

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter gives the conclusions and recommendations based on the preceding chapters' results and debates. It highlights how English Language Learners at SMAN 1 Mojosari see the use of Artificial Intelligence (AI), namely ChatGPT, to facilitate autonomous learning using the RACE prompting framework. Furthermore, this chapter provides recommendations for students, educators, and future researchers to improve the use of AI in language education.

5.1 Conclusion

Based on the results of the above study, it can be concluded that English language learners at SMAN 1 Mojosari view ChatGPT as a valuable and empowering Artificial Intelligence (AI) tool to facilitate their independent learning, particularly in narrative text writing. When students use ChatGPT within the RACE framework (Role, Action, Context, and Execute), they can interact with AI in a more focused and meaningful way and produce better learning outcomes. This systematic method teaches them how to give clear instructions, achieve set goals, and evaluate results more efficiently.

During the learning process using AI, most students have shown positive perspectives that can be categorized into three aspects, namely: thinking skills (cognitive), emotional involvement (affective), and practical writing skills (psychomotor). In the cognitive domain, students have improved their understanding of writing structure, grammar, and vocabulary. They do not simply copy AI responses but use them to improve their own work. In the affective domain, students have shown that they have become more enthusiastic, motivated, and confident about the final results of their assignments. They also value the learning experience and take pride in their progress. In the psychomotor domain, students improve their ability to utilize AI assistance in planning, editing, and revising their writing. They are better able to organize their ideas and become more independent in managing their tasks.

The RACE prompting concept played an important role in encouraging students to utilize AI as a learning facilitator rather than merely a tool for getting the answers. Students were able to define the role of AI, direct it to perform specific

actions, provide appropriate context, and then evaluate and revise the results. This helped them improve their critical thinking, creativity, and sense of responsibility for their own learning.

It is very important to remember that artificial intelligence (AI) tools such as ChatGPT are not intended to replace the role of teachers or traditional learning methods. On the contrary, when used intelligently and appropriately, these tools can be useful supporting tools. When combined with structured strategies like RACE, AI can help students improve not only their language skills but also their independence and confidence in learning.

In conclusion, the integration of ChatGPT with the RACE framework was well received by students at SMAN 1 Mojokari. They were able to manage their own learning more effectively and independently thanks to this strategy. This encouraged deeper reflection, emotional engagement, and useful writing skills. AI has the potential to make students more creative, confident, and independent in their learning if used carefully.

5.2 Suggestion

The study's findings lead to the following recommendations for learners, educators, and upcoming researchers:

1. For Students

Supporting students to continue utilizing AI tools such as ChatGPT and other AI tools in their studies, not only to facilitate task completion but also to genuinely support the development of their independent learning processes. Students are expected to enhance their learning processes and take greater responsibility for their development by consistently applying the RACE framework. However, it is important to carefully consider the results generated by AI. Do not simply accept the answers as they are. Instead, evaluate the answers, make revisions, and consider how the answers can enrich your learning. The more you practice, the more confident and independent you will become.

2. For Teachers

Teachers are encouraged to integrate AI tools such as ChatGPT into their lessons and teach students how to use them responsibly. Teaching students how to apply the RACE framework can make their learning experience more

meaningful. It is essential to teach students how to give clear instructions to AI, how to verify the accuracy of responses, and how to use the results in their work. Teachers should also remind students that AI is a tool that complements, not replaces, their own thinking. Encourage reflection and self-assessment to help students become more independent learners.

3. For Future Researchers

There is still much to be revealed about the long-term impact of AI on student learning. Future researchers may investigate how the RACE framework is applied to other language skills, such as speaking, listening, and reading. Comparing students who use AI tools with those who do not use AI tools will also be useful for seeing differences in learning outcomes. Long-term studies may also show how students' independence and motivation develop over time when using AI. Research with students from various levels and backgrounds will provide additional insights into how AI can help with various learning needs.

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