

ABSTRACT

THE USE OF POE CHATBOT FOR ENHANCING NARRATIVE WRITING SKILLS

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This study examined the effectiveness of a TPACK-informed educational intervention utilizing the POE chatbot to improve narrative writing skills among Indonesian EFL learners. The study had three distinct objectives: (1) to assess whether a notable enhancement in narrative writing proficiency was observed following the implementation of the RCTS-Scaffolded AI Dialogue Framework, (2) to determine which elements of writing exhibited the greatest improvement, and (3) to investigate students' perceptions of the chatbot-assisted learning experience. A one-group pretest-post-test design was conducted with 24 eleventh-grade students at SMA PGRI Tumijajar. Quantitative analysis demonstrated a statistically significant enhancement in total writing scores, with mean scores rising from 83.83 (pretest) to 86.58 (post-test) ($p = 0.007$). The most significant improvements were observed in text organization and vocabulary. Qualitative data from perception questionnaires revealed favourable student responses, emphasizing the framework's contribution to enhancing engagement and alleviating writing fear. The results indicate that explicitly instructing AI interaction tactics within a systematic educational framework can convert generative AI into a proficient dialogic partner in the EFL writing classroom. This study advances Technology-Enhanced Language Learning (TELL) by offering a reproducible framework for incorporating AI literacy into genre-based writing teaching in resource-limited environments.

Keywords: *POE Chatbot, Narrative Composition, RCTS Framework, Lexical Advancement, EFL Composition, Artificial Intelligence in Education*