

CHAPTER V

CONCLUSION

This chapter provides the conclusion, implications, and suggestions based on the results of the study.

5.1 Conclusion

This study set out to answer two main research questions: first, what challenges do undergraduate English Education students at Universitas Muhammadiyah Bengkulu face when using AI writing tools in the thesis writing process? and second, how do these students respond to or overcome such challenges?

The results identified five primary challenges. First, dependency on AI tools was a common issue, as frequent use made some students less confident and reduced their ability to generate ideas and develop arguments independently. Second, students faced concerns about originality and academic integrity, with AI-generated outputs often failing to reflect their own writing style, leading to risks of plagiarism if used without significant revision. Third, many students experienced difficulties in following academic writing conventions, such as formal language use, accurate citation, and proper thesis structure, despite AI assistance with grammar and organization. Fourth, technical and conceptual limitations including restricted access to premium features, inaccurate or fabricated references, and occasional system errors hindered smooth integration of AI into the writing process. Finally, some students reported reduced writing confidence, feeling that their work no longer fully represented their own intellectual effort.

To address these issues, students employed several strategies. These included limiting AI usage to supportive roles, paraphrasing AI-generated text, using plagiarism checkers, verifying references manually, consulting with supervisors or peers, and strengthening personal writing skills through reading and independent practice. Such approaches demonstrate an awareness among students of the risks associated with AI, as well as a willingness to take active steps toward ethical and effective use.

In conclusion, the study confirms that AI writing tools such as ChatGPT, Grammarly, and Quillbot can significantly assist students in thesis writing, especially for those facing language-related challenges. However, their effectiveness depends on responsible and critical use, ensuring that AI serves as a complementary aid rather than a replacement for students' own thinking and creativity. With adequate academic guidance

and clear institutional policies on ethical AI use, these tools can contribute positively to both the quality and efficiency of the thesis writing process.

5.2 Implications

The findings of this study carry several implications for students, lecturers, and the university. For students, the use of AI writing tools appears to be a double-edged sword. On one hand, these tools can support their writing process, especially in terms of grammar, sentence structure, and idea generation. On the other hand, there is a risk of becoming overly dependent on the technology, which may weaken students' ability to think critically and write independently.

For lecturers, the results highlight a growing need to understand how students interact with AI tools during academic writing. This awareness can help educators respond more effectively not only by assessing the quality of the students' work, but also by acknowledging the role AI plays in shaping that work.

At the institutional level, the increasing use of AI in academic tasks indicates that universities must reconsider traditional approaches to academic integrity and support. The study suggests that without clear policies and awareness-building efforts, the academic community may face challenges related to plagiarism, overreliance, or ethical misuse of AI tools.

Overall, this research sheds light on how AI is influencing the academic environment, particularly in thesis writing. It prompts educators and institutions to reflect on how they can adapt to technological changes while maintaining academic standards.

5.3 Suggestions

Based on the findings of this study, the following suggestions are provided for students, lecturers, the university, and future researchers:

1. For students:

Students are encouraged to use AI writing tools wisely and responsibly. They should avoid using AI as the main source of their writing, and instead develop their own ideas first. AI can be used as a helper for grammar correction or sentence improvement but students must still write in their own words. It is also important for students to paraphrase AI-generated content and use plagiarism checkers before submitting their work. Practicing

writing without AI and reading academic sources regularly will help improve their independent writing skills.

2. For lecturers or thesis supervisors:

Lecturers are advised to pay closer attention to how students use AI tools during the thesis writing process. They should open discussions about the ethical use of AI and give clear feedback when AI use seems excessive. Supervisors can encourage students to explain how they use AI in their writing process and support them in developing critical thinking and academic writing skills. It would also be helpful to provide writing exercises that strengthen students' ability to form original arguments.

3. For the university:

The university should create official guidelines or policies related to the use of AI in academic writing. These rules should clearly explain what is allowed and what is considered academic dishonesty. The university is also encouraged to provide training or workshops on digital literacy, AI ethics, and responsible technology use. This will help students better understand both the benefits and risks of AI tools in their academic work.

4. For future researchers:

This study focused on English Education students from one university, using a qualitative approach. Future researchers are encouraged to involve students from different study programs or universities to compare experiences and challenges. Other studies can also explore different types of AI tools, or how AI is used in other academic tasks such as essay writing, presentations, or classroom learning. In addition, future research may use quantitative or mixed-method designs to provide broader and more detailed insights about AI use in academic contexts.