

**THE EFFECT OF WORDTUNE TOWARDS WRITING
COMPETENCY AND ENGAGEMENT IN WRITING OF THE
EIGHTH GRADE STUDENTS OF SMPN 2 TABANAN**

By

KADEK PRIDAYANI

NIM 2329081018



**ENGLISH LANGUAGE EDUCATION
POST GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA**

2025

**THE EFFECT OF WORDTUNE TOWARDS WRITING
COMPETENCY AND ENGAGEMENT IN WRITING OF THE
EIGHTH GRADE STUDENTS OF SMPN 2 TABANAN**

THESIS

Presented to

Universitas Pendidikan Ganesha

in Partial Fulfilment of the Requirements

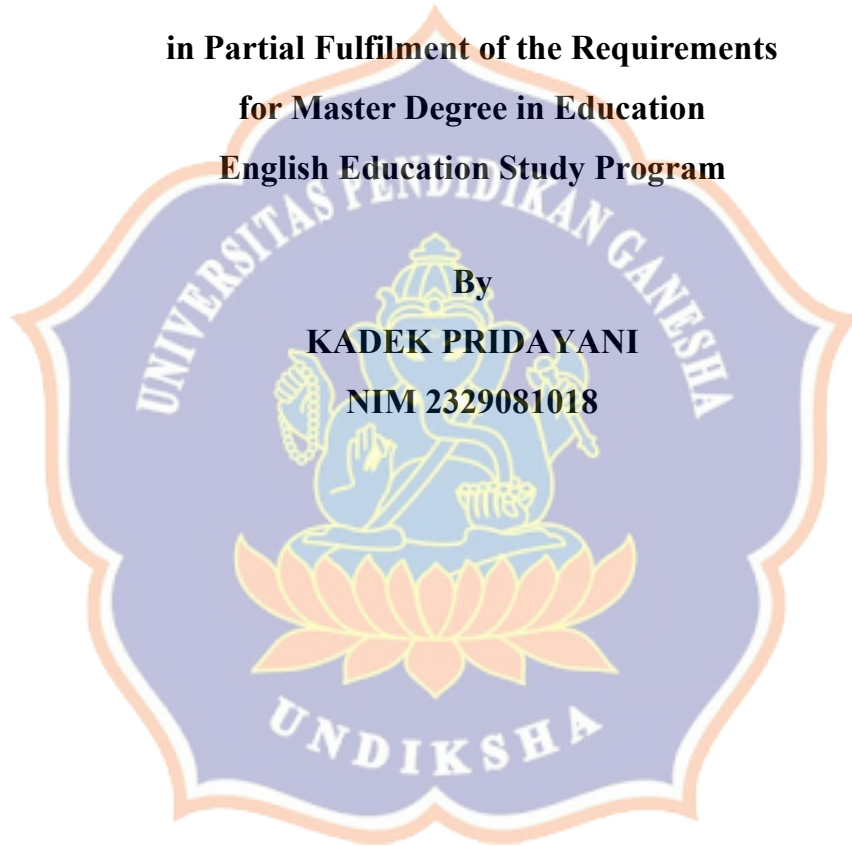
for Master Degree in Education

English Education Study Program

By

KADEK PRIDAYANI

NIM 2329081018



ENGLISH LANGUAGE EDUCATION

POST GRADUATE PROGRAM

UNIVERSITAS PENDIDIKAN GANESHA

2025

LEMBAR PERSETUJUAN PEMBIMBING

Tesis oleh Kadek Pridayani ini telah diperiksa dan disetujui untuk Mengikut Ujian Tesis.

Singaraja, 9 Juli 2025

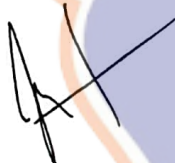
Pembimbing I,



Made Hery Santosa, S.Pd., M.Pd., Ph.D.

NIP 197910232003121001

Pembimbing II,



Prof. Dr. I Gede Budasi, M.Ed.

NIP 195812311985031022



This thesis by Kadek Pridayani has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirements for the degree of Master in English Education, Postgraduate Study Program, Universitas Pendidikan Ganesha.

Singaraja, July 31st 2025

By

Board of Examiners;



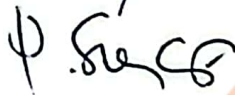
Chairman (Prof. Dra. Luh Putu Artini, M.A., Phd.)

NIP. 196407141988102001



Member (Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.)

NIP. 198304022006042001



Member (Dr. Putu Suarcaya, S.Pd., M.Sc.)

NIP. 197310032000121001



Member (Made Hery Santosa, S.Pd, M.Pd., Ph.D.)

NIP. 197910232003121001



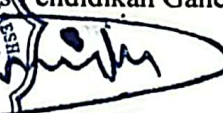
Member (Prof. Dr. I Gede Budasi, M.Ed.)

NIP. 195812311985031022

Acknowledged by

Director of Postgraduate Program

Universitas Pendidikan Ganesha



Prof. Dr. I Nyoman Jampel, M.Pd.

NIP 195910101986031003

STATEMENT LETTER

I hereby declare that this post-graduate thesis in education that is written as the partial requirement for the degree of master in Education is my work. All the information in this thesis was derived from the work of others and was cited by citing the source authors' names according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work or that there is a case of plagiarism, I will willingly accept the consequences of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.

Singaraja, July 9th 2025

Statement by,

Kadek Pridayani



ACKNOWLEDGEMENT

The successful completion of this post-graduate thesis would not have been possible without the support and encouragement of many individuals. First and foremost, the writer expresses her deepest gratitude to the Almighty God for His guidance and blessing that made all things achievable.

This thesis could also be well-written because of contributions and supports from lecturers and colleagues. Therefore, the writer would like to express her deepest gratitude to:

1. The first supervisor Made Hery Santosa, S.Pd, M.Pd., Ph.D., and the second supervisor, Prof. Dr. I Gede Budasi, M.Ed., for their patience, knowledge, support, and kind guidance that helped the writer stay focused and motivated during this work. She deeply appreciates their dedication, reliability, and wholehearted commitment, for which she is sincerely thankful.
2. The first thesis examiner, Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd., and the second thesis examiner, Dr. Putu Suarcaya, S.Pd., M.Sc., for their supportive feedbacks for the final thesis revision.
3. All the Master Degree of English Language Education lecturers for their guidance and valuable learning.
4. The headmaster, teachers, and students of SMP N 2 Tabanan for their warm welcome and kind support, which played an important role in helping the writer completed this research on time.
5. Further, the writer would like to express her sincere gratitude to her amazing parents, I Nyoman Garwa and Ni Made Medani, her sister, Putu Purnami Dewi and Komang Mega Trisnayani, her supportive husband, I Wayan Agus Sukanaya, and her children Putu Mirah Priyadani, Kadek Nugraha Wicaksana, and Komang Dewi Sonia Maharani for being the biggest motivators and giving endless love, support, and care to finish this thesis.

6. The writer would also like to express sincere thanks to the S2 Denpasar E class and close friends for the valuable experiences, lessons, and constant encouragement they provided throughout the process of completing this thesis.

Finally, the writer hopes that this thesis will be helpful and meaningful for its readers. Any constructive feedback and suggestions for improving this study are truly appreciated.

Singaraja, July 9th 2025



The writer

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	i
ABSTRACT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES.....	x
LIST OF APPENDICES	xi
CHAPTER I	1
1.1 Background of the Study	1
1.2 Problem Identification	11
1.3 Limitation of Problem.....	13
1.4 Research Questions.....	14
1.5 Objectives of the Study.....	14
1.5.1 General Objectives.....	14
1.5.2 Specific Objectives.....	15
1.6 Significance of the Study.....	15
1.6.1 Theoretical Significance.....	15
1.6.2 Practical Significance.....	16
CHAPTER II	17
2.1 Theoretical Review	17
2.1.1 Writing Competency	17
2.1.2 Engagement.....	32
2.1.3 AI-Powered Writing Tools.....	40
2.2 Relevant Empirical Evidence	44
2.2.1 Studies on the Implementation of AI-Powered Writing Assistant on Students' Writing Competency	44
2.2.2 Studies on the Implementation of AI-Powered Language Learning on Students' Engagement.....	48
2.3 Conceptual Framework.....	50
2.3.1 The Effect of Wordtune towards Students' Writing Competency	51
2.3.2 The Effect of Wordtune towards Students' Engagement in Writing	52

2.4 Research Hypothesis	54
CHAPTER III.....	55
3.1 Research Design.....	55
3.2 Setting of the Study.....	57
3.3 Population and Sample	58
3.4 Research Variables and Operational Definition	59
3.4.1 Research Variables.....	60
3.4.2 Operational Definition	60
3.5 Data Collection Method and Research Instruments.....	61
3.5.1 Data Collection Method	61
3.5.2 Research Instruments	64
3.6 Instrument Validity and Reliability	76
3.6.1 Validity and Reliability Test of Writing Engagement Questionnaire	76
3.6.2 Validity and Reliability Test of Post Writing Test.....	77
3.7 Internal Validity of the Research	79
3.8 Data Analysis Method.....	83
3.9 Statistical Hypothesis.....	86
CHAPTER IV	88
4.1 Findings.....	88
4.1.1 The Effect of Wordtune towards Students' Writing Competency	88
4.1.2 The Effect of Wordtune towards Students' Writing Engagement	92
4.1.3 The Students' Perspectives on the Impact of Wordtune on Their Writing Competency and Engagement in Writing	97
4.1.3.1 Writing Competency	105
4.1.3.2 Affective Engagement.....	108
4.1.3.3 Behavioural Engagement	109
4.1.3.4 Cognitive Engagement.....	111
4.1.3.5 Social Engagement.....	112
4.1.3.6 Concerns of Using Wordtune.....	114
4.2 Discussion.....	116
CHAPTER V	129
5.1 Conclusion	129

5.2 Suggestion.....	130
5.3 Implication	131
REFERENCES.....	133



LIST OF TABLES

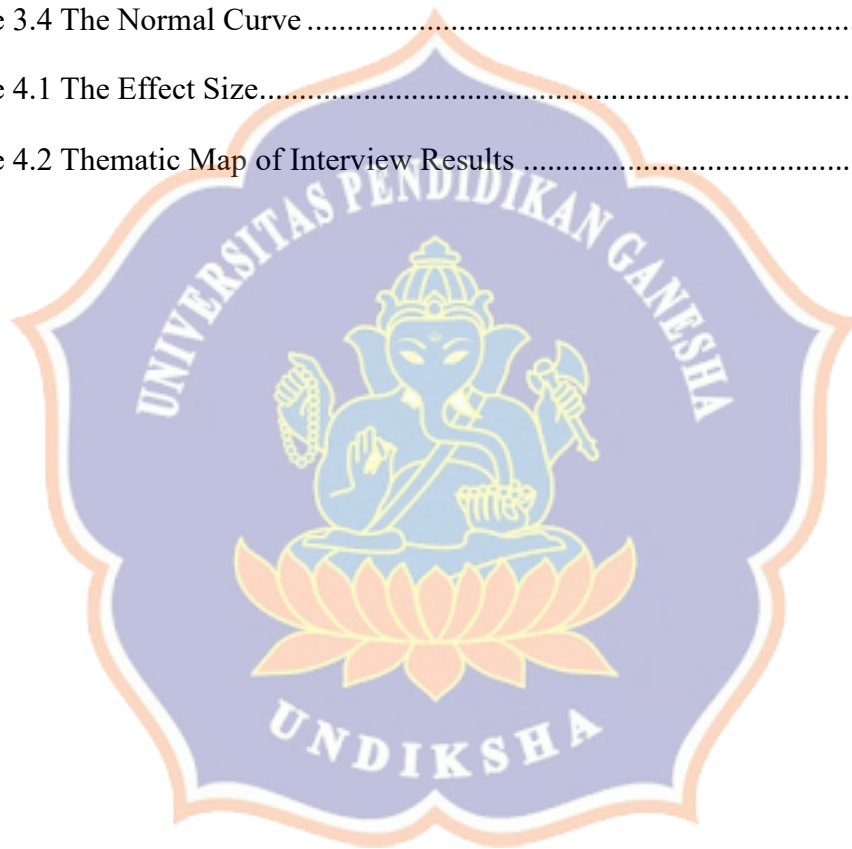
Tabel 2.1 Learning Objectives of the Writing and Presenting Elements for Eighth-Grade Junior High School Students	24
Tabel 2.2 Differences in Instructional Activities between the Experimental Group and the Control Group	30
Tabel 2.3 Indicators for Affective Engagement	37
Tabel 2.4 Indicators for Behavioural Engagement.....	37
Tabel 2.5 Indicators for Cognitive Engagement	38
Tabel 2.6 Indicators for Social Engagement	38
Tabel 2.7 Engagement Dimensions Definitions and Writing Examples	39
Table 3.1 Constellation of Posttest Only Control Group Design	57
Table 3.2 Sample of the Study	59
Table 3.3 Blueprint of the Post Writing Test.....	66
Table 3.4 Blueprint for the Writing Scoring Rubric.....	67
Table 3.5 The Blueprint of the Questionnaire	70
Table 3.6 Criteria for Determining the Categorization of Students' Writing Performance	71
Table 3.7 Categorization of Students Based on Writing Competency Level.....	74
Table 3.8 Blueprint of the Interview Guide	75
Table 3.9 Criteria for Evaluating the Post-Writing Test Try-out.....	78
Table 3.10 Normal Distribution Qualification	84
Table 3.11 Homogeneity of Variance Qualification	85
Table 4.1 The Normality Test Result for Students' Writing Competency	89
Table 4.2 The Homogeneity Test Result for Students' Writing Competency	89

Table 4.3 The Variability of Experimental and Control Groups	90
Table 4.4 The Result of Independent T-test Analysis.....	91
Table 4.5 The Normality Test Result for Students' Writing Engagement.....	93
Table 4.6 The Homogeneity Test Result for Students' Writing Engagement.....	93
Table 4.7 The Mann-Whitney U Test Result.....	95
Table 4.8 The Median Values for Experimental and Control Groups	96
Table 4.9 The Themes, Sub-themes, and Excerpts	99



LIST OF FIGURES

Figure 2.1 An Example of Wordtune in Use	43
Figure 3.1 Explanatory Mixed Method Design	56
Figure 3.2 Posttest Only Control Group Design	56
Figure 3.3 The Research Procedure	64
Figure 3.4 The Normal Curve	71
Figure 4.1 The Effect Size.....	92
Figure 4.2 Thematic Map of Interview Results	116



LIST OF APPENDICES

Appendix 1 Students' Summative Score	146
Appendix 2 Analysis of Variance to Determine the Research Sample	148
Appendix 3 Post Writing Test	149
Appendix 4 The Writing Engagement Scale	150
Appendix 5 Interview Questions	151
Appendix 6 Lesson Plans for Experimental Group	152
Appendix 7 Lesson Plans for Control Group	183
Appendix 8 Empirical Validity of Post Writing Test	212
Appendix 9 The Inter-rater Reliability Coefficient of the Post-Writing Test Try-out and the Analytical Scoring Rubric	213
Appendix 10 Posttest Score	216
Appendix 11 Students' Questionnaire Score	218
Appendix 12 Examples of Students' Writing	220
Appendix 13 Research Instrument Content Validity	224
Appendix 14 Documentation	255
Appendix 15 Data Collection Permit Letter	257