

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study was conducted to explore vocational high school students' perceptions toward the use of ChatGPT in supporting narrative writing development (RQ1) and to examine the correlation among four dimensions of the Technology Acceptance Model—Intrinsic Motivation, Perceived Ease of Use, Perceived Usefulness, and Behavioral Intention (RQ2). The findings were drawn from 408 students across 1715,639 vocational high schools in Gresik.

Regarding Research Question 1, the results indicate that vocational high school students hold highly positive perceptions toward the use of ChatGPT in narrative writing activities. This is reflected in the overall mean score of 4.12, which demonstrates strong agreement across all dimensions. Intrinsic Motivation ($M = 4.08$) shows that students feel genuinely curious, engaged, and internally driven to use ChatGPT during writing tasks. Perceived Ease of Use ($M = 4.03$) confirms that students find the platform intuitive, simple to operate, and easily accessible through mobile devices. Perceived Usefulness ($M = 4.13$) emerges as the highest dimension, indicating that students strongly believe ChatGPT assists them in generating ideas, developing narrative structure, improving grammar and vocabulary, and refining overall writing quality. Behavioral Intention ($M = 4.16$) further reinforces this positive perception, demonstrating students' strong willingness to continue using ChatGPT in future writing activities.

The findings related to Research Question 2 indicate that all four dimensions are significantly correlated at the 0.01 level. This pattern suggests that students' perceptions of ChatGPT form an interconnected system rather than independent attitudes. The strongest correlation is found between Perceived Usefulness and Behavioral Intention ($r = .478$), indicating that usefulness is the most influential predictor of students' intention to continue using ChatGPT. This finding is consistent with the Technology Acceptance Model, which positions perceived usefulness as the direct determinant of behavioral intention. Additionally, the correlations between Perceived Ease of Use and Perceived Usefulness ($r = .385$) and between Intrinsic Motivation and Perceived Usefulness ($r = .394$) demonstrate that both ease of operation and internal motivation meaningfully support how students perceive the effectiveness of ChatGPT in their writing development.

Taken together, the findings of this study confirm that ChatGPT is perceived as a valuable, motivating, and efficient tool for supporting narrative writing among vocational high school students. The positive student responses align with earlier research such as Afzaal et al. (2025), Lam & Le (2024), and Mahapatra (2024), all of whom highlight the role of AI-assisted writing tools in enhancing idea generation, improving linguistic accuracy, and increasing student engagement. By situating the investigation within the vocational school context, this study contributes new insights, showing that ChatGPT is highly suitable for students who learn through practical, skill-oriented tasks and who benefit from tools that provide immediate feedback and structured writing support.

The overall conclusion highlights that ChatGPT supports both the cognitive and motivational aspects of narrative writing development. Students not only find the tool helpful in improving the quality of their writing but also experience increased confidence and engagement during the writing process. The results imply that integrating ChatGPT into writing instruction can significantly enhance the learning environment for vocational students.

These findings further confirm the relevance of the Extended TAM model in the context of AI-assisted learning and align with previous empirical studies showing that generative AI tools significantly support students' writing performance.

5.2 Implications

The findings of this study carry several important implications for teachers, students, and educational institutions regarding the effective integration of ChatGPT into narrative writing instruction.

5.2.1 Implications for Teachers

For teachers, the positive perceptions demonstrated by students suggest that ChatGPT can be integrated as a complementary learning tool to enrich writing instruction. Teachers are encouraged to utilize ChatGPT not as a replacement for traditional teaching methods but as an additional scaffold that helps students brainstorm ideas, structure narratives, refine grammar, and receive instant formative feedback. Teachers also play a crucial role in guiding students to use ChatGPT responsibly, encouraging them to analyze AI-generated suggestions critically, maintain originality, and avoid full dependence on automated responses. ChatGPT becomes most effective when it is positioned as a tool that supports, rather than completes, the writing process.

5.2.2 Implications for Students

For students, the findings imply that ChatGPT can serve as a meaningful companion during narrative writing tasks. However, students should develop the ability to evaluate, revise, and adapt AI-generated content to reflect their own voice and creativity. Students must understand that effective writing comes from combining technological assistance with their own critical thinking, practice, and self-reflection. By engaging with ChatGPT actively and thoughtfully, students can strengthen not only their writing performance but also their confidence in expressing ideas.

5.2.3 Implications for Educational Institutions

For schools and educational institutions, the positive perceptions found in this study demonstrate that AI-based tools such as ChatGPT offer substantial benefits for language learning. Schools are encouraged to provide the necessary technological infrastructure, such as stable internet access and device availability to support AI-enhanced learning. Institutions may also consider establishing guidelines on responsible AI usage and incorporating AI literacy into the curriculum. As the

education sector continues to adapt to emerging technologies, preparing students with the skills and ethics needed to navigate AI-based tools becomes essential.

5.2.4 Implications for AI Literacy Implementation

Additionally, the findings suggest the importance of integrating basic AI literacy guidelines into classroom practice so that students develop not only technical skills in using ChatGPT but also ethical awareness, critical evaluation, and responsible usage. Embedding AI literacy within writing instruction can help students understand the boundaries of AI assistance, uphold academic integrity, and develop responsible digital habits that support sustainable learning in the long term.

5.3 Limitations

As with all empirical research, this study has several limitations that should be acknowledged. One major limitation is that the researcher was not directly present during the questionnaire administration in all participating classes. Because the distribution process was conducted through online forms without consistent real-time supervision, it is possible that some students completed the questionnaire hastily, without carefully reflecting on their actual experiences. This lack of controlled administration introduces the potential for response bias, where responses may not fully represent students' authentic perceptions. Furthermore, the reliance on self-reported data means that students' answers may be influenced by social desirability bias or inaccurate self-assessment.

A second limitation concerns the relatively short time provided for questionnaire completion. The limited duration may have encouraged students to prioritize speed over accuracy, reducing the opportunity to thoughtfully consider their experiences with ChatGPT in narrative writing activities. This condition may affect the precision and depth of their reported perceptions.

In addition, the present study relies solely on quantitative data. Although the correlation analysis provides useful insights into the relationships among Intrinsic Motivation, Perceived Ease of Use, Perceived Usefulness, and Behavioral Intention, it does not reveal how students actually interact with ChatGPT during the writing process or what specific challenges they encounter. Incorporating qualitative approaches—such as interviews, observations, or analysis of student writing drafts—would offer richer, more nuanced explanations of student behavior and engagement.

Taken together, these limitations indicate that the findings should be interpreted with caution. The results provide a valuable foundation, but they do not offer an exhaustive representation of all student experiences. Further studies are needed to strengthen and expand the insights presented in this research.

5.4 Recommendation

Based on the findings of this study, several recommendations are proposed for various stakeholders involved in language learning and AI integration in education.

5.4.1 Recommendations for Teachers

Teachers are encouraged to integrate ChatGPT as a supportive tool in writing instruction. Given that students perceive strong benefits from its use, ChatGPT can

serve as an effective medium for helping students generate ideas, revise drafts, improve language accuracy, and receive immediate feedback. However, teachers should guide students to use ChatGPT ethically and critically, ensuring that AI support complements rather than replaces the students' own writing efforts.

5.4.2 Recommendations for Schools and Educational Institutions

Schools should consider providing adequate technological support, including stable internet access and appropriate devices, to facilitate the use of AI tools in the classroom. Institutions may also develop guidelines and training sessions to help both teachers and students understand responsible AI use. Incorporating AI literacy into the curriculum can enhance students' readiness to engage with emerging technologies in their future careers.

5.4.3 Recommendations for Students

Students are encouraged to continue using ChatGPT as a tool to support their writing development. However, they should critically evaluate AI-generated suggestions, compare them with teacher feedback, and avoid overdependence on AI. Using ChatGPT effectively involves balancing technological support with active learning, self-reflection, and independent writing practice.

5.4.4 Recommendations for Future Researchers

Future research can expand on this study by exploring additional variables such as writing performance, self-efficacy, or digital literacy. Longitudinal or experimental research designs may also be used to measure the actual impact of ChatGPT on writing improvement over time. Qualitative approaches such as interviews, focus groups, or classroom observations could provide richer insights into how students interact with ChatGPT during the writing process. Furthermore, comparative studies could examine differences across educational levels, school types, or writing genres.