

CHAPTER V

CONCLUSION

A. Conclusion

This study investigated the linguistic error profile of first-semester students' recount texts and explored their perceptions of using Claude AI as an academic writing assistant. The findings were obtained through an explanatory sequential mixed-method design consisting of quantitative error analysis and qualitative interviews with eight selected participants. Three research questions guided this study, and the conclusions are presented based on those questions.

The results indicate that Claude AI substantially contributes to improving students' linguistic accuracy and writing awareness. Quantitative findings show that the most frequent errors were related to sentence structure (28.6%), capitalization (27.8%), and spelling (21.9%). These error patterns reveal that students struggled with syntactic accuracy and mechanical control before receiving AI-based feedback. The qualitative results further confirm that Claude AI helped students identify unnoticed mistakes, understand grammatical patterns, and revise their writing more effectively. Therefore, Claude AI functioned as a practical scaffold that enhanced students' noticing skills and supported their ability to revise independently.

Improvements were observed across three domains: linguistic accuracy, text organization, and writing confidence. Quantitatively, the mean number of errors per student was 20.4, indicating moderate improvement compared to the

typical error rates found in first-semester EFL learners. Qualitatively, students reported increased accuracy in grammar, clearer sentence structure, improved vocabulary use, and better control of capitalization and punctuation. Students also described greater clarity in idea organization and stronger confidence when producing recount texts. Overall, the integration of Claude AI led to both measurable linguistic progress and positive affective development.

Students expressed overwhelmingly positive perceptions toward Claude AI. They viewed the tool as helpful, motivating, and supportive in enabling them to revise independently. Participants appreciated the immediate feedback, clear examples, and non-judgmental correction style that reduced writing anxiety. Despite some challenges such as occasional overreliance and general feedback, students agreed that Claude AI should be implemented in writing classes and intended to use it for future academic tasks. These positive perceptions highlight the tool's potential for long-term integration into EFL writing instruction.

Overall, the findings conclude that Claude AI enhances students' linguistic accuracy, supports writing development, increases confidence, and is positively perceived by learners. However, its use must be balanced with teacher guidance to avoid dependency and ensure meaningful skill internalization.

B. Suggestion

Based on the findings of this study, several suggestions are proposed for the future implementation of Claude AI in academic writing settings.

Teachers are encouraged to integrate Claude AI as a complementary tool to support the writing process, not as a replacement for pedagogical instruction, while providing continuous guidance to prevent students from becoming overly dependent on automated feedback. Students are advised to use Claude AI thoughtfully by analyzing the reasons behind each correction to strengthen their independent writing competence and long-term skill development rather than relying on automatic revision. Educational institutions are recommended to support the availability and accessibility of AI-based learning platforms and provide training for both teachers and students to ensure ethical, balanced, and effective use in writing instruction. Future researchers are suggested to explore the long-term effects of AI feedback on writing improvement across different writing genres, larger populations, and extended time periods to gain deeper insight into the role of AI in enhancing learner autonomy and writing performance. It is hoped that these suggestions can contribute to the meaningful and sustainable integration of AI-assisted feedback in EFL writing education.