

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Following the findings and discussions presented in the preceding fourth chapter, this research draws two conclusions as outlined below.

##### **1. Students' Perceptions of Ethical Issues in Using AI Tools for Writing Assignments**

The findings reveal that English Education students perceive AI tools as valuable aids in academic writing, particularly for overcoming linguistic barriers and enhancing productivity. However, this positive perception is tempered by significant ethical concerns. Participants identified three primary issues: (1) dependency, where over-reliance on AI may erode independent writing and critical thinking skills; (2) originality, as AI-generated content often lacks personal voice and raises questions about authenticity; and (3) transparency, with divergent views on whether AI use should be disclosed to instructors.

##### **2. Strategies for Responsible AI Use in Addressing Ethical Concerns**

Participants demonstrated proactive strategies to mitigate ethical risks, including

- a) Selective utilization: Using AI for discrete tasks (e.g., grammar checks, idea generation) rather than full-text generation.
- b) Active revision: Personalizing AI outputs to reflect their voice and critical thinking.
- c) Source verification: Cross-referencing AI-provided information with credible sources.

## **B. Suggestions**

It is important to provide suggestions to educators and the future researchers with consideration of the findings.

### **1. Suggestions for Educators**

#### **a. Developing AI Literacy Programs:**

- 1) Integrate modules on ethical AI use into writing courses, covering:
  - i. Distinctions between assistance (e.g., grammar correction) and plagiarism (e.g., submitting AI-generated text as original work).
  - ii. Techniques for critically evaluating and revising AI outputs.
- 2) Use case studies to illustrate ethical dilemmas (e.g., detecting AI-generated text in submissions).

#### **b. Implementing Transparent Assessment Policies:**

- 1) Clearly define permissible AI use in syllabi (e.g., “AI may be used for brainstorming but not for drafting entire paragraphs”).

- 2) Require students to disclose AI assistance in assignments (e.g., via a “tool use” statement).

**c. Adopting AI-Detection Tools Judiciously:**

- 1) Combine software (e.g., Turnitin’s AI detector) with pedagogical discussions about originality to avoid punitive approaches.
- 2) Focus on formative feedback, helping students understand why certain AI uses compromise learning.

**d. Modeling Responsible AI Use:**

- 1) Demonstrate how educators themselves use AI ethically (e.g., for lesson planning or feedback), reinforcing its role as a collaborative tool.

**2. Suggestions for Future Researcher**

**a. Investigating Longitudinal Impacts:**

- 1) Examine how prolonged AI use affects writing skill development, particularly in EFL contexts.
- 2) Compare cohorts with/without AI access to isolate its effects on creativity and critical thinking.

**b. Exploring Cross-Cultural Differences:**

- 1) Study how cultural attitudes toward technology influence ethical AI use (e.g., collectivist vs. individualist educational systems).

**c. Developing Pedagogical Frameworks:**

- 1) Design evidence-based guidelines for tiered AI integration (e.g., beginner vs. advanced writer support).
- 2) Test interventions like “AI peer-review workshops,” where students critique AI-generated texts collaboratively.

**d. Examining Instructor Preparedness:**

- 1) Assess faculty’s ability to navigate AI-related challenges (e.g., detecting AI use, redesigning assignments).
- 2) Identify training gaps in teacher education programs regarding emerging technologies.