Bahasa, Seni dan Humaniora

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi/Karya Ilmiah : EXPLORING SIMILARITIES BETWEEN AI-GENERATED WRITING AND STUDENTS' WRITING AND PRODUCING DESCRIPTIVE TEXT AT HAMZANWADI UNIVERSITY

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di Lombok Timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

Wallahul Muwaffiqu Walhadi Ila Sabilirrasyyad.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Dr. Drs. H. Mohzana, S.Pd., M.Pd
NIP. 196112311983011071

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
3. Koordinator Program Studi Pendidikan Bahasa Inggris, di Pancor.



UNIVERSITAS HAMZANWADI

Sekretariats: Jalan TGKH. M. Zainuddin Abdul Madjid No. 132 Pancor-Selong Lombok Timur Telp.(0376)21394, 22953 Fax. (0376) 22954 E-mail: universitas@hamzanwadi.ac.id
Website : <http://www.hamzanwadi.ac.id>.

KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

BULAN PERTAMA : untuk Pendaftaran Proposal
BULAN KEDUA : untuk Instrumen Penelitian
BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dopedomani dan dilaksanakan sebagaimana mestinya.

Pihak Pertama
Pembimbing Petama

M. Adib Haqri

Pembimbing Kedua

M. JUNARDI MARZUKI

Pancor, 19 April 2025

Pihak Kedua
Mahasiswa Bimbingan

FIENNA RESWITA

Mengetahui
Dekan Fakultas Bahasa Seni dan Humaniora
Universitas Hamzanwadi



Dr. Drs. H. Mulyana, S.Pd. M.Pd
NIP. 19611231 1983 01 1 071



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Website : <http://www.hamzanwadi.ac.id>.

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : FIRMA RESWITA
2. Nomor Pokok Mahasiswa : 210202103
3. Semester : 8
4. Fakultas : FBSH
5. Jurusan/ Program Studi : Pendidikan Bahasa Inggris
6. Dosen Pembimbing : 1. M. Adib Nazri, M.Pd
2. M. Junaidi Marzuki, M.Ed.M.A TESOL
7. Judul Skripsi :

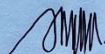
8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
				I	II
1	14/4/25	outline			
2	17/4/25	outline ACC.			
3	19/4/25	Revisi Judul			

4	26/4/25	Judul ACC			Jh
5	5/5/25	Chapter 1-2			Jh
6	15/6/25	Chapter 3			Jh
7	20/8/25	Chapter 1-3 ACC			Jh
8	22/8/25	Revisi all chapters.			Jh
9	23/8/25	Acc proposal. buat instrument.			Jh
10	25/8/25	Instrument ACC. ready to construct bench			Jh
11	13/9/25	Acc chp 4 & 5			Jh
12	20/9/25	Revisi chapter IV & V			Jh

13	22/9/25	thesis Acc computational.		M.	

Pancor, 22 September 2025
Ketua Program Studi


(M. Adib Nazri)
NIDN. 0824038801