

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

This chapter has three main parts: research conclusion, limitations of the study, and suggestions for English lecturers, students, and future researchers. The discussion of each part is presented below.

5.1. Conclusions

This study aims to understand how Artificial Intelligence (AI) is used in writing classes, the challenges faced by students, and its impact on the development of their writing skills. Based on data analysis using the seven steps of Creswell & Creswell (2023), eight main themes were identified and then grouped into three major focuses.

First, in terms of the use AI, students utilize this technology at various stages of writing, particularly during brainstorming, outlining, and revising grammar and sentence structure. ChatGPT is generally used to generate ideas, while Grammarly assists with technical language aspects. The use of AI not only simplifies technical processes but also supports idea development and logical thinking, provided its use remains controlled.

Second, regarding the challenges of using AI, three main issues emerged: (1) concerns about plagiarism, which tend to cause students to paraphrase and check their work independently; (2) the risk of dependence, which can reduce motivation to search for references manually; and (3) limited access to premium features, which affects the optimal use of AI.

Third, regarding positive and negative impacts, most students report increased confidence, efficiency, academic vocabulary, and understanding of scientific writing structure. However, some acknowledge that excessive use can reduce creativity and critical thinking skills. Nevertheless, participants agree that AI is most beneficial when used as a support tool, not a replacement for human thinking processes.

Overall, AI provides clear benefits in helping students develop ideas and improve the quality of their writing. However, AI literacy, ethical awareness, and balanced use remain key to ensuring that this technology truly supports the writing learning process as a whole.

5.2. Suggestions

For students, AI should be used wisely as a tool, especially for ideas and technical revisions, without neglecting the role of critical thinking and personal creativity. Students need to combine AI results with manual reference searches, as well as conducting their own plagiarism checks and paraphrasing to maintain the originality of their work.

For students, it is important to provide clear guidelines on the ethical and effective use of AI. Faculty can also provide examples of how to modify AI outputs to align with academic standards, as well as design assignments that challenge students to critically analyze and evaluate AI outputs.

For future researchers, it is recommended to involve participants from various educational levels and institutions to broaden the scope of findings, as the current study only included students from one university. The use of data triangulation methods, such as observation or document analysis, is also suggested to enrich the results and increase the validity of the research, addressing the current study's reliance solely on interview data. In addition, further research can explore the long-term impact of AI use on students' creativity, critical thinking skills, and writing skills, as well as comparing the experiences of students who use free versus premium AI tools to identify potential differences in outcomes.