

CHAPTER V

CONCLUSION, LIMITATIONS, AND FUTURE RESEARCH

5.1. Conclusion

This research aims to know the effectiveness of ChatGPT feedback compared with lecturer's feedback in improving argumentative essays, and know students' perceptions about ChatGPT feedback compared with the lecturer's feedback.

Based on the quantitative results, it is shown that ChatGPT helped the students to improve their writing. But according to the data, the mean of students' scores after receiving the lecturer's feedback was higher compared with the mean of students' scores after receiving ChatGPT feedback. The analysis (Wilcoxon) also showed that students' scores after receiving lecturer's feedback and ChatGPT feedback were significantly different. This shows that ChatGPT can help students to revise their argumentative writing, but a lecturer's feedback can more help them and more effective in revising argumentative writing.

The qualitative results showed that students like to use ChatGPT feedback because it gave them instant feedback, immediate feedback, and helped them to improve their grammar, especially in tenses. Students also said that ChatGPT also has weaknesses, which is misunderstood prompts, giving too general responses, and giving a confusing language because the language is too rigid and robotic. On the other hand, students said that lecture feedback was more personalized and helped them to improve their argument and the structure of the essay.

In summary, the results suggest that ChatGPT must not be used as a replacement for a lecturer's feedback, but it can be used together, combined, because each type of feedback has its own strengths and weaknesses. By using it together, students can get more comprehensive feedback and can easily improve their writing, especially argumentative writing

5.2. Limitations and Future Research

This research has several limitations. First, this research is related to one class of argumentative writing only, which had a small number of students. Second, this

research only focuses on argumentative writing, not the other types of writing. Third, this research only focuses on students' perceptions after using ChatGPT's feedback during the time of the research, so it may not fully represent students' perceptions over a longer time. Last one, this research used two different writing tasks, which may have affected the students' scores. It is possible that students got a higher score on the second task due to the time differences. Since the first task was held on week 2 and 3, which is students still did not have enough time to learn, while the second task was held on week 6 and 7, which students had a lot of time to study and increased their knowledge. Therefore, any improvement in their writing scores may have been influenced not only by the feedback, but also by the fact that their knowledge was increased. Also, since these research instruments (task 1 and task 2) were assessed by the same lecturer who also gave the lecture feedback, there is a possibility that there is scoring bias because both tasks were assessed by the same person who gave the feedback.

5.3. Suggestions

5.3.1. For Students

Students are encouraged to use ChatGPT as their supporting tools, especially in writing class, to give feedback on their writing. ChatGPT can give them instant feedback that can help students to revise their language errors. However, they should not depend only on ChatGPT, they have to see the feedback critically and with full of consideration. They are also encouraged to compare ChatGPT feedback with lecture feedback to understand their strengths and weaknesses in writing. By combining these feedbacks, students can get more comprehensive feedback and improve their argumentative writing more effectively.

5.3.2. For teachers

Teachers are encouraged to use ChatGPT feedback as a complementary tool, not as a replacement for lecture feedback. ChatGPT can give students instant feedback, while a lecture can give detailed and personalized feedback, especially on arguments and essay structure. Combining both types of feedback may help students improve their writing effectively.

5.3.3. For Future Research

Future research can include a larger number of participants to improve the reliability of the findings. Also, in the future, other research may examine the impact of ChatGPT's feedback on other types of writing. Additionally, it may investigate how ChatGPT feedback and lecture feedback can be used more effectively, especially in writing classes. Also, future studies should consider holding the writing tasks within a shorter period of time or using a research design that is not influenced by the time differences. Future research can also use an independent rater to score students' writing, so this may reduce possible scoring bias and improve the reliability of the research

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