

CHAPTER V

DISCUSSION

The findings of this study indicate that students' experiences with ChatGPT as an AI-Assisting learning media in English english writing were shaped more by informal exposure such as peers, family members, or social media than by formal instruction. This shows that the diffusion of new technologies among vocational students is largely peer-driven, which supports the Technology Acceptance Model (TAM) framework where awareness and perceptions of usefulness influence adoption. Similar to Wicaksono (2023), the students in this study demonstrated that once they recognized ChatGPT as easy to use and beneficial, they tended to explore it more actively in their writing activities. However, the lack of systematic introduction from teachers also explains why usage varied and sometimes resulted in confusion when the AI output did not match their academic needs.

The students highlighted perceived ease of use as a key strength of ChatGPT, describing the tool as accessible and intuitive. Yet, their responses also revealed the importance of prompt literacy the ability to provide clear instructions to receive useful answers. This aligns with Prabowo et al. (2024), who emphasized that effective use of AI in learning requires not only access but also user competence in operating the tools. Students found that ChatGPT could generate grammar corrections, vocabulary suggestions, and outlines, but they also reported the need to adapt overly formal or

complex outputs. This reflects the balance between the technological affordances of AI and students' critical skills in evaluating and modifying the responses.

Another major theme was the role of ChatGPT in enhancing the quality of english writing. Students consistently noted improvements in idea generation, organization, coherence, and vocabulary development. For instance, ChatGPT helped them break down broad topics into smaller subthemes, create outlines, and add transition sentences for better coherence. These findings echo those of Huy (2025), who observed that ChatGPT could function as a virtual assistant throughout the writing stages pre-writing, drafting, and revising thus supporting a more process-oriented approach to writing. In this study, students felt more confident and independent after using ChatGPT, which resonates with Thompson's (2011) notion that english writing is both cognitive and social, and can be scaffolded by interactive tools.

Nevertheless, the findings also revealed limitations and potential risks. Some students expressed confusion when the AI produced responses that were too formal, irrelevant, or contextually mismatched. This is consistent with concerns raised by Cardon et al. (2023) and Fatimah (2019), who warned that overreliance on AI tools may lead to dependency or superficial learning if students fail to critically assess the generated text. In this study, while ChatGPT was valuable in providing technical assistance, all participants agreed that it could not replace teacher feedback, which remained essential for contextual understanding, curriculum alignment, and personalized guidance. This balance between AI support and human instruction highlights the importance of integrating AI responsibly into pedagogy.

Overall, the discussion demonstrates that ChatGPT holds significant potential as a supportive tool for English english writing in vocational schools. Its ability to provide instant feedback, idea generation, and language correction aligns with the modern pedagogical emphasis on interactive and student-centered learning (Mayer, 2009; Rinda et al., 2018). However, to maximize its benefits, teachers need to provide training on prompt formulation, encourage critical evaluation of AI outputs, and integrate ChatGPT within structured writing activities. Without such guidance, the tool risks being underutilized or misapplied. Thus, the findings suggest that the effective adoption of ChatGPT in vocational education requires not only technological readiness but also pedagogical innovation that empowers students to use AI critically and creatively in their english writing.