CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research, the researcher investigates how third-semester English students at the University of Batanghari feel about using Artificial Intelligence (AI) tools, such as ChatGPT and Gemini, when they write descriptive texts. After looking closely at the data, it is clear that students have an overwhelmingly positive attitude toward these technologies, seeing them as essential partners in their learning journey rather than just temporary gadgets. Every single student in the study reported feeling more motivated and excited to write when they could use AI, showing that the technology makes schoolwork feel less like a chore and more like an interesting activity. This high level of enthusiasm is a strong sign that AI helps students overcome the boredom or frustration they often feel when trying to write in a foreign language.

Positive attitudes were also expressed toward interacting with AI applications. Students Have an Extremely Positive View of AI The most important finding is that students have a very high opinion of AI tools. On a scale from 1 to 5, the average scores were between 4.15 and 4.52, which means almost every student "Agrees" or "Strongly Agrees" that AI is effective. They do not see AI as just a fun gadget or a temporary trend; instead, they see it as a serious and high-value tool that makes the difficult task of writing in English much easier to manage. Ai makes students excited and focused (engagement) meaning one of the biggest

successes of using AI is how it changes students' feelings toward their schoolwork. Every single student (100%) in this study said they felt enthusiastic and motivated to write when they had AI to help them. Because the technology is interesting and easy to use, students find themselves focusing more on their tasks and spending more time refining their writing rather than getting frustrated and giving up.

The Most Helpful Parts of AI for Descriptive Writing While AI does many things, students identified three specific areas where it helps them the most when writing descriptions. Descriptive writing is about "painting a picture" with words so a reader can imagine a person, place, or thing. More than half of the students (53.3%) strongly agreed that AI helps them do this by suggesting sensory details and descriptive adjectives that make their stories come to life.

Most of students agreed if AI have can help them to fixing grammar and vocabulary, many students struggle with repeating the same simple words or making grammar mistakes. The research found that students rely heavily on AI to fix their grammar (Mean = 4.60) and to suggest better, more professional words (Mean = 4.53). This acts as a "safety net," allowing students to focus on their creative ideas while the AI handles the technical side of the language. Organizing Thoughts Students often have many ideas but find it hard to put them in the right order. About 73.4% of students reported that AI acts like a "digital guide," helping them arrange their messy thoughts into a logical and professional structure.

High satisfaction and future use students are not just using AI because they have to; they are using it because they are genuinely happy with the results. A total

of 93.3% of the students said they were highly satisfied and plan to keep using AI for their future assignments. They feel that the "quality" of what they produce with AI is much higher than what they could do alone, which gives them more confidence in their academic abilities.

These results strongly support the theories and previous studies mentioned earlier in this thesis. For example, the findings agree with Asep Febrina & Asep Kartolo (2024), who also found that students have a very positive perception of using AI for English writing tasks. It also backs up the ideas of Marzuki, et al. (2025), who argued that AI is a great tool for helping students organize their thoughts and improve their vocabulary. However, the study also found that about 26.7% of students are still a bit cautious, which matches the warnings from Rahayu et al. (2024) about not becoming too dependent on technology. Overall, while students love the help AI gives them, they still recognize that their own hard work and critical thinking are the most important parts of being a successful student.

5.2 Suggestion

Based on the conclusions above, the researcher offers the following suggestions to help teachers, students, and other researchers in the future:

1. For English Teachers and Educators Teachers should try to find ways to include AI tools in their classroom lessons instead of being afraid of them. It is helpful to show students how to use AI specifically for brainstorming new ideas or for polishing the vocabulary in their descriptive writing. However, it is also very important for teachers to talk to students about "AI Ethics." This means teaching

them that AI should be used as a helpful assistant to help them learn, not as a way to cheat or avoid doing their own thinking. Teachers can use AI to provide instant feedback to every student, which is hard to do in a large class, but they must always remind students to check the AI's work to make sure it is correct and follows the school's rules.

2. For Students Students are encouraged to use AI tools like a "24/7 personal tutor" that can help them whenever they get stuck on a difficult word or a grammar rule. Using these tools can help students feel more confident and less stressed about making mistakes in English. However, students should be careful not to rely on the computer for everything. They should use the AI to learn *how* to write better sentences, rather than just letting the AI do the whole assignment for them. The goal is for the student to eventually become a better writer who understands how to use descriptive language on their own.

3. For Future Researchers This study was a small first step that looked at only 15 students and one specific type of writing. Future researchers should try to do larger studies with many more students from different universities to see if everyone feels the same way. It would also be very interesting to see if AI is just as helpful for harder tasks, like writing research papers or long essays. Finally, instead of just asking students how they *feel* about AI, future studies should use tests to measure exactly how much a student's grade improves after they start using AI tools. This would provide even stronger proof of how much technology is helping students learn English.