

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. CONCLUSIONS**

Based on the findings and discussion presented in the previous chapter, the researcher draws the following conclusions regarding the eighth-semester student's experiences in navigating learning and integrity when utilizing ChatGPT in English language learning:

1. Students primarily utilize ChatGPT as a supplementary tool to enhance their academic workflow such as generating writing outlines, checking complex grammar, and expanding vocabulary rather than treating it as a primary source. This adoption is heavily accelerated by strong Facilitating Conditions, specifically the availability of stable campus Wi-Fi and the flexibility of multi-platform access via mobile devices and laptops. These facilities successfully eliminate spatial and temporal barriers, allowing students to remain academically productive anywhere and anytime.
2. Students demonstrate a profound awareness of plagiarism risks and academic integrity. They fully understand that verbatim copy-pasting of AI-generated content constitutes an academic violation. To uphold integrity, they employ active cognitive strategies, such as using ChatGPT for comparative analysis (comparing personal analysis with AI outputs) and conducting thorough manual paraphrasing to ensure the authenticity of their writing.
3. Beyond plagiarism, students experience tangible concerns regarding potential cognitive degradation and the loss of their critical writing skills due to an over-reliance on AI. To mitigate this risk, they practice conscious self-regulation by strictly limiting their interaction with ChatGPT, utilizing it only during critical moments of writer's block or for final grammar evaluation, thereby actively protecting their independent analytical faculties.

## **B. SUGGESTIONS**

In light of the conclusions above, the researcher offers several targeted suggestions for the following parties:

### **1. For the Students**

Eighth-semester students and language learners in general should maintain their critical agency and responsible attitude when interacting with generative AI platforms. ChatGPT should consistently be positioned as an intellectual collaborator or brainstorming partner rather than a shortcut to circumvent the actual writing process. Continuous practice of manual paraphrasing and strict self-regulation are highly encouraged to safeguard their long-term analytical and creative writing skills.

### **2. For the English Lecturers and Institutions**

The English Education Study Program and the university are advised to proactively respond to the inevitability of AI integration in higher education. Rather than enforcing restrictive bans, the institution should integrate ethical AI literacy into academic guidelines. Furthermore, lecturers are encouraged to transition toward process-based assessments, where the developmental stages of critical thinking and drafting are evaluated alongside the final written product, fostering an ecosystem that supports both technological competence and academic integrity.

### **3. For Future Researchers**

Future researchers are suggested to expand the scope of this study by exploring different methodology designs, such as quantitative or mixed-methods approaches, to measure the statistical correlation between AI self-regulation and students' actual writing proficiency. Additionally, investigation could be extended to lower-semester students or across diverse academic disciplines to obtain a more comprehensive comparative paradigm regarding AI adoption in higher education.

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