

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and several suggestions based on the findings discussed in Chapter IV. The conclusion summarizes the main results regarding EFL learners' perceptions toward generative AI-assisted feedback in writing activities, while the suggestions are addressed to students, teachers, educational institutions, and future researchers. These recommendations are proposed to support the effective and responsible integration of generative artificial intelligence in English language learning contexts.

A. Conclusion

This study aimed to investigate EFL learners' perceptions toward generative AI-assisted feedback in writing activities by examining three main dimensions derived from the conceptual framework and the Technology Acceptance Model (TAM), namely perceived usefulness, perceived ease of use, and motivational impact. By employing a quantitative descriptive design supported by qualitative responses, this research provides a comprehensive overview of how learners evaluate and experience generative AI-assisted feedback within academic writing contexts.

The findings indicate that learners demonstrate highly positive perceptions across all three dimensions. In terms of perceived usefulness, learners strongly believe that generative AI-assisted feedback significantly enhances their writing quality. The high mean score reflects learners' agreement that generative AI helps them identify grammatical errors, refine vocabulary selection, improve sentence structure, and organize ideas more coherently. These results suggest that learners perceive generative AI not merely as an automatic correction tool, but as a structured revision assistant that supports cognitive development in writing. This finding supports the central assumption of TAM that perceived usefulness plays a crucial role in shaping users' acceptance of technology.

Regarding perceived ease of use, learners also express strong agreement that generative AI-assisted feedback is simple, accessible, and user-friendly. The immediacy of generative AI-generated responses is particularly valued, as it enables real-time revision and reduces waiting time for feedback. This immediacy appears to lower cognitive burden and increase learners' willingness to engage in repeated revision. In line with TAM, the combination of high perceived usefulness and ease of use indicates strong technology acceptance among learners in the context of EFL writing.

The motivational impact dimension further reveals that generative AI-assisted feedback positively influences learners' affective engagement. Learners report increased confidence, reduced anxiety, and greater willingness to continue writing in English when supported by generative AI tools. This suggests that generative AI-assisted feedback contributes not only to cognitive improvement but also to emotional reassurance. Writing in a foreign language often involves fear of making mistakes, and generative AI may function as a non-judgmental support system that encourages experimentation and revision.

Importantly, the study also reveals learners' awareness of potential overdependence on generative AI. While students appreciate the benefits of generative AI-assisted feedback, they acknowledge the importance of maintaining independent thinking and critical evaluation. This balanced perception indicates a mature understanding of generative AI as a supportive tool rather than a replacement for human feedback or personal effort.

From a theoretical perspective, the findings support the Technology Acceptance Model by confirming that perceived usefulness and perceived ease of use are strong determinants of positive technology acceptance in educational settings. Moreover, the study extends the application of TAM in EFL contexts by demonstrating that technology acceptance may also influence learners' motivational and emotional engagement in writing activities involving generative AI-assisted feedback.

In conclusion, generative AI-assisted feedback is perceived positively by EFL learners as a useful, easy-to-use, and motivational tool in writing instruction. Its integration into EFL classrooms holds strong potential to enhance writing development, provided that its implementation is guided responsibly and balanced with human pedagogical support.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed to ensure the effective and balanced integration of generative AI-assisted feedback in English writing instruction.

1. For Students

Students are encouraged to use generative AI-assisted feedback as a supplementary learning resource during drafting and revision stages. Given its perceived usefulness in improving grammar, vocabulary, and structure, generative AI can serve as an initial corrective tool to refine written texts. However, students should critically evaluate generative AI-generated suggestions rather than accepting them automatically. Developing the ability to assess and understand corrections will help learners strengthen their independent writing competence and maintain originality.

2. For Teachers

Teachers may integrate generative AI-assisted feedback strategically within writing instruction. Since learners perceive generative AI as both useful and easy to use, educators can guide students in incorporating *generative AI during preliminary revision stages. This allows classroom time to focus on higher-order writing concerns such as argumentation, coherence, and critical thinking. Teachers should also emphasize ethical awareness and encourage students to use generative AI as a learning support system rather than a substitute for effort.

3. For Educational Institutions

Educational institutions should develop clear guidelines and policies regarding generative AI usage in academic contexts. Providing digital literacy training and workshops on ethical generative AI use will help students understand both the advantages and limitations of generative AI-assisted feedback. Institutional support is essential to ensure that generative AI integration aligns with academic integrity standards and educational objectives.

4. For Future Researcher

Future research may investigate the long-term impact of generative AI-assisted feedback on measurable writing performance through experimental or longitudinal designs. Comparative studies between teacher feedback and generative AI feedback may also provide deeper insights into their relative effectiveness. Additionally, exploring different learner populations, proficiency levels, or cultural contexts may reveal variations in perception and acceptance of generative AI tools. Mixed-method approaches incorporating interviews or classroom observations could further enrich understanding of learners' experiences.