

APPENDIX

Appendix 1. Letter of Acceptance



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman www.pasca.undiksha.ac.id

Singaraja, 26 Pebruari 2025

Nomor : 897/UN48.14.1/KM/2025

Hal : **Mohon Ijin Pengambilan Data**

Yth. :

di

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami sebagai berikut :

Nama : Miftakul Rokhman Purnama
NIM : 2329081056
Program Studi : Pendidikan Bahasa Inggris (S2)
Judul Tesis : Investigating the Implementation of Gemini toward Writing Skills and AI Readiness at 10th Grade Students of SMAN 1 Seririt.

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

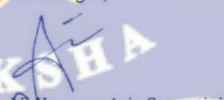
Atas perhatian, berkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Menyetujui,

Pembimbing I,


Made Hery Santosa
NIP. 197910232003121001

Pembimbing II,


Ni Komang Arie Suwastini
NIP. 198004042003122001

Mengetahui,
a.n. Direktur,
Wadir I,



Ika Karyati Wutu Arnyana
NIP. 195812311986011005

Appendix 2. Letter of Research

[illegible]

Jalan Diponegoro No. 100 Surinjt. Telpun (0362) 92084
Lamen : www.sman1ser.sch.id. E-mail : info@sman1serinjt.sch.id

SURAT KETERANGAN

No: B.10.000.9/1801/SMAN1Seririt/DIKPORA

Yang bertandatangan dibawah ini Kepala SMA Negeri 1 Seririt menerangkan bahwa :

Nama : Miftakul Rokhman Purnama
NIM : 2329081056
Program Studi : Pendidikan Bahasa Inggris (S2)
Universitas : Universitas Pendidikan Ganesha
Keterangan : Memang benar Mahasiswa Universitas Pendidikan Ganesha tersebut di atas telah melakukan Penelitian Kepada siswa kelas X5,X6,X7 dan X8 di SMA Negeri 1 Seririt dari tanggal 06 Februari 2025 Sampai tanggal 03 Juni 2025. Surat ini dibuat untuk keperluan penyelesaian Tesis Mahasiswa Program Pasca Sarjana Universitas Pendidikan Ganesha yang berjudul “Investigating the Implementation of Gemini toward Writing Skills and AI Readiness at 10th Grade Students of SMAN 1 Seririt”.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Seririt,03 Juni 2024



Ditandatangani secara elektronik oleh :
KEPALA SEKOLAH
 Ngurah Putu Wiswayana, S.Pd.,M.Pd
 NIP. 19730928 199801 1 002



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSRN



Appendix 3. Teaching Scenario

Comparison Table of Activities Between Experimental and Control Groups

Experimental Group	Control Group
1st meeting - Students were given a pre-test about writing skill test and AI Readiness. - Students were asked to watch a video about simple past tense. - Students were asked to answer questions on the Quiziz link provided by the teacher. - The teacher explained the answers and simple past tense verbs using Gemini by displaying on a projector. - The teacher discussed and explained the use of artificial intelligence (AI).	1st meeting - Students were given a pre-test about writing skill test and AI Readiness. - Students were asked to watch a video about simple past tense. - Students were asked to answer questions on the Quiziz link provided by the teacher. - The teacher explained the answers and simple past tense verbs using PPT.
2nd meeting - Students watch a video about golden cucumbers. - Students answer questions on the Quiziz link. - Students search the answers using Gemini. - Students use Gemini to search for explanations of conjunctions in the simple past tense.	2nd meeting - Students watch a video about golden cucumbers. - Students answer questions on the Quiziz link. - The teacher explains the answers using PPT. - Students view the PPT to listen to the teacher's explanation of conjunctions in the simple past tense.
3rd meeting - Students search for explanations of folk tales and examples using Gemini. - Students use Gemini to identify language features in folk tales. - Students search for one example of a local folk tale in their surroundings using Gemini, write it down, and then identify it	3rd meeting - Students are asked to take notes on important points from the teacher's explanation of folk tales. - The teacher explains folk tales and examples using PPT. - Students are asked to listen to the teacher's PPT presentation on identifying linguistic features in folk tales. - Students are asked to identify

Experimental Group	Control Group
independently. - After finishing, students change tasks and correct each other's work, focusing on conjunctions and verbs in the past tense.	examples of local folk tales shared by the teacher. - After finishing, students change tasks and correct each other's tasks, focusing on conjunctions and verbs in the past tense.
4th meeting - Students were divided into several groups and asked to arrange random sentences given by the teacher to form a folk tale. - Students were asked to check the sentence structure using Gemini. - Students were asked to make two questions about the folk tale that had been arranged, then exchange the questions with another group. - Students were asked to answer the questions that had been made. - Students checked whether the answers were correct using Gemini.	4th meeting - Students were divided into several groups and asked to arrange random sentences given by the teacher to form a folk tale. - Students were asked to check the sentence arrangement by looking at the PPT displayed by the teacher. - Students were asked to answer questions about the folk tale. - Students corrected the answers, then the teacher explained the answers using the PPT.
5th meeting - Students are asked to find the generic structure of folk tales using Gemini. - Students are asked to answer questions on the Quiziz link. - Students are asked to write down folk tales they have heard around them, with a minimum of two paragraphs and including the generic structure of folk tales.	5th meeting - Students are asked to listen and pay attention to the teacher's explanation about the Generic Structure of Folktales through PPT. - Students are asked to answer questions on the Quiziz link. - Students are asked to write down a folktale they have heard around them, with a minimum of 2 paragraphs and containing the Generic Structure of Folktales.

Experimental Group	Control Group
6 th meeting - The teacher asks students to present the material that had been taught and other students listen to their friends' explanations. - Students take a post-test on writing skills and AI Readiness.	6 th meeting - The teacher asks students to present the material that had been taught and other students listen to their friends' explanations. - Students take a post-test on writing skills and AI Readiness.

Learning Outcome:

At the end of phase E, learners write a range of fiction and nonfiction text types through guided activities, showing their awareness of purpose and target audience. They plan, write, review, and rewrite various text types, including punctuation and capitalization, showing self-correction strategies. They convey ideas using common vocabulary and verbs in their writing. They present information using different modes of presentation to suit different readers/viewers and to achieve various purposes in print and digital forms.

1. Experimental Group

Topic: Narrative Text

Learning Objective:

1. Students are able to identify simple narrative texts and understand verb forms in the simple past tense. **(C1 – Remember, C2 – Understand)**

Teaching Scenario 1

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition

	c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Ice breaking with students by sending emoji cards via WhatsApp g. Teacher displays an image → students are asked to guess the story. h. Teacher explains the learning objectives.
Main Activity	a. Students are given pre-test questions. b. Students are asked to watch a video about the simple past tense, then students are given questions by the teacher and asked to answer based on the video. c. Students are asked to answer questions via Quiziz. (Critical Thinking) d. The teacher explains the Quiziz answers via Gemini AI and demonstrates how to use it via a projector. e. The teacher gives students a discussion topic about the role and ethics of using AI. (Communication, Critical Thinking) f. Students are asked to listen to the teacher's explanation about the role and ethics of Artificial Intelligence in which

	students are asked to discuss and express their opinions about it. (Communication, Critical Thinking)
Post Activity	a. Students write down three new things they learned today in their notebooks. b. The teacher selects several students to read their results aloud. c. The conclusion is clarified by the teacher. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye

Teaching Scenario 2

Learning Objective:

1. Students are able to interpret the content of simple narrative texts (folktales).

(C2 – Understand)

Stages	Activities
Pre Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc.

	f. Brainstorming with the teacher about folk tales from the teacher's neighborhood. g. The teacher asks several students to tell a folk tale in five sentences. h. The teacher explains the learning objectives. i. Recalling what the students have learned in the last meeting.
Main Activity	a. Students are asked to watch the golden cucumber video and write down the story, then they are asked to retell it. b. Students are asked to answer questions on Quiziz. (Critical Thinking) c. Students search for answers to questions on Quiziz using Gemini. (Critical Thinking, Creativity) d. Students are asked to use Gemini to search for the story of the golden cucumber and identify the conjunctions in the simple past tense. Then students use Gemini to search for explanations of conjunctions in the simple past tense. (Critical Thinking).
Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye

Teaching Scenario 3

Learning Objective:

1. Students are able to implement narrative texts by writing simple folk tales according to language structure. (C3 – Apply).

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.
Main Activity	a. Students search for explanations of folk tales and examples using Gemini. b. Students use Gemini to identify language features in folk tales. (Critical thinking) c. Students search for one example of a local folk tale in their surroundings using Gemini, write it down, and then identify the conjunctions and verbs in the past tense independently without Gemini. d. After finishing, students change tasks and correct each other's work, focusing on conjunctions and verbs in the past tense. (Collaboration) e. The task is collected
Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends.

	e. The class ends and the teacher says goodbye
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Teaching Scenario 4

Learning Objective:

1. Students are able to analyze and complete narrative texts according to the sequence and structure of the story. **(C4 – Analyze)**

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.
Main Activity	a. Students were divided into several groups and asked to arrange random sentences given by the teacher to form a folk tale. (Collaboration) b. Students were asked to check the correct sentences using Gemini. c. Students were asked to make two questions about the folk tale that had been arranged, then change the questions with another group. (Creativity, Communication, Collaboration) d. Students were asked to answer the questions that had been made. e. Students checked whether the answers were correct using Gemini. f. The task is collected.
Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher.

	c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye
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Teaching Scenario 5

Learning Objective:

1. Students are able to analyze the generic structure of narrative texts and write folk tales according to that structure. **(C4 – Analyze, C6 – Create)**

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.
Main Activity	a. Students are asked to find the generic structure of folk tales using Gemini. b. Students are asked to answer questions on the Quiziz link. c. Students are asked to write down folk tales they have heard around them, with a minimum of two paragraphs and

	including the generic structure of folk tales. (Creativity, Critical Thinking) d. The task is collected.
Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye

Teaching scenario 6

Learning Objective:

1. Students are able to retell narrative texts and evaluate writing skills through post tests. **(C3 – Apply, C5 – Evaluate)**

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.

Main Activity	a. The teacher asks students to present the material that had been taught and other students listen to their friends' explanations. b. Students take a post-test on writing skills and AI Readiness.
Post Activity	a. Students fill out a reflection (what they learned, what was difficult, what they liked). b. Teachers give students gifts as a token of appreciation. c. The students tell their feelings about the lesson. d. Praying before the lesson ends.

2. Control Group

Topic: Narrative Text

Learning Objective:

1. Students are able to identify simple narrative texts and understand verb forms in the simple past tense. **(C1 – Remember, C2 – Understand)**

Teaching Scenario 1

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance

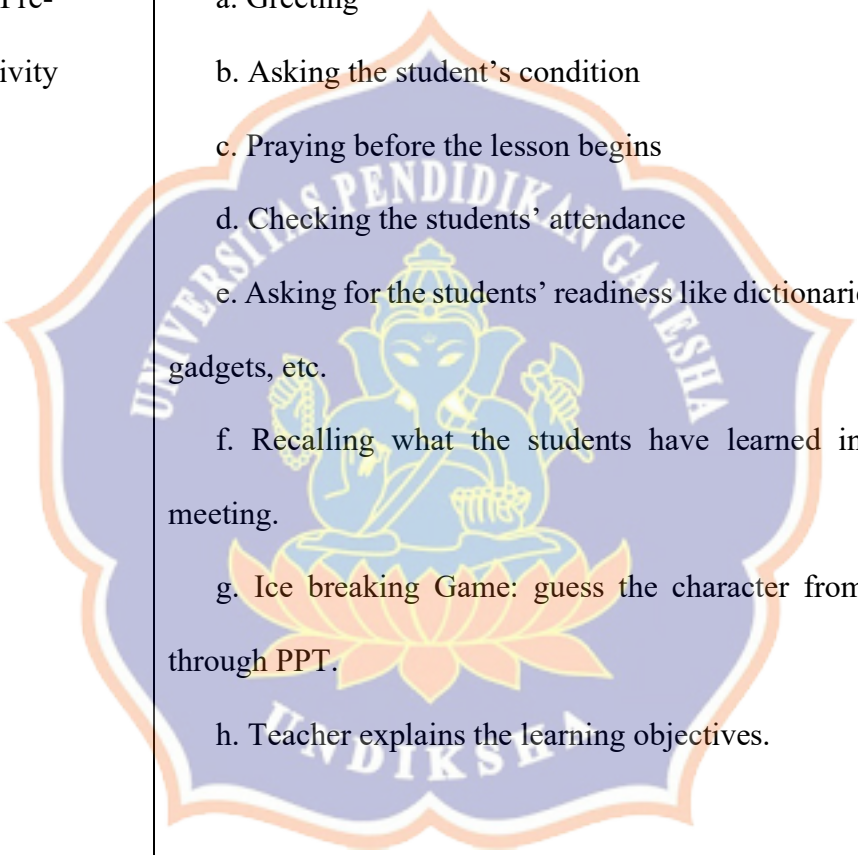
	e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Ice breaking with students by sending emoji cards via WhatsApp g. Teacher displays an image → students are asked to guess the story. h. Teacher explains the learning objectives.
Main Activity	a. Students were given a pre-test about writing skill test and AI Readiness. b. Students are asked to watch a video about the simple past tense, then students are given questions by the teacher and asked to answer based on the video. (Creativity, Critical Thinking) c. Students were asked to answer questions on the Quiziz link provided by the teacher. (Critical Thinking) d. The teacher explained the answers and simple past tense verbs using PPT.
Post Activity	a. Students make a list of new verbs they have learned. b. The teacher asks students to say the verbs together. c. Some of the students are asked to conclude the lesson d. The conclusion is clarified by the teacher. e. The students tell their feelings about the lesson. f. Praying before the lesson ends. g. The class ends and the teacher says goodbye

Teaching Scenario 2

Learning Objective:

1. Students are able to interpret the content of simple narrative texts (folktales).

(C2 – Understand)

Stages	Activities
Pre-Activity	 a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting. g. Ice breaking Game: guess the character from folklore through PPT. h. Teacher explains the learning objectives.
Main Activity	a. Students are asked to watch the golden cucumber video and write down the story, then they are asked to retell it. (Creativity, Critical Thinking) b. Students answer questions on the Quiziz link. (Critical Thinking) c. The teacher explains the answers using PPT. d. Students view the PPT to listen to the teacher's explanation of conjunctions in the simple past tense and write the summary about it.

Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye
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Teaching Scenario 3

Learning Objective:

1. Students are able to implement narrative texts by writing simple folk tales according to language structure. **(C3 – Apply)**

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.
Main Activity	a. Students are asked to take notes on important points from the teacher's explanation of folk tales. b. The teacher explains folk tales and examples using PPT.

	c. Students are asked to listen to the teacher's PPT presentation on identifying linguistic features in folk tales and write the summary about it. (Critical Thinking) d. Students are asked to identify examples of local folk tales shared by the teacher. e. After finishing, students change tasks and correct each other's tasks, focusing on conjunctions and verbs in the past tense. (Collaboration) f. The task is collected.
Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye

Teaching Scenario 4

Learning Objective :

1. Students are able to analyze narrative texts according to the sequence and structure of the story. **(C4 – Analyze)**

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins

	d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.
Main Activity	a. Students were divided into several groups and asked to arrange random sentences given by the teacher to form a folk tale. (Collaboration) b. Students were asked to check the sentence arrangement by looking at the PPT displayed by the teacher and presented the correct answer. (Communication) c. Students were asked to answer questions about the folk tale. (Critical Thinking) d. Students corrected the answers, then the teacher explained the answers using the PPT.
Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye

Teaching Scenario 5

Learning Objective:

1. Students are able to analyze the generic structure of narrative texts and write folk tales according to that structure. **(C4 – Analyze, C6 – Create)**

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.
Main Activity	a. Students are asked to listen and pay attention to the teacher's explanation about the Generic Structure of Folktales through PPT. b. Students are asked to answer questions on the Quiziz link. (Critical Thinking) c. Students are asked to write down a folktale they have heard around them, with a minimum of 2 paragraphs and containing the Generic Structure of Folktales. (Creativity, Critical Thinking) d. The task is collected.
Post Activity	a. Some of the students are asked to conclude the lesson b. The conclusion is clarified by the teacher.

	c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye
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Teaching scenario 6

Learning Objective:

1. Students are able to retell narrative texts and evaluate writing skills through final tests. **(C3 – Apply, C5 – Evaluate)**

Stages	Activities
Pre-Activity	a. Greeting b. Asking the student's condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking for the students' readiness like dictionaries, books, gadgets, etc. f. Recalling what the students have learned in the last meeting.
Main Activity	a. The teacher asks students to present the material that had been taught and other students listen to their friends' explanations. (Communication, Collaboration) b. Students take a post-test on writing skills and AI Readiness. (Critical Thinking)

Post Activity	a. Students fill out a reflection (what they learned, what was difficult, what they liked). b. Teachers give students gifts as a token of appreciation. c. The students tell their feelings about the lesson. d. Praying before the lesson ends.
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Appendix 4. Blueprint of Instrument

BLUEPRINT OF WRITING SKILL TEST FOR 10th GRADE STUDENTS IN SMAN 1 SERIRIT

Theoretical Review:

Writing is a challenging skill that requires capturing language in visual or tactile form with the norms of the target language, such as syntax, lexicon, spelling, grammar, and punctuation. Writing also includes composing, which is forming ideas into phrases and paragraphs within a larger structure. It is a complicated process that combines cognitive, problem-solving, and social components, which requires the writer to consider linguistic expertise, writing style, and understanding of the subject and purpose (Cherif, 2021). It means that writing skills are the ability to express their thoughts in words in a meaningful way. Writing is an integral part of a larger activity that focuses on language practices involving a complex set of skills, using spelling and punctuation, and organizing ideas into a coherent whole.

Furthermore, writing skills are the ability to share ideas clearly in writing. This includes using proper language, a good choice of words, and making sure the text flows well and makes sense. Writing skills are an important component of interaction. Writing improves thinking, concentration, organization, and summarization, analysis, and critique (Salaxiddinova, 2022). Writing is important, but it can be hard for students learning English as a foreign language. It often struggles with spelling, organizing paragraphs, and using the right words. Teachers are essential in helping students learn by leading them through writing and helping them overcome difficulties.

Based on the explanation above, this study aims at the writing skills of 10th-grade students. These skills include creating and organizing thoughts, using appropriate words and grammar, applying correct punctuation, and structuring their writing properly. This study's writing test is designed to evaluate the writing skills of 10th-grade students in creating of narrative texts.

Writing Test (pre and post-test)

Instructions:

- You will complete writing tasks.

-Read the instructions carefully and write your answer in a clear, well-organized paragraph. Focus on content, structure, coherence, vocabulary, and grammar.

- You are not allowed to use a mobile phone or any digital tool.
- Write your answer on this sheet. Task: Folktale

Instruction:

Please choose one picture and create a story based on these pictures. Do it correctly!

Nickname:

Number:

Class:

Date:

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly



Nickname:

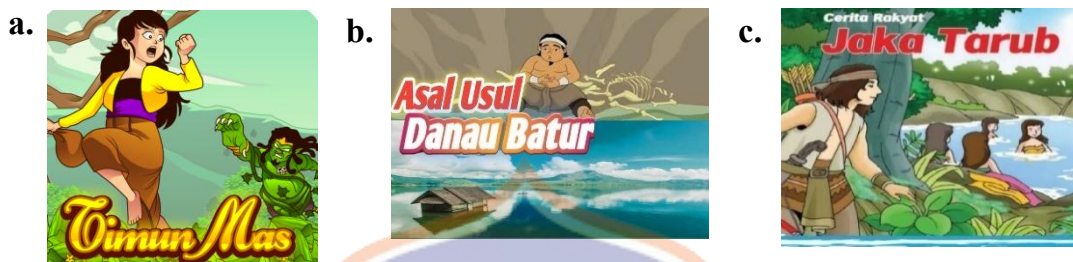
Number:

Class:

Date:

Post test

Please choose one picture and write a story based on these pictures. Do it correctly!



Scoring Rubric (Writing Skill)

Dimension	Sc	Criteria	Weigh thing
Content (C) 30% Topic Detail	4	The topic is complete, clear, and equipped with details related to the topic.	3x
	3	The topic is complete and clear but almost all the details are related to the topic.	
	2	The topic is complete and clear but the details are not related to the topic.	
	1	The topic is unclear and the details are not related to the topic.	
Organization (O) 20% Identification Description	4	Identification complete and descriptions are arranged properly	2x
	3	Identification is almost complete and descriptions are arranged with almost proper	
	2	Identification is not complete and descriptions are arranged with few	
	1	Identification is not complete descriptions are arranged misused connectives.	
Use Of (U) 20% Past Tense	4	Very few grammatical	2x
	3	Few grammatical inaccuracies but no effect on meaning.	
	2	Numerous grammatical agreement inaccuracies.	

	1	Frequent grammatical	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	1.5 x
	3	Few misuses of vocabulary, and word forms, but no change the	
	2	Limited range of confusing words and word forms	
	1	Very poor knowledge of words, and word forms and	
Mechanic (M) 15 % Spelling, Punctuation, Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5 x
	3	It has occasional errors in spelling, punctuation, and	
	2	It has frequent errors in spelling, punctuation, and	
	1	It is dominated by errors in spelling, punctuation, and	

$$\text{Final Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{40} \times 100$$

$$\text{Maximum Score} = 100$$

$$\text{Minimum Score} = 25$$

BLUEPRINT OF AI READINESS SCALE (AIRS)

Theoretical review:

AI readiness is defined as having the knowledge, skills, and affective characteristics necessary to use technology effectively. It includes cognitive, affective, and behavioral readiness to perform a behavior or use technology (Ramazanoglu & Akin, 2024). In AI, readiness includes the knowledge required to use AI-powered applications and is expressed as a state of skill and cognitive readiness. AI readiness includes dimensions such as literacy, anxiety, attitude, awareness, and acceptance, as well as cognitive, skill, foresight, and ethical factors.

In education, AI readiness is essential to adapt to future needs and integrate students into emerging technologies while considering ethical issues.

In addition, AI readiness refers to the level of psychological or physical readiness to change personal behavior or improve personal qualifications to meet pre-defined criteria, specifically in the context of using AI technologies (Li & Liang, 2025). It is a concept that has evolved from technology readiness, which reflects an individual's propensity to use new technologies to achieve goals in various settings, such as home and work life. AI readiness is particularly important in the context of education, as it influences teachers' and students' readiness and intention to adopt AI technologies in teaching and learning practice.

From the explanation above about AI Readiness, it can be concluded that AI Readiness is the readiness to use technology supported by the ethics of its use. For this study, researchers used the Artificial Intelligence Readiness Scale (AIRS) instrument to measure artificial intelligence readiness, adapted by Li and Liang (2025). The Artificial Intelligence Readiness Scale (AIRS) measures AI familiarity, AI Tpack, and Perceived value, Perceived cost, Technological innovations, Institutional support, Peer support, facilitating conditions, providing a comprehensive approach to assessing AI readiness.

AI READINESS SCALE (AIRS)

(Li

&Liang,2025)

DATA RESPONDED

Nama :

Kelas :

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan sebenarnya! **Keterangan Skala:** 1 = Sangat tidak setuju, 2 = Tidak setuju, 3 = Ragu-ragu, 4 = Setuju, 5 = Sangat setuju

A	SKA				
A. AI FAMILIARITY					
1. Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					
2. Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					
3. Saya tahu cara menggunakan AI untuk membantu pembelajaran bahasa.					
B. AI TPACK					
4. Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan bahasa					
5. Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan Bahasa.					
6. Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna.					
C. PERCEIVED VALUE					
7. Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.					
8. Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.					
9. Menggunakan AI dapat meningkatkan					
10. Menggunakan AI dapat meningkatkan					
11. Menggunakan AI dapat meningkatkan antusiasme saya terhadap pembelajaran bahasa.					
12. Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.					
D. PERCEIVED COST					
13. Bagi saya, menggunakan AI dalam pengajaran memakan waktu dan tenaga.					
14. Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.					

A	S				
E. TECHNOLOGICAL INNOVATIONS					
15. Saya suka mengeksplorasi dan bereksperimen dengan teknologi baru.					
16. Di antara teman-teman saya, saya biasanya menjadi orang pertama yang mengeksplorasi teknologi baru.					
17. Jika saya mendengar tentang teknologi baru, saya akan mencari cara untuk bereksperimen dengannya.					
F. INSTITUTIONAL SUPPORT					
18. Institusi saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					
19. Institusi saya menawarkan kebijakan yang relevan, contoh AI yang bisa digunakan dalam					
20. Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan					
G. PEER SUPPORT					
21. Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					
22. Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran bahasa.					
23. Rekan-rekan saya dengan senang hati berbagi teknik dan pengalaman belajar menggunakan dengan AI.					
H. FACILITATING CONDITION					
24. Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran bahasa.					

25. Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa berbasis AI.					
26. Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran bahasa.					

BLUEPRINT OF INTERVIEW GUIDE QUESTION

In English language learning, writing skill is one of the productive abilities that involves conveying ideas in writing using correct grammar, logical structure, and appropriate vocabulary. According to Sain et al., (2024) Sain et al writing skills include the ability to understand vocabulary and understand sentence structure, both of which are necessary for successful writing. Therefore, Asnas and Hidayanti (2024) argue that writing is considered the most challenging skill for EFL students because it involves a complex process that includes difficulties with vocabulary, grammar, and idea development, as well as the need to adapt to the conventions of academic English writing, which can be drastically different from their first language. These challenges often cause anxiety as students have to modify their writing to fit the academic style of English, making it the most difficult skill to master. However, the process can be overcome by involving the use of technology in English learning especially in writing.

Technology has brought innovation to the world of education. According to Paramita (2023) the use of technology in English language learning can reduce students' learning difficulties by providing easier access, enabling more interactive lessons, and providing automatic correction of grammar and pronunciation, which helps students correct their mistakes quickly. In the context of learning, students are expected to produce writing that is original and reflects their thinking. The use of tools such as Gemini can help students in using practical teaching materials.

The accessibility provided by Gemini is a teaching material tool. Gemini is considered capable of assisting students in the learning process as a teaching

material used for guidance in producing better-written works. However, this dependence on Gemini can hinder students' learning if they only rely on it without understanding the content or structure of the language produced. On the other hand, judicious use of this tool can accelerate the learning process of writing and increase students' confidence in composing writing. Therefore, this study seeks to explore how Gemini affects the learning process of Grade 10 high school students, specifically on writing skills and artificial intelligence readiness.

Research Instruments: Interview Guide

The aforementioned theoretical foundation provides a conceptual framework to explore the influence of Gemini on writing skills and the Artificial Intelligence readiness of Grade 10 students of SMAN 1 Seririt. This research aims to identify the benefits and risks of using Gemini and provide recommendations for its ethical use in English language learning. To obtain qualitative data, a research instrument in the form of an interview is essential. The instrument uses a semi-structured format where the main questions are designed as a guide but the interviewer can develop additional questions based on the respondents' answers. The data from the interviews will be analyzed to identify the contribution of Gemini's influence on writing skills and artificial intelligence readiness.

Interview Question Guide (Kim, 2024)

No	Dimensions	Aspect	Question
1	Curriculum	Goal	· What learning goals need to be set to facilitate and support teacher-AI collaboration in classroom instruction? · What learning goals might hinder collaboration between teachers and AI?

No	Dimensions	Aspect	Question
		Content	· What learning contents or activities can be effective for teacher-AI collaboration in classroom instruction? · What teaching approaches need to be considered to make use of teacher-AI collaboration?
		Writing Skill	· How can teachers and AI collaborate on writing skills? · What should be considered in AI-assisted writing skills?
2	Teacher AI Readiness	Cognitive interaction	· What competencies do you think teachers should possess to work with AI? · What functions or characteristics should AI possess to work with teachers?
		Socio emotional interaction	· Do you think it is necessary to have socio-emotional interactions between teachers and AI? If so, why do you think it is important in teachers AI Readiness?

No	Dimensions	Aspect	Question
			What will be required both for teachers and AI to make better socio-emotional interactions?
		Artifact-mediated interaction	- What tools or technologies can be used for effective teacher-AI Readiness? - What characteristics should these tools or technologies have?
3	Environments	Culture	- How should students, teachers, and parents' perceptions be shaped to promote teachers-AI collaboration in classroom instruction? - Is there a school culture that may interfere with AI-assisted instruction in the classroom?
		Learning space	- How should the classroom be designed to promote collaboration between teachers and AI? - What classroom technologies need to be equipped to support teacher-AI collaboration?
		Institution	What kind of institutional support from the government do

No	Dimensions	Aspect	Question
			teachers need to implement and scale up AI-assisted instruction? · What kind of relationship should the Ministry of Education (government), schools, and industry have?
4	Evolution over time	Contribution	· What do you hope the relationship and collaboration between teachers and AI will contribute to education? · What are some of AI's contributions to the short-, medium-, and long-term tasks of encouraging collaboration between teachers and AI?

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Appendix 5. Expert Judgement Content Validity

LEMBAR VALIDITAS ISI (UJI PAKAR)**TES KEMAMPUAN MENULIS**

Sekolah : SMAN 1 SERIRIT

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

Pokok Bahasaan : Narative Text

No.	Materi	Aspek	Jenis Soal	Penilaian		Keterangan
				R	TR	
1.	Narrative Text	Content	Pre-test and Post-test	√		
		Organization	Pre-test and Post-test	√		
		Grammar	Pre-test and Post-test	√		
		Vocabulary	Pre-test and Post-test	√		
		Mechanics	Pre-test and Post-test	√		

Singaraja, 13 Februari 2025

Mengetahui,

Dosen Ahli,



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

NIP. 197910232003121001

LEMBAR VALIDITAS ISI (UJI PAKAR)**TES KEMAMPUAN MENULIS**

Sekolah : SMAN 1 SERIRIT

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

Pokok Bahasaan : Narative Text

No.	Materi	Aspek	Jenis Soal	Penilaian		Keterangan
				R	TR	
2.	Narrative Text	Content	Pre-test and Post-test	√		
		Organization	Pre-test and Post-test	√		
		Use of	Pre-test and Post-test	√		
		Vocabulary	Pre-test and Post-test	√		
		Mechanics	Pre-test and Post-test	√		

Singaraja, 14 Februari 2025

Mengetahui,

Dosen Ahli,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd

NIP. 197609022000031001

LEMBAR VALIDITAS ISI (UJI PAKAR)**TES KESIAPAN KECERDASAN BUATAN**

Sekolah : SMAN 1 SERIRIT

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

Pokok Bahasaan : Narrative Text

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
2	AI TPACK	Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan Bahasa (misalnya pengucapan kosakata dan tata Bahasa)	4	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
		Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan Bahasa (misalnya mendengarkan, berbicara dan menulis).	5	√		
		Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna	6	√		
3	Perceived Value	Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.	7	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
		Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.	8	√		
		Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.	9	√		
		Menggunakan AI dapat meningkatkan interaktivitas pembelajaran bahasa.	10	√		
		Menggunakan AI dapat meningkatkan antusiasme saya	11	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
		terhadap pembelajaran Bahasa.				
		Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.	12	√		
4	Perceived Cost	Bagi saya menggunakan AI dalam pembelajaran Bahasa memakan waktu dan tenaga.	13	√		
		Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.	14	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
5	Technological Innovations	Saya suka mengeksplorasi dan bereksperimen dengan teknologi baru.	15	√		
		Diantara teman-teman saya, saya biasanya menjadi orang pertama yang mengeksplorasi teknologi baru.	16	√		
		Jika saya mendengar tentang teknologi baru, saya akan mencari cara untuk bereksperimen dengannya.	17	√		
6		Institusi saya mendorong saya	18	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
	Institutional Support	menggunakan AI dalam pembelajaran Bahasa.				
		Institusi saya menawarkan kebijakan yang relevan contoh AI yang bisa digunakan dalam pembelajaran Bahasa.	19	√		
		Institusi saya menawarkan program atau modul pelatihan professional untuk mengembangkan keterampilan belajar Bahasa dengan AI.	20	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
7	Peer Support	Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran Bahasa.	21	√		
		Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran Bahasa.	22	√		
		Rekan-rekan saya dengan senang hati berbagi Teknik dan pengalaman belajar menggunakan dengan AI.	23	√		
		Saya memiliki akses ke layanan dan aplikasi AI	24	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
	Facilitating Condition	yang dapat saya gunakan untuk saya belajar pada pembelajaran Bahasa.				
		Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.	25	√		
		Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung	26	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
3.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
		penggunaan AI dalam pembelajaran Bahasa.				

Singaraja, 13 Februari 2025
Mengetahui,
Dosen Ahli,

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LEMBAR VALIDITAS ISI (UJI PAKAR)

TES KESIAPAN KECERDASAN BUATAN

Sekolah : SMAN 1 SERIRIT
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Pokok Bahasaan : Narative Text

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
4.	AI Familiarity	Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.	1	√		
		Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran Bahasa.	2	√		
		Saya tahu cara menggunakan AI untuk membantu pembelajaran Bahasa.	3	√		
2	AI TPACK	Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan Bahasa (misalnya pengucapan kosakata dan tata Bahasa)	4	√		
		Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan Bahasa (misalnya mendengarkan, berbicara dan menulis).	5	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
		Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna	6	√		
3	Perceived Value	Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.	7	√		
		Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.	8	√		
		Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.	9	√		
		Menggunakan AI dapat meningkatkan interaktivitas pembelajaran bahasa.	10	√		
		Menggunakan AI dapat meningkatkan antusiasme saya terhadap pembelajaran Bahasa.	11	√		
		Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.	12	√		
4	Perceived Cost	Bagi saya menggunakan AI dalam pembelajaran Bahasa memakan waktu dan tenaga.	13	√		
		Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.	14	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
5	Technological Innovations	Saya suka mengeksplorasi dan bereksperimen dengan teknologi baru.	15	√		
		Diantara teman-teman saya, saya biasanya menjadi orang pertama yang mengeksplorasi teknologi baru.	16	√		
		Jika saya mendengar tentang teknologi baru, saya akan mencari cara untuk bereksperimen dengannya.	17	√		
6	Institutional Support	Institusi saya mendorong saya menggunakan AI dalam pembelajaran Bahasa.	18	√		
		Institusi saya menawarkan kebijakan yang relevan contoh AI yang bisa digunakan dalam pembelajaran Bahasa.	19	√		
		Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan keterampilan belajar Bahasa dengan AI.	20	√		
7	Peer Support	Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran Bahasa.	21	√		

No.	Aspek	Indikator	No Soal	Penilaian		Keterangan
				R	TR	
		Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran Bahasa.	22	√		
		Rekan-rekan saya dengan senang hati berbagi Teknik dan pengalaman belajar menggunakan dengan AI.	23	√		
	Facilitating Condition	Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran Bahasa.	24	√		
		Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.	25	√		
		Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran Bahasa.	26	√		

Singaraja, 14 Februari 2025

Mengetahui,
Dosen Ahli,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd
NIP. 197609022000031001

LEMBAR VALIDITAS ISI (UJI PAKAR)

PANDUAN PERTANYAAN WAWANCARA

Sekolah : SMAN 1 SERIRIT

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Keterangan
					R	TR	
5.	Curriculum	Goal	· What learning goals need to be set to facilitate and support teacher-AI collaboration in classroom instruction?	1	√		
			· What learning goals might hinder collaboration between teachers and AI?	2	√		
		Content	· What learning contents or activities can be effective for teacher-AI collaboration in classroom instruction?	3	√		
			· What teaching approaches need to be considered to make use of teacher-AI collaboration?	4	√		

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Keterangan
					R	TR	
		Writing Skill	· How can teachers and AI collaborate on writing skills?	5	√		
			· What should be considered in AI-assisted writing skills?	6	√		
		Cognitive Interaction	· What competencies do you think teachers should possess to work with AI?	7	√		
			· What functions or characteristics should AI possess to work with teachers?	8	√		
2	Teacher AI Readiness	Socio-emotional interaction	· Do you think it is necessary to have socio-emotional interactions between teachers and AI? If so, why do you think it is important in teachers AI Readiness?	9	√		
			· What will be required both for teachers and AI to make better socio-emotional interactions?	10	√		

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Keterangan
					R	TR	
3.	Environment	Artifact-mediated Interaction	· What tools or technologies can be used for effective teacher-AI Readiness?	11	√		
			· What characteristics should these tools or technologies have?	12	√		
		Culture	· How should students, teachers, and parents' perceptions be shaped to promote teachers-AI collaboration in classroom instruction?	13	√		
			· Is there a school culture that may interfere with AI-assisted instruction in the classroom?	14	√		
		Learning space	· How should the classroom be designed to promote collaboration between teachers and AI?	15	√		
			· What classroom technologies need to be equipped to support teacher-AI collaboration?	16	√		

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Keterangan
					R	TR	
		Institution	· What kind of institutional support from the government do teachers need to implement and scale up AI-assisted instruction?	17	√		
			· What relationship should the Ministry of Education (government), schools, and industry have?	18	√		
4	Evolution over time	Contribution	· What do you hope the relationship and collaboration between teachers and AI will contribute to education?	19	√		
			· What are some of AI's contributions to the short-, medium-, and long-term tasks of encouraging collaboration between teachers and AI?	20	√√		

Singaraja, 13 Februari 2025

Mengetahui,
Dosen Ahli,



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

LEMBAR VALIDITAS ISI (UJI PAKAR)

PANDUAN PERTANYAAN WAWANCARA

Sekolah : SMAN 1 SERIRIT

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Ket
					R	TR	
1.	Curriculum	Goal	· What learning goals need to be set to facilitate and support teacher-AI collaboration in classroom instruction?	1	√		
			· What learning goals might hinder collaboration between teachers and AI?	2	√		
		Content	· What learning contents or activities can be effective for teacher-AI collaboration in classroom instruction?	3	√		
			· What teaching approaches need to be considered to make use of teacher-AI collaboration?	4	√		

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Ket
					R	TR	
		Writing Skill	· How can teachers and AI collaborate on writing skills?	5	√		
			· What should be considered in AI-assisted writing skills?	6	√		
		Cognitive Interaction	· What competencies do you think teachers should possess to work with AI?	7	√		
			· What functions or characteristics should AI possess to work with teachers?	8	√		
		Socio-emotional interaction	· Do you think it is necessary to have socio-emotional interactions between teachers and AI? If so, why do you think it is important in teachers AI Readiness?	9	√		

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Ket
					R	TR	
3.	Environment	Artifact-mediated Interaction	· What will be required both for teachers and AI to make better socio-emotional interactions?	10	√		
			· What tools or technologies can be used for effective teacher-AI Readiness?	11	√		
			· What characteristics should these tools or technologies have?	12	√		
		Culture	· How should students, teachers, and parents' perceptions be shaped to promote teachers-AI collaboration in classroom instruction?	13	√		
			· Is there a school culture that may interfere with AI-assisted instruction in the classroom?	14	√		
		Learning space	· How should the classroom be designed to promote collaboration between teachers and AI?	15	√		

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Ket
					R	TR	
			· What classroom technologies need to be equipped to support teacher-AI collaboration?	16	√		
		Institution	· What kind of institutional support from the government do teachers need to implement and scale up AI-assisted instruction?	17	√		
			· What relationship should the Ministry of Education (government), schools, and industry have?	18	√		
4	Evolution over time	Contribution	· What do you hope the relationship and collaboration between teachers and AI will contribute to education?	19	√		

No.	Dimensi	Aspek	Pertanyaan	No Soal	Penilaian		Ket
					R	TR	
			· What are some of AI's contributions to the short-, medium-, and long-term tasks of encouraging collaboration between teachers and AI?	20	√		

Singaraja, 14 Februari 2025

Mengetahui,
Dosen Ahli,

Rmdra

Dr. Dewa Putu Ramendra, S.Pd., M.Pd
NIP. 197609022000031001



Appendix 6. Interview Result Transcript

TRANSKRIP HASIL WAWANCARA

Sampel : K1,K2,K3,K4,K5,K6

Pertanyaan 1: What learning goals need to be set to facilitate and support teacher-AI collaboration in classroom instruction?

Guru Sampel	Pernyataan	Kesimpulan
K1	Tujuan pembelajaran sebaiknya berbasis problem-based learning, karena model ini memungkinkan guru dan AI bekerja sama dalam memfasilitasi siswa untuk menemukan solusi, berdiskusi, dan mempresentasikan hasil. Jika tujuan hanya sekadar menghafal, maka AI hanya akan menjadi mesin pencari informasi tanpa meningkatkan keterampilan siswa.	Tujuan pembelajaran yang mendukung kolaborasi guru dan AI harus menekankan literasi digital, berpikir kritis, kreativitas, dan problem solving. Hambatan muncul bila tujuan hanya menekankan hafalan atau aktivitas mekanis yang tidak mendorong eksplorasi. Responden menekankan pentingnya tujuan aplikatif yang relevan dengan kehidupan nyata. AI efektif bila diarahkan untuk memperkaya data, kosakata, dan analisis, sementara guru tetap menjaga
K2	Tujuan penting adalah menghasilkan karya tulis sastra yang kritis, logis, kreatif, dan layak dipublikasikan secara digital. AI	

Guru Sampel	Pernyataan	Kesimpulan
	dapat mendukung dalam penyediaan data atau alternatif bahasa, tetapi tanpa bimbingan guru, tujuan tersebut bisa bergeser ke sekadar menyalin.	etika dan konteks lokal. Tujuan pembelajaran yang adaptif memperkuat peran AI sebagai mitra, bukan pengganti guru. Dengan demikian, siswa
K3	Tujuan harus diarahkan pada kajian masalah sosial dan pencarian solusi yang aplikatif. AI mendukung analisis data dan simulasi, tetapi tujuan yang terlalu kognitif akan menghambat ruang kreativitas siswa.	terbentuk sebagai pembelajar aktif yang kritis. Hal ini menegaskan bahwa keberhasilan integrasi AI sangat tergantung pada arah tujuan pembelajaran.
K4	Literasi digital sebagai tujuan inti agar siswa dapat memanfaatkan teknologi secara bijak. Jika tujuan masih konvensional dan menolak teknologi, maka AI tidak akan relevan.	
K5	Tujuan harus berangkat dari berpikir tingkat rendah (C1, C2) sebagai landasan sebelum naik ke	

Guru Sampel	Pernyataan	Kesimpulan
	analisis kompleks. Tujuan yang terlalu tinggi tanpa dasar bisa membuat siswa salah mengandalkan AI.	
K6	Tujuan berupa pemahaman konsep dasar AI dan penerapannya agar siswa tidak hanya sebagai pengguna, tetapi juga memahami manfaat dan keterbatasannya. Jika literasi AI tidak menjadi bagian tujuan, maka kolaborasi guru-AI bersifat dangkal.	

Pertanyaan 2: What learning goals might hinder collaboration between teachers and AI?

Pertanyaan 3: What learning contents or activities can be effective for teacher-AI collaboration in classroom instruction?

Pertanyaan 4: What teaching approaches need to be considered to use teacher-AI collaboration?

Guru Sampel	Pernyataan	Kesimpulan
K1	Konten berbasis proyek yang menekankan eksplorasi ide sangat efektif, sebab AI dapat membantu mengolah data, sementara guru membimbing interpretasi dan diskusi.	Konten pembelajaran yang efektif adalah berbasis proyek, penulisan kreatif, dan kajian sosial yang relevan. Guru dan

Guru Sampel	Pernyataan	Kesimpulan
K2	Kegiatan menulis kreatif dengan bantuan AI penting, karena siswa dapat belajar gaya bahasa baru, sementara guru mengarahkan agar karya tetap orisinal.	AI berperan saling melengkapi: AI dalam pengolahan informasi, guru dalam penguatan etika dan analisis. Responden menilai pendekatan kolaboratif lebih
K3	Aktivitas kajian sosial yang didukung teknologi bisa memperluas wawasan siswa, di mana AI membantu analisis data dan guru memfasilitasi diskusi kritis.	baik dibanding instruksi tunggal. Literasi digital harus menjadi bagian dari isi pelajaran. AI dapat
K4	Tugas yang berorientasi pada literasi digital seperti membuat laporan berbasis data dari AI akan mendorong kolaborasi efektif.	memperkaya kegiatan kelas, tetapi tetap memerlukan arahan guru. Konten berbasis pengalaman nyata membuat
K5	Pendekatan klasikal dapat dipadukan dengan AI sederhana, misalnya dalam latihan memahami teks, sebelum siswa diajak berpikir kritis.	pembelajaran lebih bermakna. Hal ini menegaskan bahwa isi pembelajaran harus kontekstual, kreatif, dan berbasis teknologi.
K6	Pengenalan AI sebagai bagian dari konten pembelajaran penting agar siswa memahami fungsinya secara kontekstual.	

Pertanyaan 5: How can teachers and AI collaborate on writing skills?

Pertanyaan 6: What should be considered in AI-assisted writing skills?

Guru Sampel	Pernyataan	Kesimpulan
K1	Guru harus memastikan siswa tidak menyalin mentah-mentah hasil parafrase AI, tetapi menggunakannya untuk belajar memperbaiki struktur kalimat.	Guru dan AI dapat berkolaborasi pada keterampilan menulis dengan membagi peran yang jelas. AI berfungsi
K2	AI dapat membantu memperkaya kosakata, sementara guru mengarahkan penggunaan kata agar sesuai konteks budaya dan akademik.	memperkaya kosakata, menyusun kerangka, dan memberi alternatif gaya bahasa. Guru berperan
K3	AI mendukung penyusunan kerangka tulisan, tetapi guru perlu menekankan aspek orisinalitas.	sebagai pengawas, memastikan orisinalitas, etika, dan kesesuaian
K4	Etika penggunaan AI harus selalu dipertimbangkan agar siswa tetap jujur dalam menulis.	konteks. Responden menekankan bahwa AI harus diposisikan sebagai alat
K5	AI bisa membantu tahap awal penulisan seperti ide atau draft, sedangkan guru membantu penyempurnaan.	bantu, bukan sumber utama tulisan. Penggunaan AI secara etis akan membantu
K6	Guru tetap menjadi pengarah	siswa lebih percaya diri

Guru Sampel	Pernyataan	Kesimpulan
	kualitas, sehingga AI hanya sebagai fasilitator teknis.	menulis. AI juga mendorong siswa untuk lebih kreatif dalam mengembangkan ide. Dengan demikian, keterampilan menulis akan meningkat secara signifikan melalui kolaborasi yang bijak..

Pertanyaan 7: What competencies do you think teachers should possess to work with AI?

Pertanyaan 8: What functions or characteristics should AI possess to work with teachers?

Guru Sampel	Pernyataan	Kesimpulan
K1	Guru harus memiliki kompetensi pedagogis dan profesional yang kuat agar mampu menempatkan AI sebagai pendukung pembelajaran, bukan pengganti. Guru juga harus mampu merancang kegiatan yang mengintegrasikan AI secara tepat.	Guru perlu memiliki kompetensi pedagogik, literasi digital, dan sikap adaptif untuk bekerja dengan AI. AI harus user-friendly, transparan, dan memiliki fitur yang mendukung pembelajaran. Responden

Guru Sampel	Pernyataan	Kesimpulan
K2	Guru wajib memiliki literasi teknologi agar bisa memahami cara kerja AI, memilih tools yang tepat, dan mengarahkan penggunaannya bagi siswa. Tanpa kemampuan ini, guru akan tertinggal.	menekankan perlunya guru memahami cara kerja AI agar bisa mengarahkan siswa dengan tepat. Guru tetap menjadi pengendali proses belajar,
K3	Guru harus melek literasi digital dan adaptif terhadap inovasi. Hal ini penting agar guru bisa memanfaatkan fitur AI secara maksimal tanpa kehilangan arah pedagogis.	sementara AI berperan sebagai alat bantu. Fungsi AI yang ideal adalah memberikan rekomendasi, memperkaya materi, dan memfasilitasi penilaian. Semua responden
K4	Guru memerlukan pemahaman pedagogik sekaligus kemampuan teknis mengoperasikan AI agar fungsi teknologi dapat digunakan secara efektif dalam kelas.	sepakat bahwa keseimbangan peran sangat penting. Dengan demikian, kesiapan kognitif guru dan karakteristik AI
K5	Guru perlu kompetensi adaptif, terbuka terhadap perubahan, dan fleksibel menggunakan teknologi baru agar AI tidak dianggap beban.	menentukan keberhasilan kolaborasi.
K6	Guru harus memahami konsep dasar dan jenis-jenis AI agar dapat	

Guru Sampel	Pernyataan	Kesimpulan
	mengarahkan penggunaannya sesuai kebutuhan pembelajaran dan tidak salah memanfaatkan.	

Pertanyaan 9: Do you think it is necessary to have socio-emotional interactions between teachers and AI? If so, why do you think it is important in teachers AI Readiness?

Pertanyaan 10: What will be required both for teachers and AI to make better socio-emotional interactions?

Guru Sampel	Pernyataan	Kesimpulan
K1	Tidak perlu, karena AI hanya alat non-human yang tidak memiliki perasaan. Menurutnya, yang penting adalah guru mampu mengontrol penggunaannya.	Ada dua pandangan tentang interaksi sosial-emosional dengan AI. Sebagian guru menilai AI cukup berfungsi sebagai alat teknis tanpa emosi.
K2	Perlu, sebab AI harus mampu merespons komunikasi guru dan siswa agar pembelajaran terasa lebih interaktif.	Namun, sebagian lain menganggap penting agar AI bisa merespons komunikasi secara natural. Responden yang mendukung menilai hal ini dapat menambah kenyamanan belajar. Sementara yang menolak menekankan peran
K3	Penting, karena AI bisa mendampingi percakapan dan membantu guru menjaga keterlibatan emosional siswa.	
K4	Interaksi emosional antara guru	

Guru Sampel	Pernyataan	Kesimpulan
	dan AI akan mendukung kenyamanan belajar siswa, sehingga teknologi terasa lebih natural.	guru sebagai pengendali utama. Dibutuhkan keseimbangan antara respons AI dan arahan guru. Interaksi emosional sebaiknya hanya sebatas mendukung, bukan menggantikan relasi guru-siswa. Dengan cara itu, pembelajaran tetap etis dan manusiawi.
K5	Tidak perlu, AI cukup diperlakukan sebagai robot. Jika terlalu emosional, bisa membuat guru kehilangan kendali.	
K6	Perlu, agar AI bisa memahami kebutuhan guru dan mendukung suasana kelas yang lebih manusiawi.	

Pertanyaan 11: What tools or technologies can be used for effective teacher-AI readiness?

Pertanyaan 12: What characteristics should these tools or technologies have?

Guru Sampel	Pernyataan	Kesimpulan
K1	Tools berbasis kolaborasi digital seperti aplikasi menulis dan diskusi online efektif untuk mendukung kesiapan guru.	Tools yang efektif untuk kesiapan guru adalah aplikasi menulis, media interaktif, dan platform pembelajaran digital. Karakteristiknya harus sederhana, mudah digunakan, dan ramah pengguna.
K2	Aplikasi menulis berbasis AI sangat penting untuk mengasah keterampilan menulis siswa, dengan guru sebagai pengarah.	

Guru Sampel	Pernyataan	Kesimpulan
K3	Platform pembelajaran digital dapat membantu guru mengintegrasikan AI dengan kegiatan kelas.	Responden menekankan perlunya teknologi yang transparan dan aman. Guru membutuhkan tools yang sesuai konteks agar bisa langsung diterapkan di kelas. Tools juga harus adaptif terhadap kebutuhan siswa. Dengan demikian, kesiapan guru akan terbantu oleh teknologi yang praktis. Hal ini memperkuat efektivitas kolaborasi guru dan AI.
K4	Media interaktif berbasis AI mendukung pembelajaran yang lebih menarik dan variatif.	
K5	Aplikasi sederhana yang mudah digunakan guru dan siswa lebih efektif ketimbang tools kompleks.	
K6	Tools harus transparan, adaptif, dan aman agar tidak menimbulkan bias atau kesalahpahaman.	

Pertanyaan 13: How should students, teachers, and parents' perceptions be shaped to promote teachers-AI collaboration in classroom instruction?

Pertanyaan 14: Is there a school culture that may interfere with AI-assisted instruction in the classroom?

Guru Sampel	Pernyataan	Kesimpulan
K1	Persepsi siswa, guru, dan orang tua harus diarahkan agar AI dipandang sebagai alat bantu pembelajaran yang relevan dengan	Persepsi positif semua pihak adalah kunci keberhasilan implementasi AI. Budaya

Guru Sampel	Pernyataan	Kesimpulan
	perkembangan zaman.	sekolah yang resistif bisa menjadi hambatan. Edukasi dan sosialisasi harus dilakukan secara menyeluruh. Guru berperan mengarahkan siswa agar tidak salah memahami peran AI. AI sebaiknya dipandang sebagai mitra belajar. Sinergi antara keluarga, sekolah, dan pemerintah penting. Dengan demikian, kolaborasi guru-AI dapat diterima secara luas.
K2	Semua pihak perlu memahami manfaat AI agar tidak terjadi kesalahpahaman. Sosialisasi sangat penting.	
K3	Edukasi bersama diperlukan untuk membangun kepercayaan terhadap penggunaan AI.	
K4	Sinergi antara sekolah, guru, dan keluarga harus dijaga agar budaya sekolah mendukung AI.	
K5	AI sebaiknya dipandang sebagai alat yang mempermudah belajar, bukan ancaman.	
K6	AI perlu diposisikan sebagai mitra, bukan pengganti guru, agar tidak bertentangan dengan budaya sekolah.	

Pertanyaan 15: How should the classroom be designed to promote collaboration between teachers and AI?

Pertanyaan 16: What classroom technologies need to be equipped to support teacher-AI collaboration?

Guru Sampel	Pernyataan	Kesimpulan
K1	Kelas perlu berbasis digital dengan fasilitas multimedia untuk mendukung kolaborasi guru-AI.	Ruang kelas harus dirancang digital dengan dukungan perangkat komputer dan internet. Responden menekankan pentingnya infrastruktur yang memadai. Desain kelas harus fleksibel dan mendukung kolaborasi. Teknologi presentasi interaktif akan meningkatkan pemahaman siswa. AI perlu terintegrasi dalam software pembelajaran. Guru harus mengarahkan penggunaannya secara efektif. Dengan fasilitas yang tepat, kolaborasi guru dan AI dapat berjalan optimal.
K2	Komputer/laptop wajib tersedia agar siswa bisa mengakses tools AI secara efektif.	
K3	Internet cepat dan stabil sangat penting untuk kelancaran integrasi AI.	
K4	Ruang kelas kolaboratif dengan desain fleksibel mendukung penggunaan teknologi.	
K5	Teknologi presentasi interaktif membantu memvisualisasikan hasil kerja AI.	
K6	Software AI harus menjadi bagian dari fasilitas kelas.	

Pertanyaan 17: What kind of institutional support from the government do teachers need to implement and scale up AI-assisted instruction?

Pertanyaan 18: What relationship should the Ministry of Education (government), schools, and industry have?

Guru Sampel	Pernyataan	Kesimpulan
K1	Pemerintah harus menyediakan kebijakan yang mendukung serta pelatihan bagi guru.	Dukungan pemerintah sangat penting melalui kebijakan, pelatihan, dan fasilitas. Literasi digital bagi guru menjadi prioritas utama. Regulasi yang jelas akan menghindari penyalahgunaan. Kerja sama antar pihak akan mempercepat implementasi AI. Infrastruktur harus disiapkan agar guru tidak terbebani. Sekolah dan industri juga harus terlibat aktif. Dengan dukungan institusi, AI bisa diterapkan secara luas.
K2	Program literasi digital wajib diberikan agar guru siap menghadapi era AI.	
K3	Kerja sama antara pemerintah, sekolah, dan industri sangat penting untuk kurikulum berbasis AI.	
K4	Bantuan fasilitas dan infrastruktur menjadi kebutuhan utama.	
K5	Regulasi jelas tentang pemanfaatan AI di sekolah sangat diperlukan.	
K6	Kolaborasi erat antar pihak akan memperkuat implementasi kurikulum berbasis AI.	

Pertanyaan 19: What do you hope the relationship and collaboration between teachers and AI will contribute to education?

Pertanyaan 20: What are some of AI's contributions to the short-, medium-, and long-term tasks of encouraging collaboration between teachers and AI?

Guru Sampel	Pernyataan	Kesimpulan
K1	Dalam jangka pendek, AI memudahkan proses belajar; dalam jangka panjang, lulusan diharapkan kompeten dalam memanfaatkan teknologi.	AI berkontribusi signifikan pada pendidikan dengan peran yang berkembang dari waktu ke waktu. Jangka pendek difokuskan pada efisiensi dan akses informasi. Jangka menengah mendorong kreativitas dan berpikir kritis. Jangka panjang diharapkan AI mentransformasi kurikulum. Responden sepakat bahwa AI membantu mencetak lulusan kompeten. Guru tetap menjadi pengarah utama. Kolaborasi lintas pihak memperkuat kontribusi AI. Dengan demikian, AI menjadi mitra strategis dalam pendidikan.
K2	AI memberi efisiensi pada tugas sehari-hari dan dalam jangka panjang membentuk pola pikir kritis.	
K3	AI mendukung pencarian informasi jangka pendek dan transformasi pembelajaran jangka panjang.	
K4	AI membantu efisiensi dan peningkatan kualitas pembelajaran.	
K5	AI mempermudah pencarian informasi dan mengasah keterampilan berpikir tingkat tinggi.	
K6	AI meningkatkan efisiensi awal dan mendukung transformasi kurikulum.	

Appendix 7. Documentation



TREATMENT MATERI FOLKTALE	
CONTROL	EXPERIMENT
	
	

AI READINESS	
CONTROL	EXPERIMENT
	



Appendix 8. Test Results

Experimental Group	
Pre-Test	Post-Test
Name: Ayu Indar Cempaka Sari Number: 1 Class: X6 Date: 19-03-2022 Pre test Please choose one picture and write a story based on these pictures. Do it correctly!  Answer: Once upon a time, there was a man named Toba. One day Toba go to fishing and he caught a fish and a fish turned beautiful woman. She thanks to Toba, because helped she. Toba and a woman get married and had a son, named Samosir. Long story short, his mother asked Samosir to bring a food for father. Samosir ate food have a father's. Toba angry and he asked Samosir is a fish child. Samosir feel sad and cry. Samosir go to home. Samosir told his mother is everything about his father's. And it's a moment Samosir and her mother's left at a home. And then to appear a water and near their residence and become a Toba lake.	Nickname: Ayu Indar Cempaka Sari Number: 1 Class: X6 Date: 19-04-2022 Post test Please choose the clue cards and write a story based on these clue cards. Do it correctly! Answer: Timun Mas Once upon a time, in a village there lived a woman. Her husband died a long ago. One day the woman meet a goat and gave her a cucumber seed to plant. She took care a cucumber until grew big and she found a baby girl. The woman very happy and named a baby Timun Mas. Timun Mas grew into a beautiful and kind girl. However, there was a giant who wanted to prey on Timun Mas. The woman gave Timun Mas a magic object, so Timun Mas could protect herself from a giant. The magic object were salt, shrimp paste, and a pillow. The giant continued to chase Timun Mas, but Timun Mas managed to escape using a magic object given by the woman. Until finally a giant trapped in a sea, because a last magic object namely pillow turned into a hill. Timun Mas very happily and lived with her woman.
Nickname: Kadek Widya Saraswati Ariatna Number: 20 Class: X6 Date: 17-09-2025 Post test Please choose the clue cards and write a story based on these clue cards. Do it correctly! Answer: Timun Mas Once upon a time, there lived a grandmother in a village. One day the grandmother found a magic cucumber seed, then planted it and took good care of it. The cucumber seed grew into a beautiful baby girl. The grandmother was very happy, and named the baby girl Timun mas. Timun mas grew into a beautiful and kind girl. However, there was a giant who wanted to prey on timun mas. The grandmother gave timun mas a magic object, so that timun mas could protect herself from the giant's pursuit. The magic object were salt, shrimp paste, and a pillow. The giant continued to chase timun mas, but timun mas managed to escape by using the magic object given by the grandmother. Until finally the giant trapped in the sea because of the last magic object, namely a pillow, that turned into a hill. Finally Timun Mas was able to escape from the giant's pursuit, then lived happily with her grandmother.	

Name: Kadek Widya Saraswati Afiltha Number: 20

Class: X.6

Date: 18-March-2025

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!



Answer:

In a village in West Sumatra, there are young ~~man~~ named Malin Kundang. Malin Kundang had a mother, but his father had died long ago, so he only lives with his mother. When Malin Kundang had grown up, he decided to go to the City.

For his son's departure, Malin Kundang's Mother felt sad but proud. A few years later, Malin Kundang succeeded and married a beautiful ~~and~~ rich woman. One day, Malin Kundang and his wife ~~go~~ went to the village where he was born. ~~there~~ Malin Kundang's Mother came to see ~~her~~ her son's arrival.

However, Malin Kundang did not acknowledge his mother, because he felt ashamed of his mother's poor condition, and that made Malin Kundang's mother feel sad and angry. ~~and then~~ and then cursed her son to ~~become~~ become a stone, and Malin Kundang ~~suddenly~~ suddenly turned into a stone.

Name: Kadek Widya Saraswati Afiltha

Number: 14

Class: X.6

Date: 18-03-2025

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!



Answer: Once upon a time, there was

man named Toba. Once when Toba was fishing, he caught a big goldfish which then turned into a beautiful princess. The princess thanked Toba for saving her. The princess agreed to marry Toba but on the condition that Toba would not tell her where he came from. They married and were blessed with a child named Samosir, a good but slightly naughty child.

* One day Samosir was asked to bring food for his father, however, in the middle of the journey, he finished the food until it was gone. When he arrived at his father's place, Toba was surprised to see that his food was gone. He was disappointed and scolded Samosir.

* Toba broke his promise. He called Samosir, a fish child who did not know how to make a profit. Hearing this, Samosir was sad and told his mother about it. His wife and child Samosir suddenly disappeared. Their disappearance turned into a torrent of water near their residence.

Nickname: Kadek Widya Saraswati Afiltha

Number: 14

Class: X.6

Date: 18-03-2025

Post test

Please choose the clue cards and write a story based on these clue cards. Do it correctly!

Answer: Timun Mas

Timun mas is a famous folk tale that tells the story of a girl who was saved by a magical cucumber from a giant. According to legend, an old mother nearly wished to have a child one day. She found a magical cucumber seed planted in from the cucumber plant, a beautiful baby girl was born.

The mother loved and respected the name Timun mas very much. However, when Timun mas grew up, a fierce giant began to threaten their village and search for prey. The giant had the ability to turn humans from afar and the spread the beautiful scent of Timun mas.

To save her daughter, Timun mas' mother gave Timun mas several magical objects to use as self-defense when being chased by the giant. The magical objects included a mirror that could become a sword and a lamp that could become a shield. With the help of these magical objects, Timun mas managed to escape from the giant's pursuit until the giant finally died from starvation. A lot of time after he had given spicy shrimp to his Timun mas.

Dipindai dengan CamScanner

Dipindai dengan CamScanner

Name: Nyoman elo

Number: 28

Class: X.5

Date: 20.03.2024

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!

C. 15
 D. 16
 U. 17
 V. 18
 W. 19

Answer: Legend of danau toba

- #1. Once upon a time in north sumatra, indonesia. lived a man name toba, one day toba fishing at the lake and catch a golden fish, toba was so happy and went back to his house. Toba want to cook the fish but the fish can talk and told toba to don't eat him.
- #2. after that toba goes to his field to farm. Toba farm from morning to noon. Makes him tired and hungry. After that he goes to his house, but he was so surprised. Because there was a beautiful woman who cooked at his kitchen. It was the golden fish who have a human form.
- #3. Time passed, toba married with the golden fish and have a son, the son name is samosir. When samosir turn 7 years old he was so lazy and stubborn. One day, his mother ask samosir to deliver his father lunch. When on its way to his father farm, samosir ate the lunch a little by little until its gone eaten by samosir.

Dipindai dengan CamScanner

Name: Ni Putu Ji Lesiani Yastin Number: 26

Class: X.5

Date: 10/5/2018

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!

TOBA LAKE

C. 15
 D. 16
 U. 17
 V. 18
 W. 19

Answer:

Long time ago, in a north of Sumatera. Lived a young man named Toba. One day Toba went to a lake to fishing. Then Toba found a big and fresh Golden fish and brought it home. At home Toba was surprised because the Golden fish could talk and told Toba to not eat it. One day later Toba went to the field and work from morning till noon. After that toba tired and hungry, so he went home. at home he surprised because the golden fish turned into a beautiful girl and cooked for him.

Year by Year Toba and Toba married that beautiful girl and had a son named samosir. one day when samosir was 7 years old his mother told him to deliver food for his father in the field. On the way to the field samosir felt hungry and ate all the food. know that Toba was mad and said "damn, you son of a fish!" heard that samosir shock and told everything to his mother.

Heard that his mother was very sad and upset. His mother told him to climbed the highest hill. after that his mother decided to suicide by jumped to the lake. She jumped while cursed everyone. The cursed comes true.

After that the sky turned dark and a great rain fall with big thunder. Because of that big rain the lake water volume going up and killed Samosir, Toba, and all the villager. And now people called the Lake with Toba Lake, and The island in the middle of the Lake called Samosir.

Dipindai dengan CamScanner

Nickname: NYOMAN ELO

Number: 28

Class: X.5

Date: April 17th - 2024

Post test

Please choose the clue cards and write a story based on these clue cards. Do it correctly!

Answer: Jaka tarub and the seven Angel

1. A long time ago in the small village outside forest live a young and handsome boy. Name Jaka tarub, he like to hunt. But he live alone and spend his days by hunting. But one time, when Jaka tarub went hunting to forest.
2. He hear a sprinkle water in the lake, when he goes to look. Jaka tarub sees seven angel who from heaven, looking at each other and playing. Jaka tarub see a score that angel has and take one of em. When the angel finish take both they went back to heaven but one of the angel is panicked cause her score is missing. Then Jaka tarub show's himself and tell her score and promised to find her score. the angel tell her name that is Nawang Wilson.
3. Time Pass, they was married. But Nawang Wilson still didn't found her score, one time when Jaka tarub went to farm. Nawang Wilson goes Jaka tarub here and she found her score. she disappointed to Jaka tarub. he's. When Jaka tarub know Nawang Wilson disappear he was so sad. But its too late to rectify his action, that lead's to the consequences that he get.

C = 18

D = 18

U = 12

V = 19

W = 19

91

Dipindai dengan CamScanner

Nickname: Ni putu Ji Lesiani Yastin

Number: 26

Class: X.5

Date: 17-4-2018

Post test

Please choose the clue cards and write a story based on these clue cards. Do it correctly!

Answer:

Timun Mas

Long time ago, lived an old woman named Mbak Randa. She lived without husband and child, so she should worked hard everyday. Mbak Randa really wanted a child. So one day Mbak Randa plant Bala Iya and ate for a child. Bala Iya agreed and gave Mbak Randa a cucumber seeds. Bala Iya told her to planted it home until it turned into a baby, but when the baby turned 16 years old Bala Iya would come and take that baby. Mbak Randa agreed.

Mbak Randa was shocked because there was a big golden cucumber at her yard. She take the cucumber home and opened it. she was shock because there was a beautiful baby in the cucumber and named the baby Timun Mas. One day, when Timun Mas turned 16, Mbak Randa remember the promise she made with Bala Iya, and let suddenly Bala Iya come to their house to take Timun mas. Mbak Randa then told Timun Mas to run and gave her a little bag. In the little bag, there was 3 magic shop that can helped Timun Mas.

Timun Mas ran and Bala Iya followed her. First Timun Mas threw on the air, and it turned into an ocean. Bala Iya should swim to access the air. After that Timun Mas threw a stick, and it turned into a magic stick p. then, and Bala Iya get scared because the theory branches, but Bala Iya can chase after Timun mas. know that Timun mas throw the last magic stick, it was because it turned into a big swamp, to access that the swamp and Bala Iya was tired and then dead drowned in the swamp. Timun Mas happy and went back home. At the end Timun Mas and Mbak Randa lived happily ever after.

Dipindai dengan CamScanner

Control Group

Pre-Test

Name: Gede Verzo Adi Pratama Number: 9

Class: X7 Date: Kamis,

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!



C = 17
D = 10
U = 10
V = 12
M = 12
F7

Answer:

one upon a time in bali, Brahmana of sidhi mantra, he has child the named manik angkeran. manik angkeran has hobby a gambling. One day, manik angkeran give a wealth to sidhi mantra to settled the debt.

manik angkeran gone to mount Agung to meet with Dragon basuki. He give a wealth, But Dragon basuki not given. And manik angkeran deci cut of a tail Dragon basuki

after being brought back to life, Manik angkeran realized his mistake and choose a new path, to separate them and ensure peace the dragon created a deep chasm, ut

Name: Gusri Agung Pratama

Number: 5

Class: X7

Date: 13/03/2025

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!



C = 8
D = 3
U = 5
V = 4
M = 3
F7

Answer:

The legend of Manik Angkeran:

Long ago in Baliwise Priest named Sidhimantra had a son named manik Angkeran unlike his father

One day manik Angkeran secretly followed his father and tried to steal the treasure. The

Post-Test

Nickname: Gede Verzo Adi Pratama Number: 9

Class: X7 Date: 17 - 4 - 2025

Post test

Please choose the clue cards and write a story based on these clue cards. Do it correctly!

Answer: Legend of Rarat Batuk

Long ago in the region kintamani, Bali. There lived a wealthy husband and wife. Unfortunately, they had no children. They never gave up hope and pray to god. They pray were answer, and had a strong baby named Keba. He had tremendous appetite.

As Keba was grew older, his appetite became even more enormous. Keba was become known as a monster who was easily angered, especially when his food was insufficient, when angry he would destroy anything in his path. But he often helped the villagers with heavy labor, such as digging wells and building dams.

One day, the Village Chief asked Keba to help dig a new well to prevent the rice fields from drying up. In return, the villagers offered him a large amount of food. Using his great strength Keba dug into the ground until water began to flow out. After eating heartily he felt a sleep in side the hole, the villagers then threw live stone rock in to the hole, causing Keba to be angry and die. The water eventually became a lake, the pile of soil beside a mountain, that later named Lake Batur, and the mountain named Batur mountain.

Dipindai dengan CamScanner

Dipindai dengan CamScanner

Name: Ida Bagus Gemilang Ramana Deva Number: 9

Class: X7

Date:

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!



C = 12
U = 10
O = 10
V = 10
M = 8
FO

Answer:

Once upon a time in the village, lived Malin Kundang was from poor family. To make his family rich he was the village to work and get money.

Finally he's rich and have a wife, but Malin Kundang be a arrogant. One day he's back to village and make his mom disadone coz her is arrogant.

His mom curse him to be a rock. Don't forget your mom coz she is your parent who take you.

Dipindai dengan CamScanner

Nickname: I. B. Gerulung Ramana Deva Number: 9

Class: X7

Date: 17-4-2025

Post test

Please choose the clue cards and write a story based on these clue cards. Do it correctly!

Answer: Legend of Danau Batur

Long ago, in the region Kintamani, Bali, there lived a man named Koro Luu. He had a massive body. Whenever he walked, the ground would shake. Despite his frightening appearance, Koro Luu had a kind heart. He was engaged to help others and always willing to lend a hand to the villagers.

However, Koro Luu had one bad trait: he was extremely greedy. One day, during a drought, he asked the villagers for food. Unfortunately, their food supplies were running low, and they couldn't give him any. Enraged, Koro Luu started to rampage. The frightened villagers came up with a cunning plan. They asked Koro Luu to dig a well, promising him plenty of food in return. Tempted by the offer, Koro Luu agreed and began digging.

Once the well was deep enough and water started to flow, the villagers quickly pulled him alive using the fall from the well. However, the water didn't stop flowing. It kept rising and spreading across the land. Eventually, the water formed a large lake, which is now known as Lake Batur (Danau Batur).

Dipindai dengan CamScanner

Name: Kadek Dian Sanjiwani

Number: 21

Class: X. 7

Date: 13.03.2025

Pre test

Please choose one picture and write a story based on these pictures. Do it correctly!



C = 10
O = 10
U = 8
V = 6
M = 8
FO

Answer:

The legend of Malin Kundang

Since childhood, Malin Kundang was only raised by his mother in a village in west Sumatra. When he grew up, Malin Kundang went to work overseas.

After becoming successful and rich, Malin Kundang became arrogant and became a disobedient child. When he returned to his village, he didn't even want to acknowledge his mother anymore because she was poor.

Dipindai dengan CamScanner

Nickname: Kadek Dian Sanjiwani

Number: 21

Class: X. 7

Date: 17-04-2025

Post test

Please choose the clue cards and write a story based on these clue cards. Do it correctly!

Answer:

The Legend of Timun Mas

Long time ago, there was a couple who had no children. They asked Buto to give them a child. Their request was granted. From one of the golden cucumbers planted in the garden, a very beautiful girl was born and was named Timun Mas.

The agreement between this couple and Buto to give the child to Buto when the child is 17 years old. However, they broke their promise and instead told Timun Mas to leave when she was 17 years old. Buto was angry and went after Timun Mas. However, Timun Mas, which has been equipped with cucumber seeds, salt, and shrimp paste, can avoid Buto to go.

The cucumber seeds that she scattered towards Buto to turn into corn plants which blocked Buto's steps. The salt she spread turned into a sea, and the shrimp paste that was thrown turned into suction mud that drowned Buto to go. Timun Mas was able to return home safely and gathered with her parents who loved her.

Dipindai dengan CamScanner

Name: Kadek Dian Sanjwani Number: 21 Class: X. 7 Date: 19.03.2025 Pre test Please choose one picture and write a story based on these pictures. Do it correctly! C = 10 O = 10 U = 8 V = 6 M = 8 42  Answer : <u>The legend of Malin Kundang</u> Since childhood, Malin Kundang was only raised by his mother in a village in west Sumatra. When he grew up, Malin Kundang went to work overseas. After becoming successful and rich, Malin Kundang became arrogant and became a disobedient child. When he returned to his village, he didn't even want to acknowledge his mother anymore because she was very	Nickname: Kadek Dian Sanjwani Number: 21 Class: X. 7 Date: 17-04-2025 Post test Please choose the clue cards and write a story based on these clue cards. Do it correctly! C = 10 O = 10 U = 8 V = 6 M = 8 42 Answer : <u>The Legend Of Timun Mas</u> Long time ago, there was a couple who had no children. They asked Buto to give them a child. Their request was granted. From one of the golden cucumbers planted in the garden, a very beautiful girl was born and was named Timun Mas. The agreement between the couple and Buto was to give the child to Buto when the child is 17 years old. However, they broke their promise and instead sold Timun Mas to leave when she was 17 years old. Buto was angry and went after Timun Mas. However, Timun Mas, which has been equipped with cucumber seeds, soil, and shrimp paste, can avoid Buto. The cucumber seeds that she scattered towards Buto turned into tangled plants which blocked Buto's steps. The soil she spread turned into a sea, and the shrimp paste that was thrown turned into suction mud that drowned Buto. Timun Mas was able to return home safely and gathered with her parents who loved her.
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AI/READINESS SCALE (ARS)

Edisi Juli/August 2020

DATA RESPONDED: **K-5**

Nama: **K-5**

Penjelasan: Berilah tanda centang (✓) pada skala yang menunjukkan seberapa banyak kemampuan yang terdapat. 1 = Sangat baik, 2 = Baik, 3 = Cukup, 4 = Sedang, 5 = Sangat lemah.

ASPEK PEMILIK		SKALA				
		1	2	3	4	5
A. TECHNOLOGICAL INNOVATIONS						
15.	Apakah ada teknologi yang berkinerja dengan tingkat tinggi?					
B. INSTITUTIONAL SUPPORT						
16.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					
C. PEOPLE SUPPORT						
17.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					
D. FINANCIAL VALUE						
18.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					
E. PERCEIVED COST						
19.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					

AI/READINESS SCALE (ARS)

Edisi Juli/August 2020

DATA RESPONDED: **K-6**

Nama: **K-6**

Penjelasan: Berilah tanda centang (✓) pada skala yang menunjukkan seberapa banyak kemampuan yang terdapat. 1 = Sangat baik, 2 = Baik, 3 = Cukup, 4 = Sedang, 5 = Sangat lemah.

ASPEK PEMILIK		SKALA				
		1	2	3	4	5
A. TECHNOLOGICAL INNOVATIONS						
15.	Apakah ada teknologi yang berkinerja dengan tingkat tinggi?					
B. INSTITUTIONAL SUPPORT						
16.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					
C. PEOPLE SUPPORT						
17.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					
D. FINANCIAL VALUE						
18.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					
E. PERCEIVED COST						
19.	Apakah ada dukungan yang memadai untuk pengembangan AI dalam perusahaan?					

AI Readiness Scale Student

Experimental Group

AI READINESS SCALE (AIRS)
(Li and Liang, 2020)

DATA RESPONDED

Nama : Kesya Ishti Permudita Dewi

Kelas : X.5

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan

AI READINESS SCALE (AIRS)
(Li and Liang, 2020)

DATA RESPONDED

Nama : Ni Gaby Ai Kristin Yehin

Kelas : X.5

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan
sebenarnya! Keterangan Skala: 1 = Sangat tidak setuju, 2 = Tidak setuju,
3 = Ragu-ragu, 4 = Setuju, 5 = Sangat setuju.

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
A. AI FAMILIARITY					
1. Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
2. Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
3. Saya tahu cara menggunakan AI untuk membantu pembelajaran bahasa.					✓
B. AI TYPACK					
4. Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan bahasa (misalnya pengucapan, kosakata, dan tata bahasa).					✓
5. Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan bahasa (misalnya, mendengarkan, berbicara, dan menulis).					✓
6. Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna.					✓
C. PERCEIVED VALUE					
7. Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.					✓
8. Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.					✓
9. Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.					✓
10. Menggunakan AI dapat meningkatkan interaktivitas pembelajaran bahasa.					✓
11. Menggunakan AI dapat meningkatkan ketertarikan saya terhadap pembelajaran bahasa.					✓
12. Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.					✓
D. PERCEIVED COST					
13. Bagi saya, menggunakan AI dalam pembelajaran bahasa memakan waktu dan tenaga.		✓			
14. Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.		✓			
E. TECHNICAL SUPPORT					
15. Saya merasa kesulitan dalam menggunakan AI yang saya gunakan dalam pembelajaran bahasa.					✓
16. Saya merasa kesulitan dalam memahami konsep-konsep yang disajikan dalam pembelajaran bahasa.					✓
17. Saya merasa kesulitan dalam memahami konsep-konsep yang disajikan dalam pembelajaran bahasa.					✓
F. INSTITUTIONAL SUPPORT					
18. Institusi saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
19. Institusi saya menawarkan kebijakan yang relevan, contoh AI yang bisa digunakan dalam pembelajaran bahasa.					✓
20. Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan keterampilan belajar bahasa dengan AI.					✓
G. PEER SUPPORT					
21. Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
22. Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran bahasa.					✓
23. Rekan-rekan saya dengan senang hati berbagi teknik dan pengalaman belajar menggunakan dengan AI.					✓
H. FACILITATING CONDITION					
24. Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran bahasa.					✓
25. Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.					✓
26. Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran bahasa.					✓

Control Group

AI READINESS SCALE (AIRS)
(Li and Liang, 2020)

DATA RESPONDED

Nama : Um Jazay Ganiyung Ruman Jaya (U)

Kelas : 57

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan
sebenarnya! Keterangan Skala: 1 = Sangat tidak setuju, 2 = Tidak setuju,
3 = Ragu-ragu, 4 = Setuju, 5 = Sangat setuju.

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
A. AI FAMILIARITY					
1. Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
2. Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
3. Saya tahu cara menggunakan AI untuk membantu pembelajaran bahasa.					✓
B. AI TYPACK					
4. Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan bahasa (misalnya pengucapan, kosakata, dan tata bahasa).					✓
5. Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan bahasa (misalnya, mendengarkan, berbicara, dan menulis).					✓
6. Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna.					✓
C. PERCEIVED VALUE					
7. Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.					✓
8. Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.					✓
9. Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.					✓
10. Menggunakan AI dapat meningkatkan interaktivitas pembelajaran bahasa.					✓
11. Menggunakan AI dapat meningkatkan ketertarikan saya terhadap pembelajaran bahasa.					✓
12. Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.					✓
D. PERCEIVED COST					
13. Bagi saya, menggunakan AI dalam pembelajaran bahasa memakan waktu dan tenaga.					✓
14. Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.					✓
E. TECHNICAL SUPPORT					
15. Saya merasa kesulitan dalam menggunakan AI yang saya gunakan dalam pembelajaran bahasa.					✓
16. Saya merasa kesulitan dalam memahami konsep-konsep yang disajikan dalam pembelajaran bahasa.					✓
17. Saya merasa kesulitan dalam memahami konsep-konsep yang disajikan dalam pembelajaran bahasa.					✓
F. INSTITUTIONAL SUPPORT					
18. Institusi saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
19. Institusi saya menawarkan kebijakan yang relevan, contoh AI yang bisa digunakan dalam pembelajaran bahasa.					✓
20. Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan keterampilan belajar bahasa dengan AI.					✓
G. PEER SUPPORT					
21. Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
22. Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran bahasa.					✓
23. Rekan-rekan saya dengan senang hati berbagi teknik dan pengalaman belajar menggunakan dengan AI.					✓
H. FACILITATING CONDITION					
24. Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran bahasa.					✓
25. Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.					✓
26. Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran bahasa.					✓

AI READINESS SCALE (AIRS)
(G. and Lang, 2023)

DATA RESPONDED

Nama : NI PUTU SRI KESON YENDIN
Kelas : X.5

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan sebenarnya! Keterangan Skala: 1 = Sangat tidak setuju, 2 = Tidak setuju, 3 = Ragu-ragu, 4 = Setuju, 5 = Sangat setuju.

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
A. AI FAMILIARITY					
1. Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
2. Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
3. Saya tahu cara menggunakan AI untuk membantu pembelajaran bahasa.					✓
B. AI TPACK					
4. Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan bahasa (misalnya: pengucapan, kosakata, dan tata bahasa).					✓
5. Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan bahasa (misalnya: mendengarkan, berbicara, dan menulis).					✓
6. Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna.					✓
C. PERCEIVED VALUE					
7. Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.					✓
8. Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.					✓
9. Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.					✓
10. Menggunakan AI dapat meningkatkan interaktivitas pembelajaran Bahasa.					✓
11. Menggunakan AI dapat meningkatkan antusiasme saya terhadap pembelajaran bahasa.					✓
12. Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.					✓
D. PERCEIVED COST					
13. Bagi saya, menggunakan AI dalam pembelajaran bahasa memakan waktu dan tenaga.	✓				
14. Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.	✓				

Dipindai dengan CamScanner

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
E. TECHNOLOGICAL INNOVATIONS					
15. Saya suka mengeksplorasi dan bereksperimen dengan teknologi baru.					✓
16. Di antara teman-teman saya, saya biasanya menjadi orang pertama yang mengeksplorasi teknologi baru.					✓
17. Jika saya mendengar tentang teknologi baru, saya akan mencari cara untuk bereksperimen dengannya.					✓
F. INSTITUTIONAL SUPPORT					
18. Institusi saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
19. Institusi saya menawarkan kebijakan yang relevan, contoh AI yang bisa digunakan dalam pembelajaran bahasa.					✓
20. Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan keterampilan belajar bahasa dengan AI.					✓
G. PEER SUPPORT					
21. Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
22. Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran bahasa.					✓
23. Rekan-rekan saya dengan senang hati berbagi teknik dan pengalaman belajar menggunakan dengan AI.					✓
H. FACILITATING CONDITION					
24. Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran bahasa.					✓
25. Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.					✓
26. Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran bahasa.					✓

Dipindai dengan CamScanner

AI READINESS SCALE (AIRS)
(G. and Lang, 2023)

DATA RESPONDED

Nama : YADEV CANDRA PUTRA BUDAYU
Kelas : XI

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan sebenarnya! Keterangan Skala: 1 = Sangat tidak setuju, 2 = Tidak setuju, 3 = Ragu-ragu, 4 = Setuju, 5 = Sangat setuju.

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
A. AI FAMILIARITY					
1. Saya tahu tentang aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
2. Saya mengetahui fungsi utama aplikasi AI yang lazim digunakan dalam pembelajaran bahasa.					✓
3. Saya tahu cara menggunakan AI untuk membantu pembelajaran bahasa.					✓
B. AI TPACK					
4. Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan bahasa (misalnya: pengucapan, kosakata, dan tata bahasa).					✓
5. Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan bahasa (misalnya: mendengarkan, berbicara, dan menulis).					✓
6. Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna.					✓
C. PERCEIVED VALUE					
7. Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.					✓
8. Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.					✓
9. Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.					✓
10. Menggunakan AI dapat meningkatkan interaktivitas pembelajaran Bahasa.					✓
11. Menggunakan AI dapat meningkatkan antusiasme saya terhadap pembelajaran bahasa.					✓
12. Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.					✓
D. PERCEIVED COST					
13. Bagi saya, menggunakan AI dalam pembelajaran bahasa memakan waktu dan tenaga.					✓
14. Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.					✓

Dipindai dengan CamScanner

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
E. TECHNOLOGICAL INNOVATIONS					
15. Saya suka mengeksplorasi dan bereksperimen dengan teknologi baru.					✓
16. Di antara teman-teman saya, saya biasanya menjadi orang pertama yang mengeksplorasi teknologi baru.					✓
17. Jika saya mendengar tentang teknologi baru, saya akan mencari cara untuk bereksperimen dengannya.					✓
F. INSTITUTIONAL SUPPORT					
18. Institusi saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
19. Institusi saya menawarkan kebijakan yang relevan, contoh AI yang bisa digunakan dalam pembelajaran bahasa.					✓
20. Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan keterampilan belajar bahasa dengan AI.					✓
G. PEER SUPPORT					
21. Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
22. Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran bahasa.					✓
23. Rekan-rekan saya dengan senang hati berbagi teknik dan pengalaman belajar menggunakan dengan AI.					✓
H. FACILITATING CONDITION					
24. Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran bahasa.					✓
25. Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.					✓
26. Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran bahasa.					✓

Dipindai dengan CamScanner

AI READINESS SCALE (AIRS) (Li and Liang, 2025)

DATA RESPONDED

Nama : Iquth Kadee Lenar Pratomo no 10
Kelas : X-6

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan sebenarnya! Keterangan Skala: 1 = Sangat tidak setuju, 2 = Tidak setuju, 3 = Ragu-ragu, 4 = Setuju, 5 = Sangat setuju.

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
A. AI FAMILIARITY					
1. Saya tahu tentang aplikasi AI yang lebih digunakan dalam pembelajaran bahasa.					✓
2. Saya mengetahui fungsi utama aplikasi AI yang lebih digunakan dalam pembelajaran bahasa.					✓
3. Saya tahu cara menggunakan AI untuk membantu pembelajaran bahasa.				✓	
B. AI TPACK					
4. Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan bahasa (melalui pengucapan, kosakata, dan tata bahasa).			✓		
5. Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan bahasa (menyimak, berbicara, dan menulis).			✓		
6. Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna.	✓				
C. PERCEIVED VALUE					
7. Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.			✓		
8. Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.				✓	
9. Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.				✓	
10. Menggunakan AI dapat meningkatkan interaktivitas pembelajaran Bahasa.				✓	
11. Menggunakan AI dapat meningkatkan antusiasme saya terhadap pembelajaran bahasa.			✓		
12. Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.			✓		
D. PERCEIVED COST					
13. Bagi saya, menggunakan AI dalam pembelajaran bahasa memakan waktu dan tenaga.		✓			
14. Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.			✓		

Dipindai dengan CamScanner

AI READINESS SCALE (AIRS) (Li and Liang, 2025)

DATA RESPONDED

Nama : Ki Lih Kuro Nikoria
Kelas : K-8 / 27

Petunjuk: Berilah tanda centang (✓) pada skala yang menunjukkan keadaan sebenarnya! Keterangan Skala: 1 = Sangat tidak setuju, 2 = Tidak setuju, 3 = Ragu-ragu, 4 = Setuju, 5 = Sangat setuju.

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
A. AI FAMILIARITY					
1. Saya tahu tentang aplikasi AI yang lebih digunakan dalam pembelajaran bahasa.					✓
2. Saya mengetahui fungsi utama aplikasi AI yang lebih digunakan dalam pembelajaran bahasa.				✓	
3. Saya tahu cara menggunakan AI untuk membantu pembelajaran bahasa.					✓
B. AI TPACK					
4. Saya tahu cara menggunakan AI untuk membantu dalam mempelajari pengetahuan bahasa (melalui pengucapan, kosakata, dan tata bahasa).					✓
5. Saya tahu bagaimana menggunakan AI untuk membantu dalam melatih keterampilan bahasa (menyimak, berbicara, dan menulis).				✓	
6. Saya tahu cara menggunakan AI untuk memberikan pengalaman belajar yang bermakna.					✓
C. PERCEIVED VALUE					
7. Menggunakan AI dapat meningkatkan efisiensi pembelajaran bahasa.					✓
8. Menggunakan AI dapat meringankan beban kerja dalam pembelajaran bahasa.					✓
9. Menggunakan AI dapat meningkatkan efektivitas pembelajaran bahasa.					✓
10. Menggunakan AI dapat meningkatkan interaktivitas pembelajaran Bahasa.					✓
11. Menggunakan AI dapat meningkatkan antusiasme saya terhadap pembelajaran bahasa.					✓
12. Menggunakan AI dapat memberi saya rasa pencapaian dalam pembelajaran Bahasa.				✓	✓
D. PERCEIVED COST					
13. Bagi saya, menggunakan AI dalam pembelajaran bahasa memakan waktu dan tenaga.			✓		
14. Saya tidak memiliki cukup waktu dan tenaga untuk mempelajari cara menggunakan AI dalam pembelajaran Bahasa.		✓			

Dipindai dengan CamScanner

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
TECHNOLOGICAL INNOVATIONS					
15. Saya suka mengeksplorasi dan bereksperimen dengan teknologi baru.				✓	
16. Di antara teman-teman saya, saya biasanya menjadi orang pertama yang mengeksplorasi teknologi baru.			✓		
17. Jika saya mendengar tentang teknologi baru, saya akan mencari cara untuk bereksperimen dengannya.				✓	
F. INSTITUTIONAL SUPPORT					
18. Institusi saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.			✓		
19. Institusi saya menawarkan kebijakan yang relevan, contoh AI yang bisa digunakan dalam pembelajaran bahasa.			✓		
20. Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan keterampilan belajar bahasa dengan AI.				✓	
G. PEER SUPPORT					
21. Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.			✓		
22. Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran bahasa.			✓		
23. Rekan-rekan saya dengan senang hati berbagi teknik dan pengalaman belajar menggunakan dengan AI.				✓	
H. FACILITATING CONDITION					
24. Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran bahasa.			✓		
25. Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.			✓		
26. Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran bahasa.			✓		

Dipindai dengan CamScanner

ASPEK PENILAIAN	SKALA				
	1	2	3	4	5
TECHNOLOGICAL INNOVATIONS					
15. Saya suka mengeksplorasi dan bereksperimen dengan teknologi baru.					✓
16. Di antara teman-teman saya, saya biasanya menjadi orang pertama yang mengeksplorasi teknologi baru.				✓	
17. Jika saya mendengar tentang teknologi baru, saya akan mencari cara untuk bereksperimen dengannya.					✓
F. INSTITUTIONAL SUPPORT					
18. Institusi saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
19. Institusi saya menawarkan kebijakan yang relevan, contoh AI yang bisa digunakan dalam pembelajaran bahasa.					✓
20. Institusi saya menawarkan program atau modul pelatihan profesional untuk mengembangkan keterampilan belajar bahasa dengan AI.			✓		
G. PEER SUPPORT					
21. Rekan-rekan kelas saya mendorong saya untuk menggunakan AI dalam pembelajaran bahasa.					✓
22. Rekan-rekan saya saling membantu untuk belajar dengan AI pada pembelajaran bahasa.					✓
23. Rekan-rekan saya dengan senang hati berbagi teknik dan pengalaman belajar menggunakan dengan AI.					✓
H. FACILITATING CONDITION					
24. Saya memiliki akses ke layanan dan aplikasi AI yang dapat saya gunakan untuk saya belajar pada pembelajaran bahasa.					✓
25. Saya telah diberikan pengetahuan tentang perangkat lunak dan alat yang diperlukan untuk mengembangkan konten pembelajaran Bahasa.					✓
26. Saya telah diberikan infrastruktur teknis yang diperlukan untuk mendukung penggunaan AI dalam pembelajaran bahasa.					✓

Dipindai dengan CamScanner