

## CHAPTER V

### CLOSURE

#### A. Conclusion

In this study, it can be concluded that the use of QuillBot by English education students involves an organized series of steps. The first step is opening and accessing QuillBot, followed by selecting the desired features according to specific needs. Then, students copy and paste the text they wish to edit into the platform. The next process involves reviewing and selecting the changes suggested by QuillBot. After that, students applied the selected changes to their text. In the editing process, repetition occurs where students may need to review and apply changes multiple times to achieve the desired results.

QuillBot provides significant benefits to students in the process of writing their theses. Findings from the survey indicate that QuillBot's accessibility is highly rated by respondents, with all participants agreeing that the platform is easy to access and user-friendly. Although QuillBot offers significant benefits, it is important to remember that the use of such aids should be accompanied by the development of healthy writing skills and a good understanding of academic principles, including authenticity and integrity in writing. However, the use of QuillBot should be balanced with the development of independent writing skills and a deep understanding of academic ethics.

**B. Suggestion**

To provide direction to the approach of thesis writing in the future, it is recommended for educators and students to consider several things. First, educators can provide ongoing support and guidance regarding the utilization of writing tools such as QuillBot in the context of thesis writing. This support can include providing online tutorials, group discussions, or Q&A sessions facilitated by educators. This is expected to help educators understand more deeply the potential and limitations of QuillBot, as well as formulate effective strategies in integrating it into the thesis writing process. Thus, students can feel supported and motivated to optimize the use of QuillBot in their thesis writing, which in turn can improve the quality and final results of their academic work. Secondly, students can be encouraged to be more proactive in utilizing QuillBot as an additional resource in improving their writing skills. They can be taught to use QuillBot wisely, taking into account the suggestions provided and developing their own writing skills in parallel. Thus, collaboration between educators and students in utilizing QuillBot is expected to increase effectiveness in the thesis writing process as well as enrich students' learning experience.