

CHAPTER I

INTRODUCTION

1.1 Research Background

The literacy has been closely related with the language learning process. Though during its process, knowing its relationship could be one of the benefits so that to do the learning process could be more relevant. One of the literacies namely AI literacy, where its focus on the improvement when using AI tools (Yang, 2022). In relation with learning process, AI offers feedbacks and related experiences to the learners so that their language learning process could be effectively improved (Aryanti & Santosa, 2024). Based on Laupichler et al. (2023), the term AI literacy refers to the fundamental comprehension of the way people use AI beneficially and assess properly. According to Long and Magerko (2020), the AI literacy could be defined as a set of ability including to conduct a deep assessment towards AI technologies, to utilize and cooperate with AI tools communicatively, and to make use of AI tools in various workplaces. In addition, the term AI literacy also refers to the capability to analyse, apply, and assess the AI-related applications within standard ethics of AI usages (Wang et al., 2023). In terms of literacy, a person who could proficiently and sensibly utilize AI technology could be considered as AI literate (Wang et al., 2023). The swift changes of AI era become more AI native where the utilization of AI technologies tools has been widely utilized (Wang et al., 2023). This leads to the needs of having AI literacy to fully utilize and assess the AI tools in an ethical way (Laupichler et al., 2023).

Since the changes of AI era become more native, AI tools have been utilized in English language learning, especially on students' writing skill. Puspitasari et al. (2024) stated that a complex activity that involves the sentence level development including structure, grammar, vocabulary, and spelling to create such coherent and cohesive paragraph is called as writing. Additionally, Riyanti et al. (2021) highlighted that the writing skill is defined as the writer's ability to create language and to communicate their thoughts in the form of language media. Writing is a method for expressing ideas and communicating in language, whether directly or in writing (Melia Sari, Badawi, et al., 2023). Writing is a creative activity that

involves conveying thoughts in written form. As the writing skill is defined by the researchers, it also relates with the motivation of the students.

The term motivation as stated by Dörnyei (2001) refers to the main reason and sources of how an action could be happened. Furthermore, according Gardner (1985, as cited in Dörnyei, 2001) the term motivation to learn language defined as three scopes; (1) the learners' craving to learn second language learning, (2) the learner's struggle to be motivated in learning second language, and (3) the learner's behaviour and attitude towards the targeted language. Laina and Marlina (2018) highlighted about both writing skill and the students' motivation and found out one of the reason the students faced a problem in writing skill. It was because they were feeling bored and unmotivated since they thought that writing was very difficult for them (Laina & Marlina, 2018). Still related with the writing skill, according to Juni Pratiwi et al. (2022) writing skill is defined as the ability to use the appropriate words and proper sentence structure to produce such written text correctly. Also, Darzhinova (2019) stated that through writing, the students are expected to express a clear purpose about their ideas and opinion in the form of written text. Khan et al. (2024) highlighted that the English writing skill with the utilization of AI towards English writing skill development, which used as the basic concept of students' English writing skill measurement. Moreover, according to Tridinanti et al. (2020) as writing skill needs linguistics ability, the students' motivation matters a lot to keep on improving and practicing their writing abilities. Tridinanti et al. (2020) also mentioned that their motivation becomes one of the essential factors to learn languages especially to express the language in the written form.

As the AI literacy plays vital role during AI era nowadays and the user of AI tools which are students in English writing activities, lead the needs to further analyse the correlation among AI literacy, writing skill, and motivation on the students. As the basis data from previous researches, the research about AI tools utilization towards students' writing skill have been conducted. For instance, the research about the utilization of AI tools towards students' writing skill had been conducted by Pheng et al. (2021) and Lim and Phua (2019). Based on the previous studies, there is still lack of correlational study focusing on AI literacy towards English language learning. The research conducted by Ng et al. (2022) about using

digital story writing in developing the primary students' AI literacy found that the students' literacy development improved through their language and technological abilities. Also, the study found out that the participants implemented their knowledge with the help of AI solutions. As a pedagogy, digital story writing had been proved to be effective in fostering students' AI literacy (Ng et al., 2022).

Additionally, Darvin (2025) found out that towards language learning, the AI usage had contradictions and the AI literacy practices by involving the analysis towards the human-AI interactions. That way, the learning language process that involved AI literacy should highlight the interactions of human-AI tools to make it more contextual into the learning process (Darvin, 2025). Moreover, the research conducted by Frangou et al. (2025) about the AI in scientific writing got relation towards AI literacy especially the frameworks of human accountability and AI ethics, which led to the use of AI tools with proper AI ethical usages. Frangou et al. (2025) found out the literacy of AI also matters to the development of scientific writing, so the value of the authors that used AI tools also underlined the ethics of AI as part of AI literacy. The correlational study conducted by Susilawati et al. (2023) which focused on the correlation between students' attitude towards language learning, their writing competence and their motivation found out that there was a positive and medium correlation between those variables. Also, the other previous research by Druga et al. (2019) found out the learners' background varies from any socioeconomic situation affect the gap of the AI literacy.

The previous research conducted by Mardani et al. (2023) showed that the correlation of learning interest and students' writing skill showed a significant correlation, where the students' learning interest affected the students' writing skills. Furthermore, the research conducted by Sari et al. (2023) showed that the correlation between student's motivation in learning English and their writing skill in descriptive text had significant correlation as well. The research conducted by Nurcaya et al. (2022) found out that the correlation between the critical thinking skill, students' reading motivation and their writing skill had positive relationship and there was significant contribution from critical thinking and reading motivation towards their writing skill. The research conducted by Beniche et al. (2021) related with the relationship between critical thinking skill and argumentative writing skills

shows a positive relationship due to the critical thinking skill plays vital role within the argumentative writing skill.

Beniche et al. (2021) also highlighted that the students with higher order thinking skill tends to be an independent learner who could adapt and improve their writing skill naturally since their ability to learn and think are improved. Besides, the previous research conducted by Budi (2020) about the correlation of reading skill and writing skill achievement showed that there was a positive relationship between reading skill and writing skill achievement. This happened due to the students could comprehend the information that they collect through stated and unstated written text. Furthermore, the students were able to deliver their ideas since their writing skill are improved along with their reading skill (Budi, 2020). Related with the previous study, the research conducted by Seunmin & Kim (2024) about the correlation of AI literacy towards teachers' efficacy and identity found out that raising the AI literacy significantly improved the sense of professionalism and efficacy of the teachers, which led to enhancing their roles in AI era. However, this study also suggested the needs of future studies about AI literacy by underlying another AI literacy development strategies towards every generation and other subject of language learning skills since the changing development of AI literacy should be in line with the current generations, to further comprehend the AI's impact towards the educations. In addition, the research conducted by Mardiani et al. (2023) about the correlation of learning interest and motivation within students' English writing skills showed that there was a positive correlation between those variables because the students' learning interest and motivation has great effects towards their English writing skills.

Based on the previous researches about the correlational study, it is found that there were inconsistent results of correlational study related with AI literacy, writing skill and motivation. It could be seen on some results that showed the inconsistency of results. The research conducted by Zhai et al. (2024) mentioned that the overreliance on AI dialogue led to negative side such as the impact on decision making, and critical thinking. Also, the overreliance had relation on writing skill such as the ethical concerns about plagiarism that could affect the efficiency in academic writing. Additionally, the research conducted by Lo et al.

(2024) showed that the influence of ChatGPT towards students' engagement had weak engagement of the students on their cognitive process including their understanding and self-perception, as well as their disengagement such as their reduced critical thinking and the overreliance. The research conducted by (Khampusaen, 2025) also mentioned that even though the results of the findings showed the significant correlation between ChatGPT towards the EFL learners' argumentative writing development, there were still concerns regarding the need of adding challenges about the originality of the writing, as well as the academic integrity. Moreover, the research conducted by Ya'u & Mohammed (2025) found out that 65% of participants believed that AI could enhance their writing skill since it has significant correlation, there was also significant correlation with the ethical concerns based on 47% of the participants. The ethical concerns focused on the plagiarism and the originality of the writing results, as well as the less effective of using AI tools in supporting students with higher order thinking skills within the context of the paragraph organization and the thesis development.

Furthermore, the correlational study about AI literacy was still lack, in accordance with the students' writing skill and motivation. Furthermore, following the previous researches about the correlational study related with AI literacy, the needs of analyzing the students' perceptions towards the use of technology also important to know further about how the direct user of the technology, which is the students, could express their opinions about that technology. Based on Oktavianti & Ardianti (2019), the students' perception in general refers to someone's response towards specific objects or things, where their response comes from the way they define and experience that object. That leads to the needs of further analysis on the students' awareness of AI literacy as the direct users of AI tools, especially in writing activity. The previous studies also showed that most of the participants used were from university level, that leads to the needs of analysis on AI users in senior high students where their writing activity already involved technology usage such as AI tools in this era. Additionally, the previous studies about AI literacy showed suggestion to further research about AI literacy correlation with other language skills which also in line with the current generations. As such, the AI literacy development nowadays should also be the focus especially when conducting the

learning process that involved AI tools. Since the literacy of AI also included the ethics of AI, the needs of AI literacy research were the main concern especially the correlation of it towards writing skills and motivation.

That way, the gap that collected based on previous studies relates with the correlational study on students' AI literacy, to see its correlation among writing skill and motivation. Based on the previous researches regarding the correlation of AI literacy, writing skill and motivation, this study found the gap that the correlational study between AI literacy, writing skill, and motivation needs further analysis to find out its correlation, the direction of the relationship, and also the strength level of the relationship between those variables. In addition, it is essential to further analyse the students' perception towards the correlation among AI Literacy, writing skill and motivation, since the students are the one who face directly the AI era nowadays, and as the direct users of AI tools during their writing activities. Additionally, the students' English learning process that involved technology also must be analysed since it could become the basic data to further analyse the AI literacy of the students. This study aims to close the gap by conducting a correlational study between AI literacy, writing skill, and motivation on eleventh-grade senior high students in Harapan Senior High School Denpasar.

1.2 Problem Identification

Based on the background of the research, it is found that the correlation of AI literacy, writing skill, and also motivation of senior high students needs further analysis. Even though the writing skill has relation with motivation, the AI literacy as the other variable also need to be analyzed to check the direction of relationship, and also the strength level of its relation. Additionally, the students' perception towards the relationship among AI literacy, writing skill, and motivation also needs to be analyzed to know further about the students' perception based on the relationship among all variables. There are several problems that could be identified such as :

1. The relationship of AI literacy and motivation.
2. The relationship of writing skill and motivation.
3. The relationship of AI literacy, writing skill and motivation.

4. Students' perception towards the relationship between AI literacy, writing skill and motivation.

1.3 Limitation of Study

This research focused on correlational study to analyse the correlation of AI literacy, writing skill, and also motivation. Besides, this research analysed the direction of the relationship, as well as the strength level of relationship between AI literacy, writing skill, and also motivation. Additionally, the researcher analysed the students' perception towards the relationship between AI literacy, writing skill, and motivation. This study conducted on the context of senior high school students in Denpasar.

1.4 Research Questions

Based on the research background, the research questions of this study are as follows:

1. Is there any relationship between AI Literacy and motivation on eleventh grade senior high students in Harapan Senior High School Denpasar?
2. Is there any relationship between writing skill and motivation on eleventh grade senior high students in Harapan Senior High School Denpasar?
3. Is there any relationship among AI Literacy, writing skill, and motivation on eleventh grade senior high students in Harapan Senior High School Denpasar?
4. What is the perception of eleventh grade senior high students in Harapan Senior High School Denpasar towards the relationship between AI Literacy, writing skill and motivation?

1.5 Purpose of the Research

Based on the research questions, this study has three objectives which are:

1. To analyse the correlation of AI literacy and motivation.
2. To analyse the correlation of writing skill and motivation.
3. To analyse the correlation of AI literacy, writing skill and motivation.

4. To analyse the students' perception towards the relationship between AI literacy, writing skill and motivation.

1.6 Significance of the Study

This research is prepared to be beneficial to the reader theoretically and practically. The research significances are described as follows:

1.6.1 Theoretical Significance:

The researcher expects this research could be beneficial to the understanding of relation between AI literacy, writing skill, and also motivation in terms of how the relationship direction and the strength level of its relationship. Moreover, the results of this study are hoped to be beneficial in considering whether the relation of AI literacy, writing skill, and also motivation could be further used in the context of English language learning process that involves AI literacy, AI tools, students' English writing skill and students' learning motivation. That way, the consideration of using AI literacy in the class could be one of the solutions in the context of English language learning process.

1.6.2 Practical Significance:

a) Researcher

This research carried out to improve the researchers' comprehension and knowledge about the correlation, the direction of the relationship, as well as the strength level between AI literacy, writing skill, and also motivation.

b) Readers

This study is conducted with the hope to help the readers easier to understand the relation of AI literacy, writing skill, and also motivation. Besides, it is also hoped to help the readers to know the direction and the strength level of relationship towards AI literacy, writing skill, and also motivation.

c) Lectures or Teachers

This research could be beneficial for lecturers or teachers who are interested in the writing skill improvement by seeing two factors to correlate with, which are the AI literacy and the motivation.

d) Other Researchers

This research could be useful for other researchers who are going to conduct experimental research involving AI literacy, writing skill, and also motivation to see its effect on the English language learning context, especially on the higher level of students.

1.7 Definition of Key Terms

1.7.1 Conceptual Definition

1. AI Literacy

The term AI Literacy defined as the AI characteristics comprehension and its implementation towards AI-infused future society (Yi, 2021). The AI literacy relates with the AI usage comprehension (Dipaola et al., 2020). Wang et al. (2022) showed that the standard scale of measuring students' AI literacy including the four main concept of AI literacy; *awareness, usage, evaluation, and ethics*. The AI literacy related with the 21st century learning that leads to AI ethics comprehension and the AI usage skills that could be really matters for students' future improvement (Steinbauer et al., 2021).

2. Writing Skill

Writing skill is defined as the ability to use the appropriate words and proper sentence structure to produce such written text correctly (Juni Pratiwi et al., 2022). Also, based on Darzhinova (2019), through writing, the students are expected to express a clear purpose about their ideas and opinion in the form of written text. Khan et al. (2024) mentioned the English writing skill with the utilization of AI towards English writing skill development, which used as the basic concept of students' English writing skill measurement.

3. Motivation

Based on Dörnyei (2001), the term motivation refers to the main reason and sources of how an action could be happened. According to Gardner (1985, as cited in Dörnyei, 2001), the term motivation to learn language defined as three scopes; (1) the learners' craving to learn second language learning, (2) the learner's struggle to be motivated in learning second language, and (3) the learner's behaviour and attitude towards the targeted language. The term motivation refers to the students' learning motivation that is affected by two factors including internal and external factors. The internal factors that affect students' motivation including the students' intelligence, interest, talents, physic, emotional, and also their attitude. The external factors that affect students' motivation in learning including their family, school, and environment around them (Djarwo, 2020).

4. Students' Perception

Based on Lindsay & Norman (1972), the term students' perception could be defined as the process of a person to define and handle what they could sense, in which that process could lead to a valuable memory and experience. In terms of technology, the students' perception on technology nowadays relies on how they see its benefit for their learning process (Toar et al., 2022). As for the technology implementation especially the relation of AI literacy, the aspects, it relates with the aspects of collaboration, ethics, and the impact of technology towards students' learning process (Chiu et al., 2024).

1.7.2 Operational Definition

1. AI Literacy

In this context, the AI Literacy refers to the eleventh-grade students' AI Literacy including the comprehension of AI concepts, evaluating the use of AI tools, as well as the utilization of AI in the real-life context. Four main concepts of AI literacy

in this research refers to the awareness, usages, evaluation, and ethics of AI towards the eleventh-grade senior high students in Denpasar.

2. Writing Skill

In this context, the writing skill refers to the students perceived writing skill on their lesson that the researcher observed in the preliminary observation. The students perceived writing skill is within English learning process that was observed in the classroom. The questionnaire delivered to the students to collect information about its correlation with AI literacy and motivation.

3. Motivation

In this context, the motivation refers to the students' motivation towards AI literacy and writing skill. The students' learning motivation includes two factors including internal and external factors. The internal factors that affect students' motivation including the students' intelligence, interest, talents, physis, emotional, and also their attitude. As such, the external factors that affect students' motivation in learning include their family, school, and environment around them. that analysed by the researcher to see its correlation towards AI literacy and writing skill.

4. Students' Perception

In this context, the students' perception refers to the perception of the students towards the correlation of AI literacy, writing skill, and also the motivation. The students' perception in this research collected through interview which is based on the comprehensive framework designed by Chiu et al. (2024).

1.8 Research Assumptions

The research assumes that the AI literacy has significant relation with both writing skill and motivation. Also, the research assumes that the direction of relationship between AI literacy, writing skill, and also the motivation is a positive relationship. Besides, the research assumes that the relation of AI literacy, writing

skill, and motivation has strong level of relationship. Moreover, it is assumed that students perceive a mutual influence between AI literacy, writing skill, and motivation, where each factor affects and supports the others.

1.9 Publication Target

The writer has a plan to publish the article in the IDEAS : Journal on English Language Teaching and Learning, Linguistics and Literature with the focus of English language teaching and within the scope of Sinta 3 journal. The publication journal that the writer would like to use in publishing the article could be seen from the link below:

IDEAS : Journal on English Language Teaching and Learning, Linguistics and Literature : <https://ejournal.iainpalopo.ac.id/index.php/ideas/index>

