

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Referring to the results of the data analysis and discussion outlined in Chapter IV, this study concludes several conclusions, as follows:

1. Teachers perceived artificial intelligence (AI) as a learning tool that supports improvements in the accuracy of students' descriptive writing, particularly in terms of grammar, vocabulary, and organisation. Teachers admitted that AI provides instant corrective feedback, helping students identify and correct errors independently. However, teachers emphasise that AI cannot replace their role as facilitators, evaluators, and ethics supervisors. They highlight that AI lacks human empathy, contextual understanding, and the capability to assess creativity. Therefore, teacher involvement is crucial to ensure that AI is used appropriately and meaningfully.
2. Students generally have a positive perception of artificial intelligence (AI) in descriptive writing. They perceive AI as easy to use, motivating, and useful for improving vocabulary and grammar. Most students report that AI simplifies the writing process and boosts their confidence thanks to immediate feedback. Yet, some students admitted to the limitations of AI, such as inaccuracy in context, the risk of dependency, and reduced

creativity.

3. Both teachers and students encounter several challenges in implementing AI in the writing process. Teachers report concerns related to students' excessive dependence on AI, unequal access to internet connectivity, and difficulties in monitoring the authenticity of students' written work. Meanwhile, students identify AI weaknesses such as inaccurate output, decreased creativity, internet limitations, and overdependence. These challenges indicate that although AI offers substantial benefits, its integration requires careful supervision and balanced pedagogical strategies to maintain student engagement, originality, and academic integrity.
4. Artificial Intelligence tools are considered effective in enhancing the mechanical aspects of writing, including grammar, vocabulary, spelling, and sentence structure. Both teachers and students agree that AI supports fluency and precision in writing descriptive texts. However, AI is less effective in fostering creativity and idea development. Writing improvement is most optimal when AI functions as a scaffolding tool rather than a substitute for students' cognitive processes. Therefore, AI is best utilised as a complementary learning tool that supports, but does not dominate, the writing process.
5. Overall, this study concludes that AI has significant potential to support

descriptive writing instruction at the vocational school level. However, its effectiveness depends on balanced implementation, ethical guidance, and continuous teacher supervision to ensure that students' creativity, autonomy, and authenticity in writing are preserved.

B. Suggestions

Based on the findings and conclusions of this research, several suggestions can be made for teachers, students, and future researchers:

1. Suggestions for Teachers

Teachers are advised to integrate Artificial Intelligence (AI) as a tool to support the writing learning process, not as the main source for producing text. Teachers need to provide clear guidance on how to use AI ethically and effectively, and ensure that students do not simply copy AI results but understand the process of improving them. In addition, teachers should monitor the development of students' creativity and independence so that the use of AI does not reduce critical thinking skills or originality of ideas. Training or workshops on AI literacy are also important so that teachers can better understand how to optimally utilise this technology in English language learning.

2. Suggestions for Students

Students are expected to use AI as a tool to improve their writing skills, particularly in terms of grammar, vocabulary and text structure,

rather than as a substitute for thinking. Students need to develop the habit of evaluating and verifying AI output to avoid contextual errors and maintain the authenticity of their writing. To prevent dependency, students are advised to continue practising writing independently while using AI as a learning companion, not as an instant solution. In this way, the use of AI can help improve writing skills without reducing creativity and analytical abilities.

3. Suggestions for Future Researchers

This study provides an initial overview of teacher and student perceptions of the use of AI in descriptive writing, but there are several limitations that should be considered. First, the study was conducted in only one school (SMKN 2 Pandeglang) and at one grade level, so the findings cannot be generalized to a wider population. Second, the research instruments used were only interviews and perception questionnaires, thus not objectively measuring writing skill improvement through pre- and post-tests. Third, the study focused only on descriptive text writing, so the impact of AI use on other text types remains unknown.

Therefore, future researchers are advised to expand the scope of the study to more schools and grade levels for more representative results. The use of mixed methods involving direct measurement of writing performance, such as pre- and post-tests, is also important to obtain a more accurate picture of AI's effectiveness. Furthermore, further research should

explore the influence of AI use on other writing genres, such as narrative, expository, or argumentative, to gain a more comprehensive understanding of AI's role in writing learning.