

**A CORRELATIONAL STUDY BETWEEN AI LITERACY, WRITING SKILL
AND MOTIVATION ON 11th GRADE OF HARAPAN SENIOR HIGH
SCHOOL IN DENPASAR**

THESIS

By

I Kadek Wahyu Widana

2329081001



UNIVERSITAS PENDIDIKAN GANESHA

POST GRADUATE PROGRAM

ENGLISH LANGUAGE EDUCATION

SINGARAJA

2025

**A CORRELATIONAL STUDY BETWEEN AI LITERACY, WRITING SKILL
AND MOTIVATION ON 11th GRADE OF HARAPAN SENIOR HIGH
SCHOOL IN DENPASAR**

THESIS

By

I Kadek Wahyu Widana

2329081001



UNIVERSITAS PENDIDIKAN GANESHA

POST GRADUATE PROGRAM

ENGLISH LANGUAGE EDUCATION

SINGARAJA

2025



**A CORRELATIONAL STUDY BETWEEN AI LITERACY, WRITING SKILL
AND MOTIVATION ON 11th GRADE OF HARAPAN SENIOR HIGH
SCHOOL IN DENPASAR**

THESIS

Presented to

Universitas Pendidikan Ganesha

In Partial Fulfilment of the Requirements

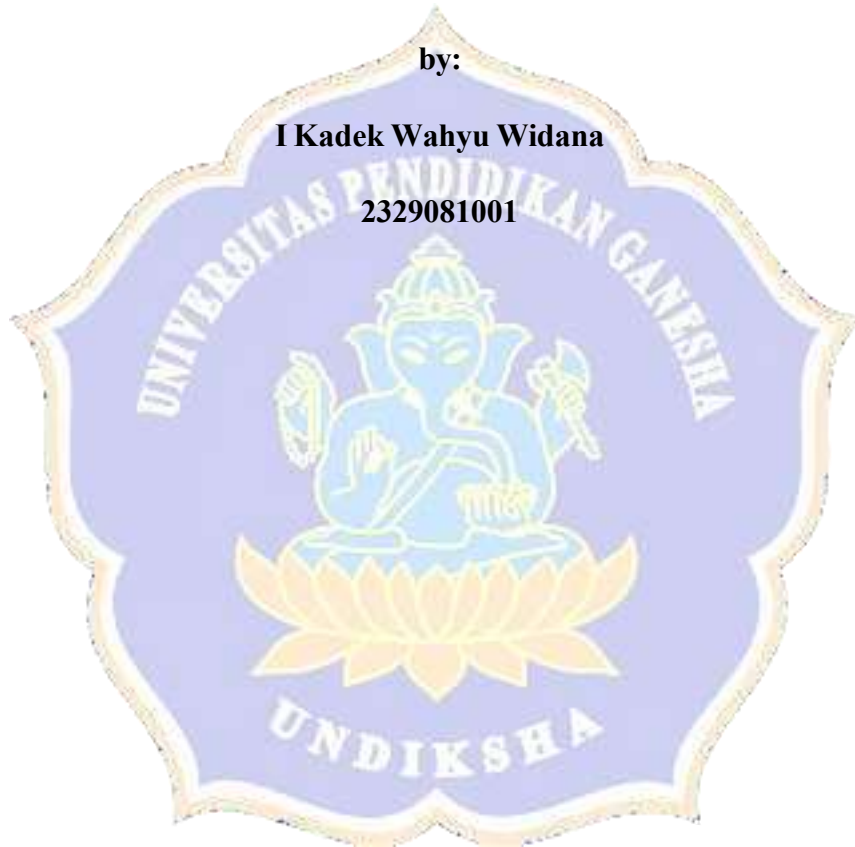
For Master Degree Education

English Language Education Study Program

by:

I Kadek Wahyu Widana

2329081001



UNIVERSITAS PENDIDIKAN GANESHA

PASCASARJANA

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

2025

LEMBAR PERSETUJUAN PEMBIMBING

Tesis oleh I Kadek Wahyu Widana ini telah diperiksa dan disetujui untuk
Mengikuti Ujian Tesis.

Singaraja, 29 Agustus 2025

Pembimbing I



Made Hery Santosa, S.Pd, M.Pd., Ph.D.
NIP. 197910232003121001

Pembimbing II



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.
NIP. 198701172014041001

This thesis by I Kadek Wahyu Widana has been successfully defended in front of the board of Examiners and accepted as partial fulfilment of the requirements for the degree of Master in English Education, Postgraduate Study Program, Universitas Pendidikan Ganesha.

Singaraja, 29 August 2025

By

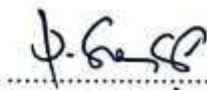
Board of Examiners;



..... **Chairman** (Prof. Dra. Luh Putu Artini, M.A., Ph.D.)
NIP. 196407141988102001



..... **Member** (Prof. Dr. Ni Made Ratminingsih, M.A.)
NIP. 196609081991022002



..... **Member** (Dr. Putu Suarcaya, S.Pd., M.Sc.)
NIP. 197310032000121001



..... **Member** (Made Hery Santosa, S.Pd, M.Pd., Ph.D.)
NIP. 197910232003121001



..... **Member** (I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.)
NIP. 198701172014041001

Acknowledged by
Director of Postgraduate
Program Universitas Pendidikan Ganesha,



Prof. Dr. I Nyoman Jampel, M.Pd.
NIP. 196910101986031003

STATEMENT LETTER

I hereby declare that this post-graduate thesis in education is written as the partial requirement for the degree of master in Education in my work. All the information in this thesis was derived from the work of others and was cited by citing the source author's 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, 29 August 2025



I Kadek Wahyu Widana

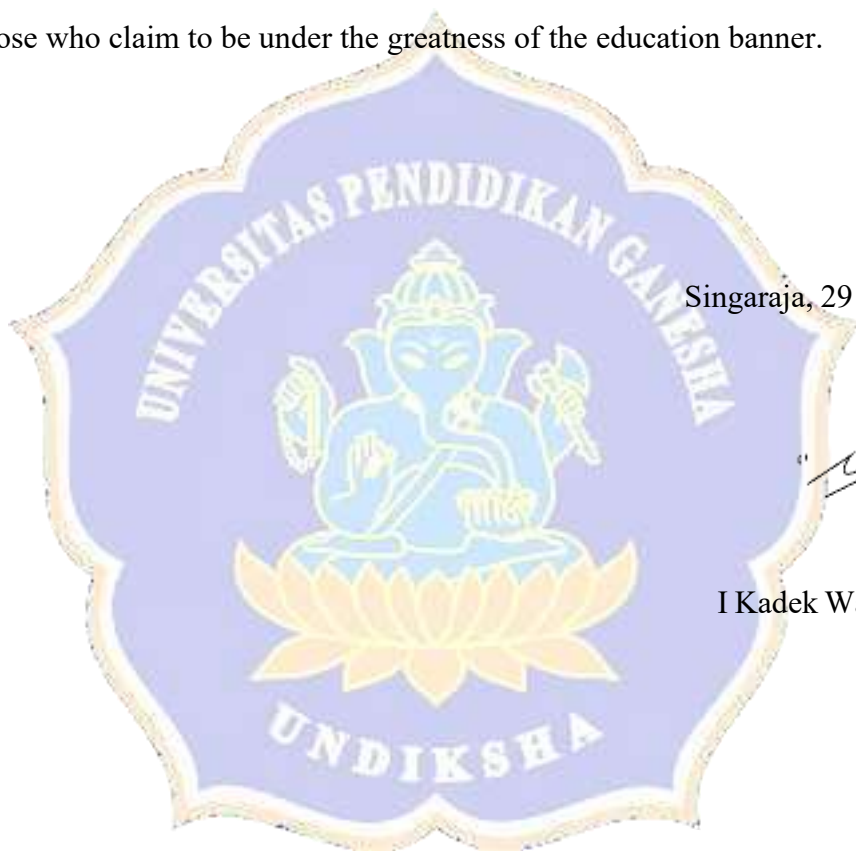
ACKNOWLEDGEMENT

Praise and gratitude are offered to God Almighty for His grace, which allows the thesis, entitled “A Correlational Study between AI Literacy, Writing skill and Motivation on 11th grade of Harapan Senior High School in Denpasar” to be completed as planned. This thesis was written to fulfil one of the requirements for obtaining a Master of Education degree from Ganesha University of Education in the English Language Education Study Program. Completing this thesis has received much help from various parties. Therefore, allow the author to express gratitude and appreciation to the following parties.

1. Made Hery Santosa, S.Pd, M.Pd., Ph.D. as the first supervisor who has patiently guided, directed, and provided such meaningful motivation, so that the author was able to overcome various obstacles in the course of study and completion of this thesis;
2. I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D. as the second supervisor, who with his guidance in helping the author to keep on improving and revising until it can all be done; Prof. Dr. Ni Made Ratminingsih, M.A, and Dr. Putu Suarcaya, S.Pd., M.Sc., as examiners who have provided many useful inputs for the improvement of this thesis;
3. The teachers in the school who have been involved in many research subjects and supported the authors in the thesis process;
4. The Coordinator of the English Language Education Study Program and teaching staff who have helped and motivated the author a lot during the preparation of this thesis; The Director of Postgraduate Undiksha and staff, who have helped a lot during the author’s completion of this thesis;
5. The Rector of Ganesha University of Education provided moral assistance and facilitated the author’s various interests in completing this thesis.
6. Classmates in the English Language Education Study Program, who with their respective characters have contributed a lot to shaping the author's self during the study and completion of this thesis.
7. As the author’s parents, Mr. I Wayan Widana and Mrs. Ni Luh Putu Rawiyani have helped a lot materially and morally in completing this thesis.

8. As the author's siblings, Mrs. Ni Wayan Vidya Dharma Yani and Ms. Ni Komang Surya Widayani have helped a lot in giving unstoppable supports and deadlines that keep the authors pursuing this thesis until it is done on time.

May God Almighty bless all their assistance in completing this study with commensurate rewards, as well as health and harmony in life. The author realizes that this thesis is not perfect. However, its presence in the constellation of the academic community will add to the treasury of knowledge in the development of science. Hopefully, this thesis is useful for the academic community, especially those who claim to be under the greatness of the education banner.



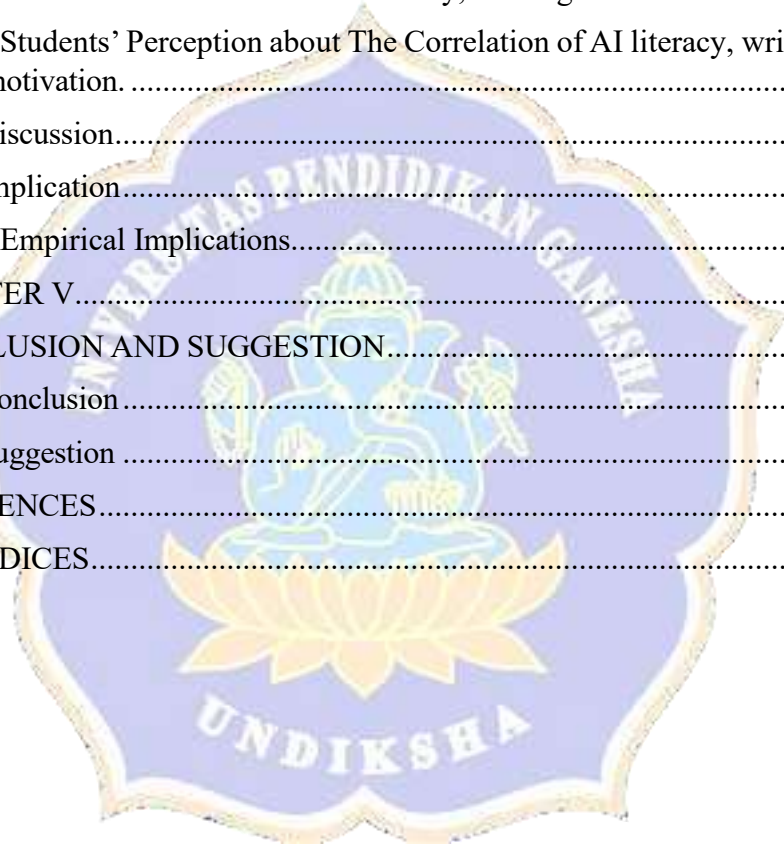
Singaraja, 29 August 2025

I Kadek Wahyu Widana

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
TABLE OF CONTENTS	xii
LIST OF THE FIGURES	xiii
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Research Background	1
1.2 Problem Identification	6
1.3 Limitation of Study	6
1.4 Research Questions.....	7
1.5 Purpose of the Research	7
1.6 Significance of the Study.....	7
1.6.1 Theoretical Significance.....	7
1.7 Definition of Key Terms.....	8
1.7.1 Conceptual Definition.....	8
1.7.2 Operational Definition	10
1.8 Research Assumptions	11
1.9 Publication Target	11
CHAPTER II.....	12
LITERATURE REVIEW	12
2.1 Theoretical Review	12
2.2 Empirical Review	23
2.3 Conceptual Framework.....	25
2.4 Research Hypothesis.....	26
CHAPTER III.....	27
RESEARCH METHOD.....	27
3.1 Research Design	27
3.2 Research Variables	27
3.3 Population and Research Sample	27
3.4 Research Procedure	29
3.5 Data Collection Method	31

3.6 Research Instruments.....	33
3.7 Data Validity and Reliability	44
3.8 Data Analysis Technique	48
3.9 Statistic Hypothesis	54
CHAPTER IV	56
FINDINGS AND DISCUSSION	56
4.1 Findings	56
4.1.1 The Correlation between AI literacy and Motivation	56
4.1.2 The Correlation between Writing Skill and Motivation	60
4.1.3 The Correlation between AI literacy, Writing Skill and Motivation...	64
4.1.4 Students' Perception about The Correlation of AI literacy, writing skill, and motivation.	67
4.2 Discussion.....	82
4.3 Implication.....	90
4.3.1 Empirical Implications.....	90
CHAPTER V.....	93
CONCLUSION AND SUGGESTION.....	93
5.1 Conclusion	93
5.2 Suggestion	94
REFERENCES.....	96
APPENDICES.....	105



LIST OF THE FIGURES

Figure 2.1 Conceptual Framework.....	26
Figure 4.1 Normality Test	57
Figure 4.2 Linearity Test.....	58
Figure 4.3 Homoscedasticity (Scatter Plot) Test.....	58
Figure 4.4 Simple Correlation Test	59
Figure 4.5 Normality Test	61
Figure 4.6 Linearity Test.....	61
Figure 4.7 Homoscedasticity (Scatter Plot) Test.....	62
Figure 4.8 Simple Correlation Test	63
Figure 4.9 Normality Test	64
Figure 4.10 Normality Test through Residual Data	65
Figure 4.11 Partial Correlation Results	66



LIST OF TABLES

Table 3.1 AI Literacy Standardised Scales Theories.....	35
Table 3.2 AI Literacy Questionnaires.....	36
Table 3.3 Writing Skill Questionnaire Theories.....	37
Table 3.4 Blueprint of Writing Skill Questionnaire	38
Table 3.5 Motivation Questionnaire Theories.....	39
Table 3.6 Blueprint of Motivation Questionnaire	40
Table 3.7 Interview Guide Theories.....	41
Table 3.8 Interview Guides Framework.....	43
Table 3.9 Gregory Formula.....	44
Table 3.10 Validity Criteria.....	45
Table 3.11 Results of Experts' Judgement on Questionnaires	45
Table 3.12 Results of Experts' Judgement on Interview Guide.....	46
Table 3.13 Cronbach's Alpha.....	47
Table 3.14 Cronbach's Alpha Scores for Questionnaires.....	48
Table 3.15 Relationship Degree Guidelines.....	50
Table 3.16 Normality Test Analysis	51
Table 3.17 Correlation Coefficient With and Without Control Variable	52
Table 3.18 Significant Correlation Analysis	52
Table 3.19 Hypothesis Analysis	52
Table 4.1 Initial Memos and Preliminary Codes.....	71
Table 4.2 Code Grouping into Categories and Themes	73

LIST OF APPENDICES

Appendix 1. Expert Judgment of Questionnaire from 1 st Supervisor.....	105
Appendix 2. Expert Judgment of Questionnaire from 2 nd Supervisor.....	106
Appendix 3. Theories of AI Literacy Questionnaire	107
Appendix 4. AI Literacy Questionnaire Sheet.....	108
Appendix 5. Theories of Writing Skill Questionnaire.....	111
Appendix 6. Writing Skill Questionnaire Sheet	112
Appendix 7. Theories of Motivation Questionnaire	115
Appendix 8. Motivation Questionnaire Sheet	116
Appendix 9. Expert Judgment of Interview Guide from 1 st Supervisor	119
Appendix 10. Expert Judgment of Interview Guide from 2 nd Supervisor	120
Appendix 11. Interview Guide Theories.....	121
Appendix 12. Interview Guide Sheet.....	123
Appendix 13. Results of the Interview	126
Appendix 14. Documentation of Students in Class	140
Appendix 15. Documentation of Interview Sessions	141

