

CHAPTER VI

CONCLUSION & SUGGESTION

E. Conclusion

This study explored the perceptions and experiences of eleventh-grade vocational students at SMK Negeri 3 Madiun in using ChatGPT as an AI-Assisting learning media for English english writing. Based on the findings, several conclusions can be drawn.

First, students' awareness and use of ChatGPT were mostly influenced by informal exposure from peers, family members, and social media rather than formal classroom instruction. Despite the limited institutional guidance, students generally perceived ChatGPT as easy to use and beneficial for their writing tasks. This supports the Technology Acceptance Model (TAM), which highlights perceived usefulness and ease of use as the main factors in technology adoption.

Second, ChatGPT was perceived as particularly helpful in improving the writing process across different stages. Students reported that the tool Assisting them in generating ideas, organizing texts through outlines, enhancing vocabulary, checking grammar, and providing models of coherence. These features contributed to increased confidence and independence in english writing, which indicates that ChatGPT functioned as both a cognitive and motivational support.

Third, while ChatGPT was valued as a supportive tool, students acknowledged its limitations. The AI sometimes produced outputs that were overly formal, contextually irrelevant, or difficult to understand. Students also agreed that ChatGPT could not replace teacher feedback, which remained essential for contextual guidance, assessment of content relevance, and encouragement of critical thinking. Thus, ChatGPT should be considered a complementary tool that supports, rather than substitutes, human instruction.

In summary, the study concludes that ChatGPT has significant potential to enhance vocational students' English writing skills when integrated thoughtfully into the learning process. However, its effectiveness depends on students' ability to use it critically and teachers' role in providing appropriate guidance.

F. Suggestion

Based on the findings and conclusions, the integration of AI in classrooms can be carried out more effectively, ethically, and sustainably to enhance students' linguistic competence, critical thinking, and confidence in English writing. By considering these suggestions:

1. For Students

Students are encouraged to use ChatGPT as a supportive tool to enhance their English writing skills, especially for generating ideas, expanding vocabulary, and checking grammar. However, they should avoid overreliance by critically evaluating

the AI-generated content and making necessary adjustments to align with the assignment requirements and their own writing style.

2. For Teachers

English teachers should integrate ChatGPT into writing instruction by providing explicit training on how to use the tool effectively, such as formulating clear prompts and adapting AI output to the students' level. Teachers also need to emphasize the importance of critical evaluation so that students do not accept AI suggestions uncritically. Teacher feedback should remain central to guide students in content relevance, creativity, and critical thinking.

3. For Schools and Educational Institutions

Schools should provide professional development programs to equip teachers with the knowledge and skills to incorporate AI tools like ChatGPT into pedagogy. Institutions may also consider developing policies and guidelines to ensure the ethical and productive use of AI in classrooms. Integrating ChatGPT into the learning management system can further support students' independent learning.

4. For Future Researchers

Further research is needed to explore ChatGPT's role in other aspects of English language learning, such as speaking and reading, or in different educational levels. Quantitative studies with larger samples could also be conducted to measure the impact of ChatGPT more systematically. Additionally, future studies could investigate how teacher training and institutional policies influence the effectiveness of AI integration in classrooms.