

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the findings and discussion, the researcher found there are several artificial intelligence-powered tools that are useful for learners, teachers and individuals for reading process. The researcher grouped the artificial intelligence-powered tools into two parts according to the use and features of the tools for reading process. They are artificial intelligence-powered tools for the three reading stages in reading process: pre-reading, during reading and after reading. Artificial intelligence-powered tools reading techniques: skimming, scanning, intensive reading and after reading. ChatGPT can be used for Pre-reading activities. Paraphraser.io and Quillbot can be used for During Reading activities. Storywiz.io and Quillbot can be used for After Reading activities.

Learners who are looking for artificial intelligence-powered tools to assist them for reading process by scanning and skimming can use ChatGPT, Quillbot and Paraphraser.io. Intensive reading and Extensive reading can be assisted by using Storywiz.io and Myreader AI. The artificial intelligence-powered tools mentioned are very useful in terms of providing assistant, instantaneous feedback, quick information, room for conversation and overall quality of life improvement for learners, teachers, individuals or

groups in the field of education and especially for reading process as the focus of the research.

The research also reveals that while artificial intelligence is proven to be effective and efficient to use for reading process. It is however, still a machine that is created to imitate human being. It is shown to have mistakes in translations and sometimes tend to go overboard with terms used for paraphrasing. Therefore, it is advised for the users to double check on the results from the artificial intelligence-powered tools. In this case, the use for translations, paraphrasing and summarizing may still need more care from the users in order to determine the quality of the text that will be used for reading process.

## **B. Suggestion**

In this section, the researcher would like to give suggestions to learners, teachers, academics and individuals in general who want to read in English or enhance their reading comprehension using technology to assist in their teaching and learning activities, especially reading process; the focus of this research.

The researcher provides suggestions about the topic to the following individuals:

1. For English Language Learners

The researcher suggests learners to use this research as a guidance in which artificial intelligence-powered tools to use for their reading process, reading comprehension and other study-related activities.

## 2. For Teachers

The researcher suggests that teachers to be able to choose which artificial intelligence-powered tools that might be useful for their teaching and learning process in a classroom. It is imperative that teachers use the tools that help students in their learning in order to improve themselves.

## 3. For Future Researchers

Through this study, the researcher suggests that future researchers who are studying the use of artificial intelligence-powered tools, especially in reading process to use this research as their reference for further and perhaps in a larger scale or for different types of English language skills.

## 4. For the Usage of Artificial Intelligence

Through this study, the researcher found that Artificial Intelligence has a big impact on our way of life by assisting us through daily tasks, ranging from simple translations to complex summarization of texts. Artificial Intelligence can breeze through; however, as it is still a machine, it makes mistakes. Therefore, the researcher would also like to suggests that the usage of Artificial Intelligence-powered tools for reading process be limited to assisting and not fully replacing the genuine work of a human being.