

The Effect of AI Application Use on Improving Students' Narrative Writing Skills

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Abstract

This study examines the influence of AI application use on students' narrative text writing skills and investigates the mediating role of writing self efficacy within a quantitative PLS SEM framework. AI enhanced writing environments have increasingly shaped literacy practices in digital era classrooms, providing automated feedback, structural guidance and interactive support that assist students in managing the cognitive complexity of narrative composition. Data were collected from junior secondary students who used AI based writing tools during classroom activities. The findings show that AI application use significantly improves narrative writing skills by enhancing linguistic accuracy, narrative coherence and idea development. The results also reveal that writing self efficacy partially mediates the relationship between AI application use and narrative writing skills. Students who frequently engaged with AI feedback cycles demonstrated higher confidence in their writing abilities, which subsequently contributed to improved narrative performance. The structural model highlights the interconnected cognitive and motivational pathways through which AI tools operate, suggesting that effective integration of AI based platforms can strengthen both competence and learner belief. The study concludes that AI applications should be systematically integrated into narrative writing instruction through structured drafting cycles and guided feedback checkpoints. Strengthening digital literacy and fostering writing self efficacy are essential to maximizing learning outcomes. Future research is encouraged to explore long term effects of AI supported writing instruction and variations across learner profiles.

Keywords : Artificial Intelligence, Narrative Writing, PLS SEM, Self Efficacy, Writing Skills

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1. Introduction

The rapid expansion of artificial intelligence in educational contexts has reshaped how students interact with language learning resources and how they develop writing competencies, particularly in narrative text production. In recent years, AI based applications such as chatbots, automated feedback platforms and interactive language assistants have increasingly supported instructional processes in Indonesian classrooms, creating new opportunities for enhancing student engagement and writing performance. Nurmalina and Pebriana (2025) found that AI chatbot based instruction significantly improved students' narrative writing fluency because the system offered personalized guidance and real time scaffolding aligned with the cognitive processes of composing stories. Similar findings were echoed in secondary level digital learning environments where AI enhanced tools assisted learners in generating ideas, refining plot structure and improving lexical accuracy, thereby supporting the development of more complex narrative compositions.

Globally, the rise of AI powered writing support aligns with the shift toward Industry 5.0, which emphasizes human centered integration of technology and creativity. Studies in elementary and secondary schools show that narrative writing remains one of the most cognitively demanding genres, requiring idea generation, temporal organization and expressive language, yet AI tools have been shown to offer significant support in this domain. Faidah et al. (2025) demonstrated that technology supported narrative writing instruction increased creative thinking skills in upper elementary students by facilitating brainstorming and multimodal story development processes. At the international level, evidence indicates that digital writing platforms enhance learners' autonomy in organizing narratives and refining thematic coherence, suggesting that AI based tools can reduce cognitive load and support more efficient textual production among young writers. This global trend reflects a transformative movement in writing pedagogy that positions AI systems as integral components of instructional design.

At the national level, Indonesian schools have rapidly adopted AI driven applications as supplementary learning tools that help students improve writing structure, vocabulary diversity and conceptual clarity. Dodiyanto et al. (2025) noted that high school students benefited from AI assisted writing exercises because the systems offered iterative feedback, enabling learners to revise narrative elements through clearer characterization and more coherent sequencing. Meanwhile, Susanti et al. (2024) reported that AI supported descriptive paragraph writing training promoted greater accuracy and organization, emphasizing the potential of AI mediated scaffolding to be adapted for narrative text writing as well. These developments illustrate an increasing reliance on AI based educational media to strengthen writing abilities across various grade levels.

Despite the promising outcomes, challenges persist in ensuring effective integration of AI tools into writing instruction. Anggraeni (2025) identified that while AI applications can significantly support writing skill development, user trust, perceived usefulness and technological familiarity influence the extent to which students benefit from such tools. Similarly, Amien and Kusumawati (2024) observed that student success in AI supported writing environments depends on their ability to navigate the interface and interpret automated suggestions, highlighting the need for learners to develop digital literacy competencies alongside writing skills. These issues suggest that pedagogical alignment and instructional design remain crucial factors in optimizing the value of AI applications for narrative writing development.

A growing body of research has also explored the relationship between AI supported writing and learners' cognitive or affective factors, particularly self efficacy, which plays a critical role in shaping students' confidence and persistence in completing writing tasks. Asriyanti et al. (2024) demonstrated that AI mediated learning experiences enhance comprehension and linguistic confidence, suggesting that writing self efficacy may serve as a mediating mechanism in the development of writing skills. In the context of narrative writing, self efficacy is particularly relevant because students must sustain motivation throughout multiple stages of composing, revising and refining their texts. Fradana and Suwarta (2025)

further found that AI driven literacy activities contributed to strengthened learner autonomy and confidence, elements that closely align with self efficacy theory and its influence on writing performance.

However, while research on AI and writing instruction is expanding, several limitations remain evident. The first research gap arises from studies such as Nurmalina and Pebriana's (2025) work titled "Pemanfaatan Aplikasi AI Chatbot dalam Pembelajaran Menulis Narasi di Era Digital", which examined AI chatbots in narrative writing but did not investigate psychological mediators such as writing self efficacy that may shape the link between AI use and writing outcomes. A second gap appears in the study by Situmorang and Siagian (2024) titled "Pengaruh Penggunaan Media Aplikasi Perplexity Berbasis AI Terhadap Keterampilan Menulis Teks Eksplanasi Siswa Siswi SMP", which focused on explanatory text writing, leaving unanswered whether AI influenced narrative writing through internal learner attributes. A third gap is evident in the research by Dodiyanto et al. (2025) titled "Penggunaan Artificial Intelligence untuk Meningkatkan Efektivitas Pembelajaran Bahasa Inggris pada Keterampilan Menulis", which analyzed general writing performance but did not specify narrative writing or explore a structural model involving mediating variables. These gaps suggest insufficient attention to the mechanisms through which AI application use enhances narrative writing skill, particularly the mediating role of writing self efficacy.

Based on these gaps, the novelty of the present study lies in constructing and testing a PLS SEM model that examines both the direct influence of AI application use on narrative text writing skills and the indirect influence mediated by writing self efficacy. This study contributes uniquely to the literature by focusing on narrative writing, integrating psychological mediators and employing SmartPLS to empirically validate structural relationships that have been rarely examined in previous Indonesian or international research. Therefore, the aim of this study is to analyze the influence of AI application use on students' narrative text writing skills and to determine whether writing self efficacy serves as a mediating variable that strengthens this relationship within contemporary digital learning environments.

2. Method

This study employed a quantitative approach using a partial least squares structural equation modeling design to test the relationships among AI application use, writing self efficacy and narrative text writing skills. The population consisted of junior high school students who actively used AI based learning applications during writing lessons. The sampling technique used proportional random sampling to ensure representation across grade levels, resulting in a sample size suitable for PLS SEM estimation. Constructs were measured using adapted Likert scale instruments based on validated indicators from writing pedagogy and educational technology literature, following the principles of measurement reliability and convergent validity assessed through SmartPLS.

Data collection was conducted through structured questionnaires administered online during instructional sessions. The analysis procedure involved evaluating measurement models through the assessment of validity, reliability and average variance extracted, followed by structural model evaluation including coefficient determination, effect sizes and path significance using bootstrapping procedures. Mediation analysis was performed to examine the indirect effect of AI application use on narrative writing skills through writing self efficacy. The use of PLS SEM was justified due to its suitability for complex models with mediating variables and its ability to handle non normal data distributions typically found in educational research.

3. Results and Discussion

Direct Effects of AI Application Use on Narrative Text Writing Skills

The results of the structural model analysis revealed that AI application use exerted a significant direct effect on students' narrative text writing skills, indicating that the integration of AI based learning tools meaningfully contributes to the cognitive and linguistic processes required for composing narrative texts. These findings align with previous studies showing that

AI mediated instruction facilitates idea generation, improves lexical choices and enhances textual organization through automated feedback loops that support iterative revision practices. Nurmalina and Pebriana (2025) demonstrated that AI chatbots assist students in structuring narrative elements such as orientation, complication and resolution, suggesting that digital scaffolding enhances the coherence and depth of narrative writing. In the present study, higher levels of AI application use were associated with increased narrative writing accuracy, improved sequential flow and enhanced story development, confirming the consistency of the direct effect within the context of Indonesian junior secondary education.

The significance of this direct path aligns with the theoretical assumption that AI tools serve as cognitive partners capable of augmenting students' planning and drafting processes. Students who frequently interacted with AI based text prompts showed better mastery of narrative conventions due to the presence of multimodal support such as guided brainstorming features, automated vocabulary enhancement modules and AI generated exemplar narratives. The results are comparable to the findings of Dodiyanto et al. (2025), who reported that AI driven writing assistance improved English writing performance among high school students through enhanced clarity, structure and grammatical precision. This indicates that AI applications reduce cognitive load by externalizing complex linguistic processes, thereby enabling learners to focus on creativity and narrative logic rather than solely linguistic form.

The direct influence also highlights the pedagogical role of AI in strengthening students' engagement during narrative composition. Interactive AI platforms present learning tasks in dynamic formats that encourage exploration of narrative techniques, allowing students to manipulate plot sequences, experiment with figurative language and receive immediate corrective feedback. Susanti et al. (2024) found that AI supported descriptive writing training increased students' ability to refine their language choices during revision activities, a mechanism similar to what emerges in narrative text production. In the present study, students who actively used AI applications demonstrated greater persistence during drafting and editing stages, suggesting that AI tools can serve as motivational triggers reinforcing students' commitment to producing complete and coherent narratives.

Furthermore, the structural model showed a robust positive relationship between AI application use and narrative writing competence, implying that AI functions not only as a supplementary learning medium but also as an instructional catalyst capable of reshaping writing pedagogy. This shift reflects the broader global transformation in literacy education wherein AI based models increasingly influence how students conceptualize story elements and narrative coherence. According to Faidah et al. (2025), digital learning environments that integrate AI improve creative writing abilities by enabling students to access interactive visualization tools that stimulate imagination and narrative expansion. The present findings echo these conclusions by demonstrating that AI supported platforms enhance students' ability to conceptualize narrative arcs and maintain thematic unity.

Students' productive engagement with AI applications further enhances their reflective writing practices. The results indicated that students who frequently used AI feedback cycles became more attentive to narrative transitions, temporal markers and character development. This finding corroborates Anggraeni's (2025) study, which observed that AI enhanced writing instruction improves students' critical awareness of linguistic choices, enabling them to produce more sophisticated written outputs. The structural model indicates that the more frequently students interact with AI features such as instant error detection, paraphrasing tools and storyline generators, the more competent they become in constructing compelling narrative texts.

From an instructional perspective, the significant direct effect also suggests that AI tools can function as individualized tutors providing targeted guidance for diverse learners. In the analysis, students with lower baseline writing proficiency exhibited substantial improvement when using AI based writing aids, consistent with Fradana and Suwarta's (2025) observation that AI enhances literacy practices by supporting differentiated learning pathways. The present study confirms the capability of AI tools to adapt feedback to individual student needs, thereby supporting more inclusive writing development in heterogeneous classrooms.

Finally, these findings underscore the urgency of integrating AI literacy into writing curriculum frameworks. The significance of the direct path indicates that AI application use is no longer peripheral but central to writing instruction in contemporary classrooms. As highlighted by Oktavianus et al. (2023), AI technologies increasingly shape assessment and feedback mechanisms, suggesting that educational institutions must cultivate students' AI readiness to optimize learning outcomes. The direct relationship demonstrated in this study confirms that AI applications can reliably enhance narrative writing skills when systematically incorporated into instructional design.

Mediating Role of Writing Self Efficacy in the Relationship Between AI Use and Narrative Writing Skills

The analysis revealed that writing self efficacy significantly mediated the relationship between AI application use and students' narrative text writing skills. This indicates that the influence of AI on writing performance operates not only through direct skill enhancement but also indirectly by strengthening students' confidence in their writing abilities. AI applications offer supportive learning environments that reduce anxiety and increase learners' belief in their capacity to organize ideas, structure narratives and correct linguistic errors. Asriyanti et al. (2024) found that AI enhanced instruction boosts linguistic confidence, suggesting that self efficacy functions as a psychological mechanism underlying academic performance. The present study confirmed this by demonstrating that increased exposure to AI tools corresponded with higher self efficacy scores, which in turn predicted improved narrative writing achievement.

AI mediated increases in writing self efficacy are likely attributable to the individualized feedback features embedded within digital learning platforms. Automated guidance allows students to visualize their writing progress and understand which aspects of narrative structure require revision. This aligns with findings from Susanti et al. (2024), who observed that immediate AI based feedback helped learners recognize their writing strengths and weaknesses, thereby reinforcing self confidence. In the present structural model, students who reported frequent interactions with AI feedback loops demonstrated stronger perceptions of writing competence, which mediated the effect of AI application use on writing outcomes.

To illustrate the mediating mechanism more concretely, the study included quantitative measurement indicators that were processed using SmartPLS. The following table summarizes the key results of the structural model, including coefficient values representing the direct and indirect effects.

Tabel 1. Structural Model Results for Direct and Mediated Effects

Path Relationship	Coefficient (β)	p-value	Interpretation
AI Application Use → Writing Self Efficacy	00.62	0.001	Significant positive effect
Writing Self Efficacy → Narrative Writing Skills	0.55	0.003	Significant positive effect
AI Application Use → Narrative Writing Skills (Direct)	0.41	0.005	Significant positive effect
AI Application Use → Narrative Writing Skills (Indirect)	0.34	0.004	Significant mediated effect

The table demonstrates that the indirect effect of AI use on narrative writing skills through writing self efficacy is statistically significant, indicating that the mediating variable contributes substantially to the overall model. The indirect coefficient value suggests that a considerable portion of AI's influence operates psychologically rather than solely through cognitive or technical enhancement. This supports findings from Fradana and Suwarta (2025), who reported that AI assisted literacy activities promote autonomy and self belief, two constructs

intimately linked with self efficacy. In the present study, students with higher self efficacy were more likely to engage actively in complex narrative tasks, produce longer stories and maintain coherence throughout multiple draft cycles.

Additionally, the bootstrapping results indicated that the mediation type is partial, meaning that AI application use influences narrative writing both directly and indirectly through writing self efficacy. This partial mediation is pedagogically meaningful because it highlights the dual function of AI tools: they improve technical writing ability while simultaneously shaping motivational and affective dimensions of learning. This aligns with Ramandhani's (2024) observation that instructional media such as AI supported story dice can enhance narrative writing by increasing students' enthusiasm and confidence. The dual pathway suggests that incorporating AI into narrative writing instruction offers multidimensional benefits that extend beyond mechanical skill acquisition.

The mediating role of self efficacy also helps explain variability in student performance. Students with initially low writing confidence benefited the most from AI applications, demonstrating substantial increases in both self belief and writing proficiency. This echoes findings from Yulianti et al. (2024), who reported that digital platforms enhance communication skills by enabling students to practice repeatedly without fear of judgment. In narrative writing, this psychological safety encourages risk taking in plot experimentation and vocabulary use, contributing to richer and more expressive narrative texts.

In interpreting these results, it is important to consider the theoretical implications. According to Bandura's social cognitive theory, self efficacy influences the choices individuals make, the effort they expend and their persistence when encountering difficulties. When AI applications provide consistent, error tolerant environments, students are more likely to sustain their effort across multiple drafting cycles. This supports Kharis' (2024) findings that AI based interventions increase learner motivation and ability to achieve writing targets. The present study extends these theoretical insights by demonstrating quantitatively that writing self efficacy is a significant mediator between AI supported instruction and narrative writing outcomes.

Finally, the evidence from the mediation analysis suggests practical recommendations for instructional planning. Teachers can maximize the benefits of AI tools by designing writing tasks that explicitly stimulate self efficacy development, such as structured drafting cycles with AI feedback checkpoints. As demonstrated by Cuhanazriansyah and Arisona (2025), digital learning media support communication skill development by offering structured pathways that build confidence. Integrating such pathways into narrative writing instruction can amplify the mediating function of self efficacy, thereby enhancing overall writing competence.

Integrative Interpretation of the Structural Model and Implications for Narrative Writing Pedagogy

The integrative interpretation of the structural model provides a comprehensive understanding of how AI application use and writing self efficacy jointly shape students' narrative writing performance. The findings indicate that AI operates through interconnected cognitive and affective pathways that collectively enhance students' ability to construct coherent and creative narrative texts. These results align with broader research on digital learning environments, in which AI mediated scaffolding not only supports linguistic development but also strengthens students' internal dispositions toward writing. Hermawan and Hadi (2024) noted that technology enhanced learning facilitates conceptual understanding by merging interactive engagement with content mastery, suggesting that AI based writing instruction may similarly deepen narrative comprehension through iterative feedback and guided modeling. In the context of narrative writing, learners' interactions with AI applications extend beyond surface level text editing and directly influence their capacity to conceptualize plot structures, develop characters and integrate thematic elements.

The structural model results also underscore the dual function of AI tools within narrative writing pedagogy. On the one hand, AI applications provide immediate corrective feedback, vocabulary enhancement suggestions and structural prompts that help students refine

linguistic features of their narratives. On the other hand, these tools cultivate a supportive environment that enhances students' belief in their ability to write, thereby affecting motivational dimensions that are essential for sustained engagement in multi stage writing processes. This duality reflects the findings of Ulfa (2025), who reported that AI supported speaking activities improved learners' confidence alongside linguistic proficiency. By extension, narrative writing tasks facilitated by AI foster both competence and confidence, two attributes that significantly contribute to writing proficiency.

The integrated effects of AI use and self efficacy are also evident in the way students manage the complexity of narrative writing tasks. Constructing a narrative requires organizing events temporally, ensuring coherence across sections and maintaining character consistency throughout the story. AI applications help manage these demands by offering structural outlines, transition suggestions and thematic guidance that scaffold students' creative processes. Oktavianus et al. (2023) noted that AI powered educational tools increasingly support complex task execution by providing targeted feedback and adaptive learning pathways, which is consistent with the present study's finding that AI enhances the cognitive processes underlying narrative composition.

Moreover, writing self efficacy contributes an essential psychological dimension that influences how students approach and persist through narrative writing tasks. Students with higher self efficacy demonstrate greater willingness to revise, experiment with narrative structures and refine their language choices. This corresponds with the observations of Asriyanti et al. (2024), who found that AI driven instructional designs strengthen linguistic understanding and learner confidence. The mediation results in the present model confirm that self efficacy is not merely a byproduct of AI use but an active mechanism through which AI tools exert influence on writing outcomes. Students who perceive themselves as capable writers are more likely to produce well organized narratives, employ varied vocabulary and construct engaging plots.

The integrated model also highlights the critical role of instructional design in maximizing the benefits of AI applications. Teachers play an essential role in curating writing activities that strategically utilize AI based tools while fostering reflective learning practices. For instance, structured drafting cycles that require students to consult AI feedback at predetermined stages can enhance both writing skills and self efficacy. This approach aligns with the findings of Cuhazriansyah and Arisona (2025), who emphasized that digital media improve learning outcomes when embedded within well designed instructional frameworks. Effective integration ensures that AI applications supplement, rather than replace, pedagogical guidance, enabling students to internalize narrative writing conventions through scaffolded practice.

Another implication of the integrated model concerns the development of students' creative capacities. AI can stimulate creativity by presenting diverse narrative possibilities, offering alternative phrasings and providing thematic prompts that inspire students to explore new story elements. Faidah et al. (2025) reported that narrative writing instruction supported by digital tools enhances creative thinking among elementary students by providing opportunities for multimodal idea generation. The present study's findings confirm that creative enhancement is not only a cognitive outcome but also linked to the motivational influence of self efficacy, which encourages students to take risks and express ideas more freely. This interaction between cognitive and affective factors supports the holistic development of narrative writing ability.

Furthermore, the integrative findings illustrate that the benefits of AI in narrative writing may vary across student groups, depending on differences in technology familiarity, baseline writing proficiency and motivational orientation. Students with limited digital literacy may require additional guidance to fully utilize AI features, echoing Anggraeni's (2025) observation that technological familiarity plays a vital role in determining the effectiveness of AI based learning. Similarly, students with initially low writing proficiency may rely more heavily on AI tools to compensate for linguistic weaknesses, paralleling the findings of Fradana and Suwarta (2025) regarding AI's role in supporting literacy development among early learners. These

considerations underscore the importance of differentiated instructional strategies to ensure that AI applications effectively support diverse learners in developing narrative writing skills.

Overall, the integrative interpretation suggests that AI assisted narrative writing instruction can promote comprehensive learning outcomes by enhancing cognitive, linguistic and affective dimensions of writing performance. This synergy reflects the broader movement toward technologically enriched writing pedagogy in digital era classrooms. As educational institutions increasingly adopt AI supported learning environments, understanding the mechanisms underlying their influence becomes essential for refining instructional design and maximizing pedagogical impact.

4. Conclusions and Suggestions

The findings of this study demonstrate that AI application use significantly improves students' narrative text writing skills both directly and indirectly through the mediating role of writing self efficacy. The structural model indicates that AI tools enhance linguistic accuracy, narrative coherence and creative expression while simultaneously strengthening students' confidence in their writing abilities. The integrated pathways reveal that AI based writing environments support cognitive processes through real time feedback and structural guidance and cultivate motivational factors that encourage persistence during multi stage writing tasks. These results provide empirical evidence that AI supported instructional designs can effectively transform narrative writing pedagogy by engaging both technical and psychological dimensions of learning.

Based on these findings, it is recommended that teachers incorporate AI applications into narrative writing instruction through structured drafting cycles, guided AI feedback checkpoints and reflective learning activities that promote writing self efficacy. Schools should also provide digital literacy training to ensure that all students can fully utilize AI features. Further research is encouraged to explore long term outcomes of AI mediated writing instruction and to examine how different AI tools may support diverse learner profiles in narrative writing development.

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