

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this study the researcher found that ChatGPT significantly affects various dimensions of writing, technically, cognitively and social-ethic aspects.

On the cognitive level, ChatGPT has effects students' critical thinking and independent idea development. The availability of complete and well-structured responses from ChatGPT has made students more passive in engaging with the core writing process, such as brainstorming, analysing, and synthesizing information, as a result, cognitive engagement in writing is notably diminished among those who heavily use this tool.

On the technical side, ChatGPT contributes positively by helping students in grammar, structure, and vocabulary usage. However, this benefit comes with a risk of over-reliance, where students bypass the learning process of mastering essential writing skills and instead depend on ChatGPT in generating texts. This can lead to a decline in the development of linguistic competence, creativity, and individual expression in writing.

In terms of social and ethical disruption found that students tend to work independently with ChatGPT and engage less in collaborative learning activities. Furthermore, disparities in access to technology, lack of awareness about academic integrity, and the potential for plagiarism were also identified as emerging issues associated with the use of ChatGPT in writing.

The overall analysis showed that students who used ChatGPT extensively tended to produce writing with higher technical quality but lower authenticity and personal contribution. In contrast, students who wrote manually displayed more personal expression but often struggled with grammar and structure. These findings indicate a trade-off between efficiency and originality, which is the core disruption introduced by ChatGPT in the writing process.

5.2 Suggestion

Based on the findings above, several suggestions are proposed to manage and respond to the disruptions caused by ChatGPT in writing. Students are encouraged to use ChatGPT responsibly as a supportive tool rather than a replacement for their own thinking. It is important that they continue to engage actively in the writing process, particularly during the stages of idea development and content construction, to maintain and strengthen their cognitive and creative abilities. Maintaining originality and integrity is crucial in academic writing, and students should be aware of the ethical boundaries when using AI-generated assistance. Lecturers are advised to adjust writing instruction by emphasizing process-based approaches such as multi-stage drafting, peer review, and reflective writing. These strategies can ensure that students remain actively involved in the development of their own texts, rather than relying solely on external tools. Educators should also provide clear guidance and education regarding the ethical and appropriate use of AI technologies in academic settings. Incorporating discussions about plagiarism,

authorship, and critical engagement with AI output will be essential in fostering responsible digital literacy among students.

Also, at the institutional level, universities are encouraged to establish formal policies regulating the use of AI tools like ChatGPT in academic contexts. These policies should include guidelines on acceptable use, academic honesty, and the integration of AI in teaching and assessment. Additionally, institutions should provide workshops or digital literacy programs to equip both students and lecturers with the knowledge and skills to use AI ethically and effectively.

Future researchers are encouraged to conduct longitudinal studies to examine the long-term impact of ChatGPT on students' writing development. Further research can also explore comparative analyses across different academic disciplines, levels of education, or regional contexts to understand the broader implications of another AI disruption in education.