

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from the research findings discussed earlier. This chapter answers the following research questions:

- (1) How do EFL students experience using AI to write their drama project scripts?
- (2) How do EFL students perceive the role of AI in supporting their drama script-writing process?

The data for this research came from drama script writers in Class A and Class D of the 2024 batch, from the English Education Department at one of the Islamic State Universities in West Java.

A. Conclusion

This research shows that EFL students kept themselves as the main holders of creative control in their experience of using AI to write scripts for their drama project, while AI worked more as a support that helped them get through writer's block and made them feel more confident about their final script. Students said they always filtered, changed, or even threw out AI's suggestions when these didn't fit the group's concept. However, the document analysis of students' AI conversation history did not fully support this claim. In Scene 8, for instance, the document from S3 and S4's group (Class A) showed that most of the dialogue and narration in the final script were nearly identical to AI's output, with only minor wording changes, even though the students claimed to have modified it. A different condition was found in Scene 6 from S1 and S2's group (Class D), where the students were seen actively asking AI to revise the result twice before it matched what they wanted, a pattern that was more in line with what they described in the interview. These two findings show that students' engagement in processing AI's output could vary between groups, meaning that what students said about their working process did not always reflect what actually happened for every participant.

As for EFL students' perceptions of AI's role in supporting their drama script-writing process, this research shows that students generally see AI in a positive light, especially for cognitive and psychomotor aspects. Students felt AI helped mostly with technical things, such as organizing the storyline and improving the language quality of their script. Although the questionnaire also showed a fairly

positive impression of AI's role in generating ideas, the interview results suggested that this contribution was actually more limited, with AI's role concentrated more on structural aspects such as scene transitions, while the story's core ideas remained fully the students' own. Students also saw AI as practical and easy to reach whenever they needed it. But for the affective aspect, students' attitude was more mixed: they often worried about becoming too dependent on AI, doubted whether AI-generated content had real emotional depth, and felt uneasy about academic integrity. The interview results also showed different opinions among students about how useful AI really was; some felt AI genuinely improved the quality of their script, while others felt AI only sped up the process without really affecting the content's quality. Looking at all these findings together, AI worked in two ways during the drama script-writing process of EFL students. First, AI acted as a technical tool that helped students write faster and with more confidence, by helping refine the script's structure and language. Second, AI also affected students' emotional experience while writing, though how much it actually helped still depended on how carefully and responsibly students used it. AI can add something to students' creative process, but it still cannot replace their own reasoning and imagination in making a script that truly feels authentic.

Overall, this research shows that the use of AI in the drama script-writing process of EFL students cannot be understood in a single way, either as a purely positive tool or as a threat to the originality of their work. Students' experiences and perceptions of AI complement one another in illustrating how AI was positioned as both a technical and emotional support, while creative control remained something students tried to hold onto themselves. However, the gap that emerged between what students believed they had done and what was actually reflected in the documentation data confirms that the success of AI integration in the creative process cannot be assessed from students' perceptions alone, but also needs to be verified through how AI was actually used in practice.

B. Suggestion

Based on the findings and conclusions above, several suggestions are given for students and future researchers.

1. Students

Students should use AI only as a complementary tool in writing drama scripts, not as a replacement for their own creative thinking. Students need to build critical awareness by reviewing and changing AI's output themselves, instead of accepting it as it is, just as some participants in this research's document analysis were found not fully doing. By combining AI's help with their own creative skills, students can produce scripts that still show the group's originality and creative identity, while also keeping their academic integrity intact.

2. Future Researchers

Future researchers should study the long-term effects of AI use on students' creative writing skills, especially in drama writing or other creative genres. A study with more participants, or one covering more classes and education levels, could give a wider picture of how AI affects the growth of students' creative skills. Future research could also try more careful triangulation methods to check whether students' claims match their actual behavior when using AI, since this research found some important gaps that only showed up through document analysis.