

**THE EFFECT OF CHATGPT-ASSISTED ARGUMENT
DEVELOPMENT ON STUDENTS' ARGUMENTATIVE SPEAKING
ABILITY AT MAN 2 KOTA PADANG**

THESIS

*Submitted in Partial for Fulfillment of the Requirements for Undergraduate
Program in English Tadris Department the Strata One (S1) Degree*



**UIN IMAM BONJOL
PADANG**

Written By:

RISYA MAFRANI
2214050078

**DEPARTMENT OF ENGLISH TADRIS
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY
IMAM BONJOL PADANG
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APPROVAL PAGE

**THE EFFECT OF CHATGPT-ASSISTED ARGUMENT DEVELOPMENT
ON STUDENTS' ARGUMENTATIVE SPEAKING ABILITY
AT MAN 2 KOTA PADANG**

By:

Risya Mafrani

2214050078

The thesis was approved for examination

Padang, September 2nd, 2026

First Supervisor



Dr. Rita Erlinda, M.Pd

NIP. 197301212000032001

Second Supervisor



Dr. Nofel Nofadri, S.S., M.Pd., M.Hum

NIP. 197911102005011007

THESIS ACCEPTANCE

The thesis entitled "The Effect of ChatGPT-Assisted Argument Development on Students' Argumentative Speaking at MAN 2 Kota Padang" written by Risya Mafrani, students register number: 2214050078 has been examined by Board of Examination in the faculty of Tarbiyah and Teacher Training of Islamic State University (UIN) Imam Bonjol Padang. On September 10th, 2026. Therefore, it has been accepted as one of the requisites to procure the academician Degree Program of Strata One (S1) degree in the English Tadris Department.

Padang, September 10th, 2026

Board of Examiners

Chairperson


Dr. Rita Erinda, M.Pd
NIP. 197301212000032001

Secretary


Nofel Nofia, S.S., M.Pd., S.Hum., Ph.D
NIP. 197911102003011007

Examiner I


Dr. Hadeli, M.A., M.Pd
NIP. 196602011992031003

Members

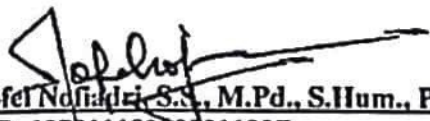
Examiner II


Renggi Vrika, M.Pd
NIP. 199501042020122029

Examiner III


Dr. Rita Erinda, M.Pd
NIP. 197301212000032001

Examiner IV


Nofel Nofia, S.S., M.Pd., S.Hum., Ph.D
NIP. 197911102003011007

Approved by,
Dean of faculty Tarbiyah and Teacher Training
State Islamic University Imam Bonjol Padang


Prof. Dr. Yasmadi, M.Ag
NIP. 197305172000031001



PENGESAHAN TIM PENGUJI

Thesis berjudul “Pengaruh Pengembangan Argumen Berbantuan ChatGPT Terhadap Kemampuan Berbicara Argumentative Siswa di MAN 2 Kota Padang” yang ditulis oleh Risya Mafrani, nomor registrasi mahasiswa: 2214050078 telah diuji oleh Dewan Ujian di Fakultas Tarbiyah dan Keguruan Universitas (UIN) Imam Bonjol Padang. Pada tanggal 10 September 2026. Oleh karena itu, thesis tersebut telah diterima sebagai salah satu syarat untuk memperoleh Program Gelas Akademi Tingkat Satu (S1) di jurusan Tadris Bahasa Inggris.

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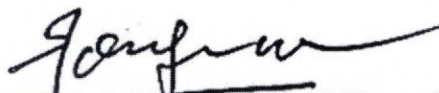
Tim Penguji

Ketua



Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

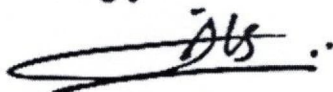
Sekretaris



Nofel Nofidri, S.S., M.Pd., S.Hum., Ph.D
NIP. 197911102005011007

Anggota

Penguji I



Dr. Hadel, M.A., M.Pd
NIP. 196602011992031003

Penguji II



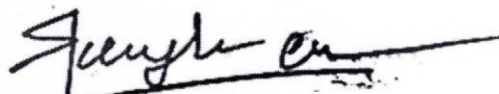
Renggi Vrika, M.Pd
NIP. 199501042020122029

Penguji III



Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

Penguji IV



Nofel Nofidri, S.S., M.Pd., S.Hum., Ph.D
NIP. 197911102005011007

Mengesahkan,

Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Imam Bonjol Padang



Prof. Dr. Yasmadi, M.Ag
NIP. 197305172000031001

DECLARATION PAGE

I am undersigned:

Name : Risya Mafrani
Nim : 2214050078
Thesis Title : The Effect of ChatGPT-Assisted Argument Development on
Studnets' Argumentative Speaking Ability at MAN 2 Kota
Padang

Hereby solemnly declare that:

1. This thesis truly my own work, and in preparing the thesis, I implemented and respected the research code of ethics that applies both outside and at the Imam Bonjol State Islamic University, Padang.
2. If it is later discovered and proven that part or all the contents of this thesis contain violations of the research code of ethics, I agree to accept all legal consequences in accordance with the relevant provisions.

Padang, September 10th, 2026

Researcher



Risya Mafrani

NIM.2214050078

ABSTRACT

Risya Mafrani, 2026, *The Effect of ChatGPT-Assisted Argument Development on Students Argumentative Speaking at MAN 2 Kota Padang*. Thesis. Faculty of Tarbiyah and Keguruan. Imam Bonjol Padang State Islamic University. Supervisor (1) Dr. Rita Erlinda, M.Pd.m (2) Nofel Nofiadri, S.S., M.Pd., S.Hum., Ph.D.

This study examines the impact of ChatGPT-assisted argument development on the argumentative speaking skills of students at MAN 2 Padang City. This skill requires students not only to speak fluently but also to articulate clear claims, logical reasoning, supporting evidence, and coherent idea organization aspects that often pose challenges for EFL students when transforming initial opinions into fully formed oral arguments. The study employed a quantitative approach using a quasi-experimental pre-test/post-test control group design. The sample consisted of 60 students (30 in the experimental class and 30 in the control class) selected via cluster sampling. The experimental class received instruction in debate-based argumentative speaking utilizing ChatGPT as an argument development tool, while the control class received conventional instruction. Argumentative speaking proficiency was measured using a rubric adapted from the Toulmin Argumentation Model (covering claims, reasons/warrants, evidence/data, backing, rebuttals, and organization). The results indicate that the mean score of the experimental class rose from 26.77 (pre-test) to 43.83 (post-test) an increase of 17.06 points whereas the control class saw an increase of only 3.70 points (24.43 → 28.13). A paired-samples t-test revealed significant improvement in both groups ($p < .001$), and an independent-samples t-test on post-test scores showed a significant difference favoring the experimental class, $t(58) = 13.195$, $p = .000$, with a mean difference of 15.70 points. These findings demonstrate that ChatGPT-assisted argument development has a significant positive effect on students' argumentative speaking skills, particularly in organizing ideas, presenting evidence, and formulating rebuttals. It is recommended that ChatGPT be integrated as a scaffolding tool in speaking instruction, provided its use remains guided and students retain ownership of the ideas they express orally.

Keywords: ChatGPT; argument development; argumentative speaking skills; EFL; quasi-experimental design

ABSTRAK

Risya Madrani, 2026, *Pengaruh Pengembangan Argumen Berbantuan ChatGPT terhadap Kemampuan Berbicara*

***Argumentatif Siswa di MAN 2 Kota Padang*. Skripsi.**

Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Imam Bonjol Padang. Pembimbing (1) Dr. Rita Erlinda, M.Pd., (2) Nofel Nofiadri, S.S., M.Pd., S.Hum., Ph.D.

Penelitian ini mengkaji pengaruh pengembangan argumen berbantuan ChatGPT terhadap kemampuan *argumentative speaking* siswa di MAN 2 Kota Padang. Kemampuan ini menuntut siswa tidak hanya berbicara lancar, tetapi juga menyampaikan klaim yang jelas, alasan logis, bukti pendukung, dan organisasi ide yang koheren—hal yang sering menjadi kendala bagi siswa EFL saat mengubah opini awal menjadi argumen lisan yang utuh. Penelitian menggunakan pendekatan kuantitatif dengan desain *quasi-experimental pre-test post-test control group*. Sampel terdiri atas 60 siswa (30 kelas eksperimen, 30 kelas kontrol) yang dipilih melalui *cluster sampling*. Kelas eksperimen mendapat pembelajaran *debate-based argumentative speaking* berbantuan ChatGPT sebagai alat pengembang argumen, sedangkan kelas kontrol mendapat pembelajaran konvensional. Kemampuan berbicara argumentatif diukur menggunakan rubrik adaptasi dari Model Argumentasi Toulmin (klaim, alasan/warrant, bukti/data, backing, sanggahan, dan organisasi). Hasil menunjukkan skor rata-rata kelas eksperimen meningkat dari 26,77 (pre-test) menjadi 43,83 (post-test), atau naik 17,06 poin, sedangkan kelas kontrol hanya naik 3,70 poin (24,43 → 28,13). Uji *paired-samples t-test* menunjukkan peningkatan signifikan pada kedua kelompok ($p < .001$), dan uji *independent-samples t-test* pada skor post-test menunjukkan perbedaan signifikan yang menguntungkan kelas eksperimen, $t(58) = 13,195$, $p = .000$, dengan selisih rata-rata 15,70 poin. Temuan ini menunjukkan bahwa pengembangan argumen berbantuan ChatGPT berpengaruh positif signifikan terhadap kemampuan *argumentative speaking* siswa, terutama dalam membantu mengorganisasi ide, menyajikan bukti, dan merumuskan sanggahan. ChatGPT disarankan dapat diintegrasikan sebagai alat *scaffolding* dalam pembelajaran berbicara, dengan catatan penggunaannya tetap terarah dan siswa tetap memiliki kepemilikan atas ide yang mereka sampaikan secara lisan.

Kata kunci: *ChatGPT; pengembangan argumen; kemampuan berbicara argumentatif; EFL; desain kuasi-eksperimental*

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Padang, September 10th, 2026

The Researcher



Risya Mafrani
2214050078

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