
ChatGPT's effect on EFL students' simple past tense accuracy in narrative text writing

Made Restu Grianata¹, Eusabinus Bunau², Eka Fajar Rahmani³

Universitas Tanjungpura; Jl. Prof. Dr. Hadari Nawawi, Bansir Laut, Pontianak Tenggara, Kota Pontianak, Kalimantan Barat, Indonesia

e-mail:¹f1021221030@student.untan.ac.id, ²eusabinus.bunau@fkip.untan.ac.id, ³ekasastria10@fkip.untan.ac.id

ABSTRACT

Keywords:

chatgpt, constructivist theory, EFL, narrative text, simple past tense

Grammar errors are a common problem encountered by senior high school EFL students when writing narrative texts. This study aimed to examine changes in students' simple past tense accuracy following the use of ChatGPT feedback in narrative writing. A pre-experimental one-group pre-test and post-test design was employed with 21 students from Class XI at SMAN 1 Sungai Raya, Kubu Raya Regency, West Kalimantan, Indonesia. The intervention was conducted in one session, during which students used ChatGPT 3.5 through their personal smartphones to obtain feedback on their narrative writing. The feedback focused on simple past tense accuracy, and students used the suggestions to revise their texts. Data were collected through pre-test and post-test writing tasks and analyzed using a paired-samples t-test and effect size analysis. The results showed a statistically significant improvement in students' scores ($p = 0.010$), with an effect size of 0.62, indicating a medium effect according to Cohen's criteria. These findings suggest that ChatGPT feedback was associated with improved simple past tense accuracy in narrative writing. However, the absence of a comparison group limits conclusions about its causal effects. Therefore, it cannot be concluded that the improvement that students got is solely due to the use of ChatGPT

1. INTRODUCTION

Grammatical accuracy is an important aspect of writing in English as a Foreign Language (EFL). In EFL classrooms, grammar learning matters because students often have limited exposure to English outside the classroom. Therefore, understanding grammatical structures can help learners develop their communicative competence in written English (Ningzi et al., 2026). There are multiple functions of grammar in developing writing skills, from improving coherence to fostering expression style (Andleeb et al., 2025). Without a strong understanding of grammar, even a well-intentioned or well-crafted message can be misinterpreted, reducing the credibility of the written work (Recheck et al., 2019; Ali, 2021).

Simple past tense is an important grammatical feature of narrative text because it is commonly used to recount events and actions that occurred in the past. Its appropriate use enables students to present events in a logical chronological sequence, maintain clarity and coherence, and develop the story through the orientation, complication, and resolution stages (Anderson, 2003; Azar, 2002; Brown, 2004; Bazerman, 1988). The simple past tense also establishes the temporal framework of narratives and supports the logical organization of events (Nurliani & Mediasari, 2020; Zebu et al., 2024). Furthermore, the mastery of the past tense helps students improve

grammatical accuracy, organize ideas, and communicate effectively in narrative writing (Triyuono, 2022; Sihalo et al., 2026). It also enables students to provide detailed descriptions of past events, making their narratives easier for readers to follow (Ropitasari, 2024).

Despite its importance, the use of the simple past tense in writing remains challenging for students (Nurhaliza, 2025). According to Musawi (2024), Students often make mistakes when using the simple past tense, including (1) incorrect irregular verbs, (2) improper use of Auxiliary verbs, and (3) incorrect combination of the simple past tense with a past participle. These difficulties may arise from both the complexity of English grammar and traditional instruction approaches that make it easy for students to get bored when learning grammar (Pubaya, 2022). In addition, Daskan (2023) stated, "Teaching methods can also pose a challenge for EFL students. Many language schools and teachers rely heavily on grammar-based instruction, which can be tedious and uninspiring for students" (p.371). Therefore, in order to help students in writing classes, effective instructional methods, teaching tools, and experienced teachers are required (Mustikah, Wardah, 2021). Among the alternatives that may address these needs is ChatGPT, which can be used to provide feedback on students' narrative text writing.

Previous studies have examined the use of ChatGPT to support students' English writing in general. Kucuk (2024) implemented a mixed-method research design compared the effect of ChatGPT-assisted and traditional grammar instruction on EFL students at Tishk University, Iraq, during the 2022-2023 academic year. Thirty freshman foundation students (aged 18 to 25) participated voluntarily and were randomly assigned to a control group or an experimental group, with comparable initial English proficiency. Over seven weeks, the control group received traditional teacher- and book-centered instruction, while the experimental group could use ChatGPT on their mobile devices to answer grammar and spelling questions. Grammar proficiency was measured with a pre-test and a post-test, each consisting of 30 grammar questions, and focus group interviews with the experimental group explored students' perceptions of using ChatGPT in grammar lessons. found that students who used ChatGPT to address difficulties with sentence structure and spelling showed improvement compared with those receiving traditional instruction. Similarly, Seo (2024) examined 44 intermediate-level (B1) university students in South Korea who revised their narrative writing with ChatGPT during a 15-week course. Most of the 660 prompts analyzed were requests for language use (65.6%), and ChatGPT detected surface-level errors in tense, articles, and word choice. Students showed significant gains in fluency and overall writing performance ($d = 1.48$ to 2.10 , $p < .001$). Together, these studies suggest that ChatGPT is especially useful for surface-level language accuracy. However, Seo's findings also show that gains in general indicators do not extend to every aspect of writing: syntactic complexity measured by mean length of T-unit decreased significantly ($p = .001$), and clauses per T-unit did not change ($p = .158$). The absence of a comparison group in that study also limits causal interpretation.

Lukesova and Jennings (2024) found that the results depend on how ChatGPT is used. They compared three groups learning English tenses: students who used ChatGPT alone at home, students who used it with their teacher's guidance, and students taught in the traditional way. The guided group made the biggest progress (0.526). Students who used ChatGPT alone (0.391) did no better than the traditional group (0.397), even though they followed standardized prompts. The study also found that students who asked more follow-up questions learned more. Most students enjoyed using ChatGPT, but some had trouble writing good prompts (25%), and some noticed incorrect answers (18.75%). These results suggest that standardized prompts alone are not

enough. Teacher guidance and students' active use of the feedback seem to play an important role. Fitri et al. (2024) also found that ChatGPT supported various aspects of narrative writing, including planning, drafting, tense usage, lexical choices, sentence clarity, cohesion, and coherence. Regarding grammatical accuracy, Rezai et al. (2024) highlighted the potential of real-time ChatGPT feedback to help students identify and correct errors, while Jamshed et al. (2024) reported improvements in several grammatical forms, including progressive forms, past participles, plurals, and possessives. Likewise, Azwar and Jayanti (2025) further reported that ChatGPT supported students' understanding of grammatical concepts, particularly the simple past tense. In addition, Pariyanto and Tungka (2025) examined improvements in broader writing features, including voice, style, creativity, grammar and mechanics, and transitions. Taken together, these studies provide a basis for examining ChatGPT-assisted feedback in English writing, particularly its relationship with students' simple past tense accuracy in narrative texts.

The use of ChatGPT can also be explained by constructivist learning theory, which sees learning as an active process in which students gain knowledge through experience, reflection, and interaction (Piaget, 1972; Vygotsky, 1978). In language learning, constructivist approaches encourage learner motivation, critical thinking, and autonomy (Oanh & Nhung, 2022; Slavin, 2020; Woolfolk, 2022). ChatGPT helps students follow these principles by allowing them to receive feedback, revise their writing, and reflect on their grammatical understanding. This process helps students actively improve their accuracy of the simple past tense. Furthermore, ChatGPT can act as a scaffolding tool, providing explanations, examples, and corrective feedback tailored to students' needs, allowing them to become more independent in narrative writing tasks (Yan & Zhang, 2024; Mahapatra, 2024; Li et al., 2024).

Although previous research has shown the positive impact of ChatGPT on students' writing performance and grammar accuracy, several research gaps remain to be addressed. First, the participants were different. Kucuk (2024) studied foundation-year students in Iraq, Seo (2024) studied intermediate (B1) university students in South Korea, and Lukesova and Jennings (2024) studied Czech Technical University students who had passed a B1–B2 proficiency examination. All participants were adult university students with an established level of English. In contrast, Indonesian senior high school students learn English as a foreign language under the Kurikulum Merdeka and typically have less exposure to English outside the classroom (Nanda et al., 2024). Therefore, it is unclear whether the results of these studies also apply to Indonesian senior high school students.

Second, the studies focused on different learning outcomes. Kucuk (2024) measured overall grammar proficiency, Seo (2024) examined fluency, overall writing performance, and syntactic complexity in narrative writing, and Lukesova and Jennings (2024) studied English tenses in general using gap-filling tests. None of these studies specifically measured simple past tense accuracy in students' own narrative texts. Seo's findings also show that improvements in fluency and overall writing performance do not necessarily mean that all aspects of writing improve, including grammatical accuracy.

Third, the students used ChatGPT in various ways. In Kucuk (2024) and Seo (2024), students were given freedom to use ChatGPT; Seo's analysis of 660 prompts revealed that students made a variety of prompts. Lukesova and Jennings (2024) used standardized prompts, but their findings revealed that independent ChatGPT use (gain = 0.391) was slightly lower than traditional instruction (0.397), whereas guided ChatGPT use yielded a higher gain (0.526). These findings suggest that how students use ChatGPT may influence their learning outcomes. Study conducted

by Pariyanto and Tunga (2025), which is in Indonesia, has primarily examined narrative writing quality, measured through a six-component rubric (ideas, style, voice, creativity, transitions, and conventions) after students revised their essays using general ChatGPT feedback on grammar, coherence, creativity, and organization, rather than the accuracy of a specific grammatical form, such as the simple past tense, in students' narrative texts.

Based on the studies reviewed above, three major research gaps can be identified. First, previous research focused on general grammar or writing quality rather than the accuracy of the simple past tense in narrative texts. Second, the evidence comes primarily from university students, while senior high school students are understudied. Third, prompts were either self-written or designed to improve overall writing quality rather than a specific grammatical form. As a result, this study investigates the impact of ChatGPT feedback with standardized prompts aimed at the simple past tense on narrative writing accuracy among students at SMAN 1 Sungai Raya.

2. METHOD

2.1. Research Design

This study employed a quantitative approach using a one-group pre-test–post-test pre-experimental design. According to Creswell (2018), a pre-experimental design involves the implementation of a treatment with limited control over other factors that may affect the research outcomes.

The design was used to investigate changes in students' accuracy of the simple past tense in narrative writing after the implementation of ChatGPT-assisted feedback. Students completed writing tasks before and after the intervention, and their scores were analyzed using a paired-samples t-test to determine whether a statistically significant difference existed between the two assessments. However, the absence of a control group limits the extent to which these changes can be attributed to ChatGPT-assisted feedback alone. Students' performance may also have been influenced by their prior grammatical knowledge, additional grammar instruction, or independent learning activities outside the research session, which were not fully monitored by the researcher. Therefore, although the findings indicate a statistically significant improvement in students' scores following the intervention, they do not establish that ChatGPT-assisted feedback alone caused the improvement.

2.2. Research Site and Participants

This study was conducted at SMAN 1 Sungai Raya, West Kalimantan, during the 2025/2026 academic year. The school was purposively selected based on several considerations. First, it was accessible to the researcher, which facilitated the implementation of the study and the data collection process. Second, SMAN 1 Sungai Raya had implemented the Kurikulum Merdeka for eleventh-grade students, in which the English Language teaching process integrates the use of technology for students' language development. These characteristics made SMAN 1 Sungai Raya an appropriate site for examining the effect of ChatGPT on students' simple past tense accuracy in narrative text writing.

This study involved 21 students from Class XI 11 during the even semester of the 2025/2026 academic year. Of the 26 students in the class, only 21 participated in the entire testing and treatment process. The Sample was selected using cluster random sampling, where one class was

randomly chosen from the population of eleventh-grade classes. The selected students participated in learning activities that involved ChatGPT as a feedback tool for students' narrative text writing

2.3. Instrument

The primary instruments of this study were a writing test that was administered during pre-test and post-test sessions. In the pre-test, students were instructed to write a narrative text based on the story Roro Jonggrang, which needed to consist of 100-150 words and its general structure, including orientation, complication, and resolution. The students were also required to use the simple past tense consistently in their narrative text. Similar instructions were applied in the post-test. However, students were instructed to write a narrative text based on the Malin Kundang story. Different stories were used to minimize the potential effects of memorization and practice while maintaining a consistent level of difficulty. In addition, temporal conjunctions, such as *and*, *after that*, *then*, and *finally*, were provided to help students organize their ideas and write their stories coherently. The tests also included pictures and a brief explanation of the generic structure of narrative texts to guide students in composing their stories. Furthermore, both the pre-test and post-test tasks were validated by two experts to ensure the content validity and appropriateness of the instruments for assessing students' simple past tense accuracy in narrative writing.

In order to calculate students' simple past tense accuracy, the researcher used a writing rubric created by The assessment rubric was adapted from Jacob et al. (1981), which consists of five writing components: content, organization, language use, mechanics, and vocabulary. Since this study focused on students' simple past tense accuracy, only the language use component was selected and adapted to assess the use of regular and irregular past-tense verbs, "was" and "were," and auxiliary verbs in negative sentences. Students' performance was assessed using four scoring levels. A score of 4 (22–25 points), representing 85%–100% accuracy, indicated highly accurate use of past-tense forms with minimal errors. A score of 3 (18–21 points), representing 65%–84% accuracy, indicated generally good use of the past tense with occasional minor errors. A score of 2 (11–17 points), representing 45%–64% accuracy, indicated frequent past-tense errors and confusion between past and present tense forms. A score of 1 (5–10 points), representing accuracy below 45%, indicated that incorrect past-tense forms dominated the text and affected its ability to describe past events. The total score ranged from 5 to 25 and was multiplied by four to obtain a score on a 100-point scale. To ensure scoring consistency, the researcher assessed each student's writing twice, with a time interval between the two sessions to reduce the influence of memory. Pearson's product-moment correlation coefficient was used to examine the consistency of the two sets of scores.

2.4 Data Collection Technique

In this study, the data were collected through three stages. First, the researcher implemented a pre-test for the students to determine their initial knowledge of the simple past tense in writing narrative text. The students were instructed to write a narrative text based on the story of Roro Jonggrang, consisting of 100-150 words, complete with its general structures including orientation, complication, and resolution, as well as

In the second stage, past in the narrative text, the teacher introduced students to ChatGPT. The researcher demonstrated an example of how to use ChatGPT for improving the simple past tense in narrative text. The researcher also provided material about the benefits and drawbacks of the

use of ChatGPT in writing. After that, the students were instructed to write a narrative text that uses ChatGPT feedback in the writing process. The prompts that students used were retrieved from a previous study conducted by Koraishi (2023) and Phienchang (2024). Including “*Highlight all of the grammatical mistakes of the past tense in the text, along with suggestions to fix them and provide the reason. Follow the format: Mistake | Corrective Alternative | Reason*” and “*Improve the grammar of this text. Provide the reason. Follow the format mistakes / corrective alternative (the reason).*” After receiving feedback from the prompts that have been provided, the students fixed their writing according to the feedback that ChatGPT provided for them

The intervention was conducted over one session, lasting 90 minutes, including writing and revising. During the intervention, the students completed one writing task, and each text underwent one revision. The researcher provided initial instructions on the use of ChatGPT for writing feedback before allowing students to work independently. During the intervention, the researcher supervised the students' activities, monitored their progress by walking around the classroom, and addressed questions or difficulties related to the writing task or the use of ChatGPT when necessary. ChatGPT was accessed using version 3.5 through students' personal smartphones on April 1st, 2026. The students worked individually and used individual accounts. For each writing task, they only used one conversation during intervention. These procedural details were documented to clarify the implementation of the intervention

In the third stage, the post-test was implemented to measure students' past tense accuracy after the implementation of ChatGPT feedback. The students were instructed to write a narrative text with the same instructions as the pre-test based on the Malin Kundang Story. The score acquired from both tests will be examined as the main data for examining the effect of ChatGPT on students' simple past tense accuracy in writing narrative text

2.5. Data Analysis Technique

In this study, the data were obtained by comparing students' pre-test and post-test scores. To determine the improvement in their accuracy of the simple past tense in narrative text writing, the researcher used an adapted analytic rubric for writing by Jacob et al. (1981) to assess the language use (simple past tense) in students' narrative texts. Subsequently, the collected data were analyzed using IBM SPSS Statistics version 29 and Microsoft Excel

3. RESULT AND DISCUSSION

To examine the changes in participants' scores before and after the intervention, descriptive statistics were calculated for the pre-test and post-test results. Table 1 presents the mean scores, sample size, standard deviations, standard errors, and 95% confidence intervals for the pre-test, post-test, and the difference between the two measurements. A total of 21 participants completed both tests. These descriptive statistics provide an initial overview of changes in participants' performance following the intervention and serve as a basis for further analysis of the effectiveness of the intervention.

Table 1. Paired Sample Statistics Pre-test and Post-test

		Mean	N	Std Deviation	Std Error Mean	95% CI for <i>M</i>	
						Lower	Upper
Pair 1	Pre-test	56.57	21	19.23	4.19	47.81	65.33
	Post-test	68.57	21	13.75	3.00	62.31	74.78
	Difference	12	21	19.22	4.20	3.25	20.75

The results presented in Table 1 show an increase in the average scores of pre-test and post-test writing performance after the implementation of ChatGPT feedback in Class XI 11 SMAN 1 Sungai Raya. The mean score of the pre-test was 56.57, while the mean score of the post-test increased to 68.57. This indicates that there is improvement in students' simple past tense accuracy in writing narrative text

A normality test was conducted on the pre-test and post-test scores to determine whether the scores were normally distributed or not. In this study, the researcher used the Shapiro-Wilk test formula for a sample size of below 50 students ($N=21$). The normality test hypotheses indicated that the data could either be normally distributed (H_0) or not (H_1). If the Sig. value was higher than 0.05, H_0 was accepted, indicating that the data were normally distributed. However, if the significance value was less than 0.05, H_1 was accepted, indicating that the data were not normally distributed. Here is the result of the normality test:

Table 2. Result of the Normality test

Data	Statistic	Sample	Sig. (p-value)	Conclusion
Pre-test	0.962	21	0.557	Normal
Post-test	0.924	21	0.105	Normal
Paired Difference	0.879	21	0.11	Normal

Based on the data presented in Table 2, the results of the Shapiro–Wilk normality test show that the significance value for the pre-test is 0.557, while the significance value for the post-test is 0.105. Since both significance values are greater than 0.05, it can be concluded that the students' simple past tense scores in writing narrative texts are normally distributed. Therefore, the researcher proceeded with hypothesis testing using a parametric statistical test, namely the paired-samples t-test.

Table 3. Paired Sample Test

	Paired Difference					t	df	Sig (2-tailed)
	Mean	Std Deviation	Std Error Mean	Lower	Upper			
Pair Pretest-Posttest	12	19.22	4.19	20.75	3.24	2.86	20	.010

Based on the descriptive statistics presented in Tables indicating an improvement of 12 points following the implementation of ChatGPT-assisted feedback. Furthermore, the paired-samples t-test revealed a two-tailed p -value of 0.010, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. These findings indicate a statistically significant difference in students' accuracy of the simple past tense in narrative writing before and after the treatment, suggesting that the use of ChatGPT feedback had a positive effect on the simple past-tense accuracy of Class XI 11 students at SMAN 1 Sungai Raya.

After confirming that the data met the normality assumption and that a significant difference existed between the pre-test and post-test scores, the researcher further examined the magnitude of the treatment effect by calculating the effect size. This analysis was conducted to determine the extent to which ChatGPT feedback contributed to students' accuracy of the simple past tense in narrative writing. The results of the effect size analysis are presented below.

Table 4. Paired Sample Effect Size

			95% Confidence Interval			
			Standar dizer	Point Estimate	Lower	Upper
Pair 1	Pre-test – post-test	Cohen's d	19.22	.624	1.087	.149
			$d = \frac{\bar{x}_1 - \bar{x}_2}{SDD}$			
			$d = \frac{12}{19.22} = 0.62$			

Based on Cohen's *d* calculation in Table 4, the mean score difference (12 points) was divided by the pooled standard deviation (19.22), resulting in an effect size of 0.62. According to Cohen's criteria, an effect size between 0.50 and 0.80 is classified as a medium effect. This finding indicates that ChatGPT had a moderate impact on students' accuracy of the simple past tense in narrative writing. Although the treatment contributed to measurable improvement, the magnitude of the effect was not substantial.

The statistical findings further corroborate the effectiveness of ChatGPT in enhancing students' accuracy of the simple past tense in narrative texts. The normality test indicated that the pre-test and post-test scores were normally distributed, thereby justifying the use of a parametric analysis through a paired-samples *t*-test. The analysis revealed a statistically significant difference between the two sets of scores ($p = .010$, $p < .05$), leading to the rejection of the null hypothesis. Moreover, the mean score increased from 56.57 in the pre-test to 68.57 in the post-test, reflecting a 12-point improvement following the intervention. When considered alongside the medium effect size ($d = 0.62$), these findings suggest that ChatGPT-assisted feedback contributed positively to students' grammatical performance in narrative writing.

The findings of this study suggest that ChatGPT can serve as a learning tool that supports students' grammatical accuracy in EFL writing. The improvement in students' use of the simple past tense is consistent with earlier empirical findings. Jahan et al. (2024) reported that ChatGPT helped reduce students' grammatical errors, and Lukesova and Jennings (2024) found that ChatGPT supported students' learning of English tenses through corrective feedback. Similarly, in this study, ChatGPT feedback appeared to help students correct their use of the simple past tense in narrative texts. Taken together, these findings suggest that ChatGPT's feedback may support grammatical accuracy, particularly for surface-level forms such as verb tense. Because this study did not examine how students used the feedback, these findings are interpreted in relation to the theoretical perspectives discussed below rather than as evidence for a specific theory.

The present findings can also be considered alongside Kucuk's (2024) study, which used a mixed-method design over seven weeks and reported a 26.58-point increase in grammar scores among students in the experimental group. In comparison, this study involved a single intervention session and focused specifically on simple past tense accuracy in narrative writing. Although the current study also found an improvement in students' scores, the numerical gains from the two studies should not be directly compared because their research designs, assessment focuses, and intervention durations differed. Moreover, the absence of a comparison group in the present study limits conclusions about the extent to which ChatGPT-assisted feedback contributed to the observed change. Furthermore, this study did not include interviews or other qualitative data to explain students' experiences with ChatGPT. Therefore, the findings indicate an

improvement in scores following the intervention but do not establish that ChatGPT-assisted feedback alone caused the improvement. Students' prior grammatical knowledge and independent learning activities outside the research session may also have influenced their post-test performance. Other factors, such as students' prior grammatical knowledge and independent learning activities outside the research session, may also have contributed to their post-test performance. Therefore, the findings indicate an improvement in scores following the intervention but do not establish that ChatGPT-assisted feedback alone caused the improvement.

Furthermore, the findings may be interpreted using Vygotsky's (1978) sociocultural perspective on learning. The improvement in students' simple past tense accuracy suggests that ChatGPT feedback may also help with grammatical development in narrative writing, possibly through scaffolding, which emphasizes support to help learners overcome obstacles. However, because this study focused on writing scores rather than learning processes, it cannot say whether ChatGPT aided knowledge construction, reflection, or scaffolding. The connection to Vygotsky's perspective should be interpreted with caution, as this study did not directly investigate, via interviews, how students experienced ChatGPT feedback or what effects they perceived themselves after using it.

The findings are also broadly compatible with constructivist learning theory, which sees learning as an active process in which students gain knowledge through experience, reflection, and interaction (Piaget, 2019; Vygotsky, 1978). In language learning, constructivist approaches encourage learner motivation, critical thinking, and autonomy (Oanh & Nhung, 2022; Slavin, 2020; Woolfolk, 2022). From this perspective, ChatGPT feedback may have given students opportunities to receive explanations, revise their writing, and reflect on their use of the simple past tense, and it may have worked as a scaffolding tool by providing examples and corrections tailored to their needs (Yan & Zhang, 2024; Mahapatra, 2024; Li et al., 2024).

The findings show that ChatGPT feedback helped students correct grammatical errors in their narrative writing, especially in the use of past-tense verbs. The first student changed "she founded a hairpin shaped like a rose" to "she found a hairpin shaped like a rose." This correction shows that the student learned to use the correct past-tense verb to describe an action in the story. Similarly, the sentence "She back to the real world after all her adventures in magic worlds" was revised to "She went back to the real world after all her adventures in magic worlds." This change shows that ChatGPT helped the student recognize the need for a verb to describe a past action.

Another student revised "her old dress became a golden dress sparkled with jewels" to "her old dress became a golden dress sparkling with jewels." This correction shows improvement in the use of verb forms. The word *sparkling* correctly describes the golden dress. Although this error is not directly related to past tense, it shows that ChatGPT can also help students improve other grammatical aspects of their writing. Overall, the findings suggest that ChatGPT feedback can help students identify and correct grammatical errors.

The improvement in this study may be due to ChatGPT's feedback on tense errors, but other factors may have also contributed. The study involved only 21 students from one class and one school, with no comparison group and only one intervention session. Therefore, the improvement may also have resulted from different test difficulty, familiarity with the test, and students who practiced grammar independently outside class. The pre-test and post-test tasks may also have differed in difficulty, and scoring reliability and test conditions should be considered. Since no follow-up test was conducted, it is unclear whether the improvement lasted. Therefore, the results

show a general improvement in this class but cannot prove a lasting effect or be generalized to other students.

4. CONCLUSION

Based on the findings of the study, the researcher concluded that students' scores in the use of past tense in writing narrative texts increased following the ChatGPT-assisted intervention at SMAN 1 Sungai Raya. However, this increase cannot be attributed solely to the ChatGPT intervention, as the one-group pretest-posttest design does not include a control group to rule out other factors that may have contributed to the improvement.

The statistical analysis conducted by the researcher showed a significant difference between students' pre-test and post-test scores following the treatment. The p-value (0.010) was lower than the significance level (0.05); therefore, the null hypothesis was rejected, indicating a statistically significant difference in students' accuracy of the simple past tense in narrative writing before and after receiving ChatGPT feedback. In addition, the calculated effect size was 0.62, which was interpreted as a medium effect according to Cohen's criteria. This result suggests that the observed difference in students' scores was of a moderate magnitude.

There are several suggestions for future researchers who wish to conduct studies in the same field. First, this study employed a pre-experimental research design without a control group, which limits the ability to establish whether the observed changes in students' performance were attributable solely to the use of ChatGPT. Therefore, future researchers are encouraged to employ a stronger research design, such as a quasi-experimental design with a comparison group, to provide stronger evidence regarding the effects of ChatGPT on students' simple past tense accuracy.

Second, this study involved only 21 students from one class, which limits the generalizability of the findings to students in other classes and schools. Therefore, future researchers are suggested to involve a larger and more diverse sample to improve the generalizability of their findings.

Third, the researcher instructed students to write a narrative text of 100-150 words in both the pre-test and post-test, which means that the same word limit does not necessarily ensure that students use a comparable number of simple past tense. Therefore, future researchers are encouraged to consider not only the word limit but also the number of simple past tense forms required or expected in the writing tasks. This may help ensure a more comparable assessment of students' simple past tense accuracy in writing.

Fourth, the researcher used a writing rubric in assessing grammar, which means that the assessment was based on rubric scores rather than a direct calculation of students' accuracy in using the simple past tense. Although the rubric was adapted to focus on language use, the scores might not fully represent the proportion of correctly used simple past tense forms or identify specific grammatical errors. Therefore, future researchers are encouraged to use a grammar-specific assessment rubric with clear scoring criteria for the target grammatical features, so that students' grammatical accuracy can be assessed more specifically and consistently. This approach may also help researchers identify students' particular difficulties in using the simple past tense and provide a more detailed understanding of their grammatical development.

Fifth, future researchers are suggested to examine whether ChatGPT feedback also supports other grammatical features and other types of text, since this study focused only on the simple past tense in narrative writing. Similar studies could also be conducted in different schools and grade levels, because this study involved only eleventh-grade students at SMAN 1 Sungai Raya.

Future studies are also encouraged to use a comparison group and a delayed post-test to address the limitations of the present design.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to God Almighty for His blessings, guidance, and strength throughout the completion of this research. The author would also like to express his gratitude to Prof. Eusabinus Bunau, S.Pd., M.Si., Ph.D., and Eka Fajar Rahmani, M.Pd., for their supervision, guidance, and support during the writing of the research. Special was given to Yanti Sri Rezeki, M.Ed., Ph.D., and Dewi Novita, S.Pd., M.Applying for all the valuable suggestions and feedback that were greatly helpful in completing this thesis

REFERENCES

- Ali, Q. Y. (2021). *The Conceptual Development of The Role of Grammar in Writing* / الكتابة / في النحوية القواعد لدور المفاهيمي لتطور علي قاسم يسرى العراق - الشرف النجف <https://doi.org/https://www.doi.org/10.51424/Ishq.26.29>. *التربية العامة المديرية*
- Anderson, M., & Anderson, K. (2003). *Text Types in English*. Australia: Macmillan
- Andleeb, M., Tasra, A., Khatoon, S., & Mazhar, D. (n.d.). The Role of English Grammar in Developing Writing Skills: A Theoretical Perspective. *International Journal of English Literature and Social Sciences*, 10(1). <https://doi.org/10.22161/ijels>
- Azwar, T. A., & Jayanti, F. G. (2025). Examining Indonesian EFL students' acceptance of ChatGPT a supplementary English grammar learning resource. *Wiralodra English Journal*, 9(1), 123–137. <https://doi.org/10.31943/wej.v9i1.402>
- Bazerman, C. (1988). *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison, WI: University of Wisconsin Press.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Longman.
- Bleske-Rechek, A., Paulich, K., Shafer, P., & Kofman, C. (2019). Grammar matters: The tainting effect of grammar usage errors on judgments of competence and character. *Personality and Individual Differences*, 141, 47–50. <https://doi.org/10.1016/j.paid.2018.12.016>
- Creswell, J. W., & David, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.).
- Daskan, A. (2023). The challenges of grammar learning and teaching and students' perceptions in EFL classes – Tishk International University, Erbil Case. *International Journal of Social Sciences & Educational Studies*, 10(3). <https://doi.org/10.23918/ijsses.v10i3p367>
- Fitri, D. R., Muhassin, M., & Nawawi, M. (2025). The influence of using ChatGPT on students' narrative writing at MTs N 1 Pesawaran. *IJLHE: International Journal of Language, Humanities, and Education*, 8(2), 707–716. <https://doi.org/10.52217/2hr58007>
- Jamshed, M., Manjur, A. S. M., Sarfaraj, A. M., & Warda, W. U. (2024). The impact of ChatGPT on English Language learners' writing skills: An assessment of ai feedback on mobile. *International Journal of Interactive Mobile Technologies*, 18(19), 18–36. <https://doi.org/10.3991/ijim.v18i19.50361>
- Jacobs, H. L., Zingraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition: A practical approach*. Newbury House.

- Jahan, J., Arif, B., & Mustafa, U. (2024). Enhancing practical English grammar skills through AI: a study on the impact of ChatGPT-assisted feedback on student writing. In *Contemporary Journal Of Social Science Review* (Vol. 02, Issue 04).
- Koraishi, O. (2023). Teaching English in the age of AI: Embracing ChatGPT to optimize EFL material and assessment. *Language Education & Technology (LET Journal)*, 3(1), 55–72. <http://langedutech.com>
- Kucuk, T. (2024). ChatGPT integrated grammar teaching and learning in EFL classes: A study on Tishk International University students in Erbil, Iraq. *Arab World English Journal*, 2024-April, 100–111. <https://doi.org/10.24093/awej/ChatGPT.6>
- Li, J., Huang, J., Wu, W., & Whipple, P. B. (2024). Evaluating the role of ChatGPT in enhancing EFL writing assessments in classroom settings: A preliminary investigation. *Humanities and Social Sciences Communications*, 11(1). <https://doi.org/10.1057/s41599-024-03755-2>
- Ningzi, V. J., Aulia, A. N., Suhrah, S., Rahmi, R., & Idris, M. (2026). Improving grammar accuracy in contextual writing tasks using AI feedback systems: A study of EFL learners at Science University of Al Mawaddah Warrahmah Kolaka. *Journal of English Language and Education*, 11(1), 751–761. <https://doi.org/10.31004/jele.v11i1.2006>
- Nurliani, & Meidasari, V. E. (2019). Simple past tense and vocabulary mastery on EFL students' writing skills. *INFERENCE: Journal of English Language Teaching*, 2(3).
- Lukešová, A., & Jennings, P. J. (2026). AI-assisted language learning: ChatGPT's impact on mastering English tenses at the university level. *Social Sciences and Humanities Open*, 13. <https://doi.org/10.1016/j.ssaho.2026.102532>
- Mustika, U., & Wardah, W. (2021). An analysis of teachers's strategies in teaching English. *Journal of English Education Program*, 2(1). <https://doi.org/10.26418/jeep.v2i1.43003>
- Nanda, D. W., Duhn, I., Prananda, G., Pebriana, P. H., Andiopenta, A., Ridwan, M., & Ricky, Z. (2024). Exploring Indonesian senior high school teachers' perceptions of first language use in teaching English. *Journal of Education and Learning*, 18(2), 371–381. <https://doi.org/10.11591/edulearn.v18i2.21013>
- Nurhaliza, R., Nabila, H., & Dewi, L. S. (2025). Learning past tense in teaching English as a second language acquisition. In *Learning Past Tense in Teaching English as a Second Language Acquisition Journal of Literature, English, and Linguistics* 2(1).
- Oanh, P. T. K., & Nhung, N. T. H. (2022). Constructivism learning theory: A paradigm for teaching and learning English in secondary education in Vietnam. *International Journal of Scientific and Research Publications*, 12(12), 93–98. <https://doi.org/10.29322/ijsrp.12.12.2022.p13211>
- Pariyanto, & Tungka, F. N. (2024). ChatGPT as a formative feedback tool: improving narrative essay writing among EFL students. *Edulitics Journal*. Retrieved <http://e-journal.unisda.ac.id>
- Phieanchang, T. (2024). Using ChatGPT to improve English grammar skills for EFL learners. *Dhonburi Rajabhat University Journal*, 18(1), 224–240.
- Piaget, J. (1972). *The principles of genetic epistemology*. Routledge & Kegan Paul.
- Rezai, A., Namaziandost, E., & Hwang, G. J. (2024). How can ChatGPT open promising avenues for L2 development? A phenomenological study involving EFL university students in

- Iran. *Computers in Human Behavior Reports*, 16. <https://doi.org/10.1016/j.chbr.2024.100510>
- Ropitasari, A., Wahyudin, D., Karim, A., Dewi, M., & Rosyad, R. (2024). The influence of accuracy of simple past tense and adverbs on recount text writing skills of vocational high school students in Bogor Regency. *EDUKASIA Jurnal Pendidikan Dan Pembelajaran*, 5(2), 385–396. <https://doi.org/10.62775/edukasia.v5i2.1576>
- Seo, J. Y. (2024). Exploring the educational potential of ChatGPT: AI-assisted narrative Writing for EFL college students. *Language Teaching Research Quarterly*, 43. <https://doi.org/10.32038/ltrq.2024.43.01>
- Sihaloho, P. P., Tampubolon, S., & Tampubolon, E. (2026). An analysis of students' difficulties in using past tense in writing narrative text at SMK Negeri 3 Medan. *JKIP: Jurnal Kajian Ilmu Pendidikan*, 7(3), 1493–1514. <http://journal.al-matani.com/index.php/jkip/index>
- Slavin, R. E. (2020). *Educational psychology : theory and practice*. Pearson.
- Triyono, A. (2022). An error analysis of using simple past tense in students narrative writing. *Journal of Learning and Instructional Studies*, 2(1). <https://doi.org/10.46637/jlis.v2i1.17>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Woolfolk, A. (2022). *Educational Psychology, GLOBAL EDITION, THIRTEENTH EDITION*.
- Yan, D., & Zhang, S. (2024). L2 writer engagement with automated written corrective feedback provided by ChatGPT: A mixed-method multiple case study. *Humanities and Social Sciences Communications*, 11(1). <https://doi.org/10.1057/s41599-024-03543-y>
- Zebua, T. J., Maruao, N., Zega, R., & Harefa, A. T. (2025). Analysis of errors in simple past tense usage in writing narrative text in English by 3rd semester English education students at Universitas Nias in 2024.