APPENDIX

Appendix 1 Application letter for research



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	: Moh Rafli Wahyudi
NIM	: 2112021082
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: INVESTIGATING THE READINESS AND SASTISFACTION OF
	TEACHERS AND STUDENTS AT SMA NEGERI 4 SINGARAJA ON
	IMPLEMENTATION OF CHATGPT AS A TOOL IN ENGLISH
	LEARNING

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



Tembusan:

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

No	Dimensions	Indicator	Items
1.	Computer/Internet self-efficacy (CIS)	 I feel confident in performing the basic functions of ChatGPT. I feel confident in my knowledge and skills of how to manage ChatGPT for English language learning tasks. I feel confident in using ChatGPT to gather information for English language learning tasks. 	1, 2, 3
2.	Self-directed learning (SDL)	 I can create and follow my own English language learning plan when using ChatGPT. I actively seek support from ChatGPT when facing difficulties in English language learning tasks. I use ChatGPT effectively to manage my time for English language learning tasks. I set clear English language learning goals when using ChatGPT as a learning tool. I have high expectations for my performance in English language learning with the assistance of ChatGPT. 	4, 5, 6, 7, 8
3.	Learner Control (LC)	 I can guide and monitor my own English language learning progress when using ChatGPT. I can stay focused on my English language learning tasks without being distracted by unrelated ChatGPT responses. I reuse the ChatGPT-generated responses or prompts to gain a deeper understanding of English language learning materials. 	9, 10, 11
4.	Motivation for Learning (MFL)	12. I am open to new ideas and approaches when using	12, 13, 14, 15

Appendix 2 Readiness Questionnaire for Students

		 ChatGPT for English language learning tasks. 13. I feel motivated to use ChatGPT for self-improvement and English language learning tasks. 14. I improve my English language learning tasks by learning from the feedback and suggestions provided by ChatGPT. 15. I enjoy using ChatGPT to brainstorm ideas and enhance my English language learning tasks. 	
5.	Online Communication Self-Efficacy (OCS)	 16. I feel confident in using ChatGPT to effectively communicate my ideas in English language learning tasks. 17. I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT 18. I feel confident in asking clear questions or seeking clarification about my English language learning when using ChatGPT. 	16, 17, 18
		NDIKSHA)

No	Dimensions	Indicator	Items
1.	Computer/Internet self-efficacy (CIS)	 I feel confident in performing the basic functions of ChatGPT. I feel confident in my knowledge and skills of how to manage ChatGPT for English language teaching tasks. I feel confident in using ChatGPT to gather information for English language teaching tasks. 	1, 2, 3
2.	Self-directed learning (SDL)	 I can create and follow my own English language teaching plan when using ChatGPT. I actively seek support from ChatGPT when facing difficulties in English language teaching tasks. I use ChatGPT effectively to manage my time for English language teaching tasks. I set clear English language teaching goals when using ChatGPT as a learning tool. I have high expectations for my performance in English language teaching with the assistance of ChatGPT. 	4, 5, 6, 7, 8
3.	Learner Control (LC)	 I can guide and monitor my own English language teaching progress when using ChatGPT. I can stay focused on my English language teaching tasks without being distracted by unrelated ChatGPT responses. I reuse the ChatGPT-generated responses or prompts to gain a deeper understanding of English language teaching materials. 	9, 10, 11

Appendix 3 Readiness Questionnaire for Teachers

	1	1	
4.	Motivation for Learning (MFL)	 12. I am open to new ideas and approaches when using ChatGPT for English language teaching tasks. 13. I feel motivated to use ChatGPT for self-improvement and English language teaching tasks. 14. I improve my English language teaching tasks by learning from the feedback and suggestions provided by ChatGPT. 15. I enjoy using ChatGPT to brainstorm ideas and enhance my English language teaching tasks. 	12, 13, 14, 15
5.	Online Communication Self-Efficacy (OCS)	 16. I feel confident in using ChatGPT to effectively communicate my ideas in English language teaching tasks. 17. I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT 18. I feel confident in asking clear questions or seeking clarification about my English language teaching when using ChatGPT. 	16, 17, 18
		NDIKSHA	

No	Factor	Sub Factor	Items
1)	Instructor Factor	Classroom Management	1. How satisfied are you with the teacher's way of addressing the challenges you face when using ChatGPT for English language learning?
			2. How satisfied are you with how the teacher manages the English language learning process in a structured manner when integrating ChatGPT?
		ILS PENDIDI	3. How satisfied are you with the teacher's way of creating an engaging and supportive learning environment when using ChatGPT for English language learning?
		Learning Method	4. How satisfied are you with the learning methods used by the teacher when integrating ChatGPT into English language learning activities?
			5. How satisfied are you with the variety of learning methods provided by the teacher to support English language learning using ChatGPT?
2)	Interaction Factor	Teachers - Material	6. How satisfied are you with the ease of accessing information or suggestions generated by ChatGPT in English language learning activities?
			 How satisfied are you with the opportunities to explore English language learning materials further using ChatGPT?
			 How satisfied are you with the new understanding you gained after engaging with the support

Appendix 4 Satisfaction Interview Guide for Students

			provided by ChatGPT in English language learning?
	Teachers – Students	9. How satisfied are you with your opportunities to consult with the teachers about issues while using ChatGPT in English language learning?	
			10. How satisfied are you with the suggestions and feedback provided by the teachers regarding your English language learning based on ChatGPT responses?
		TAS PENDIDI	11. How satisfied are you with the enthusiasm and motivation given by the teachers while integrating ChatGPT into your English language learning?
	The second secon	Students – Students	12. How satisfied are you with the communication, such as exchanging information and knowledge between fellow students with the aid of ChatGPT in English language learning?
		ONDIKS	13. How satisfied are you with the opportunities to work and participate in group discussions about English language learning using ChatGPT?
			14. How satisfied are you with the opportunities to interact personally with other students in English language learning tasks involving ChatGPT?
3)	Technology Factor	Tools	15. How satisfied are you with the use of ChatGPT as a technological tool to support your English language learning process?
			16. How satisfied are you with the flexibility of ChatGPT in

	assisting different aspects of
	English language learning?
	17. How satisfied are you with the ease of use of ChatGPT's features in English language learning?
	18. How satisfied are you with the availability of guidance or tutorials when using ChatGPT for English language learning?
Accessibility	19. How satisfied are you with the availability of access to ChatGPT as a tool for English language learning?
TAS PENDIDI	20. How satisfied are you with the speed and reliability of accessing ChatGPT for English language learning?
Accessibility	21. How satisfied are you with the availability of access to English language learning resources provided through ChatGPT?
	22. How satisfied are you with how ChatGPT provides easy access to diverse English language learning resources?
Usefulness	23. How satisfied are you with the usefulness of ChatGPT- generated content in supporting your English language learning?
	24. How satisfied are you with the variety of English language learning resources that ChatGPT can provide?
	25. How satisfied are you with the flexibility of ChatGPT in generating different types of support to suit your English language learning needs?

Appendix	5 Satisfaction Interview Guide for Teachers
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No	Factor	Sub Factor	Items
1)	Instructor Factor	Classroom Management	1. How satisfied are you with your ability to address
		C	students' issues during English
			language teaching involving ChatGPT?
			2. How satisfied are you with
			how the students manage the
			English language teaching
			process in a structured manner when integrating ChatGPT?
			3. How satisfied are you with
			ChatGPT's role in helping to
			create a positive and engaging English language teaching
		NUMBER	environment?
		Learning Method	4. How satisfied are you with the
			teaching methods when integrating ChatGPT into
	S	5444	English language teaching
	N S	S SSE	activities?
			5. How satisfied are you with the variety of teaching methods
		North San	ChatGPT supports in your
			English language teaching
2)	Interaction Factor	Teachers - Material	lessons?6. How satisfied are you with the
_,	77.00	NYVVVVVV	accessibility of content or
			resources suggested or
		400	generated by ChatGPT for English language teaching?
		Dr.	7. How satisfied are you with
		ADIKS	ChatGPT's ability to adapt English language teaching
	and the second		materials further?
			8. How satisfied are you with the
			quality of content generated by
			ChatGPT for English language teaching purposes?
		Teachers – Students	9. How satisfied are you with the
			ease of communicating with
			students using ChatGPT as a support tool in English
			language teaching?
			10. How satisfied are you with
			how ChatGPT assists you in providing feedback and
			resolving students' queries in
			English language teaching?

		•	
			11. How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students in English language teaching?
		Teachers – Teachers	12. How satisfied are you with the
			communication, such as
			exchanging information and
			knowledge between fellow
			teachers with the aid of
			ChatGPT in English language
			teaching?
			13. How satisfied are you with the
		A	role of ChatGPT in facilitating discussions or brainstorming
			among teaching staff in
			English language teaching?
			14. How satisfied are you with
		-WATER-	ChatGPT's ability to provide
		S ARVINI	insights or suggestions that
		Ser. A	improve teamwork or
			collaboration in an English
2)	Technology Footon	Tools	language teaching setting?
3)	Technology Factor	TOOIS	15. How satisfied are you with the use of ChatGPT as a
	8		technological tool to support
	~		your English language
			teaching process?
			16. How satisfied are you with the
		CHI MAN	flexibility of ChatGPT in
		A MANANA AN	assisting different aspects of
			your English language teaching?
		4000	17. How satisfied are you with the
			ease of use of ChatGPT's
		UND ol	features in English language
		NDIKS	teaching?
			18. How satisfied are you with the
			availability of guidance or
			tutorials when using ChatGPT
		Accessibility	for English language teaching?
		Accessibility	19. How satisfied are you with the availability of access to
			ChatGPT as a tool for English
			language teaching?
			20. How satisfied are you with the
			speed and reliability of
			accessing ChatGPT for English
		A •1 •1•.	language teaching?
		Accessibility	21. How satisfied are you with the availability of access to
			availability of access to English language teaching
		l	English language teachiling

		resources provided through
		ChatGPT?
		22. How satisfied are you with the ease of accessing specialized
		content or materials for
		English language teaching
		through ChatGPT?
	Usefulness	23. How satisfied are you with the usefulness of ChatGPT-
		generated content in
		supporting your English
		language teaching?
		24. How satisfied are you with the variety and adaptability of
		ChatGPT-generated resources
		for different student needs in
		English language teaching? 25. How satisfied are you with the
	NUMBER	flexibility of ChatGPT in
	S & A RUDINI	supporting creative and
	Nº A	innovative English language teaching strategies?
	0 NDIKS	14

Appendix 6 Expert Judgement Sheet

EXPERT JUDGEMENT SHEET

- Name : Moh Rafli Wahyudi
- NIM : 2112021082
- Title: Investigating The Readiness and Satisfaction of Teachers and
Students at SMA Negeri 4 Singaraja on The Implementation of
ChatGPT as a Tool in English Learning
- **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 teachers regarding the integration of ChatGPT in English language learning/teaching at SMA Negeri 4 Singaraja. The study aims to explore the experience of both groups, focusing on their level of readiness and satisfaction in using ChatGPT as a learning/teaching tool. Your feedback will help ensure the validity and reliability of the research instrument, contributing to a better understanding of the factors that influence the effective use of AI tools like ChatGPT in English language learning/teaching.

Research Questions

- 1. What is the readiness level of SMA Negeri 4 Singaraja students for implementing ChatGPT as an English language learning tool?
- 2. What is the readiness level of SMA Negeri 4 Singaraja teachers for implementing ChatGPT as an English language teaching tool?
- 3. How satisfied are SMA Negeri 4 Singaraja students with their readiness level to use ChatGPT as an English language learning tool?

4. How satisfied are teachers at SMA Negeri 4 Singaraja with their readiness level to use ChatGPT as a tool for teaching English?

Theory

No.	Research Questions	Theory	Note
1)	What is the readiness	Hung et al.	OLRs (Online Learning Readiness) theory
	level of SMA Negeri 4	(2010)	by Hung et al. (2010) refers to the Online
	Singaraja students for		Learning Readiness Scale (OLRS), which
	implementing		was developed to measure students'
	ChatGPT as an		readiness for online learning. This theory
	English language		can be adapted to assess the level of
	learning tool?		ChatGPT readiness among students in the
		and the second s	English learning. According to Hung et al.
			(2010), the five key components of Online
			Learning Readiness are:
		NUT &	1. Computer/Internet Self-Efficacy
		100	2. Self-Directed Learning
			3. Learner Control
		-01	4. Motivation for Learning
	A N	de	5. Online Communication Self-
		1	Efficacy
2)	What is the readiness	Hung et al.	OLRs (Online Learning Readiness) theory
	leve <mark>l</mark> of SMA Negeri 4	(2010)	by Hung et al. (2010) refers to the Online
	Singaraja teachers for	11111	Learning Readiness Scale (OLRS), which
	implementing	1911	was developed to measure students'
	ChatGPT as an	Re-	readiness for online learning. This theory
	English language	N NAV	can be adapted to assess the level of
	teaching tool?		ChatGPT readiness among teachers in the
			English language teaching. According to
	4		Hung et al. (2010), the five key
		and the second sec	components of Online Learning Readiness
		NAT	are:
		N 201	6. Computer/Internet Self-Efficacy
	in the second		7. Self-Directed Learning
			8. Learner Control
			9. Motivation for Learning
2)	How antiafielt	Long a g	Online Communication Self-Efficacy
3)	How satisfied are	Lemos &	This study will assess the satisfaction of
	0	Pedro	students regarding the integration of
	Singaraja students with their ability to	(2012)	ChatGPT in English language learning. The model's nine dimensions will be
	use ChatGPT as an		adapted, which include:
			-
	English language learning tool?		 Course Design Coordination
			 Coordination Faculty and Tutors
			 Faculty and Futors Curricular Program
			5. Resources
			 Kesources Learning Methodologies
			7. Evaluation System
	l		7. Evaluation System

r		1	
			8. Support Services
			9. Technology Infrastructure
		Moore	According to Moore (1989), transactional
		(1989)	distance and interaction are key factors
			influencing student satisfaction. These
			concepts refer to the psychological and
			communication space that may exist in
			educational settings, particularly when
			technology mediates learning. The level of
			satisfaction with ChatGPT integration in
			English language learning is expected to
			correlate with variations among three types
			of interaction, including:
			1. Student-Content Interactions
			2. Student-Instructor Interactions
			3. Student-Student Interactions
		Paechter et	
		al. (2010)	According to Paechter et al. (2010), key factors influencing student satisfaction
		al. (2010)	
		5 8 8 N	include instructors, technology, and learning resources.
		121	1. The instructor factor reflects how
		· 4	
		-100	
		2	through the teacher's pedagogical
	N S	- 513	knowledge and teaching effectiveness.
	2	J 16	
			2. The technology factor emphasizes
		Will Alber	the importance of reliable
		1 3 77	technological tools and adequate
	No. of the second		access, which can enhance user
		C	satisfaction.
			3. The course management factor
		27.666	includes the availability and
		(7 - 7 ·	quality of learning resources,
	4		plays a crucial role in shaping the
		4	overall learning experience.
4)	How satisfied are	Lemos &	This study will assess the satisfaction of
	teachers at SMA	Pedro	teachers regarding the integration of
	Negeri 4 Si <mark>ngaraja</mark>	(2012)	ChatGPT in English language teaching.
	with their ability to		The model's nine dimensions will be
	use ChatGPT as a tool		adapted, which include:
	for teaching English?		1. Course Design
			2. Coordination
			3. Faculty and Tutors
			4. Curricular Program
			5. Resources
			6. Learning Methodologies
			7. Evaluation System
			8. Support Services
			9. Technology Infrastructure
		Moore	According to Moore (1989), transactional
		(1989)	distance and interaction are key factors
			influencing teachers' satisfaction. These
L	I	1	

Paecl al. (2	concepts refer to the psychological and communication space that may exist in educational settings, particularly when technology mediates learning. The level of
A REAL AS	 The instructor factor feneties how students perceive satisfaction through the teacher's pedagogical knowledge and teaching effectiveness. The technology factor emphasizes the importance of reliable technological tools and adequate access, which can enhance user satisfaction. The course management factor includes the availability and quality of learning resources, plays a crucial role in shaping the overall learning experience.
UN N	DIKSHA

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Students' Readiness Questionnaire)

No.	Dimension	Indicator	Item Statements	Irrele vant	Rele vant	Suggestion
1)	Computer/I nternet self- efficacy	Confidence in performing basic functions using ChatGPT	I feel confident in performing the basic functions of ChatGPT.	vunt	Vuiit	
	(CIS)	Confidence in managing ChatGPT's features and settings	I feel confident in my knowledge and skills of how to manage ChatGPT for English language learning tasks.	C.I.	~	
		Confidence in using ChatGPT to gather information effectively	I feel confident in using ChatGPT to gather information for English language learning tasks.	ESH4	>	7
2)	Self- directed learning (SDL)	Ability to create and follow a plan for English language learning when using ChatGPT	I can create and follow my own English language learning plan when using ChatGPT.)		
		Actively seeking support through ChatGPT when facing English language learning challenges	I actively seek support from ChatGPT when facing difficulties in English language learning tasks.	4	~	
		Effectively using ChatGPT to manage time for English language learning tasks	I use ChatGPT effectively to manage my time for English language learning tasks.		~	
		Setting clear goals for using ChatGPT in English language learning activities	I set clear English language learning goals when using ChatGPT as a learning tool.		✓	
		Maintaining high expectations for performance when	I have high expectations for my performance in English		✓	

						,
		using ChatGPT in	language learning with			
		English language	the assistance of			
		learning	ChatGPT.			
3)	Learner	Ability to guide and	I can guide and monitor		\checkmark	
	Control	monitor English	my own English			
	(LC)	language learning	language learning			
		progress with	progress when using			
		ChatGPT	ChatGPT.			
		Staying focused on	I can stay focused on		\checkmark	
		English language	my English language			
		learning tasks	learning tasks without			
		without being	being distracted by			
		distracted by	unrelated ChatGPT			
		unrelated ChatGPT	responses.			
		responses				
		Reusing ChatGPT-	I reuse the ChatGPT-		\checkmark	
		generated responses	generated responses or		-	
		or prompts for	prompts to gain a	L.		
		deeper understanding	deeper understanding	1		
		in English language	of English language	-	h.	
		learning activities	learning materials.	4		
4)	Motivation	Willingness to	I am open to new ideas	2	1	
,	for	explore and embrace	and approaches when	Sec.		
	Learning	new ideas through	using ChatGPT for	2		1
	(MFL)	ChatGPT in English	English language		5 7	1
		language learning	learning tasks.	1		
		Having intrinsic	I feel motivated to use		\checkmark	
		motivation to use	ChatGPT for self-		·	
		ChatGPT for self-	improvement and		1	
		improvement and	English language	1		
		English language	learning tasks.	1	1	
		learning	6	12		
		Learning from	I improve my English		1	
		mistakes through the	language learning tasks			
		feedback and	by learning from the	57	137	
		suggestions received	feedback and	11	1	
		from ChatGPT in	suggestions provided			
		English language	by ChatGPT.			
		learning		100		
		Enjoying the process	I enjoy using ChatGPT		\checkmark	
		of using ChatGPT for	to brainstorm ideas and			
		brainstorming ideas	enhance my English			
		and enhancing	language learning			
		English language	tasks.			
		learning tasks				
5)	Online	Confidence in using	I feel confident in using		\checkmark	
	Communic	ChatGPT to	ChatGPT to effectively			
	ation Self-	communicate	communicate my ideas			
	Efficacy	effectively in English	in English language			
	(OCS)	language learning	learning tasks.			
	(000)	tasks	tearning works.			
	l	<i>wono</i>	1	I	1	

Comfort in expressing emotions, humor or tone when interacting with ChatGPT during English language learning activities	I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT	✓	
Confidence in formulating and posting clear questions or prompts to ChatGPT in English language learning tasks	I feel confident in asking clear questions or seeking clarification about my English language learning when using ChatGPT.	✓	

Singaraja, 14 Maret 2025 Made Hery Santosa, Ph.D. NIP. 197910232003121001

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Teachers' Readiness Questionnaire)

No.	Dimension	Indicator	Item Statements	Irrele vant	Rele vant	Suggestion
1)	Computer/I nternet self- efficacy	Confidence in performing basic functions using ChatGPT	I feel confident in performing the basic functions of ChatGPT.	vunt	Vuiit	
	(CIS)	Confidence in managing ChatGPT's features and settings	I feel confident in my knowledge and skills of how to manage ChatGPT for English language teaching tasks.		~	
		Confidence in using ChatGPT to gather information effectively	I feel confident in using ChatGPT to gather information for English language teaching tasks.	ESH4		7
2)	Self- directed learning (SDL)	Ability to create and follow a plan for English language teaching when using ChatGPT	I can create and follow my own English language teaching plan when using ChatGPT.	X	~	
		Actively seeking support through ChatGPT when facing English language teaching challenges	I actively seek support from ChatGPT when facing difficulties in English language teaching tasks.	4	V	
		Effectively using ChatGPT to manage time for English language teaching tasks	I use ChatGPT effectively to manage my time for English language teaching tasks.		✓	
		Setting clear goals for using ChatGPT in English language teaching activities	I set clear English language teaching goals when using ChatGPT as a learning tool.		✓	
		Maintaining high expectations for performance when	I have high expectations for my performance in English		~	

				1		1
		using ChatGPT in	language teaching with			
		English language	the assistance of			
		teaching	ChatGPT.			
3)	Learner	Ability to guide and	I can guide and monitor		\checkmark	
	Control	monitor English	my own English			
	(LC)	language teaching	language teaching			
		progress with	progress when using			
		ChatGPT	ChatGPT.			
		Staying focused on	I can stay focused on		\checkmark	
		English language	my English language			
		teaching tasks	teaching tasks without			
		without being	being distracted by			
		distracted by	unrelated ChatGPT			
		unrelated ChatGPT	responses.			
		responses	1			
		Reusing ChatGPT-	I reuse the ChatGPT-		\checkmark	
		generated responses	generated responses or		-	
		or prompts for	prompts to gain a			
		deeper understanding	deeper understanding	1		
		in English language	of English language	-		
		teaching activities	teaching materials.	-		
4)	Motivation	Willingness to	I am open to new ideas	36	1	
.,	for	explore and embrace	and approaches when	100		
	Learning	new ideas through	using ChatGPT for			No. of Concession, Name
	(MFL)	ChatGPT in English	English language	36	1	1
	(IVII L)	language teaching	teaching tasks.	1.00		
		Having intrinsic	I feel motivated to use		1	
		motivation to use	ChatGPT for self-		v	
		ChatGPT for self-	improvement and			5
		improvement and	English language		1	
		English language	teaching tasks.	N.	1	
		teaching	teaching tasks.	1		
		Learning from	I improve my English		1	
		mistakes through the	language teaching		Ň	
		feedback and	tasks by learning from	1	1	
		suggestions received	the feedback and	14	8	
		from ChatGPT in	suggestions provided	16		
		English language	by ChatGPT.			
		teaching	by Charof 1.	-		
		Enjoying the process	I enjoy using ChatGPT		√	
		of using ChatGPT for	to brainstorm ideas and		v	
		brainstorming ideas	enhance my English			
		and enhancing	language teaching			
		0	tasks.			
		English language	lasks.			
5)	Online	teaching tasks	I faal aanfidant in min		-	
5)	Online	Confidence in using	I feel confident in using		\checkmark	
	Communic	ChatGPT to	ChatGPT to effectively			
	ation Self-	communicate	communicate my ideas			
	Efficacy	effectively in English	in English language			
	(OCS)	language teaching	teaching tasks.			
		tasks				

Comfort in expressing emotions, humor or tone when interacting with ChatGPT during English language teaching activities	I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT	✓ ✓	
Confidence in formulating and posting clear questions or prompts to ChatGPT in English language teaching tasks	I feel confident in asking clear questions or seeking clarification about my English language teaching when using ChatGPT.	~	

Singaraja, 14 Maret 2025

ENDIDI. Made Hery Santosa, Ph.D. NIP. 19791023200<mark>3</mark>121001 KS

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Students' Readiness Questionnaire)

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

No.	Dimension	Indicator	Item Statements	Irrele	Rele	Suggestion
				vant	vant	20
1)	Computer/I	Confidence in	I feel confident in		\checkmark	
	nternet	performing basic	performing the basic			
	self-	functions using	functions of ChatGPT.			
	efficacy	ChatGPT		4		
	(CIS)	Confidence in	I feel confident in my	1	√	
		managing ChatGPT's	knowledge and skills	-		
		features and settings	of how to manage	34		
			ChatGPT for English	Carlos .		
	1		language learning	2		and the second se
			tasks.	- Ch	1	<u> </u>
		Confidence in using	I feel confident in using	1	\checkmark	
		ChatGPT to gather	ChatGPT to gather			
		information	information for English			
		effectively	language learning		1	
	a 10		tasks.	-		1
2)	Self-	Ability to create and	I can create and follow		1	
	directed	follow a plan for	my own English			
	learning	English language	language learning plan			
	(SDL)	learning when using ChatGPT	when using ChatGPT.			
			I dia la second	/		
		Actively seeking	I actively seek support from ChatGPT when	1.3	\checkmark	
		support through ChatGPT when	facing difficulties in			
		facing English				
		language learning	English language learning tasks.			
		challenges	learning tasks.			
		Effectively using	I use ChatGPT		1	
		ChatGPT to manage	effectively to manage		V	
		time for English	my time for English			
		language learning	language learning			
		tasks	tasks.			
		Setting clear goals	I set clear English		\checkmark	
		for using ChatGPT in	language learning		v	
		English language	goals when using			
		learning activities	ChatGPT as a learning			
			tool.			
		Maintaining high	I have high		\checkmark	
		expectations for	expectations for my			

			-		
		performance when	performance in English		
		using ChatGPT in	language learning with		
		English language	the assistance of		
		learning	ChatGPT.		
3)	Learner	Ability to guide and	I can guide and monitor	\checkmark	
	Control	monitor English	my own English		
	(LC)	language learning	language learning		
		progress with	progress when using		
		ChatGPT	ChatGPT.		
		Staying focused on	I can stay focused on	\checkmark	
		English language	my English language		
		learning tasks	learning tasks without		
		without being	being distracted by		
		distracted by	unrelated ChatGPT		
		unrelated ChatGPT	responses.		
		responses			
		Reusing ChatGPT-	I reuse the ChatGPT-	✓	
		generated responses	generated responses or		
		or prompts for	prompts to gain a		
		deeper understanding	deeper understanding		
		in English language	of English language		
		learning activities	learning materials.		
4)	Motivation	Willingness to	I am open to new ideas		
,	for	explore and embrace	and approaches when		and the second se
	Learning	new ideas through	using ChatGPT for		1
	(MFL)	ChatGPT in English	English language		
		language learning	learning tasks.		
		Having intrinsic	I feel motivated to use	✓	
		motivation to use	ChatGPT for self-	11	
		ChatGPT for self-	improvement and		
		improvement and	English language		
		English language	learning tasks.		
		learning			
		Learning from	I improve my English		
		mistakes through the	language learning tasks	1	
		feedback and	by learning from the	13	
		suggestions received	feedback and		
		from ChatGPT in	suggestions provided		
		English language	by ChatGPT.		
		learning	-		
		Enjoying the process	I enjoy using ChatGPT	√	
		of using ChatGPT for	to brainstorm ideas and		
		brainstorming ideas	enhance my English		
		and enhancing	language learning		
		English language	tasks.		
		learning tasks			
5)	Online	Confidence in using	I feel confident in using	✓	
Í	Communic	ChatGPT to	ChatGPT to effectively		
	ation Self-	communicate	communicate my ideas		
	Efficacy	effectively in English	in English language		
	(OCS)	language learning	learning tasks.		
		tasks	~		
	•	•		1	

Comfort in expressing emotions, humor or tone when interacting with ChatGPT during English language learning activities	I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT	✓	
Confidence in formulating and posting clear questions or prompts to ChatGPT in English language learning tasks	I feel confident in asking clear questions or seeking clarification about my English language learning when using ChatGPT.	~	

Singaraja, 14 Maret 2025

ENDID Luh Indrayani, S.Pd., M.Pd NIP. 1993051620<mark>23</mark>212040

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Teachers' Readiness Questionnaire)

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

ion

				 		
		performance when	performance in English			
		using ChatGPT in	language teaching with			
		English language	the assistance of			
		teaching	ChatGPT.			
3)	Learner	Ability to guide and	I can guide and monitor		<	
	Control	monitor English	my own English			
	(LC)	language teaching	language teaching			
		progress with	progress when using			
		ChatGPT	ChatGPT.			
		Staying focused on	I can stay focused on		\checkmark	
		English language	my English language		-	
		teaching tasks	teaching tasks without			
		without being	being distracted by			
		distracted by	unrelated ChatGPT			
		unrelated ChatGPT	responses.			
		responses	i coponico.			
		Reusing ChatGPT-	I reuse the ChatGPT-		\checkmark	
		generated responses	generated responses or		v	
		or prompts for	prompts to gain a			
		deeper understanding	deeper understanding			
		in English language	of English language			
		teaching activities	teaching materials.	12 N	10.	
4)	Motivation	Willingness to	I am open to new ideas	100	1	
4)	for	explore and embrace	and approaches when		V	No. of Concession, Name
	Learning	new ideas through	using ChatGPT for	32	7	
	(MFL)	ChatGPT in English	English language	150		
	(MITL)	language teaching	teaching tasks.			
			I feel motivated to use		1	
		Having intrinsic motivation to use	ChatGPT for self-		\checkmark	
		ChatGPT for self-	improvement and	-	1	
		improvement and		1		
		English language	English language teaching tasks.	1		
			teaching tasks.		1	
		teaching	T			
		Learning from	I improve my English		~	
		mistakes through the	language teaching	11	×	
		feedback and	tasks by learning from	1.11		
		suggestions received	the feedback and			
		from ChatGPT in	suggestions provided	-		
		English language	by ChatGPT.			
		teaching	I CLARK			
		Enjoying the process	I enjoy using ChatGPT		\checkmark	
		of using ChatGPT for	to brainstorm ideas and			
		brainstorming ideas	enhance my English			
		and enhancing	language teaching			
		English language	tasks.			
		teaching tasks				
5)	Online	Confidence in using	I feel confident in using		\checkmark	
	Communic	ChatGPT to	ChatGPT to effectively			
	ation Self-	communicate	communicate my ideas			
	Efficacy	effectively in English	in English language			
	(OCS)	language teaching	teaching tasks.			
		tasks				

Comfort in expressing emotions, humor or tone when interacting with ChatGPT during English language teaching activities	I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT	✓	
Confidence in formulating and posting clear questions or prompts to ChatGPT in English language teaching tasks	I feel confident in asking clear questions or seeking clarification about my English language teaching when using ChatGPT.	~	

Singaraja, 14 Maret 2025 Community Luh Indrayani, S.Pd., M.Pd NIP. 199305162023212040

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Students' Satisfaction Interview Guide)

No	Factor	Sub Factor	Items	Rele	Irrel	Suggestion
				vant	evan	
	.	~1			t	
1)	Instructor	Classroom	How satisfied are you with the	\checkmark		
	Factor	Management	teacher's way of addressing the			
			challenges you face when using			
			ChatGPT for English language			
			learning?			
			How satisfied are you with how			
			the teacher manages the			
			English language learning process in a structured manner		1200	
			when integrating ChatGPT?			
	1.0	S	How satisfied are you with the	1		
		5	teacher's way of creating an	~		
		100	engaging and supportive			
			learning environment when			
		N	using ChatGPT for English			
			language learning?		1	
		Learning	How satisfied are you with the	\checkmark	5	
		Method	learning methods used by the		1	
			teacher when integrating	1	2	
			ChatGPT into English language	1.9		
			learning activities?	18		
			How satisfied are you with the	1		
			variety of learning methods	1		
		1 contraction	provided by the teacher to			
			support English language			
			learning using ChatGPT?			
2)	Interaction	Teachers -	How satisfied are you with the	\checkmark		
	Factor	Material	ease of accessing information			
			or suggestions generated by			
			ChatGPT in English language			
			learning activities?			
			How satisfied are you with the	\checkmark		
			opportunities to explore			
			English language learning			
			materials further using			
			ChatGPT?			
			How satisfied are you with the	\checkmark		
			new understanding you gained			

]			after engaging with the support			
			provided by ChatGPT in			
			English language learning?			
		Teachers –	How satisfied are you with	\checkmark		
		Students	your opportunities to consult			
			with the teachers about issues			
			while using ChatGPT in			
			English language learning?			
			How satisfied are you with the	\checkmark		
			suggestions and feedback			
			provided by the teachers			
			regarding your English			
			language learning based on			
			ChatGPT responses?			
			How satisfied are you with the	√		
			enthusiasm and motivation			
			given by the teachers while			
			integrating ChatGPT into your			
			English language learning?			
		Students –	How satisfied are you with the	1		
		Students	communication, such as			
		Students	exchanging information and			
		0 8	knowledge between fellow	X n	100	
	100		students with the aid of		14	
			ChatGPT in English language	24	18	
		S	learning?	and a		
			How satisfied are you with the	1		
			opportunities to work and			
			participate in group discussions		18	
		8	about English language		11	
	1		learning using ChatGPT?	1	350	
			How satisfied are you with the	√		
			opportunities to interact	v	1	
			personally with other students	11	Ψ.	
			in English language learning	18		
			tasks involving ChatGPT?	14		
3)	Technology	Tools	How satisfied are you with the	1		
3)	Factor	10015	use of ChatGPT as a	v		
	1 00101		technological tool to support	-		
			your English language learning			
			process?			
			How satisfied are you with the	√		
			flexibility of ChatGPT in	Ň		
			assisting different aspects of			
			English language learning?			
			How satisfied are you with the	√		
			ease of use of ChatGPT's	v		
			features in English language			
			learning?			
			How satisfied are you with the	\checkmark		
			availability of guidance or			

tutorials when using ChatGPT	1
for English language learning?	
Accessibility How satisfied are you with the \checkmark	
availability of access to	
ChatGPT as a tool for English	
language learning?	
How satisfied are you with the \checkmark	
speed and reliability of	
accessing ChatGPT for English	
language learning?	
AccessibilityHow satisfied are you with the \checkmark	
availability of access to English	
language learning resources	
provided through ChatGPT?	
How satisfied are you with how \checkmark	
ChatGPT provides easy access	
to diverse English language	
learning resources?	
Usefulness How satisfied are you with the \checkmark	
usefulness of ChatGPT-	
generated content in supporting	
your English language	
learning?	
How satisfied are you with the	
variety of English language	
learning resources that	
ChatGPT can provide?	
How satisfied are you with the \checkmark	
flexibility of ChatGPT in	
generating different types of	
support to suit your English	
language learning needs?	

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Singaraja, 14 Maret 2025

Made Hery Santosa, Ph.D. NIP. 197910232003121001

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Teachers' Satisfaction Interview Guide)

No	Factor	Sub Factor	Items	Rele	Irrel	Suggestion
				vant	evan	88
			*		t	
1)	Instructor	Classroom	How satisfied are you with	✓		
	Factor	Management	your ability to address students'			
			issues during English language			
			teaching involving ChatGPT?			
		and the second s	How satisfied are you with how	1		
			the students manage the	14		
			English language teaching			
			process in a structured manner			
	1000		when integrating ChatGPT?	A	ALC: N	
		100	How satisfied are you with	1	7.8	
		8	ChatGPT's role in helping to	1		
		~	create a positive and engaging	1		
			English language teaching			
			environment?			
		Learning	How satisfied are you with the	\checkmark		
	*	Method	teaching methods when		.str	
			integrating ChatGPT into			
			English language teaching		4	
			activities?	1		
			How satisfied are you with the	1		
			variety of teaching methods	14		
			ChatGPT supports in your	19		
		Contraction of	English language teaching			
•	T , , , ,	T 1	lessons?			
2)	Interaction	Teachers -	How satisfied are you with the	√		
	Factor	Material	accessibility of content or			
			resources suggested or			
			generated by ChatGPT for			
			English language teaching? How satisfied are you with	7		
			ChatGPT's ability to adapt	~		
			English language teaching			
			materials further?			
			How satisfied are you with the	√		
			quality of content generated by	v		
			ChatGPT for English language			
			teaching purposes?			
			reacting purposes:			

		Teachers –	How satisfied are you with the	\checkmark		
		Students	ease of communicating with			
			students using ChatGPT as a			
			support tool in English			
			language teaching?			
			How satisfied are you with how	✓		
			ChatGPT assists you in	v		
			providing feedback and			
			resolving students' queries in			
			English language teaching?			
			How satisfied are you with	\checkmark		
			ChatGPT's role in enhancing			
			engagement and motivation			
			among students in English			
			language teaching?			
		Teachers –	How satisfied are you with the	\checkmark		
		Teachers	communication, such as			
			exchanging information and			
			knowledge between fellow			
			teachers with the aid of	100		
			ChatGPT in English language	100		
			teaching?		1	
		1.5	How satisfied are you with the	~	1000	
		(the second	role of ChatGPT in facilitating	12	7.1	
		2	discussions or brainstorming			
			among teaching staff in English	-		
			language teaching?			
			How satisfied are you with	\checkmark		
		0.	ChatGPT's ability to provide		11 8	
		A	insights or suggestions that		1.8	
			improve teamwork or	1	2271	
			collaboration in an English		N	
			language teaching setting?	1	1	
3)	Technology	Tools	How satisfied are you with the	1	7	
5)	-	10013	use of ChatGPT as a	V		
	Factor			1.8		
			technological tool to support	1		
			your English language teaching	1		
		12 and 1	process?			
			How satisfied are you with the	\checkmark		
			flexibility of ChatGPT in			
			assisting different aspects of			
			your English language			
			teaching?			
			How satisfied are you with the	\checkmark		
			ease of use of ChatGPT's			
			features in English language			
			teaching?			
			How satisfied are you with the	√		
			availability of guidance or	v		
			tutorials when using ChatGPT			
			for English language teaching?			

1		1		
Accessibility	How satisfied are you with the availability of access to ChatGPT as a tool for English	✓		
	language teaching?			
	How satisfied are you with the speed and reliability of accessing ChatGPT for English	√		
	language teaching?			
Accessibility	How satisfied are you with the availability of access to English language teaching resources provided through ChatGPT?	√		
	How satisfied are you with the ease of accessing specialized content or materials for English language teaching through ChatGPT?	✓		
Usefulness	How satisfied are you with the usefulness of ChatGPT- generated content in supporting your English language teaching?	1		
The second second	How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs in English language teaching?	× 111	7	
7 0	How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative English language teaching strategies?	1	J	

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Singaraja, 14 Maret 2025

Made Hery Santosa, Ph.D. NIP. 197910232003121001

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Students' Satisfaction Interview Guide)

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

No	Factor	Sub Factor	Items	Rele vant	Irrel evan	Suggestion
			<u> </u>		t	
1)	Instructor Factor	Classroom Management	How satisfied are you with the teacher's way of addressing the challenges you face when using ChatGPT for English language learning?	1		
		ALL BAL	How satisfied are you with how the teacher manages the English language learning process in a structured manner when integrating ChatGPT?	1	5	
		5	How satisfied are you with the teacher's way of creating an engaging and supportive learning environment when using ChatGPT for English language learning?	~		
		Learning Method	How satisfied are you with the learning methods used by the teacher when integrating ChatGPT into English language learning activities?	~		
			How satisfied are you with the variety of learning methods provided by the teacher to support English language learning using ChatGPT?			
2)	Interaction Factor	Teachers - Material	How satisfied are you with the ease of accessing information or suggestions generated by ChatGPT in English language learning activities?	1		
			How satisfied are you with the opportunities to explore English language learning materials further using ChatGPT?	V		
			How satisfied are you with the new understanding you gained	~		

					•	
			after engaging with the support			
			provided by ChatGPT in			
			English language learning?			
		Teachers –	How satisfied are you with	\checkmark		
		Students	your opportunities to consult			
			with the teachers about issues			
			while using ChatGPT in			
			English language learning?			
			How satisfied are you with the	\checkmark		
			suggestions and feedback			
			provided by the teachers			
			regarding your English			
			language learning based on			
			ChatGPT responses?			
			How satisfied are you with the	√		
			enthusiasm and motivation			
			given by the teachers while			
			integrating ChatGPT into your			
			English language learning?			
		Students –	How satisfied are you with the	~		
		Students	communication, such as			
			exchanging information and			
	_		knowledge between fellow	A	24	
			students with the aid of			
			ChatGPT in English language	in the second	11	
		1	learning?	-		
			How satisfied are you with the	1		
			opportunities to work and			
		0	participate in group discussions		10 1	
			about English language		1.8	
			learning using ChatGPT?	5	1998	
			How satisfied are you with the	1		
			opportunities to interact	· ·	4	
			personally with other students	1	Υ.	
			in English language learning	18		
			tasks involving ChatGPT?	1.5		
3)	Technology	Tools	How satisfied are you with the	1		
5,	Factor	10015	use of ChatGPT as a	v		
	1 40101	10	technological tool to support	1		
			your English language learning			
			process?			
			How satisfied are you with the	√		
			flexibility of ChatGPT in	ľ		
			assisting different aspects of			
			English language learning?			
			How satisfied are you with the	√		
			ease of use of ChatGPT's	► V		
			features in English language			
			learning?			
			How satisfied are you with the	√		
			availability of guidance or	×		
			availability of guidance of			

	tutorials when using ChatGPT		
	for English language learning?		
Accessibility	How satisfied are you with the	\checkmark	
	availability of access to		
	ChatGPT as a tool for English		
	language learning?		
	How satisfied are you with the	\checkmark	
	speed and reliability of		
	accessing ChatGPT for English		
	language learning?		
Accessibility	How satisfied are you with the	\checkmark	
	availability of access to English		
	language learning resources		
	provided through ChatGPT?		
	How satisfied are you with how	\checkmark	
	ChatGPT provides easy access		
	to diverse English language		
	learning resources?		
Usefulness	How satisfied are you with the	1	
	usefulness of ChatGPT-		
	generated content in supporting		
	your English language		
	learning?		
	How satisfied are you with the	1	7/
	variety of English language		
	learning resources that	-	
	ChatGPT can provide?		
	How satisfied are you with the	\checkmark	
	flexibility of ChatGPT in		
	generating different types of		
	support to suit your English		
	language learning needs?		

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Singaraja, 14 Maret 2025

Luh Indrayani, S.Pd., M.Pd NIP. 199305162023212040
EXPERT JUDGEMENT VALIDATION FORM

Investigating The Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on The Implementation of ChatGPT as a Tool in English Learning

(Teachers' Satisfaction Interview Guide)

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

No	Factor	Sub Factor	Items	Rele vant	Irrel evan t	Suggestion
1)	Instructor Factor	Classroom Management	How satisfied are you with your ability to address students' issues during English language teaching involving ChatGPT?	1	L	
		(184)	How satisfied are you with how the students manage the English language teaching process in a structured manner when integrating ChatGPT?	~		
		Inn	How satisfied are you with ChatGPT's role in helping to create a positive and engaging English language teaching environment?			
		Learning Method	How satisfied are you with the teaching methods when integrating ChatGPT into English language teaching activities?	1		
			How satisfied are you with the variety of teaching methods ChatGPT supports in your English language teaching lessons?	1		
2)	Interaction Factor	Teachers - Material	How satisfied are you with the accessibility of content or resources suggested or generated by ChatGPT for English language teaching?	✓		
			How satisfied are you with ChatGPT's ability to adapt English language teaching materials further?	1		
			How satisfied are you with the quality of content generated by ChatGPT for English language teaching purposes?	1		

					•	
		Teachers –	How satisfied are you with the	\checkmark		
		Students	ease of communicating with			
			students using ChatGPT as a			
			support tool in English			
			language teaching?			
			How satisfied are you with how	✓		
			ChatGPT assists you in	v		
			providing feedback and			
			resolving students' queries in			
			English language teaching?			
			How satisfied are you with	\checkmark		
			ChatGPT's role in enhancing			
			engagement and motivation			
			among students in English			
			language teaching?			
		Teachers –	How satisfied are you with the	<		
		Teachers	communication, such as			
			exchanging information and			
			knowledge between fellow			
			teachers with the aid of	100		
			ChatGPT in English language			
			teaching?			
		1 58	5		100	
	1000	1	How satisfied are you with the	1	10.57	
			role of ChatGPT in facilitating	22	7.8	
		2	discussions or brainstorming			
			among teaching staff in English	1		
			language teaching?			
			How satisfied are you with	\checkmark		
		N	ChatGPT's ability to provide		TT B	
			insights or suggestions that		1	
		7	improve teamwork or	1 15	100	
			collaboration in an English			
			language teaching setting?	1	8	
3)	Technology	Tools	How satisfied are you with the	1	7	
•,	Factor	10010	use of ChatGPT as a	14		
	1 detoi		technological tool to support	1.4		
			your English language teaching	C.		
			process?	1		
			How satisfied are you with the			
			5	\checkmark		
			flexibility of ChatGPT in			
			assisting different aspects of			
			your English language			
			teaching?			
			How satisfied are you with the	\checkmark		
			ease of use of ChatGPT's			
			features in English language			
			teaching?			
			How satisfied are you with the	√		
			availability of guidance or			
			tutorials when using ChatGPT			
			for English language teaching?			
			101 English language teachilig:	L	L	

		1		
Accessibility	How satisfied are you with the availability of access to ChatGPT as a tool for English	✓		
	language teaching? How satisfied are you with the speed and reliability of	✓		
	accessing ChatGPT for English language teaching?			
Accessibility	How satisfied are you with the availability of access to English language teaching resources provided through ChatGPT?	√		
	How satisfied are you with the ease of accessing specialized content or materials for English language teaching through ChatGPT?	√		
Usefulness	How satisfied are you with the usefulness of ChatGPT- generated content in supporting your English language teaching?	✓		
NIN STREET	How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs in English language teaching?	2 SHI	7	
7 0	How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative English language teaching strategies?	1		

UNDIKSY

Singaraja, 14 Maret 2025

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

No	P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15	P16	P17	P18
1.	3	1	2	2	4	2	2	4	4	3	3	3	2	2	3	3	2	2
2.	2	1	3	1	2	2	_1	1	3	4	3	1	1	1	3	2	1	1
3.	4	4	4	5	5	4	3	3	3	3	4	5	3	4	5	4	4	5
4.	3	3	3	3	4	4	3	2	2	4	5	3	3	4	5	3	3	5
5.	3	2	2	2	2	2	2	3	3	4	3	4	3	3	2	4	3	3
6.	2	3	3	3	4	4	4	2	3	4	4	4	3	3	4	3	4	4
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Appendix 7 Respondent Data of Readiness Questionnaire (Students)

13.	4	4	3	3	4	4	3	4	3	3	3	3	4	3	4	4	4	4
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206.	3	3	3	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4
207.	4	3	3	2	2	2	2	2	2	4	3	3	2	3	4	4	2	3

208.	4	4	3	3	2	4	3	3	4	4	4	4	3	3	4	3	3	3
209.	5	3	5	3	3	4	3	4	3	2	5	5	5	5	5	3	3	5
210.	3	3	2	3	3	2	2	2	2	3	2	2	2	3	2	2	3	2
211.	3	3	3	2	2	2	2	2	2	3	4	3	3	3	3	3	2	3
212.	3	3	3	3	2	2	2	2	2	3	3	3	3	3	3	3	3	3
213.	2	4	1	3	3	4	4	2	4	4	2	3	4	4	3	1	2	3
214.	3	1	1	3	2	5	5	3	4	5	3	5	1	2	2	3	3	3
215.	4	3	4	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3
216.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
217.	3	3	3	3	3	2	3	3	3	3	3	3	3	5	3	3	5	3
218.	5	3	3	3	2	3	4	1	2	4	4	4	1	2	5	3	2	3
219.	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
220.	3	3	2	3	3	3	3	3	3	3	2	3	3	2	3	3	3	2
221.	3	4	4	3	4	4	4	4	4	3	4	3	3	3	4	3	3	4
222.	5	5	5	5	5	4	5	4	4	5	5	5	4	4	5	5	5	4

223.	3	3	3	3	3	3	2	2	4	3	3	3	3	3	3	3	3	3
224.	3	4	4	3	4	4	3	3	3	3	3	3	3	4	4	4	4	4
225.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
226.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
227.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
228.	3	3	3	3	2	3	3	3	3	3	3	3	2	3	4	3	3	3
229.	3	4	5	4	3	4	5	4	4	3	5	3	4	4	3	4	3	5
230.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
231.	5	4	3	3	5	3	4	3	3	3	3	3	3	3	3	3	3	3
232.	5	3	4	4	5	5	5	-4	3	4	5	5	5	5	5	5	5	5
233.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
234.	3	2	2	3	2	3	3	4	1	3	2	2	1	2	1	1	1	3
235.	3	3	2	2	3	3	2	2	3	\$1	1	3	1	3	1	1	3	2
236.	2	2	1	3	2	3	3	2	2	4	4	4	3	3	3	2	3	2
237.	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3

238.	5	3	2	2	1	1	2	2	1	1	3	3	3	3	3	3	3	3
239.	3	2	3	2	3	3	3	2	3	3	3	3	3	3	3	3	2	3
240.	5	5	5	3	5	5	5	5	2	3	3	4	1	5	5	3	3	3
241.	3	3	3	2	3	3	3	2	2	3	2	3	3	3	3	3	2	3
242.	4	5	5	4	3	4	3	4	3	3	4	4	3	4	4	4	3	4
243.	3	3	4	3	4	3	3	3	3	3	3.	3	3	3	3	3	3	3
244.	3	3	3	3	3	3	3	2	3	3	4	3	4	4	3	3	2	3
245.	5	4	4	4	5	4	4	4	4	4	3	5	4	5	4	4	4	5
246.	4	4	4	4	5	4	4	3	4	5	5	4	4	4	3	5	5	5
247.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
248.	4	4	3	4	5	4	5	3	5	4	4	5	4	3	4	5	5	4
249.	4	4	4	3	4	5	3	2	4	5	4	4	5	5	3	5	4	4
250.	3	4	3	3	4	3	3	2	4	4	3	4	5	5	3	4	4	5
251.	4	4	5	4	4	5	4	5	5	4	4	4	5	5	4	4	3	5
252.	4	5	5	4	3	3	4	5	4	5	2	2	1	4	5	5	2	5

253.	4	5	5	5	4	4	2	4	4	5	5	3	4	4	3	5	4	5
254.	4	3	4	3	2	4	4	5	2	4	2	4	3	4	4	3	4	5
255.	5	5	4	3	4	5	4	4	3	4	5	5	4	5	4	4	3	5
256.	3	3	4	4	4	4	4	4	4	3	4	5	4	5	4	4	4	3
257.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5
258.	4	4	4	4	5	4	4	5	5	5	4	4	4	4	4	4	4	5
259.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
260.	4	4	5	5	5	5	4	4	4	5	4	4	5	4	5	4	4	5
261.	4	5	5	5	5	5	5	4	4	4	4	5	4	5	5	4	4	4
262.	4	5	5	4	4	5	4	5	4	4	4	4	4	4	4	5	5	4
263.	4	5	5	4	5	4	4	5	5	4	4	5	5	4	5	5	5	5
264.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
265.	4	4	5	5	4	5	4	5	5	5	4	4	4	4	5	5	4	5
266.	4	5	5	4	4	4	5	4	5	4	5	5	4	4	5	4	4	4
267.	5	4	5	4	4	4	5	5	4	4	4	5	5	5	4	3	4	5

268.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
269.	4	4	5	4	5	5	4	4	4	5	5	4	4	4	5	5	4	4
270.	4	4	3	4	5	3	4	3	3	5	3	4	3	4	4	3	5	4
271.	4	4	5	4	5	5	5	4	4	4	5	4	5	4	5	5	4	4
272.	4	3	4	3	4	5	4	3	5	3	4	4	5	3	4	4	4	5
273.	4	5	4	5	4	5	4	4	4	5	5	4	5	5	5	4	3	4
274.	4	5	5	5	3	4	4	4	5	4	3	4	5	5	4	5	4	5
275.	4	5	5	4	4	4	5	4	5	4	5	5	4	3	4	4	5	4
276.	4	5	5	4	5	4	5	4	4	5	5	4	4	5	4	5	5	5
277.	4	5	4	4	5	4	5	3	3	5	3	5	4	4	4	3	4	4
278.	4	5	5	4	4	5	4	5	4	3	5	4	5	4	4	5	4	4
279.	4	5	4	5	4	5	5	4	4	5	5	4	4	4	5	5	4	4
280.	5	4	5	4	4	5	5	5	5	4	4	5	5	5	4	4	4	5
281.	4	4	5	4	5	4	4	4	5	5	4	4	5	4	4	5	5	4
282.	4	5	5	4	4	5	4	4	3	4	4	5	5	4	4	4	4	5

283.	5	5	5	4	4	5	5	4	5	4	5	5	4	4	5	4	5	5
284.	4	3	4	3	4	3	3	4	5	3	4	4	4	4	5	3	4	5
285.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
286.	4	5	5	4	4	4	5	4	4	3	4	5	5	4	4	4	5	4
287.	5	5	5	5	5	4	4	5	5	4	4	4	5	5	4	5	4	4
288.	4	4	5	3	5	5	3	4	4	5	3.	4	5	4	3	4	4	4
289.	3	3	4	3	4	2	3	4	3	4	3	3	5	4	3	3	5	4
290.	5	4	3	4	4	3	4	3	5	5	3	3	4	4	4	3	4	5
291.	2	2	3	2	3	2	1	2	2	1	2	3	1	2	2	1	3	2
292.	2	1	2	3	3	1	3	2	3	3	2	2	3	4	2	1	1	2
293.	5	5	5	5	4	4	5	3	4	5	4	4	5	3	4	5	5	5
294.	4	5	4	4	5	4	3	5	5	5	4	4	4	5	5	5	3	3
295.	4	5	4	4	5	5	5	3	5	\$ 4	3	4	4	4	3	5	4	5
296.	4	4	4	4	4	5	4	5	5	4	4	5	5	4	4	5	4	4
297.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

298.	5	4	4	4	4	4	3	5	5	3	4	4	4	3	4	3	3	4
299.	5	5	5	5	5	5	5	5	5	4	4	4	5	5	4	5	5	4
300.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
301.	4	4	4	5	5	5	5	4	4	5	4	5	5	4	5	4	5	5
302.	3	3	4	4	3	3	3	4	3	4	4	3	3	4	3	3	3	3
303.	4	5	5	4	4	4	4	5	5	4	5	5	4	5	5	5	5	5
304.	5	5	5	5	4	4	4	4	4	5	3	4	4	4	4	3	5	5
305.	2	1	1	1	3	2	2	3	2	1	2	1	1	2	3	1	1	2
306.	4	5	4	5	4	4	5	5	4	4	4	5	4	4	4	3	4	4
307.	5	4	4	5	4	5	4	5	4	4	4	5	4	4	5	4	5	4
308.	4	4	4	4	5	5	4	4	5	5	4	5	5	4	5	4	5	5
309.	5	5	5	4	4	5	4	5	4	5	4	5	4	5	5	4	4	5
310.	4	5	4	4	4	5	4	5	4	5	4	5	4	4	5	5	5	4
311.	4	4	4	5	5	5	4	4	5	5	4	4	4	4	5	4	5	4
312.	4	5	4	4	4	5	5	4	4	4	5	4	5	5	4	5	5	4

313.	4	5	4	4	4	5	4	4	4	4	5	5	4	4	4	4	4	5
314.	5	5	5	5	5	5	4	4	5	5	4	4	4	5	5	5	4	5
315.	1	2	2	1	1	1	2	1	2	2	1	1	3	1	1	2	2	1
316.	4	5	5	5	5	5	4	4	4	5	4	5	5	3	4	4	5	4

S REVADINIKA.



No	P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15	P16	P17	P18
1.	5	5	5	4	4	4	5	4	4	5	4	5	4	4	5	4	4	5
2.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5
3.	4	4	4	4	4	4	2	4	3	2	3	4	4	4	4	4	4	4
4.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
5.	4	3	4	3	4	3	3	4	2	4	4	4	4	2	2	2	2	4
6.	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	4
7.	5	4	5	5	4	5	5	5	5	5	5	4	4	5	5	5	5	5
8.	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Appendix 8 Respondent Data of Readiness Questionnaire (Teachers)



Theme	Sub Theme	Participant	Excerpt	Excerpt Sample
Interaction between students and other students	Collaborative learning and peer discussion	12	4	"ChatGPT gave us quick conversation starters, which helped our group discuss topics." (HS)
	Communication flexibility		6	"ChatGPT helped me try different ways to say things, like formal or casual phrases. I mainly used it to get ideas to keep conversations/sentences natural." (HS)
Interaction	Teacher	12	3	"ChatGPT is very
between	guidance,		AN	helpful, but it is more
students and	moderation, and	2	6	effective if the teacher
teacher	feedback	50000	1	also gives feedback.
	12	Sissi	2.0	With that guidance, I
	2 👔		(63)	became more
	2 (1		XX	knowledgeable, confident and knew
			11/18	how to use output
			S)	ChatGPT correctly."
	- 1.1			(MS)
		NVVVV	VVV)	
Interaction	Content creation	12	7	"ChatGPT really helps
between	and academic	225		me with grammar and
students and	aid through		a second	creating something,
technology	ChatGPT	Sec	4 b	especially when I'm
(ChatGPT)		VDIKS	B	self-studying. It's
				flexible, and I use it to
				draft essays or learn new vocabulary." (HS)
				new vocabulary. (HS)
	Exploration and		2	"I practice
	self-directed			conversations alone
	learning			with ChatGPT to feel
				more confident
				speaking English. It's
				great because I can try
				as many times as I want." (HS)
				want. (115)

Appendix 9 Thematic Analysis of Students Interview Excerpt

Ethical	Over trust and	12	4	"I used to rely to a
		12	4	"I used to rely too
consideration	overreliance			much on ChatGPT and
and critical use				often copied the
				answers without
				thinking and trust the
				output given by
				ChatGPT." (LS)
Technological	Availability of	12	6	"I like using ChatGPT
and	technical		Ũ	for practice, but when
infrastructural	support and			the internet lags or the
minastructurar	training			app freezes, I don't
	uannig			know how to fix it. I
		A		wish there was training
				on how to troubleshoot
			and the second se	issues or use the tool
				better on phones." (LS)
	Devices and		9	"In my area, the
	internet access	S FEITHER	1 der	internet cuts out a lot,
	issues		10	especially during rainy
		200	5	days. Trying to read
	15	50000	1	long ChatGPT answers
		S STATE	2	on my small phone
	2 3		(43	screen is frustrating
1	5 8	1	18	because I have to zoom
		Alles S		in and out constantly.
				Even if I want to learn
				with AI, weak signals
	N/S			or outdated devices
		NVVV9	VYY)	
				make it hard to keep
				up." (LS)
Learning	Availability of	12	8	"ChatGPT gave me
resources	Learning	Trees and	4.0	many resources, such
	Resources	VDIKS		as explanations,
				examples, and even
			and the second second	scripts, to learn
				English. I could study
				at my own pace, which
				worked better for me."
				(HS)
	Multimodal		5	"I learn best with
	Support for			visuals, and ChatGPT
	Different			helped by creating
	Learning Styles			image prompts or
				listening exercises. It
				let me choose how to
				study, like reading
	I	(r	· •

			scripts or practicing
			dialogues." (HS)
Accessibility of		7	"ChatGPT makes
Learning			learning resources
Resources			accessible to me
			anytime. It gives
			explanations, examples,
			and even scripts or
			visuals that I can't
			always get from
			textbooks. For
			example, if I struggle
			with listening practice,
			I ask it to create a
			dialogue script so I can
			study offline. It's quite
1 AS			a helpful tool for me."
	BRNDID		(HS)
		1.1.1	



Theme	Sub Theme	Participant	Excerpt	Excerpt Sample
Classroom Application and Task Support	Preparation and planning support	5	4	"ChatGPT saves me hours every week. If I need a quiz on past tense verbs or discussion questions for a reading, I just type a prompt, and it gives me a draft. I tweak it for my students' level." (HS)
	Assistance in content creation	PENDID	3 IKAWGU	"I use ChatGPT to develop learning materials, such as worksheets or practice exercises, based on specific topics like Narrative text. It adapts to my students' needs, for example, simplifying vocabulary for beginners, which makes content creation more efficient and targeted." (HS)
	Task-specific assistance	V DIKS	2	"For focused tasks, like creating listening exercises, ChatGPT generates scripts or dialogue examples that I can turn into audio activities. This lets me spend more time on interactive practices, such as group discussions or pronunciation drills, where students need direct feedback." (HS)
Pedagogical innovation and customization	Content flexibility, versatility, and specificity	5	3	"ChatGPT lets me tweak materials, such as adjusting reading difficulty or adding local cultural examples, so lessons feel relevant

Appendix 10. Thematic Analysis of Teachers Interview Excerpt

				to my students. For
				instance, I can ask it to
				rewrite a story using
				familiar settings, like a
				market here instead of
				a farmer market
				abroad. (HS)
	Personalize		3	"I use ChatGPT to
	learning			design activities that
	material and			match my students'
	assessment			levels, like making
	planning			easier vocabulary lists
				for some and advanced
				challenges for others.
			Contract of the second s	For example, if we're
				learning writing, I can
				ask it to create topics
		BENDID		based on their interests,
		Leven	4.4.35	such as popular
	1 3.	-	NO.	hobbies or local
		(A)		issues." (HS)
	19	2233		
	Engagement	N STATE	2	"I use Ch <mark>at</mark> GPT to
	booster		(15)	make quick warm-up
	~ (1			questions, such as
			1/15	'What's y <mark>o</mark> ur favorite
			S)	hobby?' <mark>or</mark> 'Describe
				your weekend in one
100		WWWW.	2	sentence.' Students
			YOU /	start <mark>t</mark> alking faster,
		100		even <mark>sh</mark> y ones. I don't
		112		waste time thinking up
				questions and just
		Van en en		copy-paste from
		VDIKS		ChatGPT." (HS)
Tasha 1 1	Constitution of			(1117 - 1 - 24 1 TT
Technological	Technical	5	5	"We don't have IT
and infrastructural	support and			support, so I learn to
	access			use ChatGPT through
factors				trial and error. If it
				gives strange answers
				or freezes, I restart it or
				try new prompts. It's
				frustrating" (LS)
	Institutional		4	"Our school hasn't
	policies,			provided clear rules
	licenses, and			about ChatGPT, so I'm
				unsure how to use it
				properly. For example,
	l	l	l	property. I of example,

	resource			is it okay for students
	provision			to use it for
				homework? Without
				guidelines, I avoid it
				for graded tasks even
				though it could save
				time. If the school gave
				us training or approved
				policies, I'd feel safer."
				(LS)
				(LD)
Teacher	ChatGPT for	5	3	"I use ChatGPT as a
professionalism,	guidance not			helper, not a substitute.
autonomy, and	replacement			It gives me ideas for
guidance	101110000			lessons or examples,
guidunee				but I always adjust
	1000	and the second s	Contraction of the local division of the loc	them. For instance, if it
	and here	- TANKET		suggests a dialogue
		DEAD		that's too advanced, I
	APres 1		-4.N	simplify the language
			6	to match my students'
A.		S(IAN)	1	level". (MS)
	The last		2	(T 1 . 1 . 1 . 1 . 1
	Teacher		2	"I decide what stays or
	autonomy and		. 988 I	goes in my lessons.
	control	1.0	M.M.	ChatGPT might
			N.	suggest a quiz, but I
		2 /// 希		check if it matches our
18	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			goals. If students rely
200		VVVV	2	too <mark>muc</mark> h on AI for
			m D	ans <mark>w</mark> ers, I remind
				them, 'You need to
		111		think, not just copy.'
			a service and	My role is to guide, not
		Sec	1 b	hand over control to a
		VDIKS	10	tool." (MS)
	and the second second			× ,
Students'	Mixed learning	5	1	"In my English
engagement and	outcome			classes, some students
outcomes				improved their
				grammar and
				vocabulary because
				ChatGPT gave quick
				feedback, but others
				struggled when the
				AI's answers were too
				complex. Even with
				-
				extra practice, those
				who didn't understand

				needed me to simplify
				explanations." (MS)
	Boosted		2	"From my observation,
en	gagement			students participated
				more when used
				ChatGPT in activities,
				like competitions to
				write dialogues or
				answering question.
				The class felt lively,
				but not everyone truly
				learned. Some just
				copied answers without
				thinking, so I had to
			and the second se	remind them to use
	and the second	1		their own words." (LS)
				· · ·
	avigating	875 NID	2	"In my experience,
engagement and curr	iculum and	New Press	Ada	using ChatGPT is
outcomes as	sessment	-	10	tough because the
	needs	(III)		curriculum is packed
	\$	2003		with test prep and
		Sissi	2.0	leaves no time for
			(ଶ୍ୱର	creative activity. Even
				when I try, assessing
	0.5			work becomes
		3-7/2		confusing, such as
	1.00		<u></u>	when a student uses
	NA			ChatGPT for essays
		AAAAA	YYY I J	and I can't tell their
100			0.02	real understanding."
		4 1 1		(LS)
	140			(22)
Su	pport and	Second Second	4	"We get no training on
	raining	VDIKS	8	ChatGPT, and there are
	ailability			no clear guidelines on
			CONTRACTOR OF CONTRACTOR	how to use it. This
				makes me unsure
				where or when to
				include it in lessons. If
				the school provided
				simple rules or
				workshops, I could use
				AI more confidently
				instead of guessing."
				(LS)

RIWAYAT HIDUP



Moh Rafli Wahyudi, born in Singaraja on April 8, 2003, is the only child of Amir and Sri Wahyuni. An Indonesian citizen and a follower of Islam, currently resides at Jalan Pulau Obi Gang Purna Jiwa No. 8, Singaraja, Bali. Rafli began his education at SD Negeri 1 Banjar Bali, graduating in 2015, then continued at SMP Negeri 2 Singaraja and graduated in 2018, followed by SMA Negeri 4 Singaraja, majoring in science and graduating in 2021. Later pursued higher education at Universitas Pendidikan Ganesha, enrolling in the S1 English Language Education program. During his university years, he

actively engaged in various academic and non-academic activities that supported his personal growth and skill development. In June 2025, he successfully completed his thesis titled "Investigating the Readiness and Satisfaction of Teachers and Students at SMA Negeri 4 Singaraja on the Implementation of ChatGPT as a Tool in English Learning and Teaching," fulfilling a requirement for his bachelor's degree. He hopes that the insights and experiences gained throughout his academic journey will contribute meaningfully to his future endeavors, while also positively impacting others and advancing the field of education.

