CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and data analysis presented in the previous chapter, the researcher concludes that the implementation of Gemini-assisted learning was associated with a significant improvement in students' reading comprehension of descriptive texts among second-semester students of the English Education Study Program at Batanghari University. The students' mean score increased from 68.72 in the pre-test to 94.54 in the post-test. Furthermore, the Wilcoxon Signed Rank Test resulted in a significance value of 0.003, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

However, the researcher acknowledges that the improvement found in this study should not be interpreted as evidence that the use of Artificial Intelligence alone directly caused the development of students' reading comprehension skills. The implementation of Gemini was conducted as part of a learning process involving instructional materials, researcher guidance, reading activities, discussion, and students' interaction with the AI tool. Therefore, the improvement in students' scores may have been influenced by several factors involved in the treatment process rather than by the AI technology alone.

The researcher also acknowledges that the effectiveness of Gemini-assisted learning may depend on the way students interact with the AI system, particularly in formulating questions or prompts. Since the present study did not specifically investigate the quality, structure, or variation of students' prompts, it was not possible to determine how different prompting strategies might influence students' reading comprehension. This limitation is important because AI-generated

responses may vary according to the clarity and specificity of the instructions provided by users. As discussed in Chapter II, unclear prompts may result in incomplete or less accurate responses.

This, the researcher recognizes that Artificial Intelligence can function as a supporting tool, but it should not be considered an independent factor that automatically improves students' reading skills. Its effectiveness depends on how the technology is used, how students interact with it, and how the learning process is guided. In this sense, AI may be viewed as a double-edged tool: when used appropriately and critically, it can provide useful assistance; however, inappropriate or excessive use may encourage dependence on AI and reduce students' opportunities to develop their own critical reading abilities. This is consistent with the limitation discussed in the theoretical framework regarding students' potential dependence on AI.

Therefore, the researcher acknowledges that this study is not without limitations. The findings provide evidence of improvement following the implementation of Gemini-assisted learning, but they should be interpreted within the specific context, participants, research design, duration, and implementation of this study. Further research is required to examine more deeply how the use of AI, particularly the formulation of prompts and students' interaction with AI-generated responses, influences the development of reading comprehension skills.

5.2 Suggestion

1. For English Lecturers

English lecturers are suggested to use Artificial Intelligence, including Gemini, as a supporting learning tool rather than as a replacement for students'

own reading and thinking processes. Lecturers should provide clear guidance on how students can interact with AI critically, verify AI-generated information, and compare AI responses with the original reading text. The use of AI should remain integrated with teacher guidance, discussion, independent reading, and comprehension activities.

2. For Students

Students are suggested to use Gemini responsibly and critically when learning English. Students should not rely entirely on AI-generated answers but should first attempt to understand the reading text independently. They are also encouraged to evaluate, verify, and question the responses provided by AI. In this way, Gemini can function as a learning support tool while students continue to develop their own reading comprehension and critical thinking skills.

3. For Future Researchers

Future researchers are strongly encouraged to investigate the use of Artificial Intelligence in reading comprehension by paying particular attention to prompt formulation and students' interaction with AI. Future studies should provide a clear and systematic prompting procedure so that the prompts used by participants can be identified, documented, and analyzed. Researchers may also develop a specific framework or theoretical foundation concerning prompting strategies or prompt engineering in AI-assisted language learning.

In addition, future researchers are suggested to employ a qualitative or mixed-methods approach to investigate more deeply how students use AI during reading activities. Such research could examine the types of prompts students formulate, how students modify their prompts, how they respond to

AI-generated answers, the extent to which they verify AI information, and whether they depend on AI when completing reading tasks. Through qualitative investigation, researchers may obtain a deeper understanding of how and to what extent AI contributes to students' reading comprehension processes, rather than focusing only on differences in pre-test and post-test scores.

Future researchers may also consider using a larger number of participants, a longer treatment period, and a control or comparison group. These improvements would provide stronger evidence regarding the effectiveness of AI-assisted learning and help distinguish the contribution of AI from other factors involved in the learning process.

4. For Educational Institutions

Educational institutions are encouraged to provide appropriate guidance and digital literacy programs concerning the responsible use of Artificial Intelligence in education. Students and lecturers should be supported in developing the ability to use AI critically, ethically, and effectively so that AI functions as a complementary learning technology rather than replacing students' independent learning processes.