

CHAPTER V

CLOSURE

This chapter provides the conclusion of the research on the use of technology in academic writing by EFL students at UIN Antasari Banjarmasin. Additionally, suggestions are offered to various stakeholders, including institutions, educators, students, and future researchers, to optimize the role of technology in supporting learning processes.

A. Conclusion

This study aimed to explore the role of technology in academic writing, the benefits perceived by students, and the challenges they encountered. Based on the analysis of data collected from semi-structured interviews with 10 students and classroom observations, several conclusions can be drawn. Technology plays a significant role in facilitating and accelerating the academic writing process, as tools such as Microsoft Word, Grammarly, and Google Docs are widely used by students for grammar checks, text formatting, and collaborative writing in group projects. The use of technology provides multiple benefits to EFL students in their academic writing. Technology enables students to complete tasks more quickly through automated features such as spell-check, grammar-check, and text formatting. Students also learn from their grammar mistakes through the suggestions provided by tools like Grammarly, helping them improve their writing skills over time. Furthermore, Google Docs facilitates teamwork in group assignments and allows students to access their documents anytime and anywhere, while the support of technology helps students feel more confident in producing high-quality academic writing.

Despite these benefits, students face several challenges in using technology for EFL writing. Some students became overly reliant on tools such as Grammarly, limiting their ability to identify errors independently. Technical difficulties, including unstable internet connectivity, software malfunctions, and lack of training

on advanced features, constitute major hurdles. The use of technology is also often interrupted by distractions such as social media or unrelated applications, and many students lack a full understanding of how to optimally use technological tools, especially advanced features in Microsoft Word or reference management software. Overall, this study demonstrates that while technology has great potential to improve students' writing skills, its success depends significantly on balancing usage and addressing the challenges that come with it. The findings underscore the need for a balanced approach to technology integration in EFL writing instruction, where digital tools are used as a complement to, rather than a replacement for, students' independent writing skills and critical thinking abilities.

B. Suggestions

Based on the findings of this study, the following recommendations are proposed for various stakeholders:

1. For Educational Institutions

- a. **Enhance Infrastructure:** Institutions need to ensure stable internet access across campus to support optimal use of technology.
- b. **Provide Structured Training:** Institutions can organize structured training sessions to help students master writing tools such as Grammarly, Microsoft Word, and reference management software.
- c. **Integrate Technology into the Curriculum:** Technology should be systematically integrated into the curriculum to ensure students can effectively utilize it in various academic contexts.

2. For Educators

- a. **Incorporate Technology into Teaching:** Educators should integrate technology into assignments and learning projects, such as collaborative writing using Google Docs.
- b. **Enhance Digital Literacy:** Educators should guide students on using technology wisely and not excessively, ensuring they develop independent writing skills.
- c. **Provide Balanced Feedback:** Alongside using technology, educators should offer direct feedback to help students deeply understand their mistakes.

3. For Students

- a. **Use Technology Wisely:** Students should use technology as a support tool, not as a replacement for their analytical and independent writing abilities.
- b. **Improve Digital Literacy:** Students can attend additional training or use online tutorials to fully understand and optimize technological tools.
- c. **Manage Time and Minimize Distractions:** Students should manage their time effectively and minimize digital distractions during the writing process.

4. For Future Researchers

- a. **Conduct Long-Term Studies:** Further research can examine the long-term impact of using technology on students' writing skills, including the development of their independent abilities.
- b. **Focus on Specific Tools:** Researchers can explore the effectiveness of specific tools, such as reference management software or AI writing tools, in academic writing contexts.

- c. **Expand to Broader Contexts:** Future research can broaden its scope to include other institutions to understand how social, economic, and cultural factors influence the use of technology in education.

C. Implications of the Study

The findings of this research highlight the importance of institutional and pedagogical support in maximizing the potential of technology to enhance students' writing skills. These findings affirm the need for a balanced approach, where technology is used as a support system rather than a replacement in the teaching and learning process.

By creating a supportive learning environment and providing adequate training, students can optimize the benefits of technology to produce high-quality academic writing. This study also underscores the importance of developing digital literacy as a foundational skill in this technological era, not only for students but also for educators.

This research contributes to a better understanding of the role of technology in education and offers practical recommendations to address the challenges encountered.