

## APPENDICES

### Appendix 1 Application letter for observation



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 3560/UN48.7.1/DT/2024

12 September 2024

Perihal : **Permohonan Izin Observasi**

Yth. Koordinator Program Studi Sastra Inggris Universitas Udayana  
di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Made Natya Pradnya Iswari
NIM	: 2112021151
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,  
  
Ni Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

## Appendix 2 Application letter for research



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**  
FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 404/UN48.7.1/DT/2025

3 Februari 2025

Perihal : Permohonan Izin Penelitian

Yth. Koordinator Prodi Sastra Inggris  
di Universitas Udayana

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Made Natya Pradnya Iswari
NIM	: 2112021151
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: THE READINESS AND SATISFACTION OF STUDENTS AND LECTURERS ON USING CHATGPT AS AN ENGLISH LEARNING TOOL IN ENGLISH LITERATURE STUDY PROGRAM OF UDAYANA UNIVERSITY

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,  
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

### Appendix 3 The Readiness Questionnaire for Students

No	Dimension	Indicator	Items
1	Computer/Internet self-efficacy (CIS)	<ol style="list-style-type: none"> <li>1. I feel confident in performing the basic functions of ChatGPT</li> <li>2. I feel confident in my knowledge and skills of how to manage ChatGPT for English learning.</li> <li>3. I feel confident in using ChatGPT to find or gather information for English learning.</li> </ol>	1,2,3
2	Self-directed learning (SDL)	<ol style="list-style-type: none"> <li>1. I can create and follow my own learning plan when using ChatGPT.</li> <li>2. I actively seek support or solutions from ChatGPT when I face challenges in learning.</li> <li>3. I use ChatGPT effectively to manage my time and complete learning tasks.</li> <li>4. I set clear learning goals when using ChatGPT as a learning tool.</li> <li>5. I have high expectations for my academic performance when I use ChatGPT.</li> </ol>	4,5,6,7,8
3	Learner control (LC)	<ol style="list-style-type: none"> <li>1. I can guide and monitor my learning progress when using ChatGPT.</li> <li>2. I can stay focused on my tasks and avoid distractions from unrelated ChatGPT responses.</li> <li>3. I reuse ChatGPT-generated ideas or prompts to better understand concepts.</li> </ol>	9,10,11
4	Motivation for learning (MFL)	<ol style="list-style-type: none"> <li>1. I am open to exploring new ideas generated through ChatGPT.</li> <li>2. I feel motivated to use ChatGPT as a tool for self-improvement and learning.</li> <li>3. I learn from mistakes I make while using ChatGPT and improve my usage of the tool.</li> <li>4. I enjoy using ChatGPT to brainstorm ideas and share knowledge.</li> </ol>	12,13,14,15
5	Online communication self-efficacy (OCS)	<ol style="list-style-type: none"> <li>1. I feel confident in using ChatGPT to communicate ideas clearly and effectively</li> <li>2. I feel comfortable expressing emotions, humor, or tone when interacting with ChatGPT.</li> <li>3. I am confident in formulating and posting clear questions or prompts to ChatGPT for learning purposes.</li> </ol>	16,17,18

#### Appendix 4 The Readiness Questionnaire for Lecturers

No	Dimension	Indicator	Items
1	Computer/Internet self-efficacy (CIS)	<ol style="list-style-type: none"> <li>1. I feel confident in performing the basic functions of ChatGPT</li> <li>2. I feel confident in my knowledge and skills of how to manage ChatGPT for teaching English.</li> <li>3. I feel confident in using ChatGPT to find or gather information for teaching English.</li> </ol>	1,2,3
2	Self-directed learning (SDL)	<ol style="list-style-type: none"> <li>1. I can create and follow a plan to incorporate ChatGPT into my teaching practices.</li> <li>2. I actively seek solutions or support from ChatGPT when I face challenges in preparing lessons.</li> <li>3. I use ChatGPT effectively to manage my time for lesson planning and teaching tasks.</li> <li>4. I set clear objectives for using ChatGPT as a teaching tool.</li> <li>5. I have high expectations for improving my teaching performance through ChatGPT.</li> </ol>	4,5,6,7,8
3	Learner control (LC)	<ol style="list-style-type: none"> <li>1. I can guide and monitor my teaching progress when using ChatGPT.</li> <li>2. I stay focused on teaching tasks and avoid distractions from unrelated ChatGPT responses.</li> <li>3. I reuse ChatGPT-generated materials or prompts to improve my teaching.</li> </ol>	9,10,11
4	Motivation for learning (MFL)	<ol style="list-style-type: none"> <li>1. I am open to exploring and implementing new teaching ideas generated through ChatGPT.</li> <li>2. I feel motivated to use ChatGPT as a tool for enhancing my teaching methods.</li> <li>3. I learn from mistakes I make while using ChatGPT and improve my teaching practices.</li> <li>4. I enjoy using ChatGPT to brainstorm ideas and create lesson materials.</li> </ol>	12,13,14,15
5	Online communication self-efficacy (OCS)	<ol style="list-style-type: none"> <li>1. I feel confident in using ChatGPT to communicate my teaching needs effectively.</li> <li>2. I feel comfortable expressing tone and intent (e.g., humor, emotion) when using ChatGPT to generate content.</li> <li>3. I am confident in formulating and posting clear questions or prompts to ChatGPT to enhance my teaching activities.</li> </ol>	16,17,18

## Appendix 5 The Satisfaction Interview Guide for Students

No	Factor	Sub Factor	Items
1	Instructor Factor	Classroom Management	1. How satisfied are you with the teacher's way of addressing the problems you faced while using ChatGPT for learning?
			2. How satisfied are you with how the teacher manages the learning process in a structured manner with the integration of ChatGPT?
			3. How satisfied are you with the teacher's way of creating a pleasant and engaging learning atmosphere using ChatGPT?
		Learning Method	4. How satisfied are you with the learning method the teacher uses with ChatGPT?
			5. How satisfied are you with the teacher's variety of learning methods that involve ChatGPT?
2	Interaction Factor	Students Material	6. How satisfied are you with the ease of accessing learning materials generated or suggested by ChatGPT?
			7. How satisfied are you with the opportunity to explore material further using ChatGPT?
			8. How satisfied are you with the new understanding you gained after studying materials generated by ChatGPT?
		Students - Teacher	9. How satisfied are you with your opportunity to consult with the teacher about issues while using ChatGPT?
			10. How satisfied are you with the suggestions and input given by the teacher based on ChatGPT-generated materials or responses?
			11. How satisfied are you with the enthusiasm and motivation provided by the teacher while integrating ChatGPT into your learning process?
		Students - Students	12. How satisfied are you with communication, such as exchanging information and knowledge between fellow students with the aid of ChatGPT?
			13. How satisfied are you with the opportunity to work and have group discussions supported by ChatGPT?
			14. How satisfied are you with the opportunity to interact personally with other students in tasks involving ChatGPT?
3	Technology Factor	Tools	15. How satisfied are you with the use of ChatGPT during the learning process, both for synchronous and asynchronous tasks?
			16. How satisfied are you with the flexibility offered by ChatGPT for learning tasks?
			17. How satisfied are you with the ease of using ChatGPT's features?
			18. How satisfied are you with the availability of tutorials or guidance when using ChatGPT?
		Accessibility	19. How satisfied are you with the availability of access to ChatGPT as a tool?



			20. How satisfied are you with the speed and reliability of accessing ChatGPT?
4	Learning Resource	Accessibility	21. How satisfied are you with the availability of access to learning resources through ChatGPT?
			22. How satisfied are you with ChatGPT in providing easy access to diverse learning resources?
		Usefulness	23. How satisfied are you with the usefulness of the learning resources provided by ChatGPT?
			24. How satisfied are you with the variety of learning resources offered through ChatGPT?
			25. How satisfied are you with the flexibility of ChatGPT in adapting resources to suit your learning needs?

#### Appendix 6 The Satisfaction Interview Guide for Lecturers

No	Factor	Sub Factor	Items
1	Instructor Factor	Classroom Management	1. How satisfied are you with your ability to address student issues during lessons involving ChatGPT?
			2. How satisfied are you with managing the learning process in a structured way using ChatGPT?
			3. How satisfied are you with ChatGPT's role in helping to create a positive and engaging learning environment?
		Learning Method	4. How satisfied are you with the effectiveness of the teaching methods you apply using ChatGPT?
			5. How satisfied are you with the variety of teaching methods ChatGPT supports in your lessons?
2	Interaction Factor	Lecturers Material	6. How satisfied are you with the accessibility of teaching materials suggested or created by ChatGPT?
			7. How satisfied are you with ChatGPT's ability to adapt materials to the needs of your students?
			8. How satisfied are you with the quality of explanations and content generated by ChatGPT for teaching purposes?
		Lecturers - Students	9. How satisfied are you with the ease of communicating with students using ChatGPT as a support tool?
			10. How satisfied are you with how ChatGPT assists you in providing feedback and resolving student queries?
			11. How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students?
		Lecturers - Lecturers	12. How satisfied are you with the opportunities ChatGPT creates for collaboration and knowledge sharing with fellow lecturers?
			13. How satisfied are you with the role of ChatGPT in facilitating discussions or brainstorming among teaching staff?

			14. How satisfied are you with ChatGPT's ability to provide insights or suggestions that improve teamwork in academic settings?
3	Technology Factor	Tools	15. How satisfied are you with ChatGPT's integration into your teaching workflow, both for synchronous and asynchronous tasks?
			16. How satisfied are you with the flexibility offered by ChatGPT for lesson planning and delivery?
			17. How satisfied are you with the user-friendliness of ChatGPT's interface and features?
			18. How satisfied are you with the availability of technical support or tutorials when using ChatGPT?
		Accessibility	19. How satisfied are you with the reliability of ChatGPT as a tool for teaching?
			20. How satisfied are you with the speed and ease of access to ChatGPT during lessons?
4	Learning Resource	Accessibility	21. How satisfied are you with the availability of diverse teaching resources through ChatGPT?
			22. How satisfied are you with the ease of accessing specialized content or materials for English language teaching?
		Usefulness	23. How satisfied are you with the usefulness of the learning resources provided by ChatGPT in achieving lesson objectives?
			24. How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs?
			25. How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative teaching strategies?

## Appendix 7 EXPERT JUDGEMENT SHEET

Name : Made Natya Pradnya Iswari  
NIM 2112021151  
Title : The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University  
Experts : Made Hery Santosa, Ph.D & Luh Indrayani, S.Pd., M.Pd  
Institution : Universitas Pendidikan Ganesha

### Description

This expert validation sheet is designed to assess the readiness and satisfaction of students and lecturers in utilizing ChatGPT as a tool for English language acquisition at Udayana University. The study aims to explore the different perceptions and experiences of these two groups, focusing on the challenges arising from the misalignment between lecturer policies and student practices. Your feedback will help identify key factors influencing the use of AI tools like ChatGPT and contribute to bridging the gap between students and lecturers for effective collaboration in educational settings.

### Research Questions

1. What is the readiness level of students at the English Literature study program of Udayana University regarding the use of ChatGPT in English learning?
2. What is the readiness level of lecturers at the English Literature study program of Udayana University regarding the use of ChatGPT in English learning?
3. How satisfied are the students at the English Literature study program at Udayana University regarding their readiness level on Using ChatGPT in English learning?
4. How satisfied are the lecturers at the English Literature study program at Udayana University regarding their readiness level on Using ChatGPT in English learning?

### Theory

No	Research Question	Theory	Note
1	What is the readiness level of students at the English Literature study program of Udayana University regarding the	Hung et al. (2010)	OLRS can be utilized to identify factors that will influence a student's performance in an online course. There are five important dimensions proposed by Hung et al, that can be modified to evaluate how ready



	use of ChatGPT in English learning?		<p>individuals are for implementing ChatGPT as a tool for English learning, includes :</p> <ol style="list-style-type: none"> <li>1) Computer/Internet Self-Efficacy</li> <li>2) Learner Control</li> <li>3) Motivation for Learning</li> <li>4) Self-Directed Learning</li> <li>5) Online Communication Self-Efficacy</li> </ol>
2	What is the readiness level of lecturers at the English Literature study program of Udayana University regarding the use of ChatGPT in English learning?	Hung et al. (2010)	<p>The OLRs framework can be adapted to assess readiness for using ChatGPT by both teachers and students. There are five important dimensions proposed by Hung et al, that can be modified to evaluate how ready individuals are for implementing ChatGPT as a tool for English learning, includes :</p> <ol style="list-style-type: none"> <li>1) Computer/Internet Self-Efficacy</li> <li>2) Learner Control</li> <li>3) Motivation for Learning</li> <li>4) Self-Directed Learning</li> <li>5) Online Communication Self-Efficacy</li> </ol>
3	How satisfied are the students at the English Literature study program at Udayana University regarding their readiness level on Using ChatGPT in English learning?	<p>Lemos Pedro (2012)</p> <p>Moore, M.G. (1989)</p>	<p>This study will find out how satisfied students and teachers are with how ready they are to use ChatGPT for English language learning. The model's 9 dimensions will be modified, includes :</p> <ol style="list-style-type: none"> <li>1) Course Design (D1)</li> <li>2) Coordination (D2)</li> <li>3) Faculty and Tutors (D3)</li> <li>4) Curricular Program (D4)</li> <li>5) Resources (D5)</li> <li>6) Learning Methodologies (D6)</li> <li>7) Evaluation System (D7)</li> <li>8) Support Services (D8)</li> <li>9) Technological Infrastructure (D9)</li> </ol> <p>According to Moore (1989), distance and interaction are another factors influencing student or lecturer satisfaction; these terms are usually employed in the most generic sense to define education marked by separation between students and teachers. At least, the distance between teachers and students ought to correlate with the variations among three types of interaction, includes :</p> <ol style="list-style-type: none"> <li>1) student-content interactions</li> <li>2) student-instructor interactions, and</li> <li>3) student-student interactions.</li> </ol>

		Paechter et al. (2010)	Other important factors in satisfaction are instructors, technology, and learning resources. The instructor factor makes students feel happy with the teacher's pedagogical knowledge. The technology factor explains that students can feel satisfied with reliable technology equipment and adequate technology access. The course management factor which contains learning resources that can affect student satisfaction.
4	How satisfied are the lecturers at the English Literature study program at Udayana University regarding their readiness level on Using ChatGPT in English learning?	Lemos Pedro (2012)	<p>This study will find out how satisfied students and teachers are with how ready they are to use ChatGPT for English language learning. The model's 9 dimensions will be modified, includes :</p> <ol style="list-style-type: none"> <li>1) Course Design (D1)</li> <li>2) Coordination (D2)</li> <li>3) Faculty and Tutors (D3)</li> <li>4) Curricular Program (D4)</li> <li>5) Resources (D5)</li> <li>6) Learning Methodologies (D6)</li> <li>7) Evaluation System (D7)</li> <li>8) Support Services (D8)</li> <li>9) Technological Infrastructure (D9)</li> </ol>
		Moore, M.G. (1989)	<p>And in this research, the researcher would like to adapt and modified this theory into lecturer/instructor interaction, includes :</p> <ol style="list-style-type: none"> <li>1) lecturer-content interactions</li> <li>2) lecturer-student interactions, and lecturer-lecturer interactions.</li> </ol>
		Paechter et al. (2010)	Other important factors in satisfaction are instructors, technology, and learning resources. The instructor factor makes students feel happy with the teacher's pedagogical knowledge. The technology factor explains that students can feel satisfied with reliable technology equipment and adequate technology access. The course management factor which contains learning resources that can affect student satisfaction.

## EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

(Students' Readiness Questionnaire)

Judge 1 : Made Hery Santosa, Ph.D.

No	Dimension	Indicator	Item Statements	Relevant	Irrelevant	Suggestion
1	Computer/ Internet self- efficacy (CIS)	1. Confidence in performing basic tasks using ChatGPT.	I feel confident in performing the basic functions of ChatGPT	✓		
		2. Confidence in managing ChatGPT's features and settings.	I feel confident in my knowledge and skills of how to manage ChatGPT for English learning.	✓		
		3. Confidence in using ChatGPT to gather information effectively.	I feel confident in using ChatGPT to find or gather information for English learning.	✓		
2	Self-directed learning (SDL)	4. Ability to create and follow a plan for learning with ChatGPT.	I can create and follow my own learning plan when using ChatGPT.	✓		
		5. Actively seeking help through ChatGPT when encountering learning challenges.	I actively seek support or solutions from ChatGPT when I face challenges in learning.	✓		
		6. Effectively using ChatGPT to manage time for learning tasks.	I use ChatGPT effectively to manage my time and complete learning tasks.	✓		
		7. Setting clear goals for using ChatGPT in learning activities.	I set clear learning goals when using ChatGPT as a learning tool.	✓		
		8. Maintaining high expectations for performance when using ChatGPT.	I have high expectations for my academic performance when I use ChatGPT.	✓		
3	Learner control (LC)	9. Ability to guide and monitor learning progress with ChatGPT	I can guide and monitor my learning progress when using ChatGPT.	✓		
		10. Staying focused on learning tasks without being distracted by unrelated ChatGPT conversations.	I can stay focused on my tasks and avoid distractions from unrelated ChatGPT responses.	✓		
		11. Reusing ChatGPT-generated responses or prompts for deeper understanding	I reuse ChatGPT-generated ideas or prompts to better understand concepts.	✓		
4	Motivation for learning (MFL)	12. Willingness to explore and embrace new ideas through ChatGPT.	I am open to exploring new ideas generated through ChatGPT.	✓		
		13. Having intrinsic motivation to use ChatGPT for self-	I feel motivated to use ChatGPT as a tool for self-improvement and learning.	✓		

		improvement and learning.				
		14. Learning from mistakes with ChatGPT to improve usage.	I learn from mistakes I make while using ChatGPT and improve my usage of the tool.	✓		
		15. Enjoying the process of using ChatGPT for brainstorming and knowledge sharing.	I enjoy using ChatGPT to brainstorm ideas and share knowledge.	✓		
5	Online communication self-efficacy (OCS)	16. Confidence in using ChatGPT to communicate effectively.	I feel confident in using ChatGPT to communicate ideas clearly and effectively	✓		
		17. Comfort in expressing emotions or humor when interacting with ChatGPT.	I feel comfortable expressing emotions, humor, or tone when interacting with ChatGPT.	✓		
		18. Confidence in formulating and posting clear questions or prompts to ChatGPT	I am confident in formulating and posting clear questions or prompts to ChatGPT for learning purposes.	✓		



Singaraja, 24 Januari 2025

Made Hery Santosa, Ph.D.  
NIP.197910232003121001

### EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

(Lecturers' Readiness Questionnaire)

Judge 1 : Made Hery Santosa, Ph.D.

No	Dimension	Indicator	Item Statements	Relevant	Irrelevant	Suggestion
1	Computer/ Internet self- efficacy (CIS)	1. Confidence in performing basic tasks using ChatGPT.	I feel confident in performing the basic functions of ChatGPT	✓		
		2. Confidence in managing ChatGPT's features and settings.	I feel confident in my knowledge and skills of how to manage ChatGPT for teaching English.	✓		
		3. Confidence in using ChatGPT to gather information effectively.	I feel confident in using ChatGPT to find or gather information for teaching English.	✓		
2	Self-directed learning (SDL)	4. Ability to create and follow a plan for learning with ChatGPT.	I can create and follow a plan to incorporate ChatGPT into my teaching practices.	✓		
		5. Actively seeking help through ChatGPT when encountering learning challenges.	I actively seek solutions or support from ChatGPT when I face challenges in preparing lessons.	✓		
		6. Effectively using ChatGPT to manage time for learning tasks.	I use ChatGPT effectively to manage my time for lesson planning and teaching tasks.	✓		
		7. Setting clear goals for using ChatGPT in learning activities.	I set clear objectives for using ChatGPT as a teaching tool.	✓		
		8. Maintaining high expectations for performance when using ChatGPT.	I have high expectations for improving my teaching performance through ChatGPT.	✓		
3	Learner control (LC)	9. Ability to guide and monitor learning progress with ChatGPT	I can guide and monitor my teaching progress when using ChatGPT.	✓		
		10. Staying focused on learning tasks without being distracted by unrelated ChatGPT conversations.	I stay focused on teaching tasks and avoid distractions from unrelated ChatGPT responses.	✓		
		11. Reusing ChatGPT-generated responses or prompts for deeper understanding	I reuse ChatGPT-generated materials or prompts to improve my teaching.	✓		
4	Motivation for learning (MFL)	12. Willingness to explore and embrace new ideas through ChatGPT.	I am open to exploring and implementing new teaching ideas generated through ChatGPT.	✓		
		13. Having intrinsic motivation to use ChatGPT for self-improvement and learning.	I feel motivated to use ChatGPT as a tool for enhancing my teaching methods.	✓		
		14. Learning from mistakes with ChatGPT to improve usage.	I learn from mistakes I make while using ChatGPT and improve my teaching practices.	✓		



		15. Enjoying the process of using ChatGPT for brainstorming and knowledge sharing.	I enjoy using ChatGPT to brainstorm ideas and create lesson materials.			
5	Online communication self-efficacy (OCS)	16. Confidence in using ChatGPT to communicate effectively.	I feel confident in using ChatGPT to communicate my teaching needs effectively.	✓		
		17. Comfort in expressing emotions or humor when interacting with ChatGPT.	I feel comfortable expressing tone and intent (e.g., humor, emotion) when using ChatGPT to generate content.	✓		
		18. Confidence in formulating and posting clear questions or prompts to ChatGPT	I am confident in formulating and posting clear questions or prompts to ChatGPT to enhance my teaching activities.	✓		



### EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

(Students' Readiness Questionnaire)

Judge 2 : Luh Indrayani, S.Pd., M.Pd.

No	Dimension	Indicator	Item Statements	Relevant	Irrelevant	Suggestion
1	Computer/ Internet self- efficacy (CIS)	1. Confidence in performing basic tasks using ChatGPT.	I feel confident in performing the basic functions of ChatGPT	✓		
		2. Confidence in managing ChatGPT's features and settings.	I feel confident in my knowledge and skills of how to manage ChatGPT for English learning.	✓		
		3. Confidence in using ChatGPT to gather information effectively.	I feel confident in using ChatGPT to find or gather information for English learning.	✓		
2	Self-directed learning (SDL)	4. Ability to create and follow a plan for learning with ChatGPT.	I can create and follow my own learning plan when using ChatGPT.	✓		
		5. Actively seeking help through ChatGPT when encountering learning challenges.	I actively seek support or solutions from ChatGPT when I face challenges in learning.	✓		
		6. Effectively using ChatGPT to manage time for learning tasks.	I use ChatGPT effectively to manage my time and complete learning tasks.	✓		
		7. Setting clear goals for using ChatGPT in learning activities.	I set clear learning goals when using ChatGPT as a learning tool.	✓		
		8. Maintaining high expectations for performance when using ChatGPT.	I have high expectations for my academic performance when I use ChatGPT.	✓		
3	Learner control (LC)	9. Ability to guide and monitor learning progress with ChatGPT	I can guide and monitor my learning progress when using ChatGPT.	✓		
		10. Staying focused on learning tasks without being distracted by unrelated ChatGPT conversations.	I can stay focused on my tasks and avoid distractions from unrelated ChatGPT responses.	✓		
		11. Reusing ChatGPT-generated responses or prompts for deeper understanding	I reuse ChatGPT-generated ideas or prompts to better understand concepts.	✓		
4	Motivation for learning (MFL)	12. Willingness to explore and embrace new ideas through ChatGPT.	I am open to exploring new ideas generated through ChatGPT.	✓		
		13. Having intrinsic motivation to use ChatGPT for self-improvement and learning.	I feel motivated to use ChatGPT as a tool for self-improvement and learning.	✓		
		14. Learning from mistakes with ChatGPT to improve usage.	I learn from mistakes I make while using ChatGPT and improve my usage of the tool.	✓		

		15. Enjoying the process of using ChatGPT for brainstorming and knowledge sharing.	I enjoy using ChatGPT to brainstorm ideas and share knowledge.	✓		
5	Online communication self-efficacy (OCS)	16. Confidence in using ChatGPT to communicate effectively.	I feel confident in using ChatGPT to communicate ideas clearly and effectively	✓		
		17. Comfort in expressing emotions or humor when interacting with ChatGPT.	I feel comfortable expressing emotions, humor, or tone when interacting with ChatGPT.	✓		
		18. Confidence in formulating and posting clear questions or prompts to ChatGPT	I am confident in formulating and posting clear questions or prompts to ChatGPT for learning purposes.	✓		

Singaraja, 24 Januari 2025



Luh Indrayani, S.Pd., M.Pd.  
NIP. 199305162023212040



## EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

(Lecturers' Readiness Questionnaire)

Judge 2 : Luh Indrayani, S.Pd., M.Pd.

No	Dimension	Indicator	Item Statements	Relevant	Irrelevant	Suggestion
1	Computer/ Internet self- efficacy (CIS)	1. Confidence in performing basic tasks using ChatGPT.	I feel confident in performing the basic functions of ChatGPT	✓		
		2. Confidence in managing ChatGPT's features and settings.	I feel confident in my knowledge and skills of how to manage ChatGPT for teaching English.	✓		
		3. Confidence in using ChatGPT to gather information effectively.	I feel confident in using ChatGPT to find or gather information for teaching English.	✓		
2	Self-directed learning (SDL)	4. Ability to create and follow a plan for learning with ChatGPT.	I can create and follow a plan to incorporate ChatGPT into my teaching practices.	✓		
		5. Actively seeking help through ChatGPT when encountering learning challenges.	I actively seek solutions or support from ChatGPT when I face challenges in preparing lessons.	✓		
		6. Effectively using ChatGPT to manage time for learning tasks.	I use ChatGPT effectively to manage my time for lesson planning and teaching tasks.	✓		
		7. Setting clear goals for using ChatGPT in learning activities.	I set clear objectives for using ChatGPT as a teaching tool.	✓		
		8. Maintaining high expectations for performance when using ChatGPT.	I have high expectations for improving my teaching performance through ChatGPT.	✓		
3	Learner control (LC)	9. Ability to guide and monitor learning progress with ChatGPT	I can guide and monitor my teaching progress when using ChatGPT.	✓		
		10. Staying focused on learning tasks without being distracted by unrelated ChatGPT conversations.	I stay focused on teaching tasks and avoid distractions from unrelated ChatGPT responses.	✓		
		11. Reusing ChatGPT-generated responses or prompts for deeper understanding	I reuse ChatGPT-generated materials or prompts to improve my teaching.	✓		
4	Motivation for learning (MFL)	12. Willingness to explore and embrace new ideas through ChatGPT.	I am open to exploring and implementing new teaching ideas generated through ChatGPT.	✓		
		13. Having intrinsic motivation to use ChatGPT for self-improvement and learning.	I feel motivated to use ChatGPT as a tool for enhancing my teaching methods.	✓		
		14. Learning from mistakes with ChatGPT to improve usage.	I learn from mistakes I make while using ChatGPT and improve my teaching practices.	✓		
		15. Enjoying the process of using ChatGPT for brainstorming and knowledge sharing.	I enjoy using ChatGPT to brainstorm ideas and create lesson materials.	✓		

5	Online communication self-efficacy (OCS)	16. Confidence in using ChatGPT to communicate effectively.	I feel confident in using ChatGPT to communicate my teaching needs effectively.	✓		
		17. Comfort in expressing emotions or humor when interacting with ChatGPT.	I feel comfortable expressing tone and intent (e.g., humor, emotion) when using ChatGPT to generate content.	✓		
		18. Confidence in formulating and posting clear questions or prompts to ChatGPT	I am confident in formulating and posting clear questions or prompts to ChatGPT to enhance my teaching activities.	✓		

Singaraja, 24 Januari 2025



Luh Indrayani, S.Pd., M.Pd.  
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## EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

(Students' Satisfaction Interview Guide)

Judge 1 : Made Hery Santosa, Ph.D.

No	Factor	Sub Factor	Items	Relevant	Irrelevant	Suggestion
1	Instructor Factor	Classroom Management	1. How satisfied are you with the teacher's way of addressing the problems you faced while using ChatGPT for learning?	✓		
			2. How satisfied are you with how the teacher manages the learning process in a structured manner with the integration of ChatGPT?	✓		
			3. How satisfied are you with the teacher's way of creating a pleasant and engaging learning atmosphere using ChatGPT?	✓		
		Learning Method	4. How satisfied are you with the learning method the teacher uses with ChatGPT?	✓		
			5. How satisfied are you with the teacher's variety of learning methods that involve ChatGPT?	✓		
2	Interaction Factor	Students Material	6. How satisfied are you with the ease of accessing learning materials generated or suggested by ChatGPT?	✓		
			7. How satisfied are you with the opportunity to explore material further using ChatGPT?	✓		
			8. How satisfied are you with the new understanding you gained after studying materials generated by ChatGPT?	✓		
		Students Teacher	9. How satisfied are you with your opportunity to consult with the teacher about issues while using ChatGPT?	✓		
			10. How satisfied are you with the suggestions and input given by the teacher based on ChatGPT-generated materials or responses?	✓		
			11. How satisfied are you with the enthusiasm and motivation provided by the teacher while integrating ChatGPT into your learning process?	✓		
		Students Students	12. How satisfied are you with communication, such as exchanging information and knowledge between fellow	✓		

			students with the aid of ChatGPT?			
			13. How satisfied are you with the opportunity to work and have group discussions supported by ChatGPT?	✓		
			14. How satisfied are you with the opportunity to interact personally with other students in tasks involving ChatGPT?	✓		
3	Technology Factor	Tools	15. How satisfied are you with the use of ChatGPT during the learning process, both for synchronous and asynchronous tasks?	✓		
			16. How satisfied are you with the flexibility offered by ChatGPT for learning tasks?	✓		
			17. How satisfied are you with the ease of using ChatGPT's features?	✓		
			18. How satisfied are you with the availability of tutorials or guidance when using ChatGPT?	✓		
		Accessibility	19. How satisfied are you with the availability of access to ChatGPT as a tool?	✓		
			20. How satisfied are you with the speed and reliability of accessing ChatGPT?	✓		
4	Learning Resource	Accessibility	21. How satisfied are you with the availability of access to learning resources through ChatGPT?	✓		
			22. How satisfied are you with ChatGPT in providing easy access to diverse learning resources?	✓		
		Usefulness	23. How satisfied are you with the usefulness of the learning resources provided by ChatGPT?	✓		
			24. How satisfied are you with the variety of learning resources offered through ChatGPT?	✓		
			25. How satisfied are you with the flexibility of ChatGPT in adapting resources to suit your learning needs?	✓		

Singaraja, 24 Januari 2025



Made Hery Santosa, Ph.D.  
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### EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

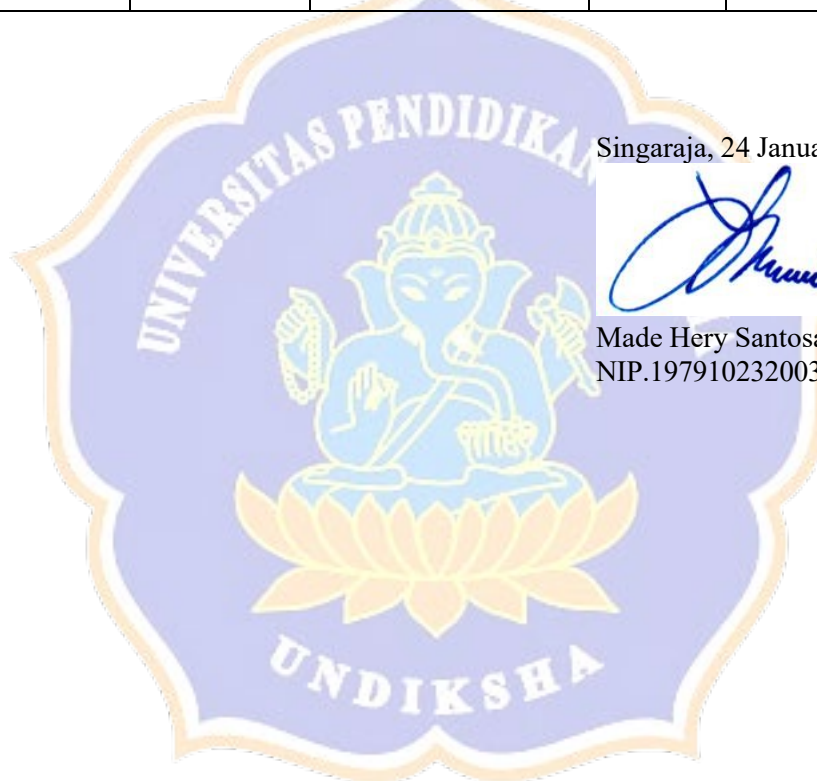
(Lecturers' Satisfaction Interview Guide)

Judge 1 : Made Hery Santosa, Ph.D.

No	Factor	Sub Factor	Items	Relevant	Irrelevant	Suggestion
1	Instructor Factor	Classroom Management	1. How satisfied are you with your ability to address student issues during lessons involving ChatGPT?	✓		
			2. How satisfied are you with managing the learning process in a structured way using ChatGPT?	✓		
			3. How satisfied are you with ChatGPT's role in helping to create a positive and engaging learning environment?	✓		
		Learning Method	4. How satisfied are you with the effectiveness of the teaching methods you apply using ChatGPT?	✓		
			5. How satisfied are you with the variety of teaching methods ChatGPT supports in your lessons?	✓		
2	Interaction Factor	Lecturers - Material	6. How satisfied are you with the accessibility of teaching materials suggested or created by ChatGPT?	✓		
			7. How satisfied are you with ChatGPT's ability to adapt materials to the needs of your students?	✓		
			8. How satisfied are you with the quality of explanations and content generated by ChatGPT for teaching purposes?	✓		
		Lecturers - Students	9. How satisfied are you with the ease of communicating with students using ChatGPT as a support tool?	✓		
			10. How satisfied are you with how ChatGPT assists you in providing feedback	✓		

			and resolving student queries?			
			11. How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students?	✓		
		Lecturers – Lecturers	12. How satisfied are you with the opportunities ChatGPT creates for collaboration and knowledge sharing with fellow lecturers?	✓		
			13. How satisfied are you with the role of ChatGPT in facilitating discussions or brainstorming among teaching staff?	✓		
			14. How satisfied are you with ChatGPT's ability to provide insights or suggestions that improve teamwork in academic settings?	✓		
3	Technology Factor	Tools	15. How satisfied are you with ChatGPT's integration into your teaching workflow, both for synchronous and asynchronous tasks?	✓		
			16. How satisfied are you with the flexibility offered by ChatGPT for lesson planning and delivery?	✓		
			17. How satisfied are you with the user-friendliness of ChatGPT's interface and features?	✓		
			18. How satisfied are you with the availability of technical support or tutorials when using ChatGPT?	✓		
		Accessibility	19. How satisfied are you with the reliability of ChatGPT as a tool for teaching?	✓		
			20. How satisfied are you with the speed and ease of access to ChatGPT during lessons?	✓		
4	Learning Resource	Accessibility	21. How satisfied are you with the availability of diverse teaching resources through ChatGPT?	✓		
			22. How satisfied are you with the ease of accessing specialized content or	✓		

			materials for English language teaching?			
		Usefulness	23. How satisfied are you with the usefulness of the learning resources provided by ChatGPT in achieving lesson objectives?	✓		
			24. How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs?	✓		
			25. How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative teaching strategies?	✓		



Singaraja, 24 Januari 2025

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### EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

(Students' Satisfaction Interview Guide)

Judge 2 : Luh Indrayani, S.Pd., M.Pd.

No	Factor	Sub Factor	Items	Relevant	Irrelevant	Suggestion
1	Instructor Factor	Classroom Management	1. How satisfied are you with the teacher's way of addressing the problems you faced while using ChatGPT for learning?	✓		
			2. How satisfied are you with how the teacher manages the learning process in a structured manner with the integration of ChatGPT?	✓		
			3. How satisfied are you with the teacher's way of creating a pleasant and engaging learning atmosphere using ChatGPT?	✓		
		Learning Method	4. How satisfied are you with the learning method the teacher uses with ChatGPT?	✓		
			5. How satisfied are you with the teacher's variety of learning methods that involve ChatGPT?	✓		
2	Interaction Factor	Students Material	6. How satisfied are you with the ease of accessing learning materials generated or suggested by ChatGPT?	✓		
			7. How satisfied are you with the opportunity to explore material further using ChatGPT?	✓		
			8. How satisfied are you with the new understanding you gained after studying materials generated by ChatGPT?	✓		
		Students Teacher	9. How satisfied are you with your opportunity to consult with the teacher about issues while using ChatGPT?	✓		
			10. How satisfied are you with the suggestions and input given by the teacher	✓		

			based on ChatGPT-generated materials or responses?			
			11. How satisfied are you with the enthusiasm and motivation provided by the teacher while integrating ChatGPT into your learning process?	✓		
		Students - Students	12. How satisfied are you with communication, such as exchanging information and knowledge between fellow students with the aid of ChatGPT?	✓		
			13. How satisfied are you with the opportunity to work and have group discussions supported by ChatGPT?	✓		
			14. How satisfied are you with the opportunity to interact personally with other students in tasks involving ChatGPT?	✓		
3	Technology Factor	Tools	15. How satisfied are you with the use of ChatGPT during the learning process, both for synchronous and asynchronous tasks?	✓		
			16. How satisfied are you with the flexibility offered by ChatGPT for learning tasks?	✓		
			17. How satisfied are you with the ease of using ChatGPT's features?	✓		
			18. How satisfied are you with the availability of tutorials or guidance when using ChatGPT?	✓		
		Accessibility	19. How satisfied are you with the availability of access to ChatGPT as a tool?	✓		
			20. How satisfied are you with the speed and reliability of accessing ChatGPT?	✓		
4	Learning Resource	Accessibility	21. How satisfied are you with the availability of access to learning resources through ChatGPT?	✓		
			22. How satisfied are you with ChatGPT in providing easy access to	✓		

			diverse learning resources?			
		Usefulness	23. How satisfied are you with the usefulness of the learning resources provided by ChatGPT?	✓		
			24. How satisfied are you with the variety of learning resources offered through ChatGPT?	✓		
			25. How satisfied are you with the flexibility of ChatGPT in adapting resources to suit your learning needs?	✓		

Singaraja, 24 Januari 2025



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## EXPERT JUDGEMENT VALIDATION FORM

The Readiness And Satisfaction Of Students And Lecturers On Using Chatgpt As An English Learning Tool In English Literature Study Program Of Udayana University

(Lecturers' Satisfaction Interview Guide)

Judge 2 : Luh Indrayani, S.Pd., M.Pd.

No	Factor	Sub Factor	Items	Relevant	Irrelevant	Suggestion
1	Instructor Factor	Classroom Management	1. How satisfied are you with your ability to address student issues during lessons involving ChatGPT?	✓		
			2. How satisfied are you with managing the learning process in a structured way using ChatGPT?	✓		
			3. How satisfied are you with ChatGPT's role in helping to create a positive and engaging learning environment?	✓		
		Learning Method	4. How satisfied are you with the effectiveness of the teaching methods you apply using ChatGPT?	✓		
			5. How satisfied are you with the variety of teaching methods ChatGPT supports in your lessons?	✓		
2	Interaction Factor	Lecturers - Material	6. How satisfied are you with the accessibility of teaching materials suggested or created by ChatGPT?	✓		
			7. How satisfied are you with ChatGPT's ability to adapt materials to the needs of your students?	✓		
			8. How satisfied are you with the quality of explanations and content generated by ChatGPT for teaching purposes?	✓		
		Lecturers - Students	9. How satisfied are you with the ease of communicating with students using ChatGPT as a support tool?	✓		
			10. How satisfied are you with how ChatGPT assists you in providing	✓		

			feedback and resolving student queries?			
			11. How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students?	✓		
			12. How satisfied are you with the opportunities ChatGPT creates for collaboration and knowledge sharing with fellow lecturers?	✓		
			13. How satisfied are you with the role of ChatGPT in facilitating discussions or brainstorming among teaching staff?	✓		
			14. How satisfied are you with ChatGPT's ability to provide insights or suggestions that improve teamwork in academic settings?	✓		
3	Technology Factor	Tools	15. How satisfied are you with ChatGPT's integration into your teaching workflow, both for synchronous and asynchronous tasks?	✓		
			16. How satisfied are you with the flexibility offered by ChatGPT for lesson planning and delivery?	✓		
			17. How satisfied are you with the user-friendliness of ChatGPT's interface and features?	✓		
			18. How satisfied are you with the availability of technical support or tutorials when using ChatGPT?	✓		
		Accessibility	19. How satisfied are you with the reliability of ChatGPT as a tool for teaching?	✓		
			20. How satisfied are you with the speed and ease of access to ChatGPT during lessons?	✓		
4	Learning Resource	Accessibility	21. How satisfied are you with the availability of diverse teaching resources through ChatGPT?	✓		
			22. How satisfied are you with the ease of accessing	✓		

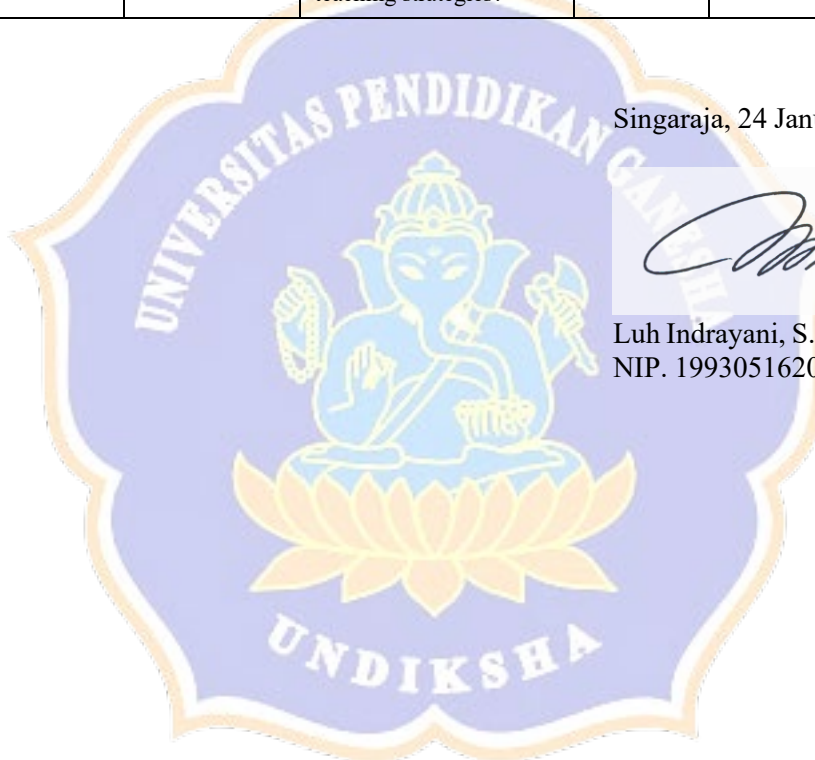


			specialized content or materials for English language teaching?			
		Usefulness	23. How satisfied are you with the usefulness of the learning resources provided by ChatGPT in achieving lesson objectives?	✓		
			24. How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs?	✓		
			25. How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative teaching strategies?	✓		

Singaraja, 24 Januari 2025



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# Appendix 8 Thematic Analysis of Students' Interview Session

Themes	Sub-Themes	Participants	Excerpts	Excerpts Sample
Lecturers' Attitudes Towards AI ChatGPT	Skepticism and Resistance	5	12	"Hmm... honestly, not very satisfied. A lot of our lecturers, especially the senior ones in the English Literature department, aren't really open to AI. They tend to be quite skeptical about it. Instead of seeing it as a learning tool, they prefer us to rely on books and official university websites." (SLR 1)
	Mixed Reaction	7	15	"Some lecturers are okay with it and even give us tips on how to use it properly, which is great" (SHR 3)
Integration of ChatGPT in Learning	Limited integration	3	7	"Most of them stick to traditional methods like learn by books, academic journals, and structured assignments. AI is rarely included in lectures or coursework." (SHR 5)
	Supportive Learning Tool	15	26	"I try to use it as a support tool rather than a replacement for actual studying." (SHR 4)
Engagement and Learning Experience	Increased Engagement	13	20	"It gives us a fresh way to approach learning, so it doesn't feel boring" (SHR 7)
	Variety of Learning Method	6	9	"It's nice that learning isn't just limited to books or PowerPoint slides." (SHR 6)
Accuracy and Reliability	Need for Verification	15	21	"I once asked it to explain a literary theory, and the explanation sounded convincing, but when I checked my textbook, I realized it was oversimplified and missed

				key details. That's why I always double-check." (SHR 9)
	Over-Reliance Concern	8	10	"I think it's dangerous because it kills critical thinking. Some students just copy answers without even reading them properly." (SLR 2)
Collaboration and Knowledge Sharing	Facilitated Group Discussions	7	9	"I love it! It's so efficient. We can quickly find information and learn from each other without wasting time." (SHR 8)
	Impact on Peer Interaction	3	5	"some students use it too much and don't contribute real ideas" (SLR 6)
Flexibility and Accessibility	Convenience of Use	9	11	"It's super flexible, and we can use it anytime, anywhere" (SHR 1)
	User-friendly Features	7	8	"It's good if you have the premium version. The free one has limitations, but still simple and user-friendly" (SHR 2)

# Appendix 9 Thematic Analysis of Lecturers' Interview Session

Themes	Sub-Themes	Participants	Excerpts	Excerpts Sample
Perceived Benefits of ChatGPT in Teaching	Teaching Efficiency and Time Saving	5	6	"It saves time, especially when brainstorming ideas" (LHR 2)
	Enhancing Student Learning Experience	4	4	"I always encourage my students to use ChatGPT responsibly meaning they should use it to generate ideas, paraphrase content....." (LHR 3)
	Innovation in Teaching Methods	3	4	"I often use ChatGPT to draft structured lesson outlines, suggest additional resources, and even generate discussion prompts" (LHR 1)
Concern about Over Reliance on AI	Student Dependency on AI ChatGPT	7	10	".....some students might just copy AI-generated responses without thinking critically" (LLR 3)
	Accuracy & Reliability of ChatGPT	5	6	I don't rely on it completely. I always check the information it provides because, while it's convenient, it's not always accurate." (LHR 1)
The Role of Human Interaction in Education	Importance of Human Mentorship	4	7	"AI cannot replicate the connection between a teacher and a student, the inspiration that comes from an engaging lecture, or the sense of accomplishment that comes from solving a difficult problem on your own." (LLR 2)
	The Future of Teaching with AI ChatGPT	4	5	"AI should be used as a <i>supporting</i> tool, not a replacement for genuine learning" (LHR 4)