

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains a summary of the research results that have been examined by researchers, and also recommendations for future researchers that can help future researchers to continue or develop further research in the same field.

5.1 Conclusion

Based on the findings of this study, it can be concluded that higher education students generally hold positive perceptions toward the use of Artificial Intelligence (AI) tools in academic writing, especially regarding technical aspects such as structure, grammar, idea development, and productivity. ChatGPT was the most frequently used AI tool, followed by Grammarly and Quillbot. Despite these advantages, ethical concerns remain substantial, particularly regarding the originality of students' work and the potential decline of critical thinking skills due to overreliance on AI-generated content.

The study further revealed that students are not passive users of AI technologies; instead, they engage with these tools thoughtfully and strategically. Six key strategies were identified in maintaining academic integrity while using AI: treating AI as a tool rather than a substitute, actively paraphrasing and modifying AI outputs, incorporating personal opinions and external references, verifying originality through plagiarism detection tools, implementing ethical awareness and moral reasoning, and managing the use of AI under time pressure. These strategies reflect students' critical engagement, ethical reasoning, and responsible use of technology. Therefore, AI is not perceived as a threat, but as a partner in the learning process, provided that its use aligns with academic integrity principles. Therefore, the integration of AI in academic writing must be accompanied by critical awareness, ethical guidance, and institutional support to ensure it enhances, rather than replaces, students' academic development.

5.2 Suggestions

In light of the results obtained, several suggestions are proposed for different stakeholders:

1. For Students

Students are encouraged to continuously enhance their digital literacy and ethical awareness in using AI-assisted tools. AI should be treated as a complement to critical thinking and personal effort in academic writing, not as a shortcut that compromises originality.

2. For Lecturers and Academic Staff

Instructors should provide guidance on the ethical use of AI in academic contexts. Developing instructional materials, classroom discussions, and practical examples of responsible AI use can help prevent unethical practices and foster a deeper understanding of AI's role in learning.

3. For Higher Education Institutions

Universities are advised to formulate clear policies and regulations concerning AI usage in academic writing. Additionally, workshops and training sessions on ethical AI use should be regularly conducted to educate both students and staff on responsible and effective practices.

4. For Future Researchers

Given the scope limitations of this study, which focused on English Education students in a single university, future researchers are encouraged to explore broader samples across various disciplines and institutions. Quantitative studies could also investigate correlations between the frequency of AI use and academic performance or instances of academic misconduct, to provide a more comprehensive understanding of AI's impact on academic integrity.