

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains two parts. The first part summarizes the conclusions reached through data analysis, while the second part provides suggestions based on those findings.

A. Conclusion

Based on the results of data analysis obtained from interviews, this study concludes that the use of ChatGPT in writing argumentative essays has a dualistic impact. In terms of benefits, ChatGPT has proven to be an effective tool in the pre-writing and idea development stages. Its quick response, ease of access, and ability to provide examples of argument structures and sentence variations make it easier for students to brainstorm, organize their writing, and formulate key ideas. As a result, many participants reported that the writing process felt more focused and efficient, with some experiencing increased confidence or even intrinsic motivation because they saw the quality of their initial drafts improve after utilizing AI assistance.

On the other hand, this study also found several significant challenges. First, the output generated by ChatGPT is sometimes robotic, lacking in context, or feels “stiff,” requiring humanization efforts by writers to align it with the local context, academic style, and argumentative purpose. Second, there are indications of a tendency toward dependence, especially when students begin to use AI as their primary source for constructing arguments, rather than merely as a tool that could potentially weaken critical thinking and independent analytical skills. Third, the

effect on intrinsic motivation is variable; some students feel more motivated because they are helped, while others show a tendency to become passive because they rely on AI output without deep reflection or revision.

Overall, these findings confirm that ChatGPT has great potential to improve the efficiency and quality of the early stages of writing, but its use must be accompanied by supervision, digital literacy, and a critical attitude on the part of users. Without verification skills, prompting abilities, and the habit of critical revision, the benefits offered by AI can become factors that reduce the depth of academic thinking. Therefore, the integration of ChatGPT into learning practices needs to be accompanied by pedagogical strategies that emphasize the thinking process, ethical use, and independent writing practice so that technology can strengthen not replace, competencies.

B. Suggestions

Drawing on the conclusions above, the researcher proposes the following implications and suggestions for further research in this area. For students, students are advised to use ChatGPT as a tool to assist in the pre-writing stage—for example, to explore ideas and develop an outline—rather than as a substitute for personal thinking or writing. Every output from AI should be critically reviewed and revised to ensure contextual relevance, stylistic appropriateness, and accuracy of information. In addition, it is important for students to improve their prompting skills so that AI responses are more targeted and reduce the possibility of ambiguous information. Despite using technology, students are still required to

practice writing independently so that their critical thinking and academic creativity skills do not decline.

For lecturers and teachers, they are encouraged to provide clear guidelines on the use of AI in coursework, including restrictions on the use of ChatGPT, the types of assistance allowed, and the academic ethics rules that students must adhere to. Assignments should emphasize the thinking process—for example, through reflective assignments, think-aloud protocols, or documentation of idea development, so that students do not simply rely on AI output. In addition, conducting AI literacy training that teaches editing, paraphrasing, and humanization techniques for AI text will help students use technology more responsibly and contextually.

For institutions, academic institutions need to formulate formal policies regarding the use of AI in learning and assessment processes, including guidelines, restrictions, and mechanisms for disclosing the use of AI in student papers. Furthermore, institutions should organize digital literacy and AI ethics training programs for lecturers and students in order to maintain academic integrity and ensure that technology supports learning objectives without compromising basic competencies.

For future researcher, future research should expand the sample size and diversity of participants from various study programs and semester levels so that the findings can be more generalized. The use of a mixed-method design (combining quantitative and qualitative methods) will allow for a more comprehensive evaluation of variables such as motivation, dependence, and writing

performance. In addition, interventional research—for example, testing the effectiveness of prompting training or reflective assignments—is needed to determine effective strategies for reducing dependence while maximizing the benefits of ChatGPT in an academic context.