

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, researchers draw conclusions and provide suggestions related to student perceptions of the use of chatGPT in writing narrative texts in tenth grade students of SMA Ar-Rahman Medan.

A. Conclusion

This study aims to understand students' perceptions of the use of ChatGPT in the process of learning to write narrative texts at AR-Rahman High School in Medan. Based on the results of the questionnaire and data analysis conducted using a qualitative approach, it can be concluded that ChatGPT has a significant impact on how students experience and undergo the writing process, both cognitively and affectively. Conceptually, narrative text writing skills require students to develop a coherent and creative storyline, characters, background, and conflict. In this context, ChatGPT serves as a tool that can facilitate students' thinking processes. Of the 69 students, 95% felt that using ChatGPT was beneficial in writing narrative texts, 93% found ChatGPT easy to use in helping them create narrative texts, 94% trusted and planned to use ChatGPT again as a medium to help them write narrative texts, and 94% actually relied on ChatGPT as an aid in completing narrative text assignments.

However, the positive perception is also accompanied by awareness of the negative side of using ChatGPT. Some students revealed that the answers from ChatGPT were too perfect and sometimes made them not think critically. This

shows that there is a risk in the learning process of relying too much on technology without proper pedagogical accompaniment. The use of ChatGPT in narrative writing learning not only has an impact on the quality of writing, but also on the way students perceive the learning process itself. Students feel closer to technology and more actively involved, but at the same time face challenges in maintaining originality and independent thinking. These findings suggest that students' perceptions are not singular, but are divided between those who see ChatGPT as a learning aid and those who feel they are missing out on the challenges of the independent learning process.

Thus, it can be concluded that students' perceptions of ChatGPT in learning to write narrative texts are complex: most show appreciation for its ease and benefits, but also concern about its impact on thinking power and independence. Therefore, the integration of ChatGPT in the context of writing education needs to be designed in a balance between the use of technology and the strengthening of authentic learning processes.

B. Suggestions

Based on the research result, suggestions were given on several matters.

1. For students

Advice for students Based on the findings of this study, students are advised to use ChatGPT wisely and proportionally in the writing process, especially narrative texts. ChatGPT can be a very useful tool in finding ideas, constructing sentences, and expanding vocabulary. However, it is important that students are not completely dependent on this technology, so that critical thinking skills,

creativity and independence in writing are honed. Students are also expected to make ChatGPT as a medium of reflection or comparison against the results of their own writing, not as a tool for copying as a whole. With this approach, students can improve their digital literacy while maintaining the authenticity of the work.

2. For Teachers

Teachers are expected to strategically integrate AI technologies such as ChatGPT into the writing learning process, especially in narrative texts. The use of ChatGPT should be directed as a tool in the pre-writing stage, such as exploration of ideas or planning the structure of the story, not as the only source of answers. Teachers also need to provide intensive mentoring and clear direction in the use of ChatGPT, so that students understand the limits and ethics of its use. In addition, teachers can develop assessment models that emphasize the process, not just the end result of writing, to encourage students to remain active in thinking and creating original work. Thus, both students and teachers can maximize the benefits of ChatGPT in learning to write, without neglecting important educational values such as Independence, academic honesty, and creativity.

3. The Other Researchers

Other researchers are advised to conduct a broader study with a larger number of respondents and a variety of educational backgrounds so that the findings become more general and representative. This study only focuses on the perception of Class X students in SMA AR-Rahman Medan, so the results can not be generalized to all levels or regions. Future research could also explore the long-

term impact of using ChatGPT on students' writing skills, as well as its effect on learning independence, motivation, and academic honesty. In-depth qualitative studies such as Case Studies or ethnography can also be considered to explore more dimensions of student and teacher experience in using AI in the context of language education.

