

APPENDIX

Appendix 1 Application letter for research



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

Nomor : 4367/UN48.7.1/DT/2024

4 November 2024

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.



a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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

Appendix 2 Readiness Questionnaire for Students

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

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

Appendix 3 Readiness Questionnaire for Teachers

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

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

Appendix 4 Satisfaction Interview Guide for Students

No	Factor	Sub Factor	Items
1)	Instructor Factor	Classroom Management	1. How satisfied are you with the teacher's way of addressing the 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?
			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?
			7. How satisfied are you with the opportunities to explore English language learning materials further using ChatGPT?
			8. How satisfied are you with the new understanding you gained after engaging with the support

			provided by ChatGPT in English language learning?
		Teachers – Students	<p>9. How satisfied are you with your opportunities to consult with the teachers about issues while using ChatGPT in English language learning?</p> <p>10. How satisfied are you with the suggestions and feedback provided by the teachers regarding your English language learning based on ChatGPT responses?</p> <p>11. How satisfied are you with the enthusiasm and motivation given by the teachers while integrating ChatGPT into your English language learning?</p>
		Students – Students	<p>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?</p> <p>13. How satisfied are you with the opportunities to work and participate in group discussions about English language learning using ChatGPT?</p> <p>14. How satisfied are you with the opportunities to interact personally with other students in English language learning tasks involving ChatGPT?</p>
3)	Technology Factor	Tools	<p>15. How satisfied are you with the use of ChatGPT as a technological tool to support your English language learning process?</p> <p>16. How satisfied are you with the flexibility of ChatGPT in</p>

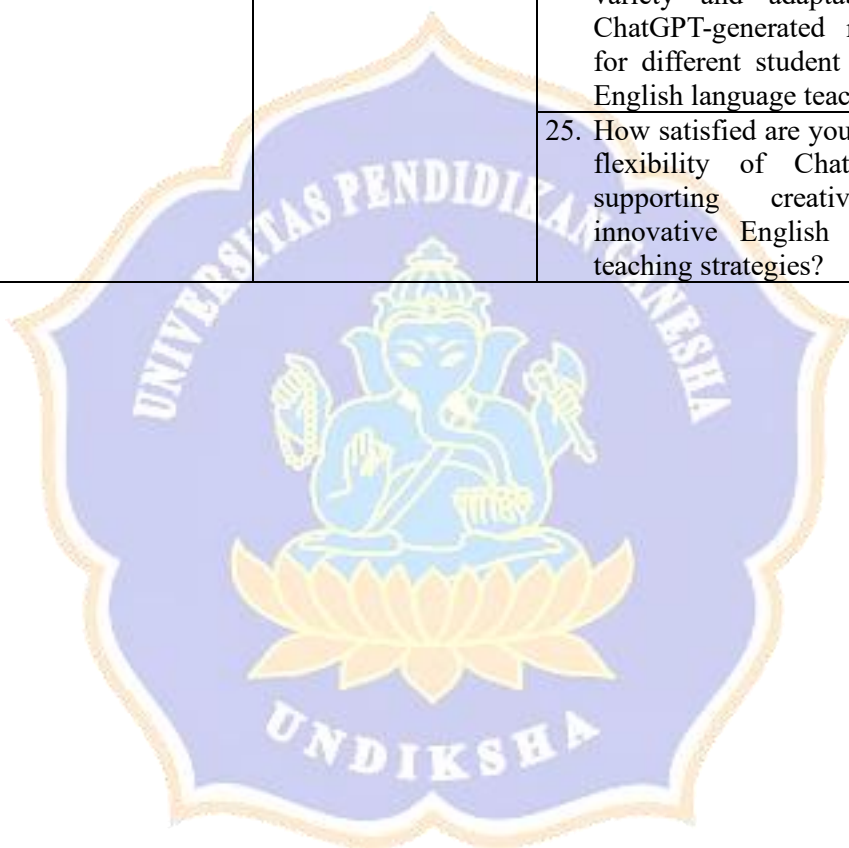
			assisting different aspects of English language learning?
			17. How satisfied are you with the ease of use of ChatGPT's features in English language learning?
			18. How satisfied are you with the availability of guidance or tutorials when using ChatGPT for English language learning?
		Accessibility	19. How satisfied are you with the availability of access to ChatGPT as a tool for English language learning?
			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

No	Factor	Sub Factor	Items
1)	Instructor Factor	Classroom Management	1. How satisfied are you with your ability to address 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 environment?
		Learning Method	4. How satisfied are you with the teaching methods when integrating ChatGPT into English language teaching activities?
			5. How satisfied are you with the variety of teaching methods ChatGPT supports in your English language teaching lessons?
2)	Interaction Factor	Teachers - Material	6. How satisfied are you with the accessibility of content or resources suggested or generated by ChatGPT for English language teaching?
			7. How satisfied are you with ChatGPT's ability to adapt English language teaching 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?

3)	Technology Factor	Teachers – Teachers	11. How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students in English language teaching?
			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 role of ChatGPT in facilitating discussions or brainstorming among teaching staff in English language teaching?
			14. How satisfied are you with ChatGPT's ability to provide insights or suggestions that improve teamwork or collaboration in an English language teaching setting?
		Tools	15. How satisfied are you with the use of ChatGPT as a technological tool to support your English language teaching process?
			16. How satisfied are you with the flexibility of ChatGPT in assisting different aspects of your English language teaching?
			17. How satisfied are you with the ease of use of ChatGPT's features in English language teaching?
		Accessibility	18. How satisfied are you with the availability of guidance or tutorials when using ChatGPT for English language teaching?
			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 language teaching?
		Accessibility	21. How satisfied are you with the availability of access to English language teaching

			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 flexibility of ChatGPT in supporting creative and innovative English language teaching strategies?



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 level of SMA Negeri 4 Singaraja students for implementing ChatGPT as an English language learning tool?	Hung et al. (2010)	OLRs (Online Learning Readiness) theory by Hung et al. (2010) refers to the Online Learning Readiness Scale (OLRS), which was developed to measure students' readiness for online learning. This theory can be adapted to assess the level of ChatGPT readiness among students in the English learning. According to Hung et al. (2010), the five key components of Online Learning Readiness are: <ol style="list-style-type: none"> 1. Computer/Internet Self-Efficacy 2. Self-Directed Learning 3. Learner Control 4. Motivation for Learning 5. Online Communication Self-Efficacy
2)	What is the readiness level of SMA Negeri 4 Singaraja teachers for implementing ChatGPT as an English language teaching tool?	Hung et al. (2010)	OLRs (Online Learning Readiness) theory by Hung et al. (2010) refers to the Online Learning Readiness Scale (OLRS), which was developed to measure students' readiness for online learning. This theory can be adapted to assess the level of ChatGPT readiness among teachers in the English language teaching. According to Hung et al. (2010), the five key components of Online Learning Readiness are: <ol style="list-style-type: none"> 6. Computer/Internet Self-Efficacy 7. Self-Directed Learning 8. Learner Control 9. Motivation for Learning Online Communication Self-Efficacy
3)	How satisfied are SMA Negeri 4 Singaraja students with their ability to use ChatGPT as an English language learning tool?	Lemos & Pedro (2012)	This study will assess the satisfaction of students regarding the integration of ChatGPT in English language learning. The model's nine dimensions will be adapted, which include: <ol style="list-style-type: none"> 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 (1989)	According to Moore (1989), transactional 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: <ol style="list-style-type: none"> 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 include instructors, technology, and learning resources. <ol style="list-style-type: none"> 1. The instructor factor reflects how students perceive satisfaction through the teacher's pedagogical knowledge and teaching effectiveness. 2. The technology factor emphasizes the importance of reliable technological tools and adequate access, which can enhance user satisfaction. 3. The course management factor includes the availability and quality of learning resources, plays a crucial role in shaping the overall learning experience.
4)	How satisfied are teachers at SMA Negeri 4 Singaraja with their ability to use ChatGPT as a tool for teaching English?	Lemos & Pedro (2012)	This study will assess the satisfaction of teachers regarding the integration of ChatGPT in English language teaching. The model's nine dimensions will be adapted, which include: <ol style="list-style-type: none"> 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 (1989)	According to Moore (1989), transactional distance and interaction are key factors influencing teachers' satisfaction. These

			<p>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 teaching is expected to correlate with variations among three types of interaction, including:</p> <ol style="list-style-type: none"> 4. Student-Content Interactions 5. Student-Instructor Interactions <p>Student-Student Interactions</p>
		Paechter et al. (2010)	<p>According to Paechter et al. (2010), key factors influencing lecturer satisfaction include instructors, technology, and learning resources.</p> <ol style="list-style-type: none"> 1. The instructor factor reflects how students perceive satisfaction through the teacher's pedagogical knowledge and teaching effectiveness. 2. The technology factor emphasizes the importance of reliable technological tools and adequate access, which can enhance user satisfaction. 3. The course management factor includes the availability and quality of learning resources, plays a crucial role in shaping the overall learning experience.

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

(Students' Readiness Questionnaire)

Judge 1: Made Hery Santosa, Ph.D.

No.	Dimension	Indicator	Item Statements	Irrelevant	Relevant	Suggestion
1)	Computer/Internet self-efficacy (CIS)	Confidence in performing basic functions using ChatGPT	I feel confident in performing the basic functions of ChatGPT.		✓	
		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.		✓	
		Confidence in using ChatGPT to gather information effectively	I feel confident in using ChatGPT to gather information for English language learning tasks.		✓	
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.		✓	
		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 English language learning	language learning with the assistance of ChatGPT.			
3)	Learner Control (LC)	Ability to guide and monitor English language learning progress with ChatGPT	I can guide and monitor my own English language learning progress when using ChatGPT.		✓	
		Staying focused on English language learning tasks without being distracted by unrelated ChatGPT responses	I can stay focused on my English language learning tasks without being distracted by unrelated ChatGPT responses.		✓	
		Reusing ChatGPT-generated responses or prompts for deeper understanding in English language learning activities	I reuse the ChatGPT-generated responses or prompts to gain a deeper understanding of English language learning materials.		✓	
4)	Motivation for Learning (MFL)	Willingness to explore and embrace new ideas through ChatGPT in English language learning	I am open to new ideas and approaches when using ChatGPT for English language learning tasks.		✓	
		Having intrinsic motivation to use ChatGPT for self-improvement and English language learning	I feel motivated to use ChatGPT for self-improvement and English language learning tasks.		✓	
		Learning from mistakes through the feedback and suggestions received from ChatGPT in English language learning	I improve my English language learning tasks by learning from the feedback and suggestions provided by ChatGPT.		✓	
		Enjoying the process of using ChatGPT for brainstorming ideas and enhancing English language learning tasks	I enjoy using ChatGPT to brainstorm ideas and enhance my English language learning tasks.		✓	
5)	Online Communication Self-Efficacy (OCS)	Confidence in using ChatGPT to communicate effectively in English language learning tasks	I feel confident in using ChatGPT to effectively communicate my ideas in English language learning tasks.		✓	

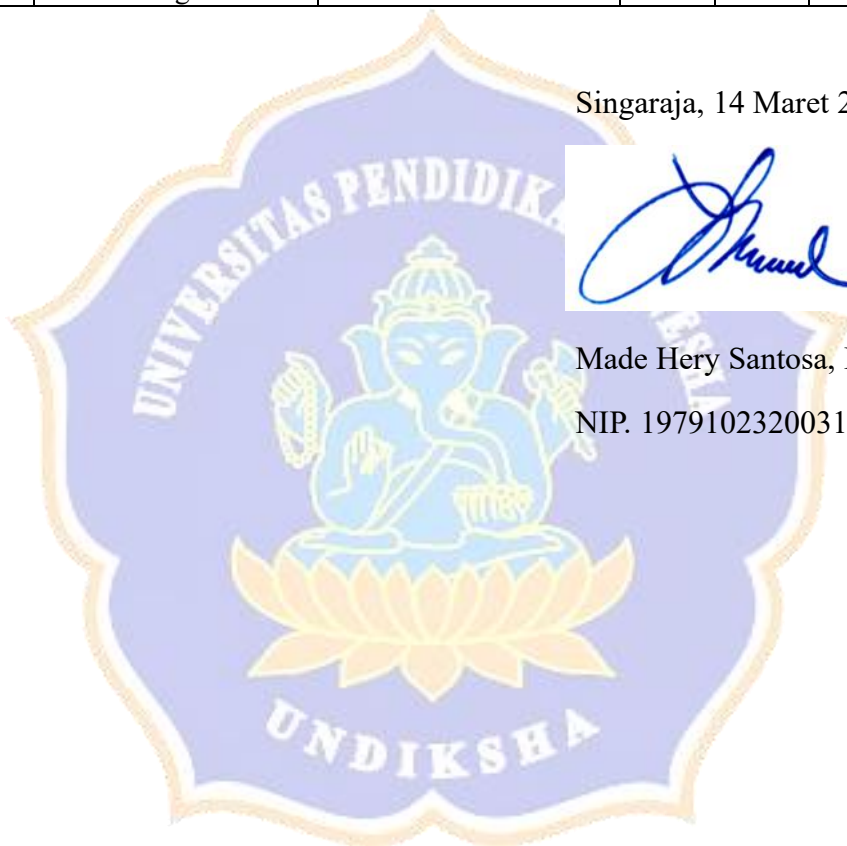
		Comfort in expressing emotions, humor or tone when interacting with ChatGPT during English language learning activities	I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT		✓	
		Confidence in formulating and posting clear questions or prompts to ChatGPT in English 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



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' Readiness Questionnaire)

Judge 1: Made Hery Santosa, Ph.D.

No.	Dimension	Indicator	Item Statements	Irrelevant	Relevant	Suggestion
1)	Computer/Internet self-efficacy (CIS)	Confidence in performing basic functions using ChatGPT	I feel confident in performing the basic functions of ChatGPT.		✓	
		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.		✓	
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.		✓	
		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.		✓	
		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		✓	

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

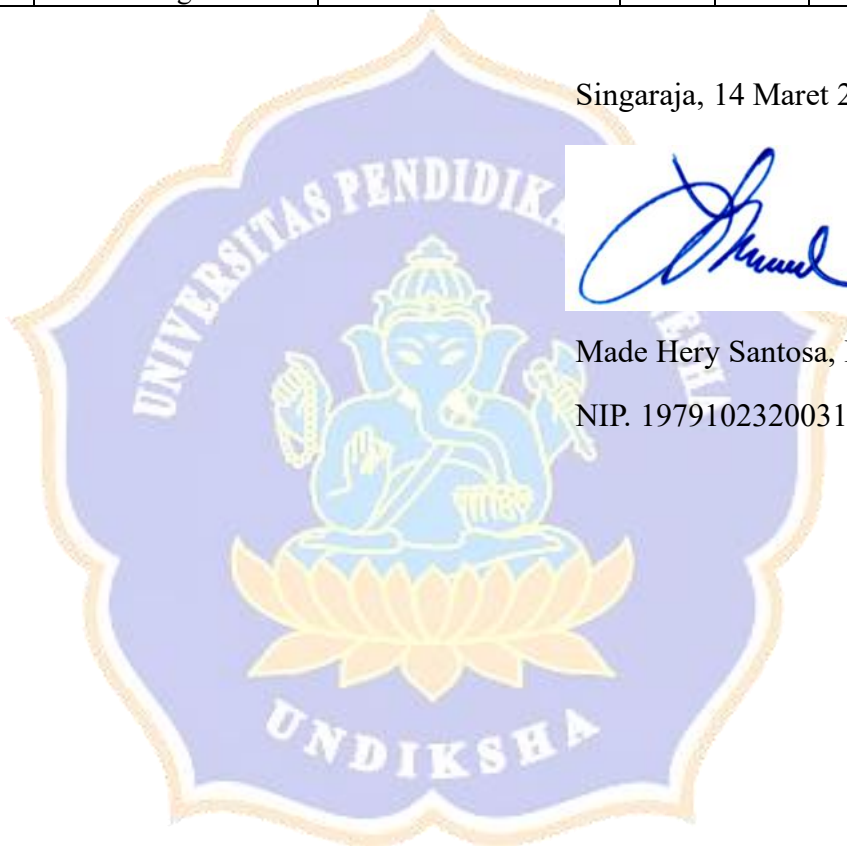
		Comfort in expressing emotions, humor or tone when interacting with ChatGPT during English language teaching activities	I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT		✓	
		Confidence in formulating and posting clear questions or prompts to ChatGPT in English 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



Made Hery Santosa, Ph.D.

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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

(Students' Readiness Questionnaire)

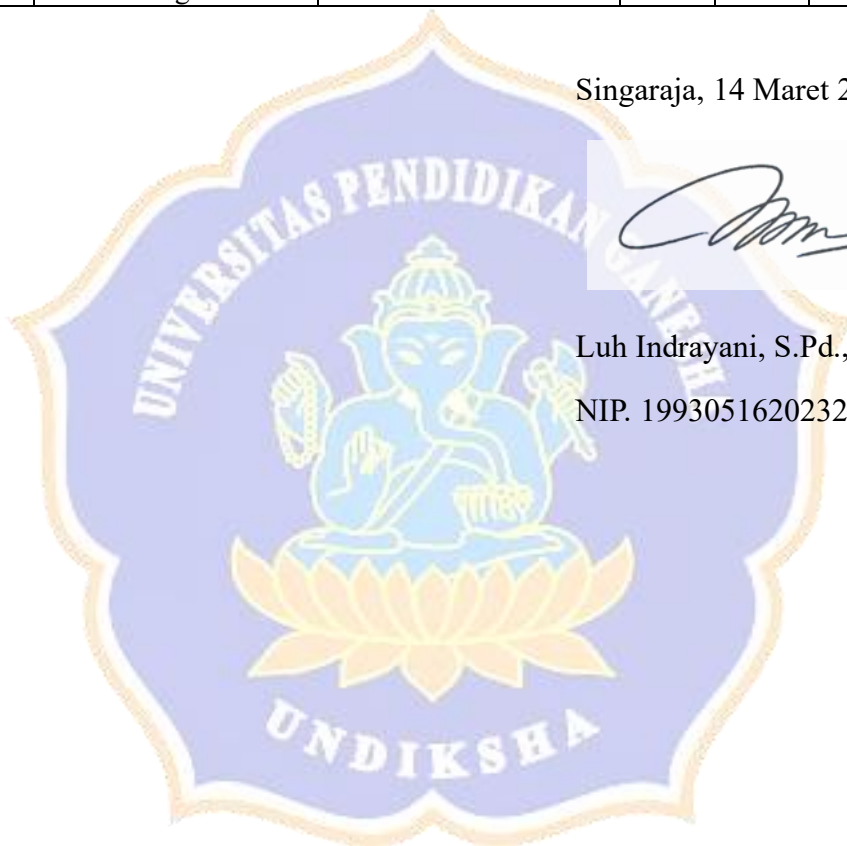
Judge 2: Luh Indrayani, S.Pd., M.Pd

No.	Dimension	Indicator	Item Statements	Irrelevant	Relevant	Suggestion
1)	Computer/Internet self-efficacy (CIS)	Confidence in performing basic functions using ChatGPT	I feel confident in performing the basic functions of ChatGPT.		✓	
		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.		✓	
		Confidence in using ChatGPT to gather information effectively	I feel confident in using ChatGPT to gather information for English language learning tasks.		✓	
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.		✓	
		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	I have high expectations for my		✓	

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

		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



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' Readiness Questionnaire)

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

No.	Dimension	Indicator	Item Statements	Irrelevant	Relevant	Suggestion
1)	Computer/Internet self-efficacy (CIS)	Confidence in performing basic functions using ChatGPT	I feel confident in performing the basic functions of ChatGPT.		✓	
		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.		✓	
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.		✓	
		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.		✓	
		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	I have high expectations for my		✓	

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



Luh Indrayani, S.Pd., M.Pd
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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

(Students' Satisfaction Interview Guide)

Judge 1: Made Hery Santosa, Ph.D.

No	Factor	Sub Factor	Items	Relevant	Irrelevant	Suggestion
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?	✓		
			How satisfied are you with how the teacher manages the English language learning process in a structured manner when integrating ChatGPT?	✓		
			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?	✓		
			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 provided by ChatGPT in English language learning?			
		Teachers – Students	How satisfied are you with your opportunities to consult with the teachers about issues while using ChatGPT in English language learning?	✓		
			How satisfied are you with the 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 – Students	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?	✓		
			How satisfied are you with the opportunities to work and participate in group discussions about English language learning using ChatGPT?	✓		
			How satisfied are you with the opportunities to interact personally with other students in English language learning tasks involving ChatGPT?	✓		
3)	Technology Factor	Tools	How satisfied are you with the use of ChatGPT as a technological tool to support your English language learning process?	✓		
			How satisfied are you with the flexibility of ChatGPT in assisting different aspects of English language learning?	✓		
			How satisfied are you with the ease of use of ChatGPT's features in English language learning?	✓		
			How satisfied are you with the availability of guidance or	✓		

			tutorials when using ChatGPT for English language learning?			
		Accessibility	How satisfied are you with the availability of access to ChatGPT as a tool for English language learning?	✓		
			How satisfied are you with the speed and reliability of accessing ChatGPT for English language learning?	✓		
		Accessibility	How satisfied are you with the availability of access to English language learning resources provided through ChatGPT?	✓		
			How satisfied are you with how ChatGPT provides easy access to diverse English language learning resources?	✓		
		Usefulness	How satisfied are you with the 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 flexibility of ChatGPT in generating different types of support to suit your English language learning needs?	✓		

Singaraja, 14 Maret 2025



Made Hery Santosa, Ph.D.

NIP. 197910232003121001

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 1: Made Hery Santosa, Ph.D.

No	Factor	Sub Factor	Items	Relevant	Irrelevant	Suggestion
1)	Instructor Factor	Classroom Management	How satisfied are you with your ability to address students' issues during English language teaching involving ChatGPT?	✓		
			How satisfied are you with how the students manage the English language teaching process in a structured manner when integrating ChatGPT?	✓		
			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?	✓		
			How satisfied are you with the variety of teaching methods ChatGPT supports in your English language teaching lessons?	✓		
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?	✓		
			How satisfied are you with the quality of content generated by ChatGPT for English language teaching purposes?	✓		

		Teachers – Students	How satisfied are you with the 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 providing feedback and resolving students' queries in English language teaching?	✓		
			How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students in English language teaching?	✓		
		Teachers – Teachers	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?	✓		
			How satisfied are you with the role of ChatGPT in facilitating discussions or brainstorming among teaching staff in English language teaching?	✓		
			How satisfied are you with ChatGPT's ability to provide insights or suggestions that improve teamwork or collaboration in an English language teaching setting?	✓		
3)	Technology Factor	Tools	How satisfied are you with the use of ChatGPT as a technological tool to support your English language teaching process?	✓		
			How satisfied are you with the flexibility of ChatGPT in assisting different aspects of your English language teaching?	✓		
			How satisfied are you with the 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?	✓		

		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?	✓		
			How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs in English language teaching?	✓		
			How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative English language teaching strategies?	✓		

Singaraja, 14 Maret 2025



Made Hery Santosa, Ph.D.

NIP. 197910232003121001

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

(Students' Satisfaction Interview Guide)

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

No	Factor	Sub Factor	Items	Relevant	Irrelevant	Suggestion
1)	Instructor Factor	Classroom Management	How satisfied are you with the 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 when integrating ChatGPT?	✓		
			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?	✓		
			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 provided by ChatGPT in English language learning?			
		Teachers – Students	How satisfied are you with your opportunities to consult with the teachers about issues while using ChatGPT in English language learning?	✓		
			How satisfied are you with the 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 – Students	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?	✓		
			How satisfied are you with the opportunities to work and participate in group discussions about English language learning using ChatGPT?	✓		
			How satisfied are you with the opportunities to interact personally with other students in English language learning tasks involving ChatGPT?	✓		
3)	Technology Factor	Tools	How satisfied are you with the use of ChatGPT as a technological tool to support your English language learning process?	✓		
			How satisfied are you with the flexibility of ChatGPT in assisting different aspects of English language learning?	✓		
			How satisfied are you with the ease of use of ChatGPT's features in English language learning?	✓		
			How satisfied are you with the availability of guidance or	✓		

			tutorials when using ChatGPT for English language learning?			
		Accessibility	How satisfied are you with the availability of access to ChatGPT as a tool for English language learning?	✓		
			How satisfied are you with the speed and reliability of accessing ChatGPT for English language learning?	✓		
		Accessibility	How satisfied are you with the availability of access to English language learning resources provided through ChatGPT?	✓		
			How satisfied are you with how ChatGPT provides easy access to diverse English language learning resources?	✓		
		Usefulness	How satisfied are you with the 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 flexibility of ChatGPT in generating different types of support to suit your English language learning needs?	✓		

Singaraja, 14 Maret 2025



Luh Indrayani, S.Pd., M.Pd

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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	Relevant	Irrelevant	Suggestion
1)	Instructor Factor	Classroom Management	How satisfied are you with your ability to address students' issues during English language teaching involving ChatGPT?	✓		
			How satisfied are you with how the students manage the English language teaching process in a structured manner when integrating ChatGPT?	✓		
			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?	✓		
			How satisfied are you with the variety of teaching methods ChatGPT supports in your English language teaching lessons?	✓		
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?	✓		
			How satisfied are you with the quality of content generated by ChatGPT for English language teaching purposes?	✓		

		Teachers – Students	How satisfied are you with the 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 providing feedback and resolving students' queries in English language teaching?	✓		
			How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students in English language teaching?	✓		
		Teachers – Teachers	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?	✓		
			How satisfied are you with the role of ChatGPT in facilitating discussions or brainstorming among teaching staff in English language teaching?	✓		
			How satisfied are you with ChatGPT's ability to provide insights or suggestions that improve teamwork or collaboration in an English language teaching setting?	✓		
3)	Technology Factor	Tools	How satisfied are you with the use of ChatGPT as a technological tool to support your English language teaching process?	✓		
			How satisfied are you with the flexibility of ChatGPT in assisting different aspects of your English language teaching?	✓		
			How satisfied are you with the 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?	✓		

		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?	✓		
			How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs in English language teaching?	✓		
			How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative English language teaching strategies?	✓		

Singaraja, 14 Maret 2025



Luh Indrayani, S.Pd., M.Pd

NIP. 199305162023212040

Appendix 7 Respondent Data of Readiness Questionnaire (Students)

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
7.	3	3	3	3	2	3	4	2	3	5	4	4	3	2	3	4	1	3
8.	4	4	2	3	3	3	3	3	3	3	4	4	4	3	3	3	2	3
9.	3	3	4	3	4	5	5	3	4	3	4	5	4	4	3	3	5	5
10.	1	5	3	1	1	1	1	2	2	2	2	2	2	1	3	2	2	2
11.	3	3	4	4	4	4	4	2	5	2	3	4	3	4	4	4	5	5
12.	3	4	4	3	4	4	3	2	4	3	3	4	2	4	4	4	4	4

13.	4	4	3	3	4	4	3	4	3	3	3	3	4	3	4	4	4	4
14.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4
15.	3	3	4	4	4	4	4	3	3	4	4	4	4	4	5	3	3	5
16.	4	4	4	3	5	4	4	5	4	5	5	4	3	4	5	5	4	5
17.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
18.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
19.	3	4	1	3	3	3	3	3	3	4	3	3	3	3	3	3	2	2
20.	3	2	3	1	1	1	1	3	4	4	4	3	2	4	2	4	1	3
21.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
22.	2	2	3	2	3	2	3	4	4	3	4	5	3	2	4	3	2	3
23.	4	3	4	4	4	4	4	3	4	4	4	4	3	4	4	4	3	4
24.	3	3	4	3	4	4	3	3	4	4	3	3	3	4	4	4	4	4
25.	3	4	3	4	3	3	3	3	3	4	3	3	3	3	4	4	3	4
26.	5	4	5	5	3	4	3	3	3	5	4	4	4	5	5	5	2	3
27.	2	1	1	2	2	2	1	2	2	2	3	3	3	3	3	3	2	2

28.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
30.	3	4	4	2	4	4	2	1	2	3	3	3	3	2	4	2	1	4
31.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
32.	2	2	3	2	3	3	3	2	4	4	4	3	3	4	3	3	4	3
33.	4	3	4	4	4	4	4	3	3	3	4	4	4	3	4	3	3	4
34.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
35.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5
36.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
37.	3	3	4	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3
38.	4	3	4	3	5	4	3	1	3	4	3	5	3	3	4	3	5	4
39.	3	3	2	4	4	4	3	3	4	3	3	4	4	3	4	3	3	2
40.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
41.	3	3	4	4	4	4	3	2	2	3	4	4	2	4	5	5	3	5
42.	4	5	4	3	5	4	5	5	2	3	4	2	2	3	3	4	4	5

43.	3	3	4	3	5	4	4	3	3	3	4	4	3	4	4	3	3	3
44.	3	3	4	4	1	1	1	3	2	1	3	4	2	1	3	3	2	3
45.	3	3	4	3	4	4	4	3	3	3	3	3	3	3	3	3	5	5
46.	4	3	4	3	5	5	3	5	4	3	3	4	3	3	5	4	3	5
47.	4	4	4	4	4	4	3	4	4	2	2	4	4	4	4	4	4	4
48.	5	5	3	1	1	3	3	2	4	5	5	5	2	1	1	4	2	4
49.	5	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3
50.	3	4	3	3	3	3	3	4	3	2	3	3	4	4	4	4	3	4
51.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
52.	3	1	1	2	1	2	3	2	1	5	3	3	2	1	2	2	1	3
53.	3	4	4	4	5	4	5	5	3	3	4	4	4	4	5	3	5	5
54.	4	4	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	4
55.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
56.	3	3	4	4	3	4	3	3	2	2	4	4	4	3	4	4	2	4
57.	4	4	4	4	3	3	3	3	3	3	4	3	4	3	3	3	3	4

[illegible]

[illegible]

[illegible]

118.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
119.	5	4	3	3	5	3	3	3	4	3	4	3	4	4	5	3	3	5
120.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
121.	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
122.	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
123.	3	3	5	5	4	5	5	2	4	5	5	5	5	5	4	2	4	4
124.	3	3	3	4	3	4	3	3	4	3	3	2	3	3	3	2	4	3
125.	4	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5
126.	3	4	3	4	4	3	3	2	3	4	3	4	4	4	3	4	4	5
127.	5	5	3	3	1	3	1	1	1	5	3	2	3	1	2	3	2	3
128.	3	3	4	3	3	4	3	2	4	3	4	3	4	4	4	3	3	4
129.	5	5	5	5	1	5	3	5	5	5	5	5	5	5	5	5	5	5
130.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
131.	3	3	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4
132.	1	2	2	2	2	2	2	3	2	2	3	3	3	3	3	3	3	3

133.	4	4	3	3	3	4	3	4	4	3	3	3	4	3	4	4	3	4
134.	4	3	3	2	4	2	1	1	4	3	4	5	4	4	5	4	4	4
135.	3	2	4	4	3	3	4	4	3	3	4	4	4	4	4	3	3	3
136.	4	3	4	4	4	4	3	3	4	4	4	4	4	4	4	4	3	4
137.	5	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3
138.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
139.	3	3	3	4	3	3	3	2	4	4	4	3	2	3	4	3	2	3
140.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
141.	3	4	4	3	3	3	3	3	2	4	4	5	3	3	4	3	3	3
142.	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
143.	3	4	5	3	3	3	4	3	3	4	4	3	4	4	5	4	3	4
144.	3	4	4	3	2	4	3	2	2	3	3	2	3	4	4	3	2	4
145.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3
146.	3	3	3	3	4	3	3	4	3	4	4	3	3	3	4	4	3	3
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315.	1	2	2	1	1	1	2	1	2	2	1	1	3	1	1	2	2	1
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Appendix 9 Thematic Analysis of Students Interview Excerpt

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 between students and teacher	Teacher guidance, moderation, and feedback	12	3	“ChatGPT is very helpful, but it is more effective if the teacher also gives feedback. With that guidance, I became more knowledgeable, confident and knew how to use output ChatGPT correctly.” (MS)
Interaction between students and technology (ChatGPT)	Content creation and academic aid through ChatGPT	12	7	“ChatGPT really helps me with grammar and creating something, especially when I’m self-studying. It’s flexible, and I use it to draft essays or learn new vocabulary.” (HS)
	Exploration and self-directed learning		2	“I practice conversations alone with ChatGPT to feel more confident speaking English. It’s great because I can try as many times as I want.” (HS)

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

				scripts or practicing dialogues.” (HS)
	Accessibility of Learning Resources		7	<p>“ChatGPT makes learning 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 a helpful tool for me.” (HS)</p>



Appendix 10. Thematic Analysis of Teachers Interview Excerpt

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		3	“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		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

				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 learning material and assessment planning		3	“I use ChatGPT to design activities that match my students’ levels, like making easier vocabulary lists for some and advanced challenges for others. For example, if we’re learning writing, I can ask it to create topics based on their interests, such as popular hobbies or local issues.” (HS)
	Engagement booster		2	“I use ChatGPT to make quick warm-up questions, such as ‘What’s your favorite hobby?’ or ‘Describe your weekend in one sentence.’ Students start talking faster, even shy ones. I don’t waste time thinking up questions and just copy-paste from ChatGPT.” (HS)
Technological and infrastructural factors	Technical support and access	5	5	“We don’t have IT support, so I learn to use ChatGPT through trial and error. If it gives strange answers or freezes, I restart it or try new prompts. It’s frustrating” (LS)
	Institutional policies, licenses, and		4	“Our school hasn’t provided clear rules about ChatGPT, so I’m unsure how to use it properly. For example,

	resource provision			is it okay for students 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)
Teacher professionalism, autonomy, and guidance	ChatGPT for guidance not replacement	5	3	"I use ChatGPT as a helper, not a substitute. It gives me ideas for lessons or examples, but I always adjust them. For instance, if it suggests a dialogue that's too advanced, I simplify the language to match my students' level". (MS)
	Teacher autonomy and control		2	"I decide what stays or goes in my lessons. ChatGPT might suggest a quiz, but I check if it matches our goals. If students rely too much on AI for answers, I remind them, 'You need to think, not just copy.' My role is to guide, not hand over control to a tool." (MS)
Students' engagement and outcomes	Mixed learning outcome	5	1	"In my English classes, some students 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 engagement		2	“From my observation, 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 remind them to use their own words.” (LS)
Students’ engagement and outcomes	Navigating curriculum and assessment needs	5	2	“In my experience, using ChatGPT is tough because the curriculum is packed with test prep and leaves no time for creative activity. Even when I try, assessing work becomes confusing, such as when a student uses ChatGPT for essays and I can’t tell their real understanding.” (LS)
	Support and training availability		4	“We get no training on ChatGPT, and there are no clear guidelines on 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.

