

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings, it can be concluded that vocational high school students at SMK Model Patriot IV Ciawigebang generally have a positive perception toward the use of Artificial Intelligence (AI) as English learning tools. Students acknowledge that AI helps them in understanding complex materials, increases their motivation and interest, and enhances their engagement in learning English. They especially value AI tools that simplify content, provide vocabulary support, improve language skills, and offer instant feedback.

However, while students perceive AI as beneficial, they also experience several challenges, including feeling overwhelmed by excessive information, limited contextual relevance in AI feedback, and the tendency to depend heavily on AI-generated content. These findings highlight the dual role of AI, as both a powerful aid and a potential obstacle in language learning, depending on how it is used. Thus, AI should not be seen as a replacement for critical thinking or teacher instruction but rather as a complementary tool that requires careful guidance and digital literacy.

5.2 Suggestion

Based on the findings of this study, several suggestions are proposed for students, teachers, institutions, and future researchers.

5.2.1 For Students

It is important to use AI tools wisely and not depend entirely on them. Students are encouraged to combine AI with other learning resources such as books, teachers, and peers to develop critical thinking and independent learning skills. They should also be cautious of the accuracy of AI-generated information and verify it when necessary.

5.2.2 For Teachers

It is suggested that students integrate AI tools into the classroom with guidance and supervision. Teachers can play a crucial role in helping students understand the proper use of AI by teaching them how to evaluate AI responses, how to use prompts effectively, and how to reflect critically on the answers provided by AI tools. Teachers should also address the potential risks, such as overreliance and academic dishonesty, and promote AI as a support tool rather than a replacement for learning.

5.2.3 For Schools and Educational Institutions

It is recommended to provide support systems such as digital literacy programs or training on the responsible use of AI. Ensuring equitable access to internet connections and devices is also essential to avoid digital gaps that may prevent some students from benefiting from AI-based learning.

5.2.4 For Future Researchers

This study opens opportunities to explore how different student groups, such as those in junior high school, university, or different regions, perceive and use AI in English learning. Researchers may also conduct longitudinal studies to investigate how AI impacts language learning outcomes over time or explore in more depth the ethical implications and pedagogical strategies in AI-supported learning.