

Appendix 1 Research Permission Letters



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 : 213/UN48.78.1/DT/2024

20 Januari 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Sukawati
 di Gianyar

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

Nama	: Ni Made Karina Putri Winarsa
NIM	: 2112021214
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: The Investigation of Teachers' and Students' Attitudes and Enjoyment Towards ChatGPT for English Language Learning: A Mixed-Method Study

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, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS



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Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
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Nomor : 634/UN48.78.1/DT/2025

21 Februari 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 4 Singaraja
 di Singaraja

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

Nama	: Ni Made Karina Putri Winarsa
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Judul	: THE INVESTIGATION OF TEACHERS' AND STUDENTS' ATTITUDES AND ENJOYMENT TOWARDS CHATGPT FOR ENGLISH LANGUAGE LEARNING: A MIXED-METHODS STUDY

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

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 Wakil Dekan I,

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 NIP. 198104192006042002

Tembusan :

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

Appendix 2 Expert Judges Sheet Instrument: Questionnaire and Interview

a. Expert Judge Response Sheet (Teachers' Questionnaire)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		

Singaraja, 30 Januari 2025



Made Hery Santosa, Ph.D.

NIP. 197910232003121001

Singaraja, 31 Januari 2025



Luh Indrayani, S.Pd., M.Pd.

NIP. 199305162023212040

b. Expert Judge Response Sheet (Students' Questionnaire)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		

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c. Expert Judge Response Sheet (Teachers' Interview Guide)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		

Singaraja, 30 Januari 2025

Singaraja, 31 Januari 2025


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d. Expert Judge Response Sheet (Students' Interview Guide)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		

Singaraja, 30 Januari 2025

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Appendix 3 The Questionnaire

No.	Dimension	Indicator	Statement	Number of Items
1.	Career	Assessing on how ChatGPT might influence career aspirations and interest involving ChatGPT.	I would choose a job that involves the use of ChatGPT or other GenAI. (Saya akan memilih pekerjaan yang melibatkan penggunaan ChatGPT atau GenAI lainnya)	1
			I would enjoy a job that allows me to work with ChatGPT or other GenAI. (Saya akan menikmati pekerjaan yang memungkinkan saya bekerja dengan ChatGPT atau GenAI lainnya)	2
			I want a career that leverages ChatGPT or other GenAI in a variety of fields. (Saya menginginkan karier yang memanfaatkan ChatGPT atau GenAI lainnya di berbagai bidang)	3
			Working with ChatGPT or other GenAI would be interesting for me. (Bekerja dengan ChatGPT atau GenAI lainnya akan menarik bagi saya)	4
2.	Interest	Assessing the level of interest and enthusiasm in using ChatGPT.	Lessons about ChatGPT are important. (Pelajaran atau edukasi tentang ChatGPT itu penting)	5
			I prefer no lessons on ChatGPT in schools. (Saya lebih suka tidak ada pelajaran atau edukasi tentang ChatGPT di sekolah)	6
			If there was a school club that focused on ChatGPT, I would definitely join. (Jika ada klub sekolah atau workshop yang berfokus pada ChatGPT, saya pasti akan bergabung)	7
			I am not interested in learning ChatGPT. (Saya tidak tertarik mempelajari ChatGPT)	8
			More education needs to be provided about ChatGPT and their role in technology. (Lebih banyak edukasi harus diberikan tentang ChatGPT dan perannya dalam teknologi)	9
			I enjoy using ChatGPT to help me solve problems and tasks. (Saya senang menggunakan ChatGPT untuk membantu saya memecahkan masalah maupun tugas)	10
3.	Boredom	Assessing how ChatGPT might be perceived as boredom.	I don't like using ChatGPT to learn material or understand an assignment. Teacher: (Saya tidak suka menggunakan ChatGPT untuk mencari referensi bahan ajar atau mengajar) Student: (Saya tidak suka menggunakan ChatGPT untuk mempelajari suatu materi atau memahami tugas)	11
			Learning activities involving ChatGPT are boring. Teacher:	12

			(Sebagian besar pekerjaan atau kegiatan pembelajaran yang melibatkan ChatGPT membosankan) Student: (Kegiatan belajar yang melibatkan ChatGPT membosankan)	
			I think using engines like ChatGPT is boring. (Saya pikir menggunakan mesin seperti ChatGPT membosankan)	13
			Hobbies related to ChatGPT are boring. (Hobi yang berhubungan dengan ChatGPT membosankan)	14
4.	Gender	Assessing differences in how boys and girls were able to use ChatGPT.	Boys were better able to use ChatGPT for practical tasks than girls. (Anak laki-laki lebih mampu menggunakan ChatGPT untuk tugas-tugas praktis daripada anak perempuan)	15
			Boys know more about ChatGPT than girls. (Anak laki-laki lebih mengetahui tentang ChatGPT daripada anak perempuan)	16
			Boys are more capable of operating ChatGPT in technology jobs than girls. (Anak laki-laki lebih mampu mengoperasikan ChatGPT dalam pekerjaan teknologi daripada anak perempuan)	17
5.	Consequences	Assessing the consequences and importance of using ChatGPT.	ChatGPT makes everything work better. (ChatGPT membuat segalanya bekerja lebih baik)	18
			ChatGPT is very important in life. (ChatGPT sangat penting dalam kehidupan)	19
			Lessons about ChatGPT are important. (Pelajaran atau edukasi tentang ChatGPT penting)	20
			Everyone needs to access ChatGPT. (Setiap orang perlu mengakses ChatGPT)	21
6.	Difficulties	Assessing the perceived difficulties in utilizing ChatGPT.	ChatGPT is only for smart people. (ChatGPT hanya untuk orang pintar)	22
			You need to be academically smart to be able to use ChatGPT (Anda harus pintar secara akademik untuk mampu menggunakan ChatGPT)	23
			To learn ChatGPT, you must be talented. (Untuk mempelajari ChatGPT, anda harus berbakat)	24
			You can learn to use ChatGPT only if you are good at math and science. (Anda dapat belajar menggunakan ChatGPT hanya jika Anda ahli dalam matematika dan sains)	25

Appendix 4. The Interview Guide

No.	Dimension	Indicator	Question	Number of Items
1.	Teacher Appreciation	How does the teacher's appreciation or responses make the participant enjoy using ChatGPT?	How do your English teachers respond to students using ChatGPT? Are the teachers supportive of this? Teacher: (<i>Bagaimana tanggapan Bapak/Ibu terhadap guru atau siswa yang menggunakan ChatGPT? Apakah Bapak/Ibu mendukung hal ini?</i>) Student: (<i>Bagaimana tanggapan guru Bahasa Inggris Anda terhadap siswa yang menggunakan ChatGPT? Apakah para guru mendukung hal ini?</i>)	1
			In your opinion, how open are English Teachers to the use of ChatGPT? Teacher: (<i>Menurut Bapak/Ibu, bagaimana keterbukaan para Guru Bahasa Inggris lainnya terhadap penggunaan ChatGPT?</i>) Student: (<i>Menurut Anda, bagaimana keterbukaan para Guru Bahasa Inggris terhadap penggunaan ChatGPT?</i>)	2
			What do you think about English teachers supporting ChatGPT in the learning process? Teacher: (<i>Bagaimana menurut Bapak/Ibu terkait dukungan para guru Bahasa Inggris terhadap ChatGPT dalam proses pembelajaran?</i>) Student: (<i>Bagaimana menurut Anda terkait dukungan para guru Bahasa Inggris terhadap ChatGPT dalam proses pembelajaran?</i>)	3
2.	Personal Enjoyment	How does personal enjoyment make the participant feel enjoyment in using ChatGPT?	How does using ChatGPT make your learning or assignments more fun? Teacher: (<i>Bagaimana penggunaan ChatGPT membuat pembelajaran atau tugas Bapak/Ibu lebih menyenangkan?</i>) Student: (<i>Bagaimana penggunaan ChatGPT membuat pembelajaran atau tugas Anda terasa lebih menyenangkan?</i>)	4
			Can you explain some of the interesting ways you've utilized ChatGPT? Teacher: (<i>Bisakah Anda menjelaskan beberapa cara menarik yang Anda gunakan dalam memanfaatkan ChatGPT?</i>) Student: (<i>Bisakah Anda menjelaskan beberapa cara menarik yang Anda gunakan dalam memanfaatkan ChatGPT?</i>)	5
			Can you share a moment or accomplishment while using	6

			<p>ChatGPT that makes you feel proud?</p> <p>Teacher: (Bisakah Bapak/Ibu menceritakan momen atau pencapaian tertentu saat menggunakan ChatGPT yang membuat Bapak/Ibu merasa bangga?)</p> <p>Student: (Bisakah Anda menceritakan momen atau pencapaian tertentu saat menggunakan ChatGPT yang membuat Anda merasa bangga?)</p>	
3.	Social Enjoyment	How does social enjoyment make the participant feel enjoyment when using ChatGPT?	<p>How does using ChatGPT contribute to creating a “close-knit group” experience in your learning process?</p> <p>Teacher: (Bagaimana penggunaan ChatGPT berkontribusi dalam membentuk pengalaman “kelompok yang erat” dalam proses mengajar Bapak/Ibu?)</p> <p>Student: (Bagaimana penggunaan ChatGPT berkontribusi dalam membentuk pengalaman “kelompok yang erat” dalam proses pembelajaran Anda?)</p>	7
			<p>Have there been times when using ChatGPT made you laugh or created humorous moments with friends/other users? If so, how did that happen?</p> <p>Teacher: (Adakah momen ketika penggunaan ChatGPT membuat Bapak/Ibu tertawa atau menciptakan momen humor dengan pengguna lain? Apabila ada, bagaimana hal itu terjadi?)</p> <p>Student: (Adakah momen ketika penggunaan ChatGPT membuat Anda tertawa atau menciptakan momen humor dengan teman/pengguna lain? Apabila ada, bagaimana hal itu terjadi?)</p>	8
			<p>What do you think about ChatGPT's contribution to creating common jokes during conversations with friends/other users?</p> <p>Teacher: (Bagaimana menurut Bapak/Ibu terkait kontribusi ChatGPT terhadap terciptanya lelucon umum selama melakukan percakapan dengan pengguna lain?)</p> <p>Student: (Bagaimana menurut Anda terkait kontribusi ChatGPT terhadap terciptanya lelucon umum selama melakukan percakapan dengan teman/pengguna lain?)</p>	9

Appendix 5. The Results of Empirical Validity

Instrument Validity

a. Career Dimension

		Correlations				
		P01	P02	P03	P04	TOTAL
P01	Pearson Correlation	1	.607**	.452**	.580**	.818**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	78	78	78	78	78
P02	Pearson Correlation	.607**	1	.377**	.678**	.821**
	Sig. (2-tailed)	.000		.001	.000	.000
	N	78	78	78	78	78
P03	Pearson Correlation	.452**	.377**	1	.597**	.738**
	Sig. (2-tailed)	.000	.001		.000	.000
	N	78	78	78	78	78
P04	Pearson Correlation	.580**	.678**	.597**	1	.875**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	78	78	78	78	78
TOTAL	Pearson Correlation	.818**	.821**	.738**	.875**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

b. Interest Dimension

		Correlations						
		P05	P06	P07	P08	P09	P10	TOTAL
P05	Pearson Correlation	1	.352**	.327**	.285*	.466**	.388**	.735**
	Sig. (2-tailed)		.002	.003	.012	.000	.000	.000
	N	78	78	78	78	78	78	78
P06	Pearson Correlation	.352**	1	.152	.368**	.484**	.077	.647**
	Sig. (2-tailed)	.002		.184	.001	.000	.501	.000
	N	78	78	78	78	78	78	78
P07	Pearson Correlation	.327**	.152	1	.320**	.345**	.143	.612**
	Sig. (2-tailed)	.003	.184		.004	.002	.211	.000
	N	78	78	78	78	78	78	78
P08	Pearson Correlation	.285*	.368**	.320**	1	.368**	.170	.646**

	Sig. (2-tailed)	.012	.001	.004		.001	.136	.000
	N	78	78	78	78	78	78	78
P09	Pearson Correlation	.466**	.484**	.345**	.368**	1	.133	.743**
	Sig. (2-tailed)	.000	.000	.002	.001		.247	.000
	N	78	78	78	78	78	78	78
P10	Pearson Correlation	.388**	.077	.143	.170	.133	1	.454**
	Sig. (2-tailed)	.000	.501	.211	.136	.247		.000
	N	78	78	78	78	78	78	78
TOTAL	Pearson Correlation	.735**	.647**	.612**	.646**	.743**	.454**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	78	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

c. Boredom Dimension

		Correlations				
		P11	P12	P13	P14	TOTAL
P11	Pearson Correlation	1	.399**	.602**	.559**	.785**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	78	78	78	78	78
P12	Pearson Correlation	.399**	1	.544**	.449**	.763**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	78	78	78	78	78
P13	Pearson Correlation	.602**	.544**	1	.668**	.871**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	78	78	78	78	78
P14	Pearson Correlation	.559**	.449**	.668**	1	.810**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	78	78	78	78	78
TOTAL	Pearson Correlation	.785**	.763**	.871**	.810**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

d. Gender Dimension

		Correlations			
		P15	P16	P17	TOTAL
P15	Pearson Correlation	1	.816**	.831**	.940**
	Sig. (2-tailed)		.000	.000	.000
	N	78	78	78	78
P16	Pearson Correlation	.816**	1	.837**	.937**
	Sig. (2-tailed)	.000		.000	.000
	N	78	78	78	78
P17	Pearson Correlation	.831**	.837**	1	.946**
	Sig. (2-tailed)	.000	.000		.000
	N	78	78	78	78
TOTAL	Pearson Correlation	.940**	.937**	.946**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

e. Consequences Dimension

		Correlations				
		P18	P19	P20	P21	TOTAL
P18	Pearson Correlation	1	.348**	.219	.336**	.586**
	Sig. (2-tailed)		.002	.054	.003	.000
	N	78	78	78	78	78
P19	Pearson Correlation	.348**	1	.607**	.576**	.840**
	Sig. (2-tailed)	.002		.000	.000	.000
	N	78	78	78	78	78
P20	Pearson Correlation	.219	.607**	1	.489**	.796**
	Sig. (2-tailed)	.054	.000		.000	.000
	N	78	78	78	78	78
P21	Pearson Correlation	.336**	.576**	.489**	1	.798**
	Sig. (2-tailed)	.003	.000	.000		.000
	N	78	78	78	78	78
TOTAL	Pearson Correlation	.586**	.840**	.796**	.798**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

f. Difficulties Dimension

		Correlations				
		P22	P23	P24	P25	TOTAL
P22	Pearson Correlation	1	.611**	.532**	.610**	.835**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	78	78	78	78	78
P23	Pearson Correlation	.611**	1	.682**	.447**	.851**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	78	78	78	78	78
P24	Pearson Correlation	.532**	.682**	1	.398**	.811**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	78	78	78	78	78
P25	Pearson Correlation	.610**	.447**	.398**	1	.752**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	78	78	78	78	78
TOTAL	Pearson Correlation	.835**	.851**	.811**	.752**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

Instrument Reliability

a. Career Dimension

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.829	4

b. Interest Dimension

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.717	6

c. Boredom Dimension

Reliability Statistics

Cronbach's	
Alpha	N of Items
.817	4

d. Gender Dimension

Reliability Statistics

Cronbach's	
Alpha	N of Items
.935	3

e. Consequences Dimension

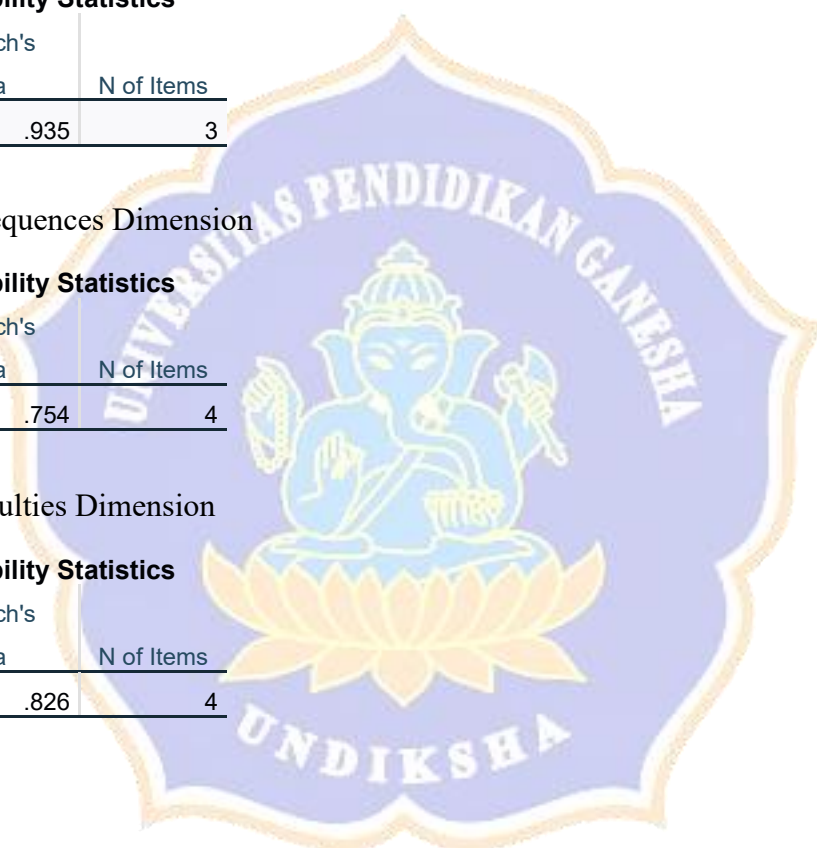
Reliability Statistics

Cronbach's	
Alpha	N of Items
.754	4

f. Difficulties Dimension

Reliability Statistics

Cronbach's	
Alpha	N of Items
.826	4



Appendix 6. The Results of Teachers' Thematic Analysis

Themes	Sub-Themes	Participants	Excerpts	Excerpts Sample
Valuable Teaching Assistant	Teaching Resources	2	5	"I will make details for ChatGPT to create grammar questions that relate to everyday life. For children who live in North Bali, their English ability is like this, their family culture is like this, and ChatGPT will make it. This is so that they feel the context of the grammar learning they get is close to their lives so that it is easier to understand because there is familiarity."
	Discussion Stimulus	4	2	"In using ChatGPT, I also had time to look for project topics that would be given to students with fellow teachers. So, we are involved in discussion activities together."
	Main AI Tool at School	2	2	"The most AI is ChatGPT that I've seen, so after ChatGPT, there are a lot of AIs, but it seems like people don't want the new ones because they are comfortable with the old ones."
Experience of Emotional Well-being	Teachers' Positive Emotional	1	2	"Yes. I often do that; what I ask for, the result is good because I am like that in technology. We get satisfaction when the results we want are achieved. We write a poem about this if we want to write a poem. The words are like this, and the results we get will be following our conscience."
	Source of Enjoyment and Creativity	2	7	"Oh yes, there is humor related to ChatGPT. For example, students had time to collect worksheets, such as "Thank you, ChatGPT." I said that because the content was very obvious, they said, "Miss, don't say that" and asked them to rewrite it. Because the use of vocabulary is very obvious."
	Support and Partnership	2	5	"For me, using ChatGPT is like chatting with a friend. I usually start with a friendly greeting, ask for help, and end with a thank you. Once, on a tough day, I replied with a 'happy teaching'—a small thing that improved my mood. It felt like having a friend."

Acceptance of ChatGPT's Limitations	The Importance of Input Clarity	1	5	"Instead of having trouble writing for days using ChatGPT, what's important is the main command. The completeness of the detailed command in ChatGPT is like that. Whatever you want, ChatGPT will be beneficial if you are clear in giving the command."
	Awareness and Acceptance of ChatGPT Limitations	3	6	"If we say it is comfortable, of course, it is comfortable to use ChatGPT because by clicking on keywords, all the work is done easily and quickly; we just have to copy and paste it. It's just that sometimes we have to check again whether the level of the questions is suitable for the students being taught, or sometimes it doesn't match the material because sometimes it can deviate from what we want."
Classroom Management of ChatGPT Usage	Boundaries Set by Teachers	2	5	"If all the answers they wrote were just copied from ChatGPT, then when we checked, I and other teachers, we found that it's from somewhere else, the semicolons are all the same, we know it's from ChatGPT and don't agree to accept the student's work. So, they may use it, but the product must be their original work. Whether they were inspired by ChatGPT's answers, used in what it is called, in the summary, or something like that. Or modified, things like that. We still accept it."
	Ethical Use by Students	2	2	"Yes, because some students are like that; whatever the question is, they still go to ChatGPT. One of the students is in each class. For example, there is a story, and they are asked to express their opinion. Even though it is simple, the answer is only "in my opinion." they are in groups using ChatGPT with written results that use difficult words, and when I ask them what it means, they scratch their heads."

Appendix 7. The Results of Students' Thematic Analysis

Themes	Sub-Themes	Participants	Excerpts	Excerpts Sample
Accessibility and Functionality	Feature Satisfaction	4	7	“What I like about the first one is its voice note feature. So, because sometimes... not sometimes, often... I'm really lazy when writing. If I want to write something long, I press the mic and say, "This is it... this is it..." like that. And I also like the camera and file sections. So, if, for example, the teacher gives me a document to analyze, I just input the file, and it's summarized and analyzed directly by ChatGPT without copying the text.”
	Tool's Accessibility	4	9	“Yes. Then ChatGPT is also more flexible. We can access it anywhere. Then, if we rely on past PPTs, the file might disappear from our device. We have to ask the teacher or someone else again. Like that, right? ChatGPT doesn't have that; open it. Ses!”
Enhanced Learning and Collaboration	Academic Support	5	11	“I also sometimes don't understand a material. Then, with ChatGPT, we are free to ask anything on ChatGPT. Then, I told ChatGPT to create a concept about the material that was easier to understand. ChatGPT helps us understand the material more simply. Because ChatGPT has helped.”
	Assisting Group Project	2	6	“In doing English group work, usually each student is given this task and looks for that. Maybe they can look for their answers in ChatGPT, and then the answers will be compiled into one.”
	Idea and Information Resources	8	4	“If the information on Google is too limited, whereas ChatGPT is, because it is a smart computer, it can provide broader information.”
	Critical Engagement and Prompting Strategies	1	15	“I recently started using an AI such as ChatGPT. But previously, I used to use Google more often. ChatGPT

				is indeed fast in answering, but it must be double-checked. It's quite enjoyable, but you must check the answer diligently.”
Emotional Experience and Enjoyment	Emotional Relief and Entertainment	5	5	“I once used ChatGPT when I was bored. Then I used ChatGPT to play guessing games together, and ChatGPT was quite entertaining.”
	Emotional Disengagement	9	7	“The language of ChatGPT is too formal. Sometimes, it is difficult to understand and also difficult to remember. It doesn't seem like our language style.”
Teacher and Social Influence	Teachers’ Roles and Attitudes	1	17	“The teacher is more of a facilitator. Sometimes, they are told to search on ChatGPT or Google, but now Google has been somewhat replaced by ChatGPT. So, teachers usually allow ChatGPT for discussions only, not for working on questions. If the questions are given via Google Forms, students can copy them directly from ChatGPT. That's why teachers change their teaching methods to be more question-and-answer. But they allow the use of ChatGPT.”
	Social Perception	3	7	“So far, I enjoy using ChatGPT because almost everyone already uses it at school. So, it's easy for me if I want to discuss or talk about ChatGPT with my friends. But when talking with new people, I'm sometimes more careful.”
Concerns and Limitations	Performance and Reliability Issues	9	12	“If you use ChatGPT, the answer can come out immediately. It's different if we search via Google; websites appear, and we must read the contents first. Because we become less interactive, our insight is also not broad because we only know that one thing. We can know things from books or other sources outside of what

				we seek. So, in my opinion, ChatGPT is less effective because it only provides one point of view.”
	Negative Behavioral Risks	5	10	“Sometimes, a task requires everyone to find a group to work together. Then, some group members are looking for answers in ChatGPT. They don't read the answers they get, but they just copy-paste them.”
Personal Relevance and Real-life Engagement	Self-Perception and Career Orientation	9	13	“I choose the one that does not involve ChatGPT. Because I'm afraid that I will become dependent, I can't think for myself, and I will become even more stupid. Because we rely too much on AI, even though AI is not necessarily 100% right.”
	ChatGPT for Non-Academic Context	4	4	“In my opinion, ChatGPT is a replacement for Google. Here is a real example. I went to the health center and wanted a health certificate. So, I searched on ChatGPT, How do I ask for a health certificate at the health center?”

Appendix 8. The Results of The Teachers' Questionnaire

Name	Items																									Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
T1	4	4	4	4	5	5	5	5	5	5	5	5	5	5	3	3	3	4	3	5	5	5	4	5	5	111
T2	4	4	4	4	4	4	4	4	4	5	4	4	4	4	2	2	2	4	4	4	4	4	3	4	4	94
T3	4	4	4	4	3	3	4	4	3	5	4	2	4	4	4	3	3	5	4	3	3	3	2	2	4	88
T4	4	5	5	4	5	5	5	5	5	4	5	5	5	4	2	2	2	4	4	5	5	5	5	4	5	109
T5	4	4	4	4	4	4	4	2	4	3	2	4	4	4	3	3	2	4	4	4	3	4	4	2	4	88
T6	4	4	4	4	4	4	4	4	4	4	4	3	4	4	2	2	2	2	3	4	3	4	4	4	4	89
T7	5	5	5	5	5	3	5	1	5	5	4	4	4	4	3	3	3	3	5	4	3	4	3	4	4	99
T8	1	1	1	1	1	1	1	1	4	1	1	3	3	3	2	2	2	2	2	2	1	4	2	2	4	48

Appendix 9. The Results of The Students' Questionnaire

[illegible]

S16	2	4	4	4	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	2	81	
S17	3	4	4	4	3	4	4	4	5	5	5	5	5	4	3	2	2	3	3	4	4	4	3	4	5	96	
S18	3	2	2	3	2	1	2	2	5	3	2	2	4	2	4	4	4	2	2	4	4	4	4	2	4	73	
S19	2	2	3	3	3	4	3	3	4	3	3	4	3	3	3	4	3	3	4	4	2	4	3	4	4	81	
S20	3	3	3	4	4	3	3	3	5	5	3	4	4	3	2	2	2	3	3	5	3	5	5	5	5	90	
S21	2	3	2	3	3	3	3	3	4	4	2	3	2	2	4	4	4	4	4	4	4	4	4	2	2	2	77
S22	4	4	4	4	4	3	3	3	4	4	3	3	3	3	2	3	2	4	3	3	4	4	5	5	5	89	
S23	4	5	5	5	4	2	5	1	5	4	1	1	1	2	4	5	5	4	5	4	5	2	1	2	1	83	
S24	3	3	3	3	4	4	3	4	4	4	4	3	3	4	4	4	4	3	3	3	3	4	4	3	4	88	
S25	4	3	4	4	4	4	3	2	5	4	4	2	4	4	2	2	1	3	4	4	3	5	4	4	4	87	
S26	4	4	3	3	4	3	3	3	4	4	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	82	
S27	3	4	3	4	3	2	2	3	4	4	3	3	3	3	2	3	2	4	4	4	2	5	5	5	5	85	
S28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	75	
S29	3	3	2	4	4	3	2	4	4	4	4	4	4	2	3	3	3	4	4	3	4	4	4	4	5	88	
S30	4	3	3	2	4	2	2	3	4	4	4	4	4	4	2	2	2	3	3	4	3	4	3	2	4	79	
S31	2	3	3	2	2	1	2	4	4	4	4	1	2	2	5	5	3	1	1	1	2	4	4	4	4	70	
S32	3	4	3	4	3	3	3	4	5	4	4	4	4	4	3	4	4	4	3	4	3	5	2	4	2	90	

S33	2	3	2	3	2	1	2	3	2	4	3	4	4	3	5	3	3	2	3	2	2	5	5	3	5	76
S34	4	5	4	5	4	3	5	5	5	5	5	4	3	3	3	3	2	5	5	5	5	1	2	4	1	96
S35	3	3	3	3	4	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	79
S36	4	4	4	4	5	3	4	2	5	4	2	3	3	4	1	1	1	3	4	4	4	4	3	4	2	82
S37	2	2	2	3	4	4	3	4	5	4	3	3	3	3	1	1	1	4	4	4	2	1	2	3	3	71
S38	3	2	4	5	3	1	4	4	4	4	4	1	1	2	2	1	4	3	4	4	1	5	3	4	4	77
S39	4	4	4	3	4	2	3	4	5	4	4	3	3	3	4	4	3	4	3	4	4	3	2	3	3	87
S40	3	2	3	2	2	2	2	2	4	4	3	3	3	2	5	5	5	2	4	3	2	5	3	4	4	79
S41	3	3	3	5	4	3	4	5	5	4	4	3	4	4	3	3	3	5	3	4	3	5	5	2	4	94
S42	3	4	4	2	5	3	3	3	5	4	4	2	2	3	4	4	4	3	4	5	3	5	4	4	4	91
S43	3	4	2	3	5	3	1	4	5	5	4	4	5	2	1	1	1	5	3	4	4	5	3	2	4	83
S44	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	78
S45	2	2	2	2	4	3	2	4	4	4	4	4	4	4	4	4	4	2	2	3	4	4	4	4	4	84
S46	3	4	5	5	4	4	3	4	5	5	3	4	4	4	4	5	5	5	4	4	5	5	4	4	4	106
S47	5	5	5	5	5	1	5	1	5	5	1	1	1	1	5	4	4	4	4	4	4	2	2	2	2	83
S48	5	5	5	5	5	1	5	1	5	5	1	1	1	1	5	5	5	5	5	5	5	1	1	1	1	85
S49	3	4	4	5	5	4	4	5	4	4	3	4	4	2	4	4	4	2	2	2	2	5	2	4	1	87

S50	3	4	4	3	4	3	3	3	4	5	3	4	4	3	3	3	3	3	4	3	5	4	4	4	4	90
S51	3	4	2	5	4	1	2	4	5	5	1	2	3	3	5	5	5	4	3	3	4	4	3	1	2	83
S52	4	4	4	4	4	2	4	2	4	4	2	2	2	2	4	4	4	4	4	4	4	2	2	2	2	80
S53	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	4	4	3	3	4	5	5	5	5	89
S54	2	2	2	2	4	2	3	1	4	4	4	4	4	3	2	2	2	3	2	3	2	4	4	4	4	73
S55	2	3	2	2	2	1	2	2	4	4	1	1	1	2	1	1	1	3	3	2	1	4	5	5	3	58
S56	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	75
S57	3	4	4	4	4	4	3	4	5	4	2	3	3	3	1	1	1	3	3	3	3	5	5	4	5	84
S58	3	3	3	2	4	3	2	4	4	4	4	4	4	3	3	3	3	3	4	5	4	5	4	4	4	89
S59	5	4	3	3	4	3	3	4	4	4	2	3	3	3	2	2	2	4	4	4	4	4	3	2	3	82
S60	4	4	3	4	4	4	3	4	5	5	4	5	5	5	5	2	2	4	4	4	4	5	5	5	5	104
S61	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	76
S62	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	1	1	5	5	4	4	5	5	5	5	111
S63	3	3	4	4	3	3	4	3	4	4	3	4	4	4	3	3	4	4	3	3	2	4	4	4	3	87
S64	4	4	4	4	4	3	3	3	4	5	4	4	4	4	3	4	5	4	5	5	5	4	4	4	5	102
S65	4	4	5	4	4	2	4	4	4	4	2	3	3	3	3	4	3	5	4	4	4	2	2	2	1	84
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S84	2	2	2	2	2	2	2	2	4	4	2	2	2	2	3	3	3	4	3	2	4	4	4	2	2	66
S85	3	4	4	3	2	2	2	3	4	4	3	3	3	4	2	2	2	2	3	3	4	4	4	4	4	78
S86	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	76
S87	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	75
S88	4	5	4	4	3	1	3	4	5	5	4	5	4	4	2	2	2	3	3	4	4	5	4	4	5	93
S89	3	3	2	3	4	3	3	3	4	2	3	3	3	4	2	2	3	2	3	3	2	4	3	3	5	75
S90	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4	4	2	3	3	78
S91	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	95
S92	3	3	3	3	4	4	4	5	4	4	4	4	4	4	2	2	3	4	4	4	4	4	4	2	4	90
S93	2	3	3	4	5	3	2	4	5	5	4	4	4	4	2	2	2	4	2	4	4	4	4	2	4	86
S94	2	2	2	2	4	2	3	4	2	4	4	4	4	2	2	2	2	2	2	3	4	4	4	4	4	74
S95	3	3	3	4	4	4	3	3	4	4	4	3	3	3	3	3	4	4	4	4	4	4	3	3	3	87
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S98	4	3	2	3	4	2	3	3	4	5	5	4	4	4	5	4	4	4	4	4	2	4	4	4	3	92
S99	4	4	4	3	4	4	3	3	4	4	4	4	3	4	4	2	4	4	4	4	4	4	4	4	4	94
S100	1	1	4	1	3	3	1	4	5	4	4	3	3	3	3	3	2	3	4	4	1	3	4	1	3	71

S101	4	5	4	3	3	4	3	4	5	5	4	4	4	2	3	3	1	4	4	3	3	4	2	2	2	85
S102	4	4	4	4	4	5	3	4	4	5	4	4	4	3	2	2	2	5	4	4	4	4	3	3	4	93
S103	3	3	3	3	4	3	2	3	4	4	3	3	2	2	4	3	2	3	2	3	3	5	5	5	5	82
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S105	2	2	2	2	3	3	1	4	3	4	4	4	4	4	2	2	2	4	2	2	3	4	3	4	2	72
S106	5	3	1	5	5	2	5	3	5	5	5	1	4	5	5	5	4	1	5	3	4	1	3	4	4	93
S107	2	2	5	3	3	3	3	3	5	5	4	3	3	3	2	2	2	4	4	3	5	4	2	4	4	83
S108	4	4	3	4	3	4	1	4	5	5	4	2	4	2	2	2	2	5	5	3	4	4	4	4	4	88
S109	3	4	4	3	4	3	3	4	5	5	4	4	4	4	2	3	3	4	4	4	4	5	4	4	4	95
S110	4	4	4	4	4	3	4	3	4	4	4	4	4	4	2	2	2	4	4	4	4	4	3	4	3	90
S111	3	4	3	3	5	4	4	4	4	5	2	5	4	5	3	1	1	4	5	4	4	4	3	3	2	89
S112	3	4	3	4	3	3	4	3	3	4	3	4	4	5	3	3	2	3	3	3	2	5	3	3	3	83
S113	4	4	4	4	3	3	3	4	4	4	4	4	4	4	2	2	2	4	4	4	4	4	4	4	4	91
S114	3	3	3	3	3	4	2	3	5	4	5	2	2	3	2	3	3	4	5	4	4	5	1	3	3	82
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S116	4	4	4	3	3	4	2	4	4	4	4	4	4	4	2	2	2	4	4	4	4	4	4	4	4	90
S117	3	4	3	3	5	3	3	3	5	4	4	3	4	4	3	3	3	4	3	4	4	3	2	2	3	85

S118	3	4	3	4	4	3	3	4	4	4	4	4	4	4	3	3	3	3	3	3	3	4	3	3	3	86
S119	2	2	2	3	3	3	3	4	5	3	3	3	3	4	2	2	2	3	3	3	4	5	4	4	5	80
S120	3	3	3	4	5	3	3	3	5	5	4	3	3	3	2	2	2	4	3	4	3	4	4	4	4	86
S121	3	3	4	2	2	2	2	2	4	3	2	3	3	2	4	4	4	4	3	3	4	4	2	4	4	77
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S123	3	3	4	4	3	2	2	2	4	3	3	3	3	3	3	2	2	4	3	3	3	4	3	3	2	74
S124	4	4	4	4	2	2	3	3	4	5	4	2	2	2	4	4	4	3	3	4	2	4	2	2	4	81
S125	4	4	4	3	5	4	3	3	4	4	4	4	4	4	2	2	2	4	4	5	4	5	5	5	5	97
S126	4	3	3	4	4	3	3	3	4	4	3	3	3	3	2	2	4	4	3	3	3	4	3	4	4	83
S127	4	3	3	4	3	4	3	3	4	4	3	4	2	3	3	3	4	3	3	4	4	3	4	4	4	86
S128	2	2	3	3	3	2	3	3	4	3	3	3	4	4	2	2	2	3	3	3	3	4	4	4	4	76
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S130	4	4	4	4	4	2	4	2	4	4	2	2	2	2	4	4	4	4	4	4	4	2	2	2	2	80
S131	3	3	2	3	3	3	2	3	4	5	4	3	3	3	3	3	3	4	3	3	3	4	3	4	4	81
S132	4	4	3	4	5	2	4	2	4	4	2	2	2	3	2	2	3	4	4	4	4	4	4	4	5	85
S133	3	3	3	3	4	4	3	4	4	4	4	4	4	4	3	3	2	3	3	4	3	3	3	3	3	84
S134	4	4	4	4	4	2	4	2	4	4	2	2	2	1	4	4	4	4	4	4	4	2	2	2	2	79

S169	5	4	2	2	3	2	2	3	5	4	4	4	4	3	4	4	4	4	2	3	4	4	2	4	1	83
S170	4	4	4	4	4	2	4	4	4	4	4	2	2	2	4	4	4	4	4	4	4	2	2	2	2	84
S171	3	4	3	3	4	3	2	3	3	3	4	4	4	3	3	4	3	3	3	3	3	3	3	3	3	80
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Appendix 10. The Results of Teachers' Interview

Question 1: How do you respond to teachers or students using ChatGPT? Do you support this?	
T1	<p>Funny. Using ChatGPT, on the one hand, is a form of deception. On the one hand, these technologies are beneficial to us. For example, they are helpful for teachers. However, for students, it is very detrimental. Because we only write a specific command, the final result is already excellent, whatever is written. That's because I know ChatGPT has been around for a long time. Since ChatGPT appeared, I have often used it. Whatever it is, we are made without thinking that the results must be good because it is a very extraordinary technology. The network that ChatGPT has is extraordinary.</p>
T2	<p>Okay, for teachers, I don't know many of my colleagues who use ChatGPT. But I know some of them who teach English tend to be the more updated ones. So, the people who use ChatGPT are usually the ones who are active on social media and other things. As for me, compared to them, I only tried ChatGPT after a friend had been using it for a while. At first, I just experimented with ChatGPT, not for work, more like if there were any tips—things for daily life. Then my fellow teacher said, I also use ChatGPT for administrative tasks, and I thought, really? So I tried it. At that time, I still had a lot of materials, worksheets, and media. And then, there came a time when I had to teach 12th grade and didn't have enough time to prepare, so I used ChatGPT. As for students, I think they know it's an aid, a tool, but they still use it raw, like, hmm... They ask questions and use whatever answer comes up. They are still in between using search engines and AI, so they're in between.</p> <p><i>So, did you learn about ChatGPT from a fellow teacher or someone in the English teaching circle who is updated?</i></p> <p>Answer: It started from ads, I think, and I ignored them. Then, one of the economics teachers here updated his WhatsApp status: He is asking ChatGPT for this material. I saw the video and thought, "That's interesting." From there, I began using ChatGPT, but at first, I used it just for random everyday questions. Later, I discovered that other teacher could use it more deeply, so I tried it.</p> <p><i>How did you find the results? Were they good or just average?</i></p> <p>Answer: I like it. Hahaha. If we want to teach seriously—especially classroom activities, giving ideas for classroom activities, and preparing worksheets—that's very important. Because now we can't rely on textbooks. The textbooks provided in the new curriculum are irrelevant. So yes, we have YouTube, Google, and others. Creating materials from YouTube is very practical for me, but with ChatGPT, I find it like a partner. I've always dreamed of having someone I could work with. Preparing classroom needs takes a lot of time. If we use the excuse of taking care of kids, then our time at school is not enough to satisfy us with our preparations. So ChatGPT helps—a kind of friendship with a robot.</p>
T3	<p>I support it because in the digital era like today, AI, technology, etc., are friends who help us, both teachers and students, in all matters, not just for learning.</p>

T4	ChatGPT is beneficial when used to search for information because it is complete and fast.
Question 2: In your opinion, how open are other English teachers to using ChatGPT?	
T1	Many teachers have been using ChatGPT since they found out. Because I sometimes inform them that if they want to ask a question like what, go to ChatGPT. I often do that. Instead of having trouble writing for days using ChatGPT, what's important is the central command. The completeness of the detailed command in ChatGPT is like that. Whatever you want, ChatGPT will be beneficial like that.
T2	<p>Of maybe eight teachers, only about three or four actively use ChatGPT. So far, I've only seen the strengths. I haven't found the weaknesses. Maybe they exist, but I try to communicate as clearly as possible when I use them, just like a human. That's what I've found. As for how others use it, I don't know.</p> <p><i>Do you and other English teachers allow students to use ChatGPT in class?</i> Answer: I think we're a bit flexible about that. As long as students don't just copy whatever ChatGPT says. We always emphasize that students must study ChatGPT's answer and then express the results in their understanding. We focus on originality. If they copy ChatGPT, and when we check their work, we find that it's from somewhere else, with the same punctuation, and we know it's from ChatGPT, and we won't accept it. So, they may use it, but the final product must be original—whether inspired from ChatGPT, summarized, or modified, we still accept it.</p>
T3	Some teachers use ChatGPT but only for certain things. I do, too. I usually use ChatGPT only when making daily test questions and summative questions to make it easier for me. In addition, I am sure that other teachers must have used it when they wanted to find some sources of material to be taught in ChatGPT.
T4	We share and are open about the use of ChatGPT.
Question 3: What do you think about English teachers supporting ChatGPT in the learning process?	
T1	<p>Good, but I don't recommend it to children to avoid confusion. Yes, if we are teachers, we always use ChatGPT. I usually like that because, you know, a little technology makes people want to know.</p> <p><i>If there are learning activities in class, have you ever had discussions with students, asked questions, and allowed some students to use ChatGPT?</i> Answer: I never said to allow it; use your phone to help you like that. Yeah, if I immediately allow you to search on ChatGPT, everything will be easy. I usually say to use your phone to help you and to please process my words like that.</p>
T2	Support from teachers? Well, this is a foreign language. We always tell students you can learn from anywhere because learning only from the teacher in school is very limited. That includes ChatGPT. For example, during reading lessons, students often don't even bother to look up the meaning of words. They can use online dictionaries, so they use that translation thing—which isn't good. I tell them it's better to ask ChatGPT, copy the sentence, and ask what the word means in context. That way, they get a more accurate meaning. So we're not overly enthusiastic, but it helps

	you learn, makes you, and gives you more chances to learn. So, use it.
T3	I don't know about the learning process because I have never used ChatGPT during the learning process in class.
T4	ChatGPT is not 100% used in learning because many sources can be used. I usually also use PDF, Scribd, or book sources.
Question 4: How does ChatGPT make learning or assignments more enjoyable?	
T1	ChatGPT is indeed more fun and beneficial. Let alone in learning, and I can even make songs with ChatGPT. I use ChatGPT for everything. There are also other Gen-AI developments, such as co-pilot. The application is called co-pilot. Various types of the latest Gen-AI are similar to ChatGPT. But in the end, the link is still to ChatGPT. ChatGPT seems very central; you can also make images and videos to chat GPT.
T2	<p>Yes, it's more enjoyable. ChatGPT is useful in preparation, like searching for classroom activity ideas or making dossiers. I haven't used it for admin work yet because I don't find that too difficult. But if there's a sudden request, maybe I would ask ChatGPT. So yes, it's delightful. I got a partner. Having someone to work with is beneficial.</p> <p><i>Has ChatGPT ever given you an idea that felt like a "hidden gem" for classroom use?</i></p> <p>Answer: Yes, like when I was looking for a song we could sing along together. I knew many songs, but I forgot because music evolves so fast. ChatGPT reminded me. Same with short films—ChatGPT recommended Oscar selection short films I could use in class. These things don't always appear on your social feed unless you search with specific keywords. But ChatGPT gives the title, year, and synopsis—so, satset, straight to the point.</p>
T3	ChatGPT is fun and makes it easier for me to search for other sources quickly, so it really helps a lot.
T4	ChatGPT provides several variations of learning or tasks that are usually never given.
Question 5: Can you explain some interesting ways you've utilized ChatGPT?	
T1	In ChatGPT, some things should not be done, such as violence. We should not write violence at all. Even though our intentions are good, the word that appears in ChatGPT will be rejected. Moreover, there are some racially charged ones. Racist Racist, it's not allowed. Then, the prompt. ChatGPT wants to make a good prompt.
T2	I don't know if it is interesting or not. But when I ask something which gives a slightly off answer, I respond politely: "Okay, thank you for your answer. But what I meant is..." I talk to it as if I am chatting with my friend. Maybe that's interesting for you. For me, everyone has their way of using ChatGPT. But I treat it like a friend. I start with, "Hey, sorry to bother you early in the morning. I need help." Then I say, "Thank you, have a great day," and it replies, "You too, happy teaching." I remember having a tough day—issues at home and school—and ChatGPT wished me a good day. It's a little thing that makes my mood better. You know, like I got a friend.
T3	As explained, I usually look for multiple choice daily test questions on ChatGPT by typing the command word and entering the material to be discussed. The number of questions desired and ChatGPT quickly provides the questions and answers.
T4	I have an interesting way of using ChatGPT, namely by using complete,

	precise, and appropriate keywords.
Question 6: Can you share a specific moment or achievement while using ChatGPT that makes you feel proud?	
T1	<p>Yes. I often do that. What I ask for the final result is good because I am like that in technology. We get satisfaction when the results we want are achieved. If we want to write a poem, we write a poem about this, and the words are like this: the results we get will follow our conscience.</p> <p><i>But have you ever, for example, or often when you use ChatGPT, you have given the right prompt, but the results are still not right?</i></p> <p>Answer: There are some things like that. Maybe an error was in putting a period or a comma like that. The period comma also has an effect.</p>
T2	<p>Yes, mainly when I could finish work quickly with the needed details. Recently, I did grammar exercises and grammar tests. I could specify the grade level, cultural context, and students' department. I could ask, "Can you make it basic, intermediate, or mix them?" At first, I copied and mixed the content myself. Later, I asked ChatGPT to mix and match directly. Since grammar exercises often feel disconnected from real life, I added details to make them more relatable for students in North Bali—and ChatGPT did it.</p> <p><i>Were the results what you expected?</i></p> <p>Answer: Pretty close. Sometimes, I have to modify a little. I don't have to overthink—give it detailed prompts, and it works.</p> <p><i>Any moment where ChatGPT didn't meet your expectations?</i></p> <p>Answer: Yes. I tried to make exercises from a textbook that required synonyms starting with specific letters, like "M." I asked ChatGPT several times, but it didn't get it. I finally said, "Okay then, thank you for your help. I know you're tired."</p>
T3	It is more or less the same as the answer to the previous question.
T4	Create teaching modules thoroughly and quickly.
Question 7: How does using ChatGPT contribute to creating a "close-knit group" experience in your teaching process?	
T1	It doesn't affect teachers because sometimes teachers also have access to ChatGPT. So, we don't enter a discussion forum that has a big discussion gathering and so on.
T2	<p>Among teachers, it's not very intense. When we meet in groups and share something, we might say, "Hey, I found this on ChatGPT," and someone else replies, "Oh really? Let me check it out." So, it's more like sharing tips.</p> <p>With students, yes—some group work involves ChatGPT. One student in each class tends to rely on ChatGPT for everything. For example, if there's a story and they're asked to express their opinion, even though the answer could be simple, like "In my opinion..." they still go to ChatGPT and end up with answers full of complex vocabulary. When I ask them what those words mean, they scratch their heads. So it's obvious they used ChatGPT or another AI tool, though mostly ChatGPT. Other AI tools exist, but students seem more comfortable with ChatGPT.</p> <p>As for us teachers, we may discuss this with colleagues, but if we get stuck,</p>

	we ask the robot ChatGPT. For example, we may only discuss the learning objectives with media and worksheets. The execution is personalized—some use books, some use the robot because their brains are broader than ours, and they can absorb from various sources.
T3	Yes, yesterday, I also had a discussion with another teacher about making summative questions with ChatGPT, and we also discussed the suitability of the questions.
T4	In using ChatGPT, I also had time to look for project topics that would be given to students with fellow teachers. So, we were involved in joint discussion activities.
Question 8: Have there been times when using ChatGPT made you laugh or created humorous moments with other users? If so, how did that happen?	
T1	There is. There's just that. When I asked to help with humor on ChatGPT, it can come up with humor like that. ChatGPT is like that human. That's why it's an extraordinary meta-technology for me because it's an AI.
T2	<p>Oh yes, there was a funny moment involving students. Someone turned in a worksheet, and I said, "Thank you, ChatGPT," because the content was generated. The students responded, "Miss, don't say that," I told them to redo it. The vocabulary made it obvious.</p> <p><i>What about with other teachers? Are there any funny moments?</i> Answer: Not really. We only discuss it once per semester, and even then, we focus more on discussing personal approaches with students.</p> <p><i>Do you ever ask ChatGPT for advice on personal student approaches?</i> Answer: Not really. I mostly ask for ideas for classes during sleepy hours, like ice-breaking ideas. I might also ask for input on questions—"I think this question is too difficult for my students," or something like that.</p>
T3	Nothing that has never happened before.
T4	Besides asking about school assignments, I also requested ChatGPT about food recommendations for today.
Question 9: What do you think about ChatGPT's contribution to creating common jokes during conversations with other users?	
T1	Sometimes, at home, a funny thing appears. Later, we will bring that funny thing with friends like that. That's all. When we are alone and playing with ChatGPT, sometimes something appears that might be humorous. We remember that when discussing with friends, sometimes casually, so we used to chat about it. If I make this song sometimes, unique words like that will appear.
T2	I don't think so. I tell students, "If you're having trouble, just type 'Hi ChatGPT,'" and give an example.
T3	<p>Oh, it's clear that jokes happen; like, when I was about to have a daily test, I said something like, "I'll just look for questions from Chat GPT because it'll be faster," but during the daily test, I didn't let them use their cellphones because the test happened to be paper-based. It's just that they look for it in ChatGPT during the summative test because it uses a form.</p> <p>However, I will not accept the grades of students who use ChatGPT casually, so I will also filter their grades based on their abilities in class.</p>
T4	I have never used it directly, but I have seen it on social media when other

	people chat with ChatGPT, and the responses are pretty funny.
<i>So far, do you feel comfortable using ChatGPT?</i>	
T1	Yes, it is comfortable. If I am uncomfortable with it, I will no longer use it.
T2	<p>Yes, I feel comfortable. ChatGPT makes me feel more confident. I often see my colleagues being so productive, making all kinds of things, and I wonder, why can't I do that?</p> <p><i>Have you ever felt like not enjoying ChatGPT?</i> Answer: No, I've always enjoyed using it. If I ever have a question that doesn't get answered, I don't blame ChatGPT. I think the question wasn't straightforward or maybe too unrealistic.</p>
T3	If you say it's comfortable, of course, it's comfortable because by just clicking on the keywords, all the work is done efficiently and quickly. We have to copy and paste it. It's just that sometimes we have to check again whether the level of the questions is suitable for the students being taught, or sometimes it doesn't match the material because sometimes it can deviate from what we want.
T4	It's convenient because you can get the answers you want by using clear keywords.
<i>So, of all the AI gens you have tried, the one you recommend the most is ChatGPT?</i>	
T1	If ChatGPT is comparable to Co-pilot, then yes, Because Co-pilot also has the same link to ChatGPT, there are many similar to ChatGPT.
<i>So, after you have used ChatGPT, do you have any suggestions or things that can be improved to improve ChatGPT?</i>	
T1	None because it already has its limitations, which are indeed reasonable limitations like that. It's just that we are smart enough to outsmart it. We replace unavailable words with other words that have the same context. That's what I usually do.
T2	I'm excited about it, but I also think it can be a double-edged sword. Some of us can use it wisely, but I worry about the students. Is it already possible to use pictures voice with ChatGPT? I think not yet. There are other AIs that can respond to images and voice. If ChatGPT could do that—it would be like an actual artificial human, maybe even better than a human. Sometimes, we might need that kind of help—reading an image or sound—but I worry it could become a boomerang for others, especially for students who might become lazy. That's why we keep emphasizing in every class meeting that ChatGPT is a tool. Don't let it think for you, and then you don't believe so. One of our constant reminders is we focus on originality. We'll accept it as long as the work is original—even if ChatGPT inspires it. But if they take the plot directly from ChatGPT, we'll say, "Sorry, you have to revise it."

Appendix 11. The Results of Students' Interview

<i>Question 1: The first thing I'd like to ask is, what do you think about English teachers' responses to students using ChatGPT?</i>	
SH1	<p>The teachers mostly facilitate. Sometimes, we're asked to search on ChatGPT or Google, but now Google is being replaced by ChatGPT. So, usually, teachers allow the use of ChatGPT just for discussion, not for doing assignments. If assignments are given through Google Forms, students could copy from ChatGPT. The teachers changed their teaching method to involve more Q&A sessions. But they allow the use of ChatGPT.</p> <p><i>How are the discussions conducted? In groups?</i> Answer: Usually with seatmates. We're given a question and then asked to discuss it together. Mostly finding the context or orientation of a text.</p>
SH2	My English teacher is quite supportive and encouraging. Especially my advanced English teacher, who often tells us to use ChatGPT. Around January, my teacher once instructed us to use ChatGPT to complete assignments, such as finding English short stories. So, yes, the teacher supports it.
SH3	In my opinion, English teachers at Foursma are okay with it. They don't mind if students want to use ChatGPT to learn English, but the teacher must also agree so students don't just copy-paste what they read on ChatGPT. So they don't just read and repeat it without processing it first.
SH4	I think it varies. The old teachers, the older ones—sorry—even refused. In my opinion, they have not been able to accept the ChatGPT issue fully. So, everything has to be based on the book. If the younger teacher he frees his students. He doesn't belittle his students. All students are considered equal. On average, they all use ChatGPT or search for answers on Google.
SH5	In my opinion, if students use ChatGPT well, then it's okay, according to the teacher. For example, if we want to find reference material in ChatGPT, we don't just look for the answer. We also think about whether the source is correct or not.
SL1	Some teachers support it because it helps students learn, but others worry that students will become too dependent.
SL2	Usually, students are reprimanded if they use ChatGPT too often. They are told to think more critically.
SL3	According to my teacher, Kak, ChatGPT is good because it can make children search for topics themselves, so they don't get them directly from Google. Google will immediately come out with everything. With ChatGPT, we give the topic first. Then, it helps explain it. So it's more active in searching and exploring.
SL4	As for the teacher who teaches English in my class, he has never introduced ChatGPT to us. I don't know whether he knows some students use ChatGPT. So, even if there are students who use ChatGPT, it doesn't affect the teacher's assessment.
SL5	Since I majored in Languages, I have two English teachers: one for Compulsory English and one for Advanced English. The Advanced English teacher didn't like it when the students used ChatGPT because they

	wanted us to try to find it ourselves. But the Compulsory English teacher just gave it to me because maybe they knew that not all students could speak English, so being told to find it ourselves, including using ChatGPT, was okay.
Question 2: How open are English teachers to the use of ChatGPT? Because ChatGPT has both positives and negatives. Do the teachers accept it, reject it, or are they neutral?	
SH1	I think they're pretty supportive. Because they don't just allow it; they also adjust their teaching methods.
SH2	They're open. Very open. The teacher has said that before. "Go ahead and search with ChatGPT." But we were told to find reference short stories, then change the wording slightly. We shouldn't copy ChatGPT's answers directly.
SH3	<p>My teacher, Kak, is still neutral so far. So they don't limit us from using ChatGPT. They allow us to use it. Yes, as long as, for example, if something from ChatGPT is confusing, we can ask the teacher directly. So we don't just take what ChatGPT says at face value. The teacher doesn't have a problem with it.</p> <p><i>How about teachers in other classes? What do you think, Agus? Have you ever interacted with or heard, "Oh, in this class, the teacher doesn't allow the use of ChatGPT," like that?</i></p> <p>Answer: Maybe there are, but I'm not sure. In my class, there was a teacher who was quite old. So, they didn't encourage students to use ChatGPT. They focused more on learning in class or via Google Classroom. Maybe older teachers don't want to use ChatGPT, compared to younger teachers who give more freedom to students.</p>
SH4	Some teachers who teach in my class are supportive. Some are neutral. Those who support it are because the teacher knows the potential of his students who, I'm sorry, don't understand how to pronounce verb 1, verb 2, and sentence formulas correctly. He allows and supports his students, "You just open Google, you just search on the internet, we'll learn together." That's for older teachers. Maybe because he's old, instead of spending energy going out to explain, he frees his students and supports them, "Okay, please open ChatGPT, open the internet to look for formulas or how to pronounce." Even the teacher often says, "You open Translate, you will say this word one by one," so the pronunciation is correct. The teacher can check it on Google Translate.
SH5	So maybe the teacher would prefer it if we didn't rely too much on ChatGPT in every lesson. For example, if we don't understand, we can ask the teacher directly.
SL1	Some are open and consider it an aid, but some are still hesitant because they are afraid of reducing students' creativity in thinking.
SL2	There are positives and negatives. Sometimes, ChatGPT can help students respond more quickly, depending on the student. However, teachers sometimes reprimand students if they copy-paste the answers.
SL3	My school has two English teachers, one advanced and one mandatory. The

	advanced English teacher prefers to tell students to use ChatGPT. The mandatory one is also allowed, but students are advised to make their own first, then they are allowed to ask or use ChatGPT if they are confused. So, both of them support it, but the methods are different.
SL4	The teacher never directly allowed the use of ChatGPT. But if it were for an assignment, the teacher would say, "If you don't understand, you can search on the internet." But he didn't specifically mention ChatGPT. So it was up to the students to use it or not. They didn't care.
SL5	If it was an Advanced English teacher, maybe because they didn't pay much attention, they just gave it. But our grades were slightly different because perhaps they knew it was the result of ChatGPT. If it was a Mandatory teacher, they were more relaxed. For example, if we asked permission to look on ChatGPT, they would say, "Okay, it's okay." So it was like they were more open.
Question 3: What do you think about English teachers supporting ChatGPT in the learning process?	
SH1	<p>It depends on the context. For example, when doing the tests, teachers don't allow ChatGPT because they want to test students' understanding. But in other contexts, it's allowed. The important thing is that you understand the content of the answer, not just copy it.</p> <p><i>So, with that approach from the teachers, do you feel more enjoyment using ChatGPT?</i></p> <p>Answer: Pretty much, Kak. It's easier to find answers, but it also "forces" us to read, not just take things at face value.</p>
SH2	<p>I think it's pretty good. My 10th-grade English teacher didn't use ChatGPT at all. But now, in 11th grade, the teacher is more open and even recommends using ChatGPT.</p>
SH3	<p>I think it's good. Because with support from teachers, students in other classes can also learn English more effectively. Many students believe they can be proud if they learn through ChatGPT, but I don't think so. We still need to understand what ChatGPT provides. Learning via ChatGPT is very different compared to speaking directly with a native speaker, for example.</p> <p><i>So, if you get an answer from ChatGPT, don't just believe it immediately. Do you still check it on Google or other sources?</i></p> <p>Answer: Yes. Or if I ask ChatGPT something, especially in English, and there's something unclear, I might ask the teacher directly.</p> <p><i>Okay. Have you ever had a classroom discussion where the teacher allowed you and your friends to use ChatGPT to participate actively?</i></p> <p>Answer: Yes, I have. That was during a group project. The teacher allowed us to summarize a story and then make a presentation. At that time, I used</p>

	<p>Gemini, not ChatGPT, because I thought Gemini had better skills. I processed the output from Gemini again, and if something was incorrect, I directly asked the teacher.</p> <p><i>Which AIs do you think are good and reliable besides ChatGPT?</i></p> <p>Answer: I think there's Black Box (which is still from ChatGPT), then Perplexity—an AI that shows data from social media, not just text, but with source links, too. Then there's the Character.AI. Although people usually use it for fun stuff, I don't use it that way. However, I use Character.AI the most because it has a voice chat feature. I choose the English-speaking AI. Then I talk to it like chatting with a friend or teacher. It helps me practice speaking, too.</p> <p><i>Cool. Do your friends know as much about AI as you do?</i></p> <p>Answer: Not yet. Most of my friends are still stuck with ChatGPT. They haven't explored other AIs.</p>
SH4	In my opinion, the teacher seems to be just so-so. Because the teacher is also aware that we are in the modern era. And the learning in the class is directly talking. So we focus on listening and reading, which is not mixed with material. So, the material is just stories.
SH5	<p>Well... ehm... there is. There are times when, for example, the teacher gives new material. Then, the students are usually asked to look for references first, what the new material is about. So, we already know the material before discussing it with the teacher.</p> <p><i>Has it ever happened if, for example, using ChatGPT, the answer seems strange, doesn't make sense, and the terms are incorrect?</i></p> <p>Answer: That's true. For example, if you're looking for material like that, then looking for that... so it seems like in ChatGPT, when we tell the teacher, it turns out to be off the mark. So, I just asked Google directly. It turns out the answer is different.</p>
SL1	Some teachers support it by providing direction, but some limit it.
SL2	The teacher in my class is indifferent. The important thing is that we can practice speaking for ourselves in front of the class.
SL3	That's great, Kak because it can lighten the load and provide helpful resources.
SL4	Never. My English teacher never directly supported the use of ChatGPT. At most, they only suggested opening a dictionary or searching on Google.
SL5	It is more or less the same as the answer in the previous number.
Question 4: In your opinion, how does using ChatGPT make learning or doing assignments more enjoyable?	
SH1	I've only recently started using ChatGPT. I used to use Google more. ChatGPT answers quickly, but you still need to double-check. It's pretty enjoyable, but you have to be diligent about checking.

	<p><i>Have you ever come across a wrong answer?</i></p> <p>Answer: Yes, but not too often. If unsure, I'll look for other sources or ask ChatGPT again.</p>
SH2	<p>Yes, when the task is difficult, I go straight to ChatGPT to consult and discuss, especially with long texts.</p> <p><i>Why did you end up choosing ChatGPT instead of Google Translate? Because of the long texts?</i></p> <p>Answer: Yes, because the text is long. So ChatGPT is better because it doesn't have character limits.</p>
SH3	<p>It is enjoyable, yes. But it also depends on the subject. For example, friends sometimes use ChatGPT to look for answers online for math. But even though the answers show up, they don't understand them better because they don't know what they mean, especially when the output is in English.</p>
SH4	<p>I use ChatGPT in learning. It's more fun because the access is fast. So, for example, I am too lazy to read the LKS book or the textbook, so I will type it directly in ChatGPT, which will be processed directly by him. Then, ChatGPT can give us what we request, whether to be clarified or shortened. Then sometimes Sekar, for example, if she is asked to make a PPT, Sekar asks for help to summarize it. I mean to give the material to ChatGPT so he can immediately summarize it, "What are the points?" like that. Then ChatGPT is also more flexible. We can access it anywhere. For example, if we rely on PPT from the past, the file might disappear from our device. We have to ask the teacher or someone else again. ChatGPT doesn't have that. Open it. Wow!</p>
SH5	<p>Oh, I can. Look, I also sometimes don't understand a material. Then, with ChatGPT, we are free to ask anything on ChatGPT. Then, I told ChatGPT to create a concept about the material that was easier to understand. ChatGPT helps us understand the material more simply. Because ChatGPT has helped.</p>
SL1	<p>Yes, it helps to understand the material faster and as a medium to find references and provide creative ideas for assignments.</p>
SL2	<p>It's not more fun, just easier. But sometimes the answer is wrong.</p>
SL3	<p>It's pretty standard, Kak. Sometimes, ChatGPT produces the same results. For example, if asked to make a speech, the results of a class can all be similar.</p>
SL4	<p>It's like this, Kak. If you use ChatGPT, the answer can come out immediately. It's different if we search via Google; websites appear, and we must read the contents first. If the answer comes out immediately in ChatGPT, it also has drawbacks. We become less interactive, and our insight is not broad because we only know one thing. We can learn things from books or other sources outside of what we are looking for. So, in my opinion, ChatGPT is less effective because it only provides one point of view.</p>
SL5	<p>Even though I can speak English, sometimes putting the words together is</p>

	hard. So, using ChatGPT helps. He answered right away so I could understand what he meant.
Question 5: From your experience using ChatGPT for assignments, do you have an interesting way of utilizing it?	
SH1	I like to ask ChatGPT to summarize texts or rewrite them in simpler language. For example, "Please summarize this for a 5-year-old." So the result is easier to understand.
SH2	So far, there haven't been any exciting ways, just for assignments.
SH3	<p>I often use more specific prompts when using ChatGPT. So, I don't ask general questions; instead, I search on Google first to find out how to make good prompts so the results are more accurate and complete. Because if we ask randomly, the results are often lacking.</p> <p><i>How do you find prompts when looking for them?</i></p> <p>Answer: I follow several AI accounts on Instagram. Many share prompts for free, especially for students or college kids. I study them and try them out myself.</p>
SH4	First, if it's about lessons, it must be with more specific questions. So, for example, if the question has to explain something, maybe I won't type, "Explain ABCD." But I will type, "What is ABCD?" or something more specific. Then, if, for example, the answer is lacking, in my opinion, I will request it again. After that, comment again, typing again like, "Can the answer be more like this, more on point," or something like that.
SH5	Uhm... maybe by... uhm... we ask ChatGPT first, then if, for example, the answer in ChatGPT feels less convincing, I usually look for other sources first. For example, to Google, then match which ones are correct. If it's confusing, look for the source we trust more. Which one?
SL1	It can be used for conversation practice, summarizing material, creating sample texts, or finding writing inspiration.
SL2	Yes. I usually recheck the answer. You can't just believe it. Usually, I compare it with Google. If it's different, I will ask ChatGPT again until it matches.
SL3	There isn't one, Kak. But usually, I go straight to the point. For example, if I want to make a speech, I don't immediately say, "Make me a speech," but I give the topic first, then the details.
SL4	I have. I usually don't copy the answer directly. I read it first, I understood it, then I changed it using my language. So later, when I remember it, it's easy because it's my sentence, not from ChatGPT. That's what I do most often when using ChatGPT.
SL5	Usually, I ask for a long answer so it's not too obvious that I'm using ChatGPT. But if it's too long, I'll summarize it myself. That's what I find fun.
Question 6: Have you ever had a moment or achievement using ChatGPT that made you feel proud?	
SH1	Not really. I usually use it for assignments. Nothing that makes me feel very proud.

	<p><i>But have you ever felt satisfied with ChatGPT's answers?</i></p> <p>Answer: Yes. Because ChatGPT often explains the reasoning behind its answers, so I understand better.</p>
SH2	Yes, it is satisfying because ChatGPT provides many examples based on our preferences.
SH3	Yes, but not with ChatGPT, I used Gemini. I joined a content creator competition at Universitas Pendidikan Nasional (Uniknas) Denpasar. I asked Gemini how to make an interesting script, what the visuals should look like from beginning to end, and what recommendations for background music are. The result was satisfying—I won second place.
SH4	Yes, for example, when studying before a test, I look for explanations on ChatGPT. If it's not clear, I ask for clarification. Because when I study, I take notes, Sis. I make my summary. So it's more understandable than using YouTube or Brainly, which are similar.
SH5	I am more into feeling happiness because it helps me understand the concept.
SL1	When you can complete tasks better with the help of ChatGPT, for example, by making a more structured essay, it is more correct.
SL2	Often. Sometimes, the teacher appreciates me when I answer quickly and correctly. My friends are confused, but I can answer because I asked ChatGPT.
SL3	Hmm... no, Kak. Because if you feel proud, it's when you do it yourself, not with other people's help. If the help comes from outside, the sense of pride decreases.
SL4	Hmm... Nothing. I've answered wrongly three times because of ChatGPT. So, I'd rather find it myself, Kak. If I do use ChatGPT, it's usually for lighter things.
SL5	There is also. At that time, the task was to string words together, but I was confused, so I used ChatGPT. And it was beneficial because the task had to be submitted on time.
Question 7: How does using ChatGPT contribute to creating a "close-knit group" experience in your learning process?	
SH1	<p>Yes, because we often have discussions. It makes learning more active. The relationship between seatmates and the teacher also becomes closer because of the frequent discussions.</p> <p><i>Has there ever been a disagreement among the group members because of ChatGPT?</i></p> <p>Answer: Never. Because we usually share one phone and check things together.</p>
SH2	<p>Each student is usually given a task in English groups: find this, find that.</p> <p>Maybe they each search on ChatGPT and then combine the answers into one. If we get different results, we discuss them first and decide which answer is best.</p>
SH3	In group discussions, using ChatGPT sometimes makes people lazy. Only

	<p>one person accesses ChatGPT, and the others sit back. They wait for the result, then chill or sleep. In the end, one person does all the work. The rest accept the final version.</p> <p><i>Have you ever had a group where everyone used ChatGPT and compared the results?</i></p> <p>Answer: Never. Usually, just one or two people use it. The others wait because they know someone already used ChatGPT.</p> <p><i>Once you get the answer from ChatGPT, do you still discuss it or use it immediately?</i></p> <p>Answer: Sometimes, we discuss it but use it more often without deeper analysis.</p>
SH4	<p>Yes, when in a group with friends, we definitely have our opinions first. Opinion A, opinion B. Then we combine opinions A and B, and then ChatGPT summarizes it. So we get a middle ground, a final ground. There is ChatGPT, right? Then, for example, we are asked to discuss creating a project. So we ask ChatGPT again for help: "What job descriptions must be there?" When he gave us a list of what needed to be done, we could determine which group members would care for A, B, C, etc.</p>
SH5	<p>Sometimes, there is a task that requires everyone to find a group. Then, some group members are looking for answers in ChatGPT. They don't read the answers they get first. They copy-paste them. So we are a bit different. The ChatGPT language is the same as our language. So, it's undeniable that they are using ChatGPT. Then, on average, everyone looks for different answers using ChatGPT. But if we've found all the answers, we combine them like several opinions.</p>
SL1	<p>It can be a topic of discussion with friends, for example, comparing answers or asking ChatGPT to explain something differently.</p>
SL2	<p>Yes. For example, ChatGPT helps provide a mediator answer if friends have different opinions. So we agree to use that answer.</p>
SL3	<p>At most, two people are looking for answers using ChatGPT. The others follow along.</p>
SL4	<p>Suppose it's boys, maybe yes, because they want to finish quickly. But girls usually discuss it first and analyze it first. So they don't copy and paste directly from ChatGPT.</p>
SL5	<p>Yes. I was in a team with two boys and two girls during group work. The guys seemed too lazy to contribute, so they said, "Just use ChatGPT." They immediately got the answer from ChatGPT. I also just used it because it was already there. I was too lazy to look for it again.</p>
<p><i>Question 8: Have there been times when using ChatGPT made you laugh or created humorous moments with friends/other users? If so, how did that happen?</i></p>	
SH1	<p>Never. We only use it for assignments. It's not like we'll laugh while doing homework, Kak.</p>
SH2	<p>Hmm, I haven't tried anything funny myself. However, a friend once vented</p>

	to ChatGPT, and ChatGPT responded well, even giving advice. If you ask it to make jokes, ChatGPT reacts, too.
SH3	Yes, I've made jokes with ChatGPT, which also replied with jokes. But I think the replies were weird and didn't make sense. Super stiff, obviously robotic.
SH4	I never use ChatGPT for jokes. However, I use ChatGPT more often than when studying or arguing about movies.
SH5	There was a time when I was bored. Then ChatGPT was used to play guessing games together, and ChatGPT was quite entertaining. But I think it's because it's an AI. So, there are also words that are not very similar to ours. Well, the robot language can't be avoided either. His answers are also stiff.
SL1	There have been ChatGPT answers that were too formal or didn't make sense, so they became the subject of jokes with friends.
SL2	I have. When I searched for Balinese, the answer was peculiar. It's funny. Sometimes, it even comes out in Sundanese or Javanese.
SL3	Never
SL4	No way. I've never used it for things like that, Kak.
SL5	Once, when we were online, our answers were all the same. The teacher immediately said, "You must be from ChatGPT, right?" Then we laughed together, and the teacher was joking, not angry.
Question 9: What do you think about ChatGPT's contribution to creating common jokes during conversations with friends/other users?	
SH1	Maybe someday, but not yet. The language is still formal and sometimes doesn't make sense.
SH2	It contributes, I'd say. Sometimes, there's a word my friend doesn't understand—it sounds weird. Then someone says, "Just ask ChatGPT." ChatGPT answers, and we're not confused anymore.
SH3	I think ChatGPT isn't very suitable for speech or jokes. Because it takes references from the internet and then compiles them into content. But the results often don't match what I expected.
SH4	I sometimes come across foreign jokes if I'm more like watching TikTok. For example, if I don't understand, I immediately switch to ChatGPT and ask, "What does this joke mean?"
SH5	So far, no, never. It's more like just looking for something or doing an assignment.
SL1	Sometimes, ChatGPT gives funny or out-of-topic responses that can be used as jokes with friends.
SL2	Not yet. Maybe you can try it later.
SL3	Never because when we make jokes, it's usually spontaneous, directly from us, not from our cellphones.
SL4	So far never
SL5	So far never
When using ChatGPT, do you access it via an app or website?	
SH2	Now, there's an app on social media—you can access it directly. I download the application.
SH3	I use all AIs via the website. Because if I download the app, my RAM

	would cry—it's not enough.
SH4	Use the application. If the web is complicated, you have to open the web again. So, download it.
SH5	Because my memory is full, I use the one from the web. But, it can be more complicated because if you use the application, if you search for ChatGPT, you press the application, and it will appear immediately. But if you use the web, you usually have to reload it first, then search again.
SL4	Average from the website. Because if the application is heavy, it will increase the phone's memory.
<i>In your opinion, what is your favorite feature of ChatGPT?</i>	
SL4	The answers are fast and straight to the point. You can also be asked to make a summary of a long one. That helps when you're in a hurry.
<i>What weaknesses have you experienced with ChatGPT?</i>	
SH1	It makes you get used to not thinking for yourself. You go straight to ChatGPT for everything. Sometimes, we don't even realize if the answer is wrong. And if ChatGPT gives an explanation that's too long, it can make you doubt an answer that was originally correct.
SL4	In my opinion, the formal language in ChatGPT is one of its weaknesses. Sometimes, I get a question. I tried to ask ChatGPT and Gemini, but the answers were different. For example, ChatGPT says the answer is A, but Gemini says B. Sometimes both are wrong, too. So, I believe that if I've checked from a book or trusted source, I should look for Gemini if I can't find it. So, Gemini is just the last option.
<i>Overall, how comfortable or happy are you using ChatGPT? Is it influenced by your teachers, yourself, or your friends?</i>	
SH2	It is very comfortable because the features are great.
SH3	So far, I enjoy using ChatGPT. Because almost everyone uses it, it's easy to discuss or chat about ChatGPT. But when talking to new people, I'm sometimes more cautious, too.
SH4	It is convenient because, in my opinion, ChatGPT is a replacement for Google. For example, if I go to the health center, I want to look for a health certificate. So I searched on ChatGPT, "How do I ask for a health certificate at the health center?" Yesterday, my m-banking was almost blocked, and finally, I asked ChatGPT: "How does it work..." Then, after reading the explanation and re-logging in, I could do it without going to the bank.
SH5	Quite comfortable. Because everything we are looking for is also... yes, she answered. <i>Are there any things that make you feel a little uncomfortable?</i> Answer: Yes. For example, if we search for a test, then there is an answer choice that is not there. But her answer, for instance, if we ask, she... we ask question A, then she answers A. Then, for example, if we ask, "Oh no, is B the answer?" Then she answers, "Oh, it turns out the answer is B." So, it

	doesn't seem convincing.
SL2	<p>Comfortable, I never had any problems so far. It's just that sometimes teachers or the school environment make you hesitate.</p> <p><i>What about yourself and your friends?</i></p> <p>Answer: They are positive. Many people use it.</p>
SL3	It's so-so, Kak because sometimes ChatGPT's answers don't connect to what I want. Then also, sometimes someone says it's bad. It's like, "Ah, she doesn't work alone," like that. So there is a stigma, too.
SL5	Very convenient. If I'm stuck, ChatGPT can help. So, even though some teachers are strict or don't care, I still enjoy using it.
<i>If you could suggest ChatGPT, what would it be?</i>	
SH2	If possible, ChatGPT could provide explanations with images. But I think it can't do that yet.
SH1	Maybe not give too many reasons that confuse people. If asked for an answer, answer. If asked for a reason, then give the reason.
<i>Are you using ChatGPT premium or regular?</i>	
SH4	The free one. The regular one. I haven't tried the premium one because the regular one is good enough—no need for a premium.
SL4	If my friends in the class mostly use the usual one too, the usual one. That's the fear. The fear is that we will be too dependent on ChatGPT if we use the premium one. Later, we will become lazy and not want to read books or seek insight from other sources. So, if possible, don't get addicted.
<i>Regarding the career dimension in the questionnaire, are you interested in a career involving AI, such as ChatGPT?</i>	
SH4	<p>Agreed because we are in the modern era. Everything is technology-based. As long as it can be made easier with technology, why not? That's it.</p> <p><i>Then, do you think the lessons and information related to ChatGPT are essential to learn?</i></p> <p>Answer: It is essential to know how technology develops by accessing its features and how to use it.</p> <p><i>Okay. During your time using ChatGPT, did it feel fun or boring? So-so?</i></p> <p>Answer: So-so. In the middle means. It is because there is no reason to be happy and not annoyed. Every time I ask, it will give an answer, right? So nothing is annoying but nothing too fun that makes us feel, "ChatGPT is all about I love you" or something. So, it's just, "I need you. I use you."</p>
SH5	Yeah, it's 50-50. Maybe we don't have to rely on it too much, but we'll need it someday. Yeah, it's half and half.
SL3	I don't want it because if the job uses ChatGPT, it requires frequent use of computers, right? I prefer those that don't use technology too much. If it's too often, your eyes hurt, and your focus can easily wander. People are spoiled by technology. They are no longer used to looking for information

	through books or other sources.
SL4	I felt unsure because, in my opinion, a career is about ourselves. We know what we want to be where our strengths and weaknesses are. So, if all that is left to ChatGPT, we don't know ourselves. I'm afraid that we will end up confusing ourselves because it's not from ourselves. So, if I have to choose, I will choose the one that does not involve ChatGPT. Because I fear that I will become dependent, I cannot think for myself, and will become even more stupid because we rely too much on AI, even though AI is not necessarily 100% right.
SL5	If we work continuously depending on ChatGPT, we will not develop. So I think, yes, it's okay to use ChatGPT occasionally, but don't make it your mainstay all the time.
<i>I want to ask about gender differences, such as between men and women when using ChatGPT. In your opinion, does it have an effect? For example, are men better at using ChatGPT, or are women better at using ChatGPT?</i>	
SH4	Not really. The friends I know have equal abilities. Both men and women can use ChatGPT.
SH5	No, gender is not. That's just people's mindset, in my opinion. For example, in class with friends, their abilities are average. Like, if men use it, women also use it. So, no one is better at using it. In my class, on average, the girls are better at processing words from the answers they get from ChatGPT. As for the boys, on average, they will copy-paste the answers without thinking anymore.
SL4	It depends on the person. It depends on each person's personality and curiosity. It can't be differentiated based on gender alone.
SL5	Not really, just average. The girls are just as good.
<i>Then, in your opinion, does everyone need to access ChatGPT?</i>	
SH5	Not really. Just according to our needs. If there isn't one—for example, an official source, Google is the one most people use. If it's not on Google, then search on ChatGPT. If it's already on Google, there's no need to search on ChatGPT, just from a trusted source.
SL5	Not really. Some people are lazy, so they use ChatGPT to make it faster. Some are diligent and prefer to find it themselves. My friends are the same. They are all different.
<i>In your opinion, is it necessary to educate students and the general public about ChatGPT?</i>	
SL3	It's essential, Kak. Because the future will be full of technology, in my opinion, the importance of it is 50:50. If we use ChatGPT too often, we will be too spoiled. But we will be left behind if we don't know how to use it.
SL4	In my opinion, it's not that important. Because if we can find out for ourselves, that's it. Besides, we already know how to use it, so there's no need to learn it in school.
<i>Apart from ChatGPT, are there any friends who use other AIs too?</i>	
SL4	There are, like Gemini. But the most popular is still ChatGPT.