

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion. The researcher gives summarize the result of this research and also the discussion. The researcher also gives suggestions for the English teacher, students, and future researcher.

#### A. Conclusion

This study examined the challenges and strategies encountered by teacher and students when using ChatGPT for assist tool in writing analytical exposition texts. The results indicate that while ChatGPT can support idea generation, provide examples of text structure, and help with organizing content, it also introduces several challenges that need thoughtful management.

For students, the main difficulties included limited understanding of ChatGPT's answers, misinterpretation of content, content quality, and variable outcome. Some students became confused when the output did not match their expectations, which reduced their confidence in using the tool. Even so, students adopted several helpful strategies, such as navigating complexity, finding effective solutions, resource availability, and confusion in learning.

Teacher experienced challenges as well, technical issues, teaching methodology, classroom management. Integrating this technology into the classroom required additional monitoring to ensure appropriate use. To address these issues, individual needs, resistance to change, identifying specific needs, limited interaction measuring impact.

Overall, the study concludes that ChatGPT works best as a supportive tool

rather than the main source of writing. It can boost creativity, idea development, and digital literacy, but only with proper guidance, adequate supervision, and a supportive learning environment. Effective implementation depends on consistent teacher involvement, stable infrastructure, and a balanced approach that encourages students to learn actively rather than rely solely on AI.

## **B. Suggestions**

Based on the findings, several suggestions can be given for English teacher, students, and future researchers.

For English teacher, ChatGPT should be used as a supportive tool, not as a shortcut for instant answers. Teacher need to prepare clear prompts that match their learning goals and encourage students to think critically instead of copying AI responses. Improving digital literacy is also important so teacher can manage technical issues and understand the limits of AI. In the classroom, teacher are encouraged to combine traditional writing tasks with AI-based activities to maintain students' creativity and engagement. Regular evaluations should also be done to track students' writing progress and ensure that ChatGPT truly supports their skill development.

For students, ChatGPT should be treated as a reference tool, not a replacement for their own ideas. Students are advised to use it mainly for brainstorming, outlining, and expanding vocabulary. They should read critically and compare AI- generated content with trusted academic sources to ensure accuracy. Group discussions and peer feedback are also recommended so students can learn together while using ChatGPT. Strengthening digital

literacy and language skills is essential to help students use AI responsibly.

For future researchers, it is recommended to examine the long-term effects of AI tools like ChatGPT on students' creativity, critical thinking, and independent writing. Future studies can also explore how teachers improve their professional skills to adapt to AI-based teaching. Research may investigate ChatGPT's use across different education levels or writing genres to gain a broader understanding of its benefits and challenges. Finally, mixed-method or long-term research designs are suggested to observe how students' skills and attitudes develop over time when using AI in learning.