

CHAPTER VI

CONCLUSION

This chapter presents the conclusion of the study, beginning with a restatement of its objectives and methodology. It also highlights a detailed account of the theoretical, methodological, and pedagogical implications of the study. The chapter concludes by outlining its limitations and offering recommendations for future research.

6.1 Conclusion

This study explored the integration of ChatGPT, guided by the AI Literacy Framework, within the Genre-Based Approach (GBA) to enhance tertiary EFL students' argumentative writing (i.e., discussion text). Systemic Functional Linguistics (SFL) informed the analysis of students' written texts, while interviews and classroom observation captured their perceptions and writing experiences.

This study concludes that integrating the Genre-based Approach (GBA) and ChatGPT, supported by the AI Literacy framework, enhances pre-intermediate students' understanding and performance in writing discussion texts. The scaffolded implementation of ChatGPT-enhanced GBA supported students in knowledge-building, selecting relevant information, and developing vocabulary through reading summaries. It also improved their understanding of genre-specific features, such as purpose, structure, and language use, aided by ChatGPT's text analysis capabilities. Through collaborative writing and multi-source feedback, students applied this knowledge and addressed individual writing challenges although only some students gained certain benefits from collaborative writing sessions. In the final stage, they wrote more confidently and critically and used ChatGPT appropriately while recognizing its limitations. Overall, after the teacher's intervention, students' writing shifted from opinion-based to evidence-based, marked by better rhetorical organization and the use of credible sources.

It is evident from the students' written texts that the integration of the GBA and ChatGPT supports their ability to produce discussion texts with a clear communicative purpose and schematic structure. Furthermore, the inclusion of

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evidence to support arguments, accompanied by emerging elaboration, reflects progress in their argumentative writing skills. From a linguistic perspective, the instructional design underpinning this integration fosters students' ability, albeit with some limitations, to exploit linguistic resources aligned with the target genre. Textually, the design supports students in effectively connecting ideas through appropriate textual cohesion. Ideationally, it enables students to vary their use of Participants, Processes, and Circumstances, as well as to apply conjunctions correctly. Interpersonally, it assists students in developing textual engagement by providing basic support for their arguments and attempting simple elaborations, although these remain somewhat imbalanced.

From the students' perspective, the instructional design was perceived positively, suggesting its potential for broader implementation in EFL contexts. Students perceive that the teaching program supported their genre awareness, enhanced writing competence, and fostered more responsible use of ChatGPT. Notably, they become more reflective and cautious when using the tool, such as verifying information and paraphrasing to avoid plagiarism, contrasting with their previous uncritical reliance on ChatGPT. These findings indicate that the instructional design cultivates digital ethics and critical AI literacy, reinforcing academic integrity.

Despite its promising outcomes, the implementation of the instructional design also revealed several challenges. First, students demonstrated limited efforts in elaborating their arguments and encountered difficulties in constructing interpersonal meaning, particularly in articulating their stance and engaging the reader, thereby highlighting the need to cultivate a more persuasive and dialogic authorial voice. Second, the teacher's continual role in reminding students not to rely uncritically on ChatGPT-generated content remained essential, given the tool's tendency to produce inaccuracies. In addition, iterative prompting practice proved necessary, as the quality of AI-generated responses was highly dependent on the clarity and specificity of user input. This, however, often reduced the time available for other instructional components. Lastly, maintaining academic integrity required

sustained guidance, as students learned to navigate the ethical considerations associated with the use of AI tools.

6.2 Implications

This study offers theoretical, methodological, and pedagogical implications for advancing EFL writing instruction in AI-mediated contexts. Theoretically, this study advances the application of the Genre-Based Approach (GBA) by integrating ChatGPT through the lens of AI literacy, positioning writing as a dynamic, reflexive, and ethically informed practice. The proposed model incorporates reflective practice, prompting students to evaluate both their writing decisions and AI usage critically. ChatGPT is reframed not merely as a utilitarian tool but as a pedagogical scaffold that supports the development of rhetorical and linguistic competence. Furthermore, the study illustrates AI literacy practices that extend beyond technical proficiency to encompass ethical reasoning and epistemic engagement, underscoring the need to critically evaluate and responsibly utilize AI-generated content.

Methodologically, the case study design provides in-depth insights into students' writing development, particularly their control of genre structure and linguistic features through an SFL analysis. This study also integrates an AI literacy framework to guide critical and ethical engagement with AI tools, unlike previous studies (e.g., Tai et al., 2025), which focus primarily on surface-level performance and structural aspects and lack a detailed linguistic analysis.

Pedagogically, the findings indicate that ChatGPT-enhanced GBA is beneficial when embedded within structured instructional designs that include teacher feedback and deliberate efforts to cultivate students' critical AI literacy. The study thus underscores the value of explicit genre instruction and advocates for its systematic integration into EFL writing curricula.

6.3 Limitations and Recommendations

This study is not without limitations. First, the impact of the instructional intervention should be interpreted with caution, as it focused specifically on argumentative writing (i.e., discussion texts), and the observed writing development

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was aligned with this genre. Therefore, the findings cannot be generalized to broader classroom writing contexts. Future research is encouraged to investigate the transferability of students' genre knowledge to other text types.

Second, the study was limited to pre-intermediate EFL learners at an Indonesian university. Due to feasibility constraints, it did not include learners from other proficiency levels. Additionally, the sample size was relatively small. Future studies should consider involving a larger and more diverse participant pool across varying proficiency levels and educational contexts. Third, this study examined students' writing development and perceptions over a short time frame. Longitudinal studies are recommended to explore the sustained impact of similar instructional interventions.

Finally, the Genre-Based Approach (GBA), as applied in this study, adhered to a specific instructional framework. Given the different applications of GBA in the literature, the findings should be understood within the boundaries of the approach as operationalized in this study. Adaptation of the model may be necessary for implementation in different instructional settings.