CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter is consist of summarizes the outcome of this study from previous chapter and provide conclusion and suggestions. The first section cover all of the findings related to the research questions, and the second section include recommendations for the lecturer, students, and for future research that related to investigating the perspective of using Bing AI by students for writing their thesis.

A. Conclusion

The first research question is intended to explore the students' experience in using Bing AI during writing introduction chapter in thesis. The study itself is focused on Bing AI used in . The research ronducted in questionnaires. Participants' experiences revealed several critical patterns in the use of Bing AI for thesis writing. First, although the tool was praised for improving cognitive efficiency—with 75% of respondents acknowledging its usefulness in identifying research gaps—the majority (30%) criticized the tool's tendency to generate generic and superficial content that lacked disciplinary depth. This paradox highlights a fundamental limitation: Bing AI can accelerate the research process but often at the expense of intellectual rigor, necessitating users to supplement its outputs with in-depth manual analysis. Emotionally, Bing AI serves as a source of both relief and anxiety. Many participants reported reduced stress due to the tool's ability to expedite draft writing and minimize revisions. However, 40% expressed concerns about over-reliance, with some describing a sense of "academic guilt" or fear that dependence on AI could erode their critical thinking skills. This tension between convenience and integrity highlights the psychological complexity of integrating AI into academic work. Structurally, Bing AI demonstrates strength in organizing logical flow and enhancing paragraph cohesion. However, 35% of participants encountered issues with contextual relevance, particularly when addressing local topics such as Indonesia's independent curriculum.

The tool's inability to adapt to niche research needs or specific cultural contexts often resulted in examples and references that did not align with participants' work, requiring significant manual adjustments.

The second research question is investigating the students' struggles and challenges using Bing AI in writing introduction. The use of Bing AI in thesis writing reveals two contrasting sides. On the one hand, this technology makes it easier to speed up the research process, helps identify research gaps, and reduces the emotional burden during writing. However, on the other hand, its limitations in generating in-depth analysis, inaccuracies in references, and inability to adapt to local contexts create new challenges that users must address manually.The emerging pattern indicates that students cannot fully rely on Bing AI. They must still rely on their own analytical skills, double-check references, and adapt the AI-generated content to the specific needs of their research. Concerns about the loss of originality and depth of analysis are also serious considerations, especially in academic environments that emphasize critical thinking. Ultimately, Bing AI can be a useful supporting tool if used wisely. However, it cannot replace the role of students in conducting in-depth and contextual research. The success of utilizing this technology depends heavily on the user's ability to filter, refine, and enrich the results provided by AI. This study confirms that AI, in its current form, is better positioned as an assistant rather than a primary solution in academic writing.

B. Suggestions

The researcher offers suggestions based on the findings of this study. These suggestions are targeted at three categories: Students, Lecturers, and Future research on similar topics. These suggestions are elaborated below.

1. The students

Use AI as a tool to discuss, ask for criticism and suggestions, and brainstorm from the chosen topic in order to explore the research, but should always ensure the

accuracy of the results provided by AI. Use AI wisely to not to create a sense of dependence which will make the work increase with revisions because AI can still make mistakes. Familiarisation with the selected AI tool so as to make the most of its features, as well as learning how to give the correct commands when using the AI tool in order to be able to get the desired results. Students should view AI as a technical tool and not a substitute for critical thinking.

2. The lecturer

Lecturers are expected to explain more about AI related to its use in thesis writing and its ethics. Guidance on the latest technology is a topic and emphasises the importance of relying on the students' own critical thinking skills. Adaptation to the latest technology as the times develop so as not to be deceived by AI work that is recognised as being made by students. Lecturers' rigour must be increased when checking drafts from students, considering that students can only rely on copy-paste during the process, which questions the integrity of the students themselves.

3. Research on future

Future research may explore areas not discussed in this study. Comparison of AI tools that are widely used in the future can be used as a comparison and can be learned about their effectiveness. Conducting more in-depth research on the impact of dependency that has appeared in this study as a future research material