CHAPTER V

CONCLUSIONS

This study aimed to investigate the implementation, effectiveness, and benefits and drawbacks of using ChatGPT in Genre-Based Writing Class A of the English Study Program at Jenderal Soedirman University in the Academic Year 2024/2025. In this chapter the researcher presents two main sections, conclusions and suggestion which drawn based on the findings and discussions presented in Chapter IV.

5.1 Conclusions

Based on the research findings, the researcher concluded that the findings could answer the research questions. The researcher explains the conclusion of the research as follow:

First, the implementation of ChatGPT in genre-based writing instruction was proven to have a significant positive impact on students' writing performance. The comparison between pre-test and post-test results showed a substantial improvement in students' writing scores after the use of ChatGPT. The increase in the mean score from 70.78 in the pre-test to 83.47 in the post-test indicates that after the treatment ChatGPT effectively supported students in understanding and applying genre-based writing concepts. Furthermore, the statistical analysis using a paired-sample t-test confirmed that the improvement was statistically significant, indicating that the implementation of ChatGPT had a meaningful influence on students' genre-based writing achievement.

Second, the findings from the questionnaire revealed that the use of ChatGPT was effective in supporting the learning process from students' perspectives. Most students perceived that ChatGPT helped them understand writing concepts better, improved the efficiency of the writing process, increased their confidence in writing, and enhanced the overall quality of their writing. ChatGPT also functioned as a supportive learning tool by providing explanations, examples, and feedback that facilitated students' understanding of genre structures and language features. Therefore, the use of ChatGPT in Genre-Based Writing Class A can be considered effective when viewed from both learning outcomes and students' perceptions.

Third, the classroom observation results indicated that the use of ChatGPT offered several benefits as well as some drawbacks. The benefits included increased student enthusiasm, active participation, improved idea organization, and better writing performance. ChatGPT contributed to a more engaging and interactive classroom atmosphere and supported students' autonomy during the writing process. However, some drawbacks were also identified, such as students' difficulties in using ChatGPT effectively, varying levels of digital literacy, technical issues related to internet connectivity, and students' tendency to rely excessively on ChatGPT. These challenges highlight the importance of careful guidance and supervision in the integration of AI tools in writing instruction.

In conclusion, ChatGPT can be an effective and beneficial tool in genre-based writing instruction when used appropriately. It enhances students' writing performance, learning efficiency, confidence, and engagement. However, to maximize its benefits and minimize its drawbacks, lecturers should provide clear

instructional guidelines, promote critical and ethical use of AI-generated content, and ensure that ChatGPT is utilized as a learning aid rather than a substitute for students' own writing skills. Overall, the findings of this study suggest that ChatGPT has strong potential to support genre-based writing instruction in higher education contexts.

5.2 Suggestions

After concluding the research findings, the researcher provides suggestions and reccomendations to benefit students, teachers, readers, and future researchers.

5.2.1 Suggestions for Teachers

Teachers are encouraged to integrate ChatGPT into genre-based writing instruction as a supportive learning tool rather than a replacement for students' writing efforts. Based on the findings, ChatGPT can effectively assist students in understanding genre structures, language features, and writing organization. Therefore, teachers should design learning activities that guide students in using ChatGPT to generate ideas, analyze genre conventions, and revise drafts critically. Teachers are also advised to provide clear instructions and boundaries regarding the use of ChatGPT. Explicit guidance on how to formulate effective prompts, evaluate AI-generated content, and adapt suggestions to their own writing is essential to prevent students from relying excessively on the tool. By doing so, teachers can help students develop critical thinking skills and maintain academic integrity.

In addition, teachers should incorporate reflective and evaluative tasks, such as asking students to explain how ChatGPT assisted them in the writing

process or to compare AI-generated suggestions with their own ideas. This approach encourages awareness and ensures that students remain actively involved in the learning process. Teachers are further encouraged to monitor students' use of ChatGPT during writing activities, particularly to address differences in digital literacy levels among students. Providing short training sessions or demonstrations on how to use ChatGPT effectively can help reduce students' difficulties and ensure more equitable learning outcomes. Finally, teachers should remain aware of ethical considerations in using AI tools and continuously update their instructional strategies in response to technological developments for students.

5.2.2 Suggestions for Students

Students are encouraged to use ChatGPT responsibly and critically as a learning aid in genre-based writing. Rather than copying AI-generated content directly, students should use ChatGPT to support idea generation, improve text organization, and clarify language use. Students are advised to reflect on the suggestions provided by ChatGPT and adapt them according to their own understanding of genre conventions and writing objectives. Students should also develop their digital literacy skills by learning how to create effective prompts and evaluate the relevance and accuracy of AI-generated responses. This skill is important to ensure that ChatGPT contributes positively to the learning process rather than limiting creativity or independent thinking. Moreover, students are encouraged to balance the use of ChatGPT with their own writing practice. While ChatGPT can reduce writing anxiety and improve

confidence, students should continue to practice writing independently to strengthen their critical thinking, originality, and language proficiency. Responsible use of ChatGPT will help students gain long-term benefits and improve their writing competence beyond the classroom.

5.2.3   Suggestions for Future Researchers

Future researchers are encouraged to explore the use of ChatGPT in different learning contexts, such as other language skills (reading, speaking, or listening) or different levels of education, including secondary schools or postgraduate programs. This would provide a broader understanding of the role of ChatGPT in language learning. Additionally, future studies could employ a longer treatment period to examine the long-term effects of ChatGPT on students' writing development and critical thinking skills. Using mixed-method or research designs may yield deeper insights into how students' writing abilities evolve over time with sustained use of AI tools.

Future researchers are also encouraged to investigate strategies to minimize the drawbacks identified in this study, such as over-reliance on ChatGPT and challenges related to digital literacy. Comparative studies between AI-assisted writing and traditional writing instruction could further clarify the effectiveness of ChatGPT in genre-based writing. Finally, future research could focus on ethical issues and academic integrity in AI-assisted writing, including students' awareness of plagiarism and responsible AI use. This line of research would be valuable in developing pedagogical guidelines and institutional policies for the effective and ethical integration of AI tools in higher education.