

The Use Of Artificial Intelligence Tools In Writing Descriptive Text: A Case Study Of 10th Grades At SMK ISLAM 1 BLITAR

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Abstract: This qualitative case study investigates the integration of AI writing tools into descriptive text instruction for 10th-grade students at SMK Islam 1 Blitar. Data were collected through interviews with one English teacher and three students, classroom observations of writing lessons, and analysis of student writing. The teacher deliberately incorporated ChatGPT, Grammarly, and an automated writing evaluation (AWE) platform into lesson plans. Students used ChatGPT for idea generation (brainstorming) and vocabulary support, and then paraphrased the AI outputs to compose initial drafts. During revision, students applied Grammarly for grammar and word-choice corrections, while the teacher provided feedback and originality checks. The findings indicate that AI-assisted writing enabled students to produce more detailed, well-organized descriptive texts and increased their confidence. However, technical issues (e.g. slow internet, limited devices) and ethical concerns (risk of copying AI output) were observed. The teacher addressed these challenges through backup offline tasks and strict guidelines (requiring paraphrasing of AI output). Overall, careful teacher-guided use of AI tools enhanced the writing process and outcomes. The study provides practical insights into planning, implementing, and evaluating AI-enhanced writing instruction in vocational high schools.

INTRODUCTION

Strong writing skills are critical for student success, yet many EFL students struggle with limited vocabulary, grammar errors, and low confidence (Fitriani, 2022). A preliminary teacher interview at SMK Islam 1 Blitar confirmed these common challenges: “Writing in class is hard for the students because their vocabulary is limited, and they make grammar mistakes”. The teacher emphasized the need to motivate students by connecting writing tasks to their vocational interests and providing tools for independent practice. In response, the integration of Artificial Intelligence (AI) in writing instruction offers practical solutions. AI-powered writing assistants can give real-time corrective feedback and suggest vocabulary, helping students identify mistakes and enhance their texts (Prayoga, 2023).

For example, when describing a place, AI can instantly propose richer word choices and grammatical corrections, making the writing process more engaging and manageable.

At SMK Islam 1 Blitar, the English teacher has begun applying AI tools specifically to support descriptive writing. Descriptive text requires students to depict objects or places in detail, which is a key competency for vocational students (Fitriani, 2022). As one teacher explained, *“We recently used AI to help students improve their descriptive text writing. For example, when they describe a place, the AI can suggest vocabulary or correct grammatical errors instantly. This makes it easier for students to build their ideas and stay motivated during the writing process.”*. Empirical studies support such benefits: AI writing tools have been shown to improve the content and organization of student and use of tools like Grammarly has led to large increases in writing. Despite this promise, AI integration in Indonesian schools remains limited. This study therefore explores how AI tools (ChatGPT, Grammarly, and an Automated Writing Evaluation system) are planned, implemented, and evaluated in descriptive writing lessons at SMK Islam 1 Blitar, and what challenges arise. The focus is on four aspects: (1) teachers’ planning of AI integration, (2) classroom implementation, (3) evaluation of AI-assisted writing, and (4) encountered challenges and solutions.

RESEARCH METHODS

This research employed a qualitative single-case study design to gain in-depth understanding of a real-world teaching scenario. The case was a tenth-grade writing class at SMK Islam 1 Blitar, a vocational high school in Indonesia. Participants included one English teacher who actively integrates AI tools into writing instruction, and three of his eleventh-grade (10th grade of schooling) students from the 2nd year Computer and Network Engineering program (XI TKJ-2). Data were collected through multiple sources to ensure triangulation. Semi-structured interviews were conducted individually with the teacher and three representative students, focusing on their experiences planning and using

AI in descriptive writing tasks. Classroom observations of the writing lessons were made to capture the actual implementation of AI-assisted activities and student engagement. In addition, instructional documents (lesson plans, writing prompts, and student work) were collected and analyzed to corroborate interview and observation data.

The interview protocols asked about tool selection, instructional procedures, and perceived outcomes, while observation notes documented interactions during brainstorming, drafting, and revision stages. Document analysis included reviewing the teacher's lesson plans for AI integration and evaluating students' AI-influenced writings. Data analysis followed Miles and Huberman's interactive model, involving data reduction (coding interview transcripts and field notes for themes), data display (charting key findings by focus), and conclusion drawing. Open, axial, and selective coding were applied to identify patterns in planning, implementation, evaluation, and challenges. To ensure trustworthiness, data sources were triangulated (teacher vs. student vs. documents), peer debriefing was conducted with academic advisors, and member checking was used by having participants verify summaries of their interviews.

RESULTS AND DISCUSSION

Planning for AI Integration. In planning lessons, the teacher proactively selected AI tools to address students' needs. He chose ChatGPT to support idea generation and vocabulary expansion, Grammarly for grammar checking, and an Automated Writing Evaluation (AWE) platform for structural feedback. These selections were explicitly aligned with the descriptive writing syllabus. The teacher introduced the tools through classroom demonstrations and digital guidelines, emphasizing that students must *paraphrase* the AI-generated text rather than copying it. For example, after showing a ChatGPT prompt, the teacher instructed, "*told us to rewrite the sentence in our own words, not copy it directly.*". The teacher also anticipated technical issues by preparing offline

back-up tasks and arranging group work: roughly 20% of students had limited internet access, so he grouped those without devices and provided a hotspot. These measures (tool selection, clear usage instructions, and technical readiness) reflect thorough preparation for integrating AI into the writing class.

Classroom Implementation. During lessons, the AI-enhanced writing process unfolded in stages. In the brainstorming stage, students used ChatGPT to overcome writer's block. They entered prompts related to descriptive topics and obtained AI-generated outlines. One student reported, *"I usually use ChatGPT to find ideas, and then I change them by using my own words."* Another noted, *"ChatGPT helps me get new vocabulary and sentence ideas when I am confused about where to start writing."* These quotes indicate that ChatGPT effectively expanded students' ideas and vocabulary as planned.

In the drafting stage, students began composing their texts using AI output as a scaffold. Typically, a student would copy ChatGPT's answer into a document and then revise it. For instance, Student 1 explained, *"I type a prompt like 'Describe a beach'. Then I copy the output into a document, change its structure, and replace some words."* Similarly, Student 3 said, *"I type the given topic, copy the answer from ChatGPT, then change it slightly."* These responses show that students did not copy verbatim; they actively reorganized the AI text and substituted synonyms, using the AI draft as a flexible starting point. The teacher monitored this process, reminding students to focus on coherent structure, so that the initial draft served as a framework for further revision.

In the revision and editing stages, students refined their drafts with both AI and teacher support. For revision, students typically ran their draft through Grammarly to fix grammar and word choice. As Student 1 said, *"After that, I check the grammar with Grammarly."* The teacher also provided direct feedback during revision, checking students' understanding of the AI content and requesting paraphrasing of any AI-sourced segments. During final editing, the focus was on polishing grammar and originality. Grammarly was used again to catch remaining errors, and the teacher conducted final checks (including using GPTZero to detect plagiarism). After editing, students submitted their final

descriptive texts for assessment. The overall implementation thus followed the planned writing stages (brainstorm → draft → revise/edit → publish), with AI tools embedded as scaffolds at each point (Table 2).

Evaluation and Outcomes. The teacher assessed student work using a rubric covering vocabulary, grammar, coherence, and originality. He emphasized the students' final submitted text rather than the raw AI output. In comparative assignments (with vs. without AI), the teacher observed that AI-assisted texts generally had *"more varied vocabulary and richer sentence structures"* when students did not simply copy. From the students' perspective, most reported clear improvements. Student 1 noted, *"My writing is now more organized. I have learned to use more adjectives and transition words."* Student 2 added, *"I have become more confident because now I can start writing without fear of running out of ideas."* These comments indicate that AI tools helped students structure their descriptions better and expanded their lexical choices, leading to greater confidence. This aligns with earlier research showing AI tools can enhance writing quality (content and organization).

Challenges and Teacher Interventions. Despite these gains, the integration faced challenges. Technically, intermittent internet access and device disparities were major obstacles: *"Sometimes the internet connection slows down or ChatGPT cannot be accessed,"* reported the teacher, echoing students' experiences (*"The problem I experience is that sometimes the internet is slow."*). The teacher mitigated this by providing offline worksheets, alternate tasks, and a shared hotspot, as well as grouping students without personal devices to share resources. Ethically, some students initially tried to copy AI outputs. Student 2 admitted, *"I did copy the entire answer at the beginning, but the teacher already reminded [us] that it is not allowed."* To counter this, the teacher imposed strict rules: students were required to mark and explain any parts they derived from AI, and he regularly warned against copy-pasting. Student 3 candidly stated, *"Sometimes I just copy everything as is."*, illustrating the temptation. The teacher thus continued to monitor progress and would even temporarily restrict AI use if dependency became a problem. As he concluded, *"The greatest benefit*

of AI is the instant feedback and the increase in vocabulary. The main risk is the tendency for students to become too dependent [and lose] critical thinking skills.”. In summary, both students and teacher agreed that AI enhanced the learning experience, but success depended on addressing infrastructure gaps and reinforcing ethical use.

CONCLUSIONS AND RECOMMENDATIONS

This case study demonstrates that integrating AI writing tools (ChatGPT, Grammarly, and AWE) into descriptive writing instruction can significantly assist vocational students. By using AI for idea generation and revision, students produced richer, more coherent descriptive texts and gained confidence in writing. The teacher’s active role – providing tutorials, emphasizing paraphrasing, and giving targeted feedback – was crucial for positive outcomes. However, infrastructural limitations (unstable internet, device inequity) and the risk of student over-reliance must be managed. In practice, ensuring offline alternatives and clear usage guidelines helped mitigate these challenges.

In conclusion, AI tools can enrich the writing process in vocational education when integrated thoughtfully. Recommendations: To support effective use of AI in writing education, schools should (1) Improve technical infrastructure (reliable internet, device access for all students); (2) Train teachers and students in digital literacy and ethical AI use; (3) Embed AI tasks in curriculum objectives to ensure alignment with learning goals; and (4) Establish clear guidelines (e.g. requiring paraphrasing of AI output). Future research could expand this work by quantitatively measuring writing improvement over time and exploring AI integration in other vocational subjects.

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