

ABSTRACT

Purnama, Miftakul Rokhman (2025). *The Effect of Teachers' and Students' AI Readiness and Writing Skill Development Through the Use of Gemini in Grade 10 English Classrooms at SMA Negeri 1 Seririt*. Thesis, English Language Education, Postgraduate program, Universitas Pendidikan Ganesha.

Keywords: Gemini AI, Writing Skills, AI Readiness, English Language Learning, Teacher–AI Readiness

This study aimed to examine the readiness of teachers and students for Artificial Intelligence (AI) technology and the improvement of writing skills through the use of Gemini in 10th-grade English classes at SMA Negeri 1 Seririt. This study used an explanatory sequential mixed-methods design, beginning with a quantitative phase that applied a non-equivalent Control Group Quasi-Experimental Design. This phase involved pre-test and post-test writing skills and AI readiness questionnaires, which were analysed using one-way MANOVA. This was followed by a qualitative phase that used descriptive analysis to explore teachers' perceptions through semi-structured interviews. The validity of the instruments was confirmed through expert judgment, while reliability was tested using Cronbach's Alpha. The results showed: (1) a significant simultaneous effect of Gemini use on students' writing skills and AI readiness; (2) a significant difference was found in the post-test after treatment. Qualitative data, collected through teacher interviews, provided in-depth insights into teachers' perceptions, showing that teachers felt ready (mean 3.85) to integrate AI. Teachers viewed AI as being able to assist students in the technical aspects of writing (ideas, structure, grammar), while teachers played a role in monitoring originality and providing feedback. These findings suggested that Gemini could be an effective tool for improving writing skills while preparing students for AI. The study concluded with recommendations for the wise integration of AI, emphasizing the role of teachers as facilitators, the need for students to maintain originality, and the importance of school support in providing facilities and training about readiness to use AI.

ABSTRAK

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Kata-kata kunci: Gemini AI, Writing Skills, AI Readiness, English Language Learning, Teacher–AI Readiness

Penelitian ini bertujuan untuk meneliti kesiapan guru dan siswa terhadap teknologi kecerdasan buatan serta peningkatan keterampilan menulis melalui Penggunaan Gemini di kelas bahasa inggris kelas X di SMA Negeri 1 Seririt. Penelitian ini menggunakan desain *explanatory sequential mixed-methods*, dimulai dengan fase kuantitatif yang menerapkan *non-equivalent control group quasi experimental design*. Fase ini melibatkan *pre-test* dan *post-test* keterampilan menulis serta kuesioner kesiapan AI, yang dianalisis menggunakan *one-way MANOVA*. Tahap ini dilanjutkan dengan fase kualitatif menggunakan analisis deskriptif untuk mengeksplorasi persepsi guru melalui wawancara semi-terstruktur. Validitas instrumen dikonfirmasi melalui penilaian ahli (*expert judgment*), sementara reliabilitas diuji menggunakan *Cronbach's Alpha*. Hasil penelitian menunjukkan: (1) adanya pengaruh simultan yang signifikan dari penggunaan Gemini terhadap keterampilan menulis dan kesiapan AI siswa ; (2) ditemukan perbedaan yang signifikan pada *post-test* setelah perlakuan. Data kualitatif, yang dikumpulkan melalui wawancara guru, memberikan wawasan mendalam mengenai persepsi guru, yang menunjukkan bahwa guru merasa siap (*mean 3.85*) untuk mengintegrasikan AI. Guru memandang AI dapat membantu siswa dalam aspek teknis penulisan (*ide, struktur, tata bahasa*), sementara guru berperan memonitor orisinalitas dan memberikan umpan balik. Temuan ini menunjukkan bahwa Gemini dapat menjadi alat yang efektif untuk meningkatkan keterampilan menulis sekaligus mempersiapkan kesiapan AI siswa. Penelitian ini ditutup dengan rekomendasi untuk mengintegrasikan AI secara bijak, dengan penekanan pada peran guru sebagai fasilitator, siswa yang harus menjaga orisinalitas, dan dukungan sekolah dalam menyediakan fasilitas serta pelatihan kesiapan menggunakan kecerdasan buatan.