

THE EFFECT OF USING AI CHATBOT FEATURES AS LEARNING MEDIA ON THE ABILITY TO WRITE NEGOTIATION TEXTS OF GRADE X STUDENTS

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ARTICLE INFO	ABSTRACT
Diterima: 05 September 2025 Direvisi: 10 September 2025 Disetujui: 18 September 2025 Tersedia Daring: 29 Juli 2026 Keywords: AI Chatbot Features as Learning Media, Writing Negotiation Texts, Writing Ability	<i>This study aims to analyze the effect of using AI chatbot features as a learning media on the ability to write negotiation texts of Grade X students at SMK Negeri 2 Medan. The research problems include students' writing abilities before and after the use of the learning media, as well as the effect of the media on writing skills. The method used is a quantitative experimental approach, with writing ability measured through pre-test and post-test. The results of the study show that the pre-test average score was 47.93 with a standard deviation of 6.28, while the post-test average score was 82.55 with a standard deviation of 7.65. Data analysis indicates that the highest pre-test score was 55.6 and the lowest was 36.1, while the post-test had a highest score of 94.4 and a lowest of 63.8. Using the t-test, the calculated t-value (t-count) was 10.60 and the t-table value was 2.048 at a significance level of 0.05, indicating that t-count > t-table. This shows that the alternative hypothesis (Ha) is accepted, meaning there is an effect of using AI chatbot features as a learning media on students' ability to write negotiation texts. It can be concluded that the use of AI chatbot features as a learning media can improve the ability to write negotiation texts of Grades X students at SMK Negeri 2 Medan, as reflected in the increase in the average scores between the pre-test and post-test. This study provides an important contribution to the development of effective learning methods to improve students' writing skills.</i>

ABSTRACT
Kata kunci: Fitur AI Chatbot Sebagai Media Pembelajaran, Menulis Teks Negosiasi, Kemampuan Menulis Penelitian ini bertujuan untuk menganalisis Pengaruh Penggunaan Fitur AI Chatbot Sebagai Media Pembelajaran Terhadap Kemampuan Menulis Teks Negosiasi Siswa Kelas X SMK Negeri 2 Medan Rumusan masalah mencakup kemampuan menulis siswa sebelum dan sesudah penggunaan media pembelajaran, serta pengaruh media tersebut terhadap kemampuan menulis. Metode yang digunakan adalah eksperimen kuantitatif, dengan pengukuran kemampuan menulis melalui pre-test dan post-test. Setelah dilakukan penelitian untuk eksperimen pre-test dan post-test penggunaan Fitur AI Chatbot Sebagai Media Pembelajaran, diperoleh nilai pre-test menunjukkan rata-rata 47,93 dengan simpangan baku 6,28, sedangkan post-test menunjukkan rata-rata nilai 82,55 dengan simpangan baku 7,65. Analisis data menunjukkan bahwa nilai tertinggi pre-test adalah 55,6 dan terendah 36,1, sedangkan post-test memiliki nilai tertinggi 94,4 dan terendah 63,8. Dengan menggunakan uji t, diperoleh thitung sebesar 10,60 dan ttabel 2,048 pada taraf signifikan 0,05, yang menunjukkan bahwa

thitung > ttabel. Hal ini mengindikasikan bahwa hipotesis alternatif (H_a) diterima, yang berarti terdapat Pengaruh Penggunaan Fitur AI Chatbot Sebagai Media Pembelajaran Terhadap Kemampuan Menulis Teks Negosiasi Siswa. Maka dapat disimpulkan bahwa Penggunaan Fitur AI Chatbot Sebagai Media Pembelajaran dapat meningkatkan Kemampuan Menulis Teks Negosiasi Siswa Kelas X SMK Negeri 2 Medan, yang tercermin dari peningkatan nilai rata-rata antara pre-test dan post-test. Penelitian ini memberikan kontribusi penting dalam pengembangan metode pembelajaran yang efektif untuk meningkatkan kemampuan menulis siswa

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1. INTRODUCTION

Ability writing in essence is results from a process, meaning ability write obtained through regular training and practice, not in a way automati (Veena, 2022). With draft base this, ability write student only can develop if they given chance For train in a way sustainable. Increasingly often student train write, then the more big opportunity they For capable pouring idea in a way written. Writing is skills complex language Because before write somebody must capable formulate ideas, compose structure, as well as choosing the right words. According to Putri (Hastantri, 2025) the ability writing is very important in life education and society Because through someone's writing can convey ideas, opinions and thoughts in a way clear. Therefore that, skills write need studied and trained in a way systematically by participants educate. This research referring to BSKAP Number 046/H/KR/2025 concerning utilization digital technology in learning, which emphasizes importance integration technology For increase quality of process and results Study student.

One of form skills write the important thing For developed at the vocational school level is write text negotiation. Negotiation text is text containing interaction social For reach agreement between parties who have interest different or each other contradictory (Sharma et al., 2025). Patonah (2018) stated that text negotiation contains the bargaining process in something interaction social For reach agreement together. Negotiation text chosen as focus study Because type text This No only demand ability language, but also training student think critical, composing arguments, as well as use persuasive, logical and polite language, which is very much needed in life everyday, both in the environment school and public.

Based on observation researchers during the Experience Program Field Work (PPL) in class X of SMK Negeri 2 Medan Amplas on the subject Indonesian language lessons, found that student experience difficulty in write text negotiation. Difficulty the seen from inability student compile structure text in a way complete, use less language

right, and weakness ability compile argument in the bargaining process. This is due to limitations vocabulary, lack of understanding about structure text negotiations, as well as low ability think critical. Findings This reinforced by the results test beginning against 30 students who showed the average value is only 36-55. This data show that ability write text negotiation student Still low and necessary get attention seriously. Besides that, students tend only rely on teachers as the only one source Study without try look for reference other. This is cause student not enough independence and difficulties develop ideas when writing. Teachers also experience limitations in give guidance individually to all over student (Zhao & Zhang, 2022).

On the other hand, the learning process Still dominated by the use of book text as source main, so that student not enough get experience interactive and contextual learning. In fact, writing text negotiation need repeated practice, varied examples, and bait fast and accurate return (EKER, 2025). Therefore Therefore, capable learning media is needed give guidance, examples, and correct in a way direct to student.

One of relevant alternatives with development technology moment This is Use AI Chatbot feature as a learning medium (Gusli et al., 2023) (Trisna et al., 2020). The AI Chatbot feature is technology based intelligence capable of being made interact with student through conversation text, giving example text, help compile structure, as well as give bait come back in a way automatically. With help AI Chatbot feature, students can train write text negotiation in a way independent, get examples of negotiation dialogues, as well as repair error language and structure in a way directly. Research by Johnson et al. (Haristiani, 2019) shows that use technology AI- based in learning negotiation capable increase involvement students and effectiveness Study Because give more experience interactive and realistic (Sari & Sari, 2024).

Based on results observation, the AI Chatbot feature is not yet Once used in learning write text negotiations in Class X of State Vocational School 2 Medan Amplas Therefore that, it is necessary done study with title " Influence Using AI Chatbot Features as Learning Media to Ability Writing Negotiation Texts Class X Students of State Vocational School 2 Medan Year 2025/2026 Learning.

2. RESEARCH METHOD

This research use type study quantitative Because in accordance with objective research that is wanted measure influence Using AI Chatbot Features as a Learning Medium to skills write text Negotiation Class X students of State Vocational School 2 Medan Year Academic Year 2025/2026. Approach quantitative allows researchers For do measurement in a way objective to change ability writing negotiation text student after given treatment use AI Chatbot features. Sugiyono (Harisman, 2023) stated study quantitative conducted on the population or sample certain with use instrument study as tool data collector. Data analysis was carried out in a way quantitative or statistics with objective test hypothesis that has been formulated previously (Latifah & Hasan, 2020).

This research use design One Group Pretest–Posttest Design experiment for measure Influence Use AI Chatbot Features against ability write text Negotiation

students. In the design this research only involving One groups that were given a pretest before treatment and posttest after treatment (Sylvi Tri Andani & Dewi Anggraini, 2023). Pretest was used For know ability beginning students, while the posttest is for see change ability after given learning Using AI Chatbot Features.

This research held in Class X of State Vocational School 2 Medan, a institutions education that has facility learning based adequate technology For support Use AI Chatbot features in the learning process. Schools This chosen purposively because(Hartati et al., 2020) :

1. Own adequate internet access in the environment school.
2. Student used to use digital devices so that make it easier implementation technology learning based intelligence artificial.
3. School support implementation innovation learning in frame increase ability literacy participant educate.

Research time implemented in odd semester year 2025/2026 academic year, including all over series activity research, starting from stage preparation, validation instruments, data collection through pretest and posttest, to data analysis and reporting results study. Population in study This is all over Class X students of State Vocational School 2 Medan who totaling 100 people divided in three class. The following data is the number of student in each class. Sample is group small taken from the population being studied. Sugiyono (Rinawati et al., 2020) argues that "Samples are part from the number and characteristics of a population said ". The taking of sample done with simple random sampling technique. Simple random sampling is the method used For determine sample with in a way random without Determine existing strata in population.

Through technique this, every class own equal opportunities For selected as sample research. Based on results the drawing was carried out in a way random, obtained class X TSM 3 as many as 30 students as sample research. The class set as class experiments that will be given treatment use Use AI Chatbot feature as a learning medium. In class this, researcher carry out a pre-test (before implementation AI Chatbot features) and post-test (after learning use AI Chatbot feature) for measure ability write text negotiation student (Ningsih, 2024).

Taking technique sample in study This using simple random sampling. This technique chosen Because every student in population own equal opportunity For selected as sample (Adawiyah & Mahrani, 2022). With method this, the samples obtained expected can represent population in a way more objective and reduce the existence of bias in election participants (Mastini et al., 2016). The process of taking sample done with give numbers on all student class X. After that, the researcher do drawing with method random, good use application scrambler number and manual draw. Students whose numbers selected through a randomization process the Then set as sample research. The use of simple random sampling was chosen Because technique This easy carried out, is fair, and can ensure that samples obtained truly originate from election in a way random. With Thus, the results study expected more valid and can describe condition population in a way comprehensive.

3. RESULTS AND DISCUSSION

Data collected twice in study This that is before using media and after as part from study experiment with one group pre- test-post-test design. In this section this, discussing findings from study about influence Use of *AI Chatbot* Features As a Learning Media To Ability Writing Negotiation Texts for Class X of State Vocational School 2 Medan. Analysis of the data obtained need done after data collection is complete. Class X of SMK Negeri 2 Medan consisting of from 30 students, to sample For study This (Juniarti, 2019)

Data Analysis Techniques

Data that has been collected furthermore will done data analysis for use reach results maximum.

Based on the data in the table, the score *pre- test* obtained student write text Negotiation before Using *AI Chatbot* Features as a Learning Media is 36.1 - 55.6.

From the data in the table, it can be concluded that *post-test* for writing negotiation text own score 63.8 – 94.4 After Using *AI Chatbot* Features as Learning Media.

Information :

O = Orientation B = Persuasive Language

P = Request K = Conjunction

P = Offer B = Contains pairs of utterances

P = Agreement K = Sentence Direct

P = Cover

Distribution Frequency *Pretest* (X)

a. Average (mean) variable X

$$M_X = \frac{\sum FX}{N}$$

$$M_X = \frac{1.438}{30} = 47,93$$

b. Standard Deviation Variable X

$$SD_X = \sqrt{\frac{\sum F(X_i - \bar{X})^2}{N}}$$
$$SD_X = \sqrt{\frac{1.249,68}{30}}$$
$$= \sqrt{41,656}$$
$$= 6,45$$

c. Standard Error of Variable X

$$SE_{MX} = \frac{6,45}{\sqrt{N-1}}$$
$$= \frac{6,45}{\sqrt{30-1}}$$
$$= \frac{6,45}{\sqrt{29}}$$

$$= \frac{6,45}{1,197}$$

$$= 5,38$$

d. Variance

$$X = S^2$$

$$= (6.45)^2$$

$$= 41.60$$

Based on the calculation results above, *the pre-test frequency distribution is* can be seen in the table below. Based on the identification test for writing negotiation text before using *the AI Chatbot feature* as a learning medium, it can be presented in the form of a bar chart as follows:

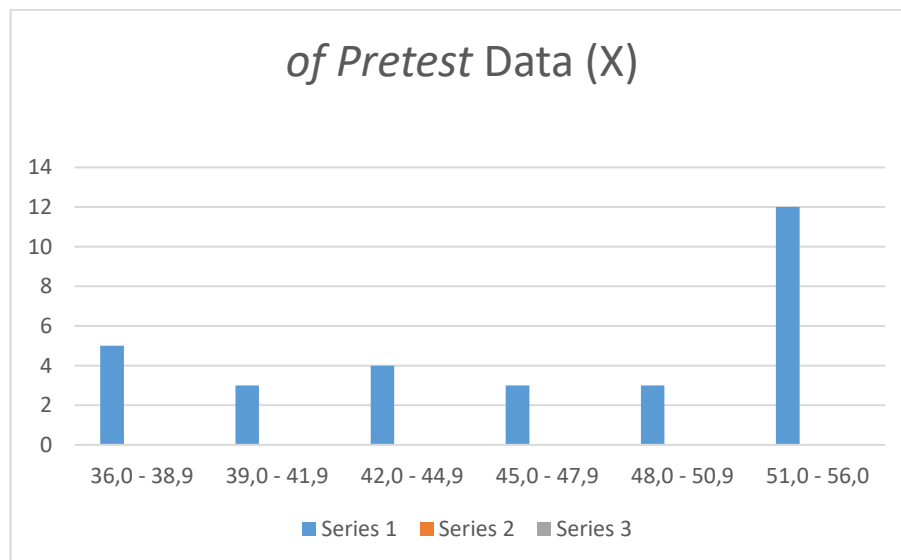


Figure 1. Distribution Frequency *Post-test* (Y)

$$M_Y = \frac{ZFY}{N}$$

$$M_Y = \frac{2.476,5}{30}$$

$$= 82,55$$

b. Standard Deviation Variable Y

$$SD_Y = \sqrt{\frac{ZF(Y_t - \bar{Y})^2}{N}}$$

$$SD_Y = \sqrt{\frac{1.539,565}{30}}$$

$$= \sqrt{51,31}$$

$$= 7,16$$

c. Standard Error of Variable Y

$$SE_{MX} = \frac{7,16}{\sqrt{N-1}}$$

$$\begin{aligned}
 &= \frac{7,16}{\sqrt{30-1}} \\
 &= \frac{7,16}{\sqrt{29}} \\
 &= \frac{7,16}{5,385} \\
 &= 1,32
 \end{aligned}$$

d. Variance

$$\begin{aligned}
 X &= S^2 \\
 &= (7.16)^2
 \end{aligned}$$

$$= 51.26$$

Based on the calculation results above, the *post-test frequency distribution* is

can be seen in the table below.

Based on the identification test for writing negotiation text before using *the AI Chatbot feature* as a learning medium, it can be presented in the form of a bar chart as follows:

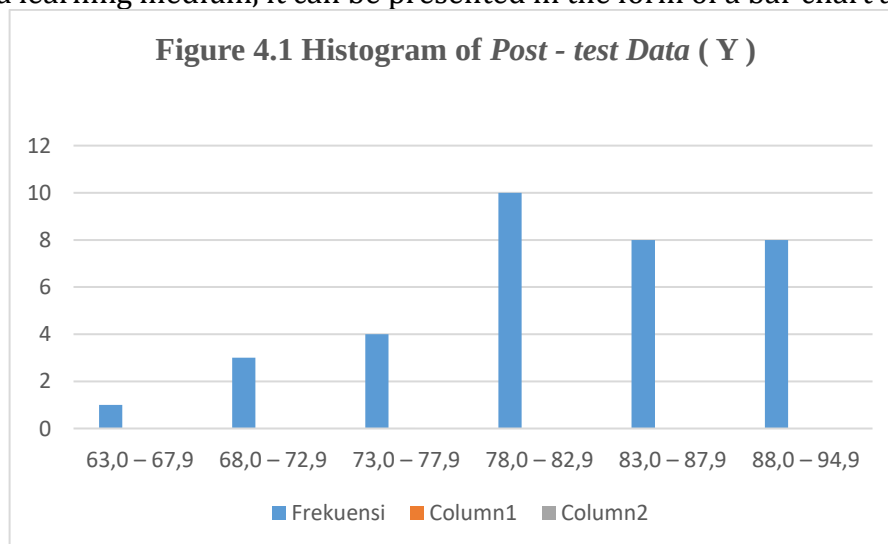


Figure 2. Histogram of Posttest data

Normality Test

The purpose of this data normality test is to determine whether the data for each variable follows a normal distribution. For parametric statistics to work, it is important to ensure that all research variables have normally distributed data (Fauziah, 2022). To check whether the data follows a normal distribution, the Liliefors test can be applied. The normality test requirement that must be met is that the calculated $L < L_{table}$ at a significance level of $\alpha = 0.05$.

Pre-test Normality Test

$$\bar{X} = 47.93$$

$$SD = 6.45$$

$$N = 30$$

Information:

$\bar{X}$ = average

SD = Standard Deviation

N = number of data

F cum = Cumulative frequency

L = Liliefors

Standard Numbers

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

$$Z_i = \frac{36,1 - 47,93}{6,45}$$

$$Z_i = \frac{-11,83}{6,45}$$

$$Z_i = -1,83 \text{ (demikian seterusnya)}$$

$$\begin{aligned} \text{b. } S(Z_i) &= \frac{F_{kum}}{N} \\ &= \frac{1}{30} \\ &= 0,033 \end{aligned}$$

$$\begin{aligned} \text{c. } F(Z_i) &= 0,5 - 0,4664 \\ &= 0,0336 \text{ (lihat pada tabel distribusi normal)} \end{aligned}$$

$$\begin{aligned} \text{d. } L_{hitung} &= |F(Z_i) - S(Z_i)| \\ &= 0,0336 - 0,033 \\ &= 0,0006 \text{ (thus next)} \end{aligned}$$

Based on the method used for the calculations in the table above, the normality test for variable X obtained $L_{hitung} = 0.119$. Because N 30 then the formula used at a confidence level of 0.05 is obtained, namely $L_{tabel} = 0.161$ So the normality test produced by variable X is obtained $L_{hitung} < L_{tabel}$ namely $0.119 < 0.161$ thus the normality test of variable X can be concluded to be normally distributed.

Post-test Normality Test

$$\bar{X} = 82.55$$

$$SD = 7.16$$

$$N = 30$$

Information:

$\bar{X}$ = average

SD = Standard Deviation

N = number of data

F cum = Cumulative frequency

L = Liliefors

a. Standard Numbers

$$Z_i = \frac{Y_i - \bar{Y}}{SD}$$

$$Z_i = \frac{63,8 - 82,55}{7,16}$$

$$Z_i = \frac{-18,75}{7,16}$$

$$Z_i = -2,61 \text{ (demikian seterusnya)}$$

$$\text{b. } S(Z_i) = \frac{F_{kum}}{N}$$

$$= \frac{1}{30}$$

$$= 0,033$$

$$\text{c. } F(Z_i) = 0,5 - 0,4955$$

$$= 0,0045 \text{ (lihat pada tabel distribusi normal)}$$

$$\text{d. } L_{hitung} = |F(Z_i) - S(Z_i)|$$

$$= 0.0045 - 0.033$$

$$= 0.0285 \text{ (thus next)}$$

Based on the results obtained for the calculations in the table above, the normality test for variable Y obtained $L_{count} = 0.0861$. Because $N = 30$, the formula used in the 0.5 confidence level is obtained $L_{table} = 0.161$. So the normality test for variable Y obtained $L_{count} < L_{table}$, namely $0.0861 < 0.161$, thus the normality test for variable Y can be concluded to be normally distributed. The normality test for *pre-test* and *post-test data* can be seen in the table below (Gaupati et al., 2022):

Table 1. Testing of Research Data Normality

No	Data	Count	$L_{table} (\alpha = 0.05)$	Conclusion
1	<i>Pretest</i>	0, 119	0.161	Normal
2	<i>Post-test</i>	0.086 1	0.161	Normal

Homogeneity Test

The homogeneity test in this study was carried out using the data variance comparison formula. The data testing criteria are accepted if the calculated $F < F_{table}$ is taken where the numerator is the largest variance and the denominator is the smallest variance. Then the F value obtained from the table with a real level of $\alpha = 0.05$ or $F = (n_1 - n_2 - 1)$ is F 0.05 (29.29). Because F 0.05 (29.29) in the numerator is not listed in the table list, F 0.05 (29.29) is obtained using data that is close to 29, namely 24 as follows: $F_{0.05} = (24.24) = 1.93$.

Based on table calculation, $F_{count} = 1.48$ and F_{table} from table F with dk approaching = 24. and $\alpha = 0.05$ obtained 1.93. After comparing, $F_{count} < F_{table}$ or $1.23 < 1.93$ Then we can it is concluded that the *pre-test* and *post-test data* are homogeneous (Octavia et al., 2020).

Hypothesis Testing

After the normality and homogeneity tests are known, the next step is to test the hypothesis. Hypothesis testing is conducted using a t-test to determine whether H_0 is rejected and H_a is accepted. Before conducting the t-test, the combined variance test must be performed as follows (Tarigan, 2008):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SV \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

It is known:

Pretest average score = 47.93

Standard deviation pretest $S^2 X = 41.6025$

Post-test average score $Y = 82.55$

Standard deviation posttest $S^2 Y = 51.2656$

Amount students = 30 students

Combined variance:

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S^2 X_1 + (n_2 - 1)S^2 X_2}{n_1 + n_2 - 2} \\ &= \frac{((30 - 1))51,2656 + ((30 - 1) 41,6025}{30 + 30 - 2} \\ &= \frac{1486,7024 + 1206,4725}{58} \\ &= 46,43 \\ &= \sqrt{46,43} \\ S &= 6.81 \end{aligned}$$

t-Test Formula

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{SV \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{51,2656 - 41,6025}{6,81 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\ &= \frac{9,6631}{6,81 \sqrt{0,0333 + 0,0333}} \\ &= \frac{9,6631}{6,81 \sqrt{0,0667}} \\ &= \frac{9,6631}{6,81 \times 0,258} \\ &= \frac{1,75}{0,52} \\ &= 5,52 \end{aligned}$$

Based on the calculation above, it is obtained that $t_{hitung} = 5.52$. The value of t_{tabel} is significant $\alpha = 0.05$ and $dk = nk = 30 - 2 = 28$. So, a significance level of 5% is obtained from $28 = 2.048$. Therefore, it is obtained that $t_{hitung} > t_{tabel}$ ($5.52 > 2.048$). So, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This proves that the Use of *AI Chatbot Features* as Learning Media has an effect on improving Negotiation text writing skills in class X students of SMK Negeri 2 Medan. Below is a table showing the summary results of the t-test from the pre-test and post-test data as follows (Debora et al., 2022):

Table 2. Results Testing Research Hypothesis

No	Data	Average	Combine d variant	<i>t</i> _{hitung}	<i>t</i> _{tabel}	Conclusion
1	<i>Pretest</i>	47.93	6.81	5.52	2,048	There is an influence significant
2	<i>Post test</i>	82.55				

Discussion

Use feature *AI Chatbot* as a learning medium is an approach that utilizes technology intelligence artificial For increase ability or knowledge write text negotiation 10th grade vocational school students. Learning media This can used in the process of writing text negotiation Because help student express ideas and thoughts they in a way more directed, interactive, and detailed through the questioning process answer as well as exercise technology - supported writing *AI*.

Based on the results of research that has been conducted in Writing Negotiation Texts for class X of SMK Negeri 2 Medan, through the aspects that have been determined in the introduction and explanation of writing Negotiation texts. To write Negotiation texts there are assessment aspects, the function of these assessment aspects is to find out the results that students have obtained. The assessment aspects of Negotiation texts are the Structure of Writing Negotiation Texts and the linguistic rules of writing Negotiation texts.

AI Chatbot Feature as Learning Media on Negotiation Text Writing Ability in Grade X Students of SMK Negeri 2 Medan. This is proven by $t_{hitung} = 10.60$. The value of t_{tabel} is significant $\alpha = 0.05$ and $dk = nk = 30 - 2 = 28$. So a significance level of 5% is obtained from $28 = 2.048$. Therefore, $t_{hitung} > t_{tabel}$ ($10.60 > 2.048$), so it can be stated that H_a is accepted. Thus, it can be concluded that the ability to write negotiation texts is influenced by using the *AI Chatbot feature* as a learning medium.

Structure text negotiation

Based on the data obtained in the *pre-test class*, for the negotiation text structure, the highest percentage was 43.33% with a total of 13 people, and the lowest percentage was 56.67% with a total of 17 people. In this case, students can be categorized as easy to understand the structure and its implementation according to what is requested and are categorized as very capable (Harningrum et al., 2022). The negotiation text structure after using the *AI Chatbot Feature* as a Learning Media in the *post-test*, the highest percentage was 96.67% with a total of 29 people, and the lowest percentage was 3.33% with a total of 1 person.

Rules linguistics text negotiation

For aspect rules linguistics text negotiations can be done percentage the highest *pre-test* was 13.33% with number of 4 people and percentage lowest 86.67% with total of 26 people. In this case this, students can categorized Enough in understand rules linguistics text negotiation and execution in accordance with what is requested. Rules linguistics text negotiation after Using *AI Chatbot* Features As a Learning Media in the *post-test* it was found percentage highest 100% with number of 30 people and

percentage lowest 0%. In case this, students can categorized as very good in understand rules linguistics text negotiation and execution in accordance with what is requested (Rosanti et al., 2020).

Excess Use of *AI Chatbot* Features As a Learning Media

Based on the results of this study, there are several advantages that can be identified related to the learning media using the *AI Chatbot feature* on the ability to write negotiation texts for students at SMK Negeri 2 Medan.

First, the use of feature *AI Chatbot* as a learning medium is a learning medium based technology that makes the learning process become more interesting and interactive. This media can used When anywhere and anytime with emphasize the learning process through digital interactions that enable student get information as well as example in a way directly. Through use *AI Chatbot* in learning, students can increase interest write text negotiation. The resulting writing student can become more Good Because through interaction with *AI Chatbot*, students can get ideas, dialogue examples, as well understand structure text negotiation in a way more clear.

Second, the use of *AI Chatbot* as a learning medium give impact to student in receive, collect and deliver information in a way more directed through the questioning process answer with system *AI*. This thing can give chance for student For think in a way independent in find knowledge new related writing text negotiations. In addition, the use of *AI Chatbot* is also capable push student For more active in pouring out ideas and concepts they in written form based on understanding gained during interact with the media.

In a way overall, use feature *AI Chatbot* as a learning medium involves the process of interaction, understanding, and exploration of students' ideas in make a piece of writing. With Thus, the activities write text negotiation will felt more fun and easy, so student No Again consider write as difficult activities. Through help *AI Chatbot*, students can also get vocabulary new as well as example the correct sentence, which then can they use For compile text negotiation in a way more good and systematic.

Research Advantages

This research show that combination between ability write text negotiation with use feature *AI Chatbot* as a learning medium can increase quality learning and providing significant influence to ability student in write text negotiations at State Vocational School 2 Medan. This research can also give contribution addition as reference in field learning Indonesian, in particular in utilization technology as a learning medium For increase ability write student.

4. CONCLUSION

Based on research that has been conducted with the influence of Use *AI Chatbot Features* as Learning Media To Ability Writing Negotiation Texts for Class X of State Vocational School 2 Medan and calculating the data, the following conclusions can be drawn. :

1. The ability to write negotiation texts of class X students of SMK Negeri 2 Medan before using the *AI Chatbot* feature As a Learning Media The average *pre-test* score was 47.93, categorized as sufficient, with a standard deviation of 6.28. The highest student score was 55.6 and the lowest was 36.1.
2. Ability to write negotiation texts class X students State Vocational School 2 Medan after using the *AI Chatbot* Feature As a Learning Media The average *post-test* score was 82.55, categorized as good, with a standard deviation of 7.65. The highest student score was 94.4 and the lowest was 63.8.
3. Based on the results of the calculations carried out, the $t_{\text{calculated}} = 10.60$ and the $t_{\text{table}} = 2.048$ with a significance level of 0.05, indicating that the $t_{\text{calculated}} > t_{\text{table}}$, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, this proves that the influence Use *AI Chatbot Features* as Learning Media To Ability Writing Negotiation Texts for Class X of SMK Negeri 2 Medan is Influential To Ability Writing Negotiation Texts Class X students of State Vocational School 2 Medan.

Suggestion

Based on results calculations, data analysis, and observations conducted in class X of SMK Negeri 2 Medan, researcher put forward some suggestions as following :

1. Teachers are advised For implementing diverse and innovative learning media, one of which is with utilise feature *AI Chatbot*. Use of this media expected can help student more easy convey idea related something problem as well as value other people's opinions in the learning process, especially in overcome low interest student in write text negotiation.
2. Party school expected can encourage and motivate teachers to using varied and innovative learning media, such as feature *AI Chatbot*, so that can help student in increase ability write text negotiation during the learning process ongoing.
3. For researchers next, it is hoped can Keep going develop utilization of innovative and diverse learning media, especially use feature *AI Chatbot*. This aims to ensure that the learning process at school the more growing, and allows found or development of learning media new, especially in eye Indonesian language lessons for increase ability write text negotiation student.

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