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Implementing Artificial Intelligence in Teaching Descriptive Text to Grade XI Students: A Qualitative Study at SMA Negeri 1 Dawarblandong Mojokerto

Rifkatuzahro[1], Dyah Worowirastri Ekowati[2], Mohammad Syahri[3]
[1,2,3]Master of Pedagogy, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang, Indonesia

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ABSTRACT

This study aims to describe the implementation of Artificial Intelligence (AI) in teaching descriptive text to eleventh-grade students at SMA Negeri 1 Dawarblandong Mojokerto. The study employed a qualitative descriptive approach involving three English teachers and students who participated during classroom learning activities. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data display, and conclusion-drawing techniques. The AI tools used in this study included ChatGPT and several AI-based learning support applications. The findings indicate that AI was implemented in the planning, teaching, and assessment stages. In the planning stage, AI-assisted teachers develop lesson modules, designing learning activities, and selecting appropriate instructional media. During the teaching process, AI-supported interactive learning activities increased student participation through the construction of descriptive text and prompt-based exercises. In the assessment stage, AI helped teachers provide faster feedback and analyze students' progress more efficiently. Overall, the integration of AI supported teacher efficiency and creativity while also enhancing students' engagement and learning processes in descriptive text instruction.

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Corresponding Author:

Rifkatuzahro
Master of Pedagogy, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang, Indonesia
Email: ririef.chaca@gmail.com

1. INTRODUCTION

The rapid advancement of technology in the digital era has significantly transformed various aspects of life, including the field of education. Alongside globalization and the development of information technology, the education sector is increasingly required to innovate in teaching methods and learning management. One emerging innovation widely

applied in education is Artificial Intelligence (AI) [1]. AI plays a substantial role in enhancing learning processes and transforming the education sector by providing innovative solutions that support efficient teaching and learning [2]. It offers considerable potential to facilitate more personalized, interactive, and adaptive learning experiences tailored to individual students' needs. Consequently, AI presents both opportunities and challenges in education, particularly in shaping new approaches to learning [3].

The implementation of AI also contributes to more effective and efficient learning. It supports teachers' creativity across various aspects, ranging from lesson planning to learning evaluation. This aligns with the notion that one of the primary benefits of AI in education is its capacity to support teachers [4]. Teachers can utilize tools such as ChatGPT and other AI applications to generate instructional concepts, design creative and innovative activities, and facilitate engaging classroom discussions [5]. Furthermore, AI-based applications offer data analytics features that enable teachers to monitor students' progress in real time. Generative AI also helps reduce the time and effort required to develop instructional materials [6]. thereby providing a more objective basis for guidance and evaluation [7].

Despite its significant potential, the implementation of AI in schools, particularly in English language learning, remains limited. At the senior high school level, English instruction is often still dominated by conventional methods that are not fully capable of addressing students' challenges, such as difficulties in vocabulary, spelling, and sentence structure. Previous studies indicate that English language teaching frequently encounters challenges in meeting students' diverse needs [8]. As a result, students tend to experience learning difficulties, reduced interest, lower motivation, and suboptimal learning outcomes.

English learning in Grade XI plays a crucial role in supporting academic needs, developing language skills, and preparing students for future challenges. At this stage, students are in a critical phase as they prepare for final examinations and enhance their English proficiency for higher education or entry into the workforce [9]. One essential material that supports these competencies is descriptive text [10].

However, learning descriptive text often presents significant challenges for students. Traditional [11], lecture-based instruction combined with textbook exercises tends to be monotonous, leading to boredom and low engagement. Students frequently perceive descriptive text as difficult; they become passive, struggle with vocabulary, spelling, and grammar, and have difficulty expressing their ideas [12]. This results in low learning motivation, limited understanding, and unsatisfactory learning outcomes. The integration of technology can serve as an alternative approach to enhance students' English learning and increase their motivation [13].

AI offers a promising solution to improve learning quality. Various AI-based applications, such as Gemini AI, chatbot language assistants, grammar checkers, and text-to-speech tools, can assist teachers throughout the planning, implementation, and assessment stages [14]. In the assessment process, AI can provide rapid, accurate feedback, enabling students to identify and correct errors promptly. Additionally, students can practice writing descriptions, improve grammar, and enhance pronunciation skills. The use of AI in English

language learning has been shown to significantly improve learners' listening, speaking, reading, and writing skills [8].

The application of AI has also been introduced in English learning at SMA Negeri 1 Dawarblandong Mojokerto. Based on an interview with the head of the English MGMP at the school, Mr. Wirawan, S.Pd (October 28, 2025), technology utilization in learning is still largely limited to conventional tools such as Google for browsing. However, he emphasized that AI has great potential to support teachers across all stages of instruction planning, implementation, and assessment while also assisting students by providing quick and accurate solutions to learning difficulties [15].

Previous studies have demonstrated that generative AI can produce various types of learning materials, such as narratives, poems, dialogues, and exercises [6], and can significantly enhance students' language skills [8]. However, most prior research has focused on students, with limited attention given to how teachers implement AI in planning, delivering, and evaluating instruction. Therefore, this study aims to explore the implementation of AI in teaching descriptive text to Grade XI students at SMA Negeri 1 Dawarblandong Mojokerto.

Based on previous studies, several important aspects of AI implementation in learning have been identified; however, prior research has predominantly focused on students and has not specifically examined how teachers implement AI in instructional planning, delivery, and evaluation. Therefore, this study aims to explore the application of AI in teaching descriptive text to Grade XI students at SMA Negeri 1 Dawarblandong Mojokerto.

Through this study, it is expected that valuable insights will be obtained to identify and analyze the extent to which AI can be optimally utilized in English language learning, particularly in teaching descriptive texts. The findings are anticipated to provide a deeper understanding of the outcomes of AI implementation in Grade XI descriptive text instruction at SMA Negeri 1 Dawarblandong Mojokerto. Consequently, this research is expected not only to enrich the academic literature but also to make a meaningful contribution to the development of more innovative and contextually relevant teaching methodologies in response to the evolving demands of the modern educational landscape.

2. METHOD

This study employed a qualitative descriptive approach involving three English teachers (GR1, GR2, and GR3) who taught Grade XI classes at SMA Negeri 1 Dawarblandong Mojokerto. The teachers had prior experience using AI tools such as ChatGPT, Gemini AI, and grammar-checking applications. Students were only observed during classroom activities and were not treated as formal participants. Data were collected through classroom observation, semi-structured interviews, and documentation in February 2026. Six classroom meetings were observed, each lasting approximately 90 minutes, focusing on AI use in lesson planning, teaching activities, and assessment. Interviews lasted around 30–45 minutes and explored teachers' experiences, benefits, and challenges in using AI. Documentation included lesson modules, AI-generated materials, students' writing tasks, assessment records, and screenshots of AI usage. Data were analyzed through data

reduction, coding, categorization, thematic interpretation, and triangulation across observation, interview, and documentation findings. To ensure trustworthiness, the study applied member checking, source triangulation, and peer debriefing. Ethical considerations included school permission, teacher consent, participant confidentiality, and responsible AI use during learning activities.

3. RESULTS AND DISCUSSION

Result

Planning

In lesson planning that incorporates Artificial Intelligence (AI), teaching modules, instructional materials, and learning media are essential components that must be aligned with technological developments and learning needs. AI can be integrated to create learning experiences that are more interactive, personalized, and efficient.

1. Teacher 1 (GR1)

   At the initial stage of the learning process, namely planning, the teacher stated that AI was used to formulate learning objectives, determine CP/ATP, and develop teaching modules and learning media for effective instructional planning. This finding is supported by interview, observation, and documentation data.

   "Yes, we use AI such as ChatGPT to determine learning objectives and learning pathways. Almost 80% of my teaching modules are created with ChatGPT's help. Most of the media I use is also generated from ChatGPT based on the prompts we provide" (GR1, 2026).

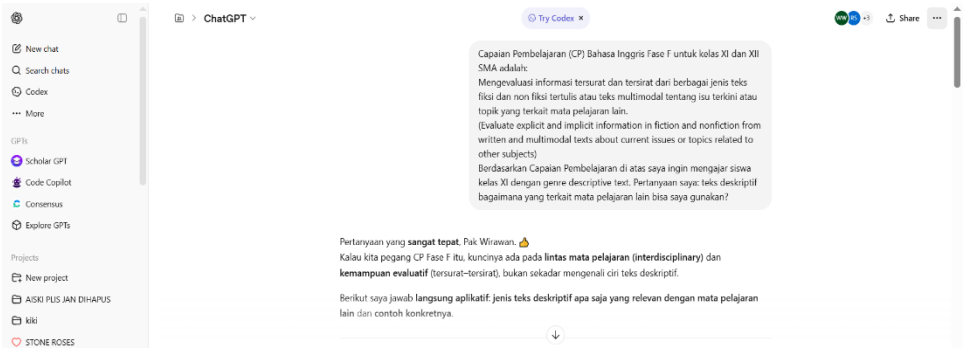

Figure 1. Prompt to ask ChatGPT to determine learning outcomes in the planning process

2. Teacher 2 (GR2)

   The second subject (GR2) expressed a similar view to GR1, stating that AI is used as a supporting tool in teaching and learning processes within reasonable limits, given current classroom conditions in which AI has become a common learning aid. This is also supported by interview, observation, and documentation results.

   "Yes, I also use AI to some extent, depending on classroom conditions. It is undeniable that AI has become widely used as a learning aid, making it easier for us to design learning activities according to our needs" (GR2, 2026).

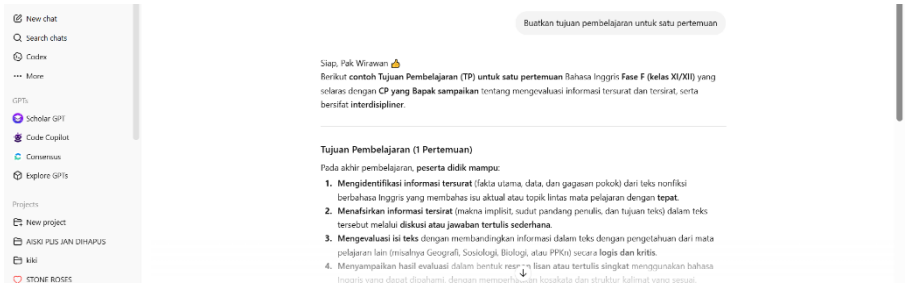

Figure 2. Prompt to ask ChatGPT to determine learning objectives in the planning process.

3. Teacher 3 (GR3)

The third teacher (GR3) emphasized that AI is highly beneficial across all stages of learning, not only in English but in all subjects. This is supported by interview, observation, and documentation findings.

"I use AI in all stages of learning, starting from planning, formulating objectives, determining learning outcomes and pathways, to finding interactive learning media" (GR3, 2026).

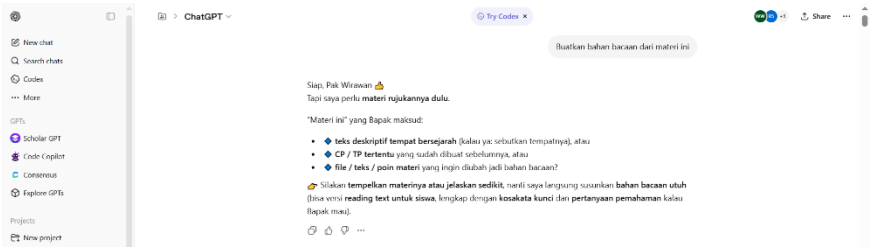

Figure 3. Prompt to ask ChatGPT to make teaching media in the planning process

Implementation

1. Opening Activities

At the beginning of the lesson, teachers create a conducive learning atmosphere by greeting students, checking attendance, and introducing the lesson topic. Findings from interviews, observations, and documentation indicate that all subjects (GR1, GR2, and GR3) conducted effective AI-designed apperception activities during module preparation.

"We usually use AI or ChatGPT to design learning flows so that the lesson becomes more engaging" (GR1, 2026).

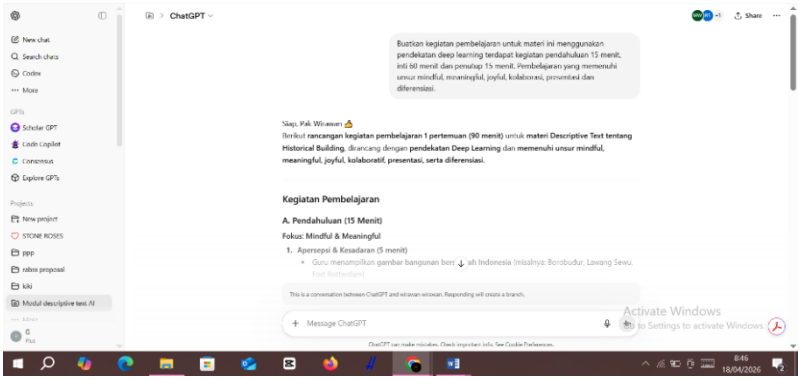

Figure 4. Prompt to ask ChatGPT to create a lesson plan.

2. Core Activities

   The core activity is the main part of the lesson, where students actively participate and deepen their understanding, particularly in writing and analyzing descriptive texts. The findings show that teachers utilized AI-based learning media and implemented strategies aligned with AI-generated guidance during module preparation. Students were also actively involved in using AI, such as ChatGPT, by writing proper prompts in English to generate descriptive texts.

   "I encourage students to actively use AI in learning, such as finding examples of descriptive texts using appropriate prompts" (GR3, 2026).

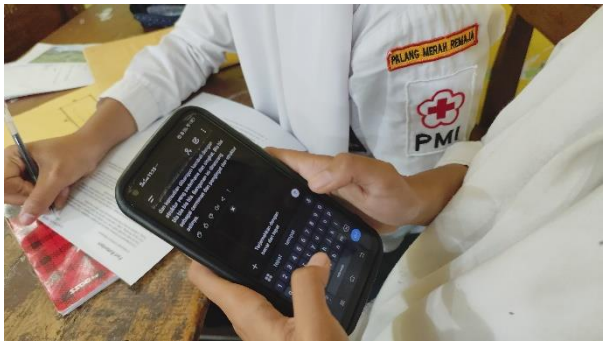

Figure 5. The student applies AI in learning activities.

3. Closing Activities

   In the closing stage, teachers summarize the lesson and offer opportunities for students to reflect. Teachers also use AI to generate summaries of descriptive text materials delivered to students.

Figure 6. The student gives feedback on their learning experience with AI at the end of the lesson.

Evaluation

Learning evaluation is a crucial component in education that measures students' understanding and mastery of the material. The integration of AI in evaluation offers a more efficient, objective, and personalized approach. AI not only accelerates the assessment process but also provides more in-depth and tailored feedback. Based on interviews and observations, teachers use AI as a rapid analytical tool to assess students' written work effectively.

"I use AI as a tool for learning evaluation. Besides generating questions, I also rely on AI to help assess students' learning outcomes" (GR1, 2026).

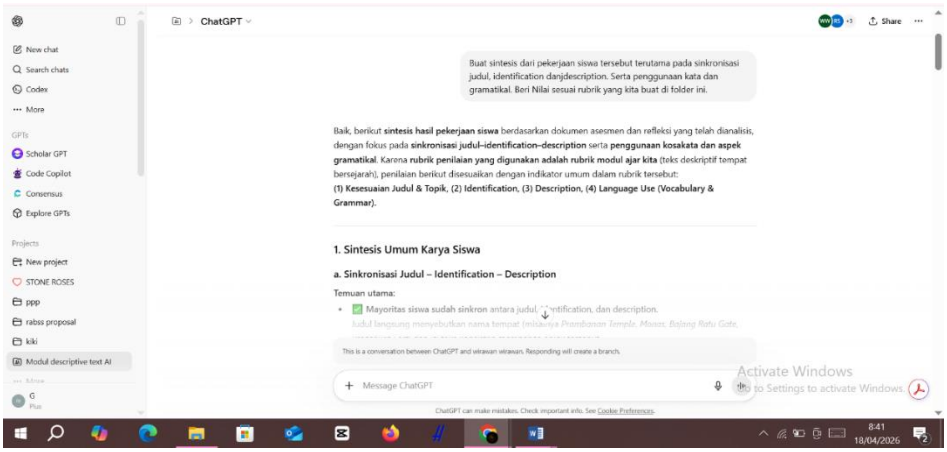

Figure 7. Prompt to ask ChatGPT to identify a student assignment.

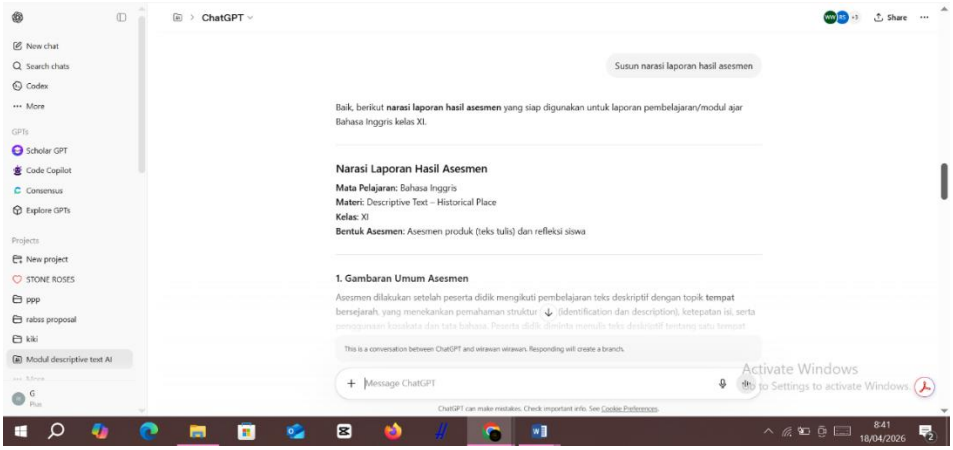

Figure 8. Prompt to ask ChatGPT to draft a report from a student assignment.

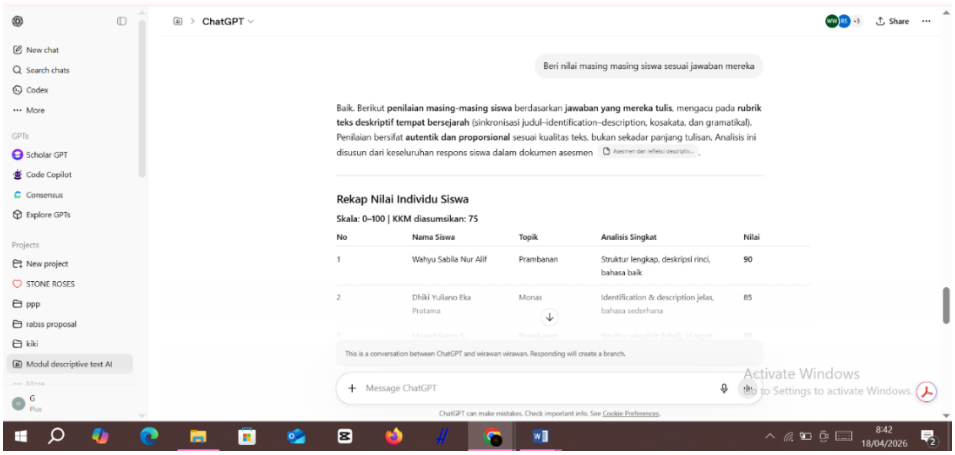

Figure 9. Prompt to ask ChatGPT to give a score for each pupil based on their assignment.

Discussion

The Implementation of AI in Lesson Planning

The findings indicate that the use of Artificial Intelligence (AI) in lesson planning at SMA Negeri 1 Dawarblandong Mojokerto significantly supports the development of learning objectives, teaching modules, and instructional media. GR1 reported that approximately 80% of the teaching modules were developed with ChatGPT's assistance. This finding is consistent with Rizal (2024), who highlights that generative AI can be utilized to create creative and engaging instructional materials. AI enables teachers to design learning activities more efficiently while aligning them with students' needs.

Furthermore, integrating AI in planning accelerates the development of teaching materials and enables the creation of more dynamic and relevant content. Seneviratne and Martino [16] emphasize that AI provides rapid feedback and enables the creation of personalized learning materials. This supports the notion that AI not only enhances planning efficiency but also fosters teachers' creativity in designing more engaging and adaptive learning experiences.

The Implementation of AI in Teaching Practices

During the instructional phase, all research participants incorporated AI into the learning process [17]. Teachers utilized AI to create more interactive and personalized learning environments across the introduction, core, and closing activities. For instance, during the main activity, students were directly engaged in using AI to find examples of descriptive texts and construct sentences using appropriate prompts on platforms such as ChatGPT. This approach promotes a more participatory, technology-based learning experience, aligning with Yusup and Sofyan [18], who found that AI integration in English learning enhances listening, speaking, reading, and writing skills. In the core learning activities, the use of AI for descriptive writing exercises aligns with Razaque et al. [19], who argue that AI enables students to practice independently while receiving real-time feedback. This allows students to correct their mistakes immediately, which is particularly effective in skill-based learning such as writing [20].

Additionally, the use of AI in closing activities, where students request summaries of the material, adds value by making learning more structured and comprehensible. This supports [21], who emphasize the importance of integrating technology to enhance both evaluation and content delivery [22].

The Implementation of AI in Learning Evaluation

Evaluation is a crucial stage in the learning process, and the findings reveal that AI plays a significant role in enhancing assessment practices. AI is not only used to provide rapid feedback on students' assignments but also assists teachers in analyzing learning outcomes in a more objective and structured manner. GR1 noted that AI is utilized to assess students' written work more accurately and efficiently. This finding is in line with Rahman and Khairiyah [23], who suggest that AI enables automated assessment, reducing bias and improving consistency in grading.

Moreover, AI facilitates more personalized feedback tailored to each student's ability. This aligns with Darwis [24], who argues that AI supports personalized learning experiences, thereby increasing learning effectiveness. At SMA Negeri 1 Dawarblandong Mojokerto, AI not only assists in evaluating assignments but also generates comprehensive reports on students' progress, enabling teachers to identify areas that require improvement promptly.

This study shares similarities with previous research, such as Shahzad et al. [25], which found improvements in students' language skills following AI integration in English learning. However, this study offers a more specific focus on AI implementation at the senior high school level, particularly in teaching descriptive text. While previous studies largely examined AI use from students' perspectives, this research also explores how teachers use AI in planning, implementation, and evaluation.

Overall, the findings contribute to the growing body of literature on AI integration in education, particularly in English language teaching. The implementation of AI at SMA Negeri 1 Dawarblandong Mojokerto has demonstrated positive impacts on lesson planning, student interaction with learning materials, and assessment processes. These results confirm that AI can serve as a powerful tool in support of more effective and efficient learning, consistent with Wijayanti [26], which highlights the significant potential of AI in enhancing teaching quality.

4. CONCLUSION

This study concludes that the implementation of Artificial Intelligence (AI) in teaching descriptive text supported teachers in lesson planning, classroom activities, and learning evaluation at SMA Negeri 1 Dawarblandong Mojokerto. AI tools such as ChatGPT and Gemini AI helped teachers prepare instructional materials, create more interactive learning activities, and provide faster feedback during instruction. The findings also indicate that AI-supported students' engagement and participation in descriptive text learning is effective when used under teacher supervision. This study contributes to the development of technology-assisted English learning by providing practical insights into how AI can be integrated into classroom instruction. However, the study was limited to a small number of teachers and focused on a single school context, using a qualitative descriptive approach. In addition, the study did not measure students' writing performance quantitatively or compare AI feedback with teacher assessment results. Future research is recommended to involve broader educational settings, include students' perspectives more extensively, and analyze the impact of AI on students' writing performance and language development. Further studies may also examine the effectiveness of different AI tools and explore the responsible integration of AI in English language learning contexts.

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