

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusions and suggestions from the research on English pre-service teachers' behavior in using ChatGPT for the Academic Writing Process. The following are conclusions and suggestions from the results of the research that has been done:

#### **5.1. Conclusion**

ChatGPT is a useful tool for students, lecturers, and researchers, but aside from its usefulness, ChatGPT can also be a challenge in the academic context. ChatGPT uses sophisticated Natural Language Processing Technology called LLMs, which can make machines produce human-like text, provide responses and feedback, and even in-depth corrections, from the results and analysis of research conducted by researchers on English Pre-Service Teachers, researchers mapped it in 3 important categories, namely how ChatGPT can facilitate English Pre-service Teachers in the academic writing process, what experiences English Pre-service Teachers get when using ChatGPT then finally how English Pre-service Teachers respond to issues or concerns related to Plagiarism when using ChatGPT.

After conducting the analysis and discussion in the previous chapter, the researcher found important information underlying the answer to the question of How ChatGPT facilitates English Pre-service Teachers' writing process. The findings state that ChatGPT is used by English pre-service Teachers' as a virtual assistant in the writing process, optimizing the writing process, the language produced is quite academic but it is also influenced by prompts so that the output given can be appropriate.

Then related to the experience of English Pre-service Teacher, which is based on the question of the experience of English Pre-service Teacher when using ChatGPT. From the results of the analysis and findings, the researcher found the answer that English pre-service Teachers have

experience using ChatGPT as a basis for finding ideas, then creating a writing outline, exploring the information needed for the writing process, and very rarely used for the translating process even though the results are better.

Regarding the issue of plagiarism based on the research question about English Pre-service Teachers' behavior towards the issue of plagiarism in the academic writing process when using ChatGPT, the researcher found important information that English Pre-service Teachers also still hold ethical principles in writing when using ChatGPT such as paraphrasing themselves and reviewing ChatGPT results. Because English Pre-service Teachers feel that ChatGPT can provide a lot of information but with biased sources, it is necessary and mandatory to review the results of ChatGPT and ensure that their work remains intact and original.

## **5.2. Suggestion**

Researchers understand that this research is far from perfect. Researchers offer this research as a reference or guideline for further research. However, the weakness of this study is that based on the results The researcher only focused on the English Pre-service Teacher's experience when using ChatGPT in the Academic writing process and only focused on ChatGPT version 3.5. the researcher recommends the following suggestions:

### **5.2.1. For English Pre-Service Teachers**

Preparing insights into the use of ChatGPT in the learning process, and how ChatGPT should be used when in the academic writing process, as well as understanding the limitations that ChatGPT provides. As a provision for English Pre-service teachers to integrate AI as a tool that facilitates teaching and learning activities, but must understand the ethics of its use.

### **5.2.2. For The Future Researchers**

Some findings may be explored again such as analyzing the grammar produced by ChatGPT, analyzing how ChatGPT can produce good language, how to integrate ChatGPT into the teaching and learning process such as how to create teaching modules using ChatGPT, Creating teaching materials (Writing, Reading, Speaking, and Listening) with ChatGPT which can be researched that assess with ChatGPT.

