

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to examine the effectiveness of ChatGPT in improving junior high school students' narrative writing skills. The research employed a pre-experimental design using one-group pre-test and post-test, with writing performance measured through structured rubrics and supported by classroom observations. The findings revealed that although there was no statistically significant improvement in the students' writing scores after the intervention, several qualitative indicators suggested positive trends in students' narrative writing abilities and engagement.

The students' improvement in narrative writing structure was the result of the synergistic interaction between teacher guidance and ChatGPT assistance. ChatGPT provided immediate linguistic feedback and idea organization support, while the teacher ensured conceptual understanding, modeled narrative structure, and facilitated reflective learning.

Thus, the research results cannot be attributed solely to ChatGPT. The observed progress was achieved through a blended instructional approach, where both the teacher's scaffolding and ChatGPT's interactive feedback contributed to enhancing students' narrative writing ability.

The pre-test results showed that the majority of students scored in the lower range, indicating limited proficiency in narrative structure and organization. The post-test results, however, reflected a general upward shift in scores, with most students moving into mid-to-high score ranges. Furthermore, 82.2% of students achieved mastery criteria, suggesting that the intervention had a pedagogical impact even if it was not statistically significant. These results, when analyzed in more detail, indicate several influencing factors behind the lack of statistical significance.

The discussion highlighted that the limited statistical improvement might be influenced by the short duration of the intervention, the students' developmental stage, and the need for more structured scaffolding such as teacher modeling and peer review. Nevertheless, students showed increased engagement, confidence,

and motivation during the writing sessions. Their post-test narratives also demonstrated improved coherence, transitions, and story development.

Thus, while the statistical analysis showed limited gains, the qualitative data revealed promising trends in student learning and behavior that merit further exploration.

5.2 Suggestions

Based on the findings and conclusions above, the following suggestions are offered for future research and classroom practice:

1. For Teachers

Teachers are encouraged to integrate ChatGPT as a complementary tool in the writing process, not as a substitute for instruction. ChatGPT can be particularly effective when used to generate ideas, suggest improvements, and revise content. However, it should be combined with explicit teaching, teacher modeling, and peer feedback to help students reflect on AI-generated suggestions and develop independent writing skills.

2. For Students

Students should be trained to use ChatGPT actively and reflectively, not just copy its suggestions. Teachers can guide them to ask meaningful prompts, compare AI suggestions with their own ideas and revise drafts thoughtfully. Encouraging a habit of self-editing and critical thinking will maximize the benefits of AI assistance.

3. For Future Researchers

Further research should explore the long-term use of ChatGPT in writing development across different genres and educational levels. Mixed-method approaches are recommended to capture both statistical outcomes and classroom-based insights. Future studies could compare the effectiveness of ChatGPT-assisted writing with traditional teacher-led approaches or alternative AI tools like Grammarly or QuillBot. Research involving control groups and longer intervention periods may offer stronger evidence of ChatGPT's instructional impact.

4. For Curriculum Developers

Educational stakeholders can consider incorporating AI literacy into language learning curricula. As AI tools like ChatGPT become more accessible, students should be equipped to use these tools ethically and effectively to support their learning.