

## Chat-GPT as assistance in writing Descriptive Text

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**Abstract**— *This social service aims to improve students' descriptive text writing skills through training in the use of Chat-GPT as a source of creative inspiration. In today's digital era, the use of artificial intelligence such as Chat-GPT is considered capable of providing a variety of stimulus ideas and supporting the writing learning process in a more interactive and enjoyable way. The training activities were conducted in the form of workshops that included an introduction to Chat-GPT technology, practice writing descriptive texts with the help of Chat-GPT, and evaluation of students' writing results before and after training. The results of the activities showed that participants experienced improvements in terms of ideas, vocabulary, and sentence structure in the descriptive texts produced. In addition, students showed higher interest and motivation in the writing process. These findings indicate that Chat-GPT is effectively used as an alternative learning medium in fostering writing creativity among students. This program is expected to be a relevant and applicable digital literacy training model in the world of education.*

**Keywords**— *Training; Chat-GPT; Descriptive Text*

## 1 Introduction

In this rapidly developing digital era, artificial intelligence (AI) technologies such as ChatGPT have become innovative tools in various fields, including education and creative writing. ChatGPT, as an AI language model, is capable of generating human-like text, thus providing new opportunities for writers to develop their work (Rosalina et al., 2024).

Descriptive text writing requires the ability to describe objects, places, or events in detail and clearly, so that readers can imagine what is being described. However, many writers, especially beginners, face challenges in finding the right words and building vivid images in their writing (Sihotang, 2019). This is where ChatGPT plays a significant role, as it can assist in composing sentences, developing ideas, and providing variety in writing style.

Additionally, ChatGPT can function as a creative partner that enriches the writer's imagination with fresh ideas and new perspectives. Rather than replacing creativity, ChatGPT supports the creative process by providing suggestions and inspiration that may not have been thought of before (Herdiana et al., 2025; Rachbini & Evi, 2023; Wahyoedi et al., 2023).

However, it is important to remember that the results provided by ChatGPT should not be used directly without review. Writers are advised to review and adjust the text generated by ChatGPT to suit their personal needs and style.

By using ChatGPT wisely, writers can enhance their descriptive writing skills, producing richer and more engaging works for readers. Integrating this technology into the writing process opens up new opportunities for language exploration and creative expression.

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In today's digital age, artificial intelligence technologies such as ChatGPT have had a significant impact on various aspects of life, including education and creative writing. ChatGPT offers writers convenience in composing texts, developing ideas, and providing variety in writing styles, especially in descriptive writing that requires the ability to describe objects, places, or events in detail and clearly.

However, the use of ChatGPT in writing is not without challenges, such as dependence on technology, lack of personal style adjustment, and the potential for decreased originality. Therefore, it is important to examine the extent to which ChatGPT plays a role in assisting the writing process, especially for novice writers, and how they utilize and respond to this technology in developing descriptive writing skills.

Based on this, this training is designed to answer the following key questions:

1. How does ChatGPT help writers, especially beginners, in writing descriptive texts?
2. What are the benefits writers experience when using ChatGPT in the process of writing descriptive texts?
3. What challenges or limitations are encountered when using ChatGPT as a writing tool?

## 2 Method

This training is conducted in stages to ensure that objectives are achieved systematically and effectively. The stages of the activity consist of:

### 1. Preparation

The initial stage of the training began with the development of a training module based on the use of ChatGPT as a tool to assist in the process of writing descriptive texts. This module was designed to guide participants in understanding the practical steps of using ChatGPT to explore ideas and develop writing. In addition, an evaluation instrument was also developed to measure the achievement of training in cognitive, affective, and psychomotor aspects.

### 2. Socialization

At this stage, students are introduced to the basic concepts of ChatGPT and its potential uses in the world of writing. The socialization activities are carried out through interactive discussions about the role of artificial intelligence (AI) in facilitating the writing process and its impact on creativity. This socialization aims to build initial understanding and spark students' interest in the training that will be conducted.

### 3. Training

The core stage of the training consists of several practical sessions that encourage active student participation, including:

**Brainstorming ideas:** Participants are invited to discuss and experiment with ChatGPT to find story ideas or descriptive topics.

**Character, setting, and plot development:** Students learn to develop descriptive text elements with input from ChatGPT.

**First draft writing:** Participants begin writing their descriptive texts with support from ChatGPT's suggestions.

**Revising writing:** Students evaluate and refine their drafts based on personal reflection and input from facilitators and AI.

### 4. Reflection

To conclude, students present their writing to their classmates. This activity is followed by a reflection session to explore students' experiences in using ChatGPT, including the benefits they felt and the challenges they faced during the writing process.

### B. Partner Participation

#### Permission

School participation in Chat-GPT training begins with official permission from the school administration. This step is important to ensure that the training can be carried out legally and in an organized manner. The principal and teachers must understand the benefits of this training and

provide written approval. This permission includes approval for the use of school facilities and the allocation of time in the training schedule.

Schools play an important role in providing adequate space for training. Classrooms equipped with stable and adequate internet connections are essential. In addition, schools can also provide projectors, whiteboards, and other tools to support the training process. A comfortable space and complete facilities will increase the effectiveness of the training and the comfort of the participants.

Technical support from the school is very important for the smooth running of the training. The school can assist in setting up the Chat-GPT software and ensuring that all devices are functioning properly. They can also help in resolving technical issues that may arise during training. In addition, logistical support such as scheduling, seating arrangements, and distribution of training materials are also the responsibility of the school.

English teachers and other school staff act as facilitators in this training. They must take the training seriously so that they can teach students how to use Chat-GPT effectively. Teachers also need to integrate this method into their daily curriculum to ensure continuity and consistency in vocabulary teaching. Active participation from teachers will increase the success of the training and the acceptance of this new method by students.

In addition to technical and logistical support, moral support from the school is very important. Principals and teachers must motivate students to actively participate in the training. They can hold interesting introductory sessions and give awards to students who show significant progress. This moral support will increase students' enthusiasm and motivation to learn.

#### Evaluation and Follow-up

After the training is complete, the school must conduct an evaluation to assess the effectiveness of the program. Feedback from teachers and students is very important to identify the strengths and weaknesses of this training. Based on this evaluation, the school can make improvements and adjustments for future training. Consistent follow-up will ensure that the use of Chat-GPT continues to provide maximum benefits.

#### C. Role Distribution

In training on the use of Chat-GPT for intermediate English vocabulary mastery, the role of each student is very important for the success of the training. The following are the roles of the three students involved in this training:

##### 1. Novela Ramadhani and Umi Nur Faizah: Training Coordinators

Novela is responsible as the training coordinator. This role involves various administrative and organizational tasks, such as arranging the training schedule, communicating with instructors, and ensuring that all technical and logistical preparations are in place. Umi Nur Faizah also ensures that all training participants receive the necessary materials and understand the objectives and benefits of this training. In addition, Umi Nur Faizah collects feedback from participants and compiles evaluation reports for future training improvements.

##### 2. Wardatul Karomah and Khoirotul Qomariyah: Facilitator and Technical Assistant

Wardatul Karomah acts as a facilitator who assists instructors in delivering training materials. Her duties included preparing the necessary hardware and software, such as computers and access to Chat-GPT. Khoirotul Qomariyah also accompanied participants during the practical use of Chat-GPT, answered technical questions, and helped resolve any issues that might arise. In this way, Khoirotul Qomariyah ensured that the training ran smoothly and that participants were able to make the most of Chat-GPT.

##### 3. Ifa Aprilia: Evaluator and Motivational Supporter

Ifa Aprilia plays a role in evaluating the effectiveness of the training and providing motivational support to participants. Ifa Aprilia developed an evaluation questionnaire that was given to participants at the end of the training to measure their level of understanding and satisfaction. In addition, Ifa Aprilia is also tasked with encouraging participants, ensuring they remain motivated and actively involved throughout the training. With this role, Mah Ifa Aprilia, a C-level student, helps create a positive and productive training environment.

These five students worked collaboratively to ensure that the Chat-GPT training ran smoothly and achieved its objectives. With clearly defined roles, they were able to support each other and contribute maximally to the success of the training. The roles of coordinator, facilitator, and evaluator held by these students were crucial in creating an effective and enjoyable learning experience for participants, thereby significantly improving their English vocabulary mastery.

Findings and Discussion

### 3. Finding

The training conducted at MTs Ar-Rahmah Sambirampak Lor, Kotaanyar District, showed quite positive results in increasing students' interest and ability in writing descriptive texts with the help of artificial intelligence technology, particularly ChatGPT. The following is a description of the training results based on five main aspects:

#### 1. Increased Student Inspiration in Writing

After participating in the training, most students showed improvement in finding more diverse and creative writing ideas. ChatGPT proved to help students overcome their initial confusion when starting to write.

In an interview, one student, **N.F.**, stated:

*"I usually get confused about what to write. But after using ChatGPT, I now have many ideas. For example, I can describe the school garden in more detail."*

Another student, **A.R.**, added:

*"ChatGPT gave me some great examples of sentences. I now know how to describe the atmosphere of rain in a village more vividly."*

This shows that ChatGPT successfully stimulates students' imagination and enriches the variety of ideas in writing.

#### 2. Increased Student Motivation

Student motivation in writing increased significantly during and after the training. Previously, some students felt that writing was a difficult and boring activity. However, engagement with technology made them more interested in actively participating.

In an interview, **S.M.** revealed:

*"I usually don't like writing, but using ChatGPT turned out to be fun. We can chat first, then get ideas to write about. It's motivating."*

Meanwhile, **R.D.** stated:

*"I now want to write more often because if I'm confused, I can ask ChatGPT first."*

This increase in motivation was also evident in the students' enthusiasm during the training session, especially when they were asked to present their writing.

#### 3. Feedback from Students

Student feedback was collected through questionnaires and interviews, and most of the responses were positive. Students felt that ChatGPT was not only a writing tool, but also a fun "learning companion" that facilitated the thinking process.

From the interviews, **M.K.** commented:

*"I like it because ChatGPT doesn't get angry when I ask the wrong question. It keeps answering and gives me new ideas."*

**L.H.**, another student, said:

*"ChatGPT is very helpful, but we still have to edit the results. Sometimes the sentences are too formal, so I change them to better suit my style."*

This feedback shows that students are not only using ChatGPT passively, but are also beginning to demonstrate reflective and critical thinking skills regarding AI-assisted writing.

### 4. Discussion

The findings of this study demonstrate that the integration of ChatGPT as an artificial intelligence-assisted writing tool positively influenced students' inspiration, motivation, and reflective engagement in writing descriptive texts at MTs Ar-Rahmah Sambirampak Lor. These results can be theoretically explained through sociocultural learning theory, process-based writing theory, and motivational perspectives in second language acquisition.

From a process-based writing perspective, writing is viewed as a recursive activity involving planning, drafting, revising, and editing rather than a single-product outcome (Flower & Hayes, 1981; Hyland, 2003). The improvement in students' ability to generate ideas suggests that ChatGPT functioned as a form of cognitive scaffolding during the pre-writing stage. Many EFL learners struggle to initiate writing due to limited vocabulary and lack of ideas (Harmer, 2004). By providing examples, prompts, and descriptive models, ChatGPT reduced students' cognitive load and supported idea development. This finding aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners can perform beyond their independent capability when assisted by a more knowledgeable other (Vygotsky, 1978). In this context, ChatGPT served as a digital scaffold that supported students in bridging the gap between what they could do alone and what they could achieve with guidance.

The increase in students' writing motivation can be interpreted through self-determination theory (SDT), which emphasizes autonomy, competence, and relatedness as key factors influencing motivation (Deci & Ryan, 2000). Students' interview responses indicate that interacting with ChatGPT made writing feel less threatening and more enjoyable, enhancing their sense of competence. The conversational nature of ChatGPT also promoted learner autonomy, as students could ask questions freely without fear of negative judgment. This finding is consistent with Dörnyei's (2005) motivational framework, which highlights that engaging learning environments and supportive feedback significantly enhance learners' willingness to participate in language tasks. Technology-mediated instruction, when used meaningfully, has been shown to increase learners' intrinsic motivation in EFL writing contexts (Lee, 2020).

Furthermore, student feedback revealed that learners did not merely accept AI-generated content passively but actively evaluated and revised it. This behavior reflects the development of metacognitive awareness and aligns with theories of self-regulated learning (Zimmerman, 2002). Students' acknowledgment that ChatGPT outputs required editing indicates an emerging understanding of authorship and responsibility in writing. Rather than replacing students' thinking, ChatGPT encouraged reflective decision-making, supporting claims that AI tools can foster higher-order thinking skills when integrated pedagogically (Kasneci et al., 2023). This finding also resonates with constructivist learning theory, which views learners as active constructors of knowledge rather than passive recipients (Piaget, 1970).

Importantly, the role of ChatGPT in this study aligns with the concept of technology as a mediational tool in language learning (Lantolf & Thorne, 2006). ChatGPT acted as a learning companion that facilitated idea exploration and language development while still requiring teacher guidance and student control. This supports recent research arguing that AI tools should be positioned as assistive technologies, not replacements for teachers or learners' cognitive effort (Zawacki-Richter et al., 2019). Without appropriate guidance, there is a risk of overreliance; therefore, pedagogical supervision remains essential to ensure ethical use, originality, and learning effectiveness.

Overall, the findings suggest that AI-assisted writing, when grounded in sound pedagogical principles, can enhance EFL students' writing experiences by supporting idea generation, increasing motivation, and promoting reflective learning. In rural or under-resourced educational contexts, such as the setting of this study, ChatGPT offers a promising supplementary tool to enrich writing instruction and expand students' exposure to language models, provided it is integrated critically and responsibly.

## 5. Conclusion

Training in the use of ChatGPT as a source of inspiration for writing descriptive texts has had a positive impact on improving students' writing skills and motivation. Students have shown improvement in exploring ideas, enriching their vocabulary, and constructing sentences more effectively. ChatGPT has proven to be a creative partner that stimulates imagination and provides support in the thinking process. In addition, the involvement of technology has also increased students' interest in writing activities that were previously considered difficult and boring.

The implications of these findings suggest that integrating AI technology into language learning can be an effective strategy for developing students' digital literacy and creativity. ChatGPT not only helps with the technical aspects of writing, but also shapes independent and reflective learning patterns in students.

Future recommendations include the need for advanced training that emphasizes strengthening personal writing styles and critical revision skills. Schools need to improve the availability of adequate devices and internet connections, as well as incorporate AI literacy into the curriculum. In addition, guidance from teachers on the ethical and responsible use of ChatGPT is essential to prevent dependency and ensure the development of authentic writing skills.

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