

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

This study investigated the experiences of pre-service English teachers in using AI assistance tools for developing reading materials. The findings revealed that participants used AI assistance tools in four main ways, namely through prompt-based interaction, generating reading materials, adapting materials to students' needs, and supporting material evaluation and revision.

Participants interacted with AI tools such as ChatGPT, Gemini, QuillBot, Grammarly, and Canva by providing prompts based on students' proficiency levels, learning objectives, and instructional needs. AI was used to generate reading texts, learning activities, and instructional content. In addition, participants used AI to adapt materials by simplifying language, adjusting vocabulary difficulty, improving readability, and reorganizing content according to students' needs.

Furthermore, participants continuously evaluated and revised AI-generated outputs by verifying accuracy, correcting language errors, improving clarity, and ensuring that the materials matched students' needs and instructional objectives. These findings indicate that AI functioned as a supportive assistant rather than replacing the pedagogical role of teachers in material development.

The findings also showed that AI tools provided several important benefits for pre-service English teachers. Participants perceived AI as useful for improving time efficiency because it accelerated brainstorming, drafting, paraphrasing, grammar checking, and revising processes. AI also supported idea generation by

helping participants create more engaging, current, and varied reading materials.

In addition, AI tools assisted participants in simplifying texts, paraphrasing complex sentences, improving grammar accuracy, and enhancing the clarity and readability of reading materials. These benefits demonstrate that AI can support pre-service teachers in producing more accessible and learner-friendly reading materials while reducing the time and effort required during the material development process.

Despite the benefits, the findings further revealed several challenges experienced by the participants when using AI tools. Participants reported that AI-generated outputs were sometimes inaccurate, misleading, too general, or not fully aligned with instructional objectives and students' needs. Participants also experienced concerns regarding originality, source reliability, and difficulties in verifying AI-generated content.

In addition, limited digital literacy and difficulties in formulating effective prompts became important challenges that affected the quality of the generated materials. These findings indicate that AI-generated materials cannot be accepted directly without careful evaluation, revision, and pedagogical adaptation. Therefore, teacher supervision, critical thinking, AI literacy, and ethical awareness remain essential in the process of integrating AI into educational practices.

Overall, this study concludes that AI assistance tools have significant potential to support pre-service English teachers in developing reading materials more efficiently and creatively. However, the successful integration of AI still

depends on teachers' pedagogical knowledge, technological skills, critical evaluation abilities, and ethical responsibility. AI should therefore be viewed as a supportive educational tool that complements teachers' professional roles rather than replacing them in the instructional material development process.

Nevertheless, this study has several limitations. First, the study only involved a limited number of pre-service English teachers within a specific educational context, which may limit the generalizability of the findings. Second, the study relied mainly on interview data and participants' self-reported experiences without directly observing classroom implementation. In addition, this study focused on participants' experiences, benefits, and challenges when using AI rather than examining the effectiveness of AI-generated reading materials on students' learning outcomes. Therefore, the findings mainly represent participants' perceptions and experiences regarding AI-assisted reading material development.

## **B. Recommendation**

Based on the findings of this study, several recommendations are proposed for pre-service English teachers, teacher education institutions, and future researchers.

For pre-service English teachers, it is recommended to use AI tools critically, responsibly, and ethically during the process of developing reading materials. AI-generated outputs should not be used directly without careful evaluation and revision. Instead, pre-service teachers should actively adapt the generated materials according to students' proficiency levels, learning objectives, and classroom contexts. In addition, pre-service teachers are encouraged to

improve their AI literacy skills, particularly in creating effective prompts, verifying information accuracy, evaluating source credibility, and maintaining originality in instructional materials.

For teacher education institutions, it is recommended to provide more training and guidance regarding the responsible integration of AI in English language teaching. Universities and teacher training programs should strengthen courses related to digital literacy, AI literacy, ethical AI use, and technology-supported pedagogy. Institutions are also encouraged to provide practical training on how to evaluate and adapt AI-generated materials critically so that future teachers are better prepared to integrate AI effectively in classroom learning.

For teacher educators, the findings of this study may serve as valuable input for integrating AI-related competencies into teaching and learning activities. Teacher educators should guide pre-service teachers not only in using AI tools technically, but also in developing critical thinking, ethical awareness, and pedagogical decision-making skills when interacting with AI-generated content.

For future researchers, it is recommended to involve more participants and broader educational contexts to gain a more comprehensive understanding of AI integration in English language education. Future studies may also examine the effectiveness of AI-generated reading materials through classroom implementation and explore issues such as ethics, teacher readiness, and the long-term impact of AI on language teaching and learning.