

APPENDICES

Appendix 1 Application letter for research



**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI**

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 1100/UN48.78.1/DT/2025

08 April 2025

Hal : Permohonan Izin Penelitian

Yth.

Kepala SMK Negeri 1 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	: Hernandini Rizkiawati
NIM	: 2112021098
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: Permohonan izin penelitian skripsi pada kelas X, XI, XII dan guru mata pelajaran Bahasa Inggris

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

a.n Dekan ,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

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

Appendix 2 The Readiness Questionnaire for Students

No.	Dimension	Indicator	Item no	Item Statements
1)	Computer/Internet self-efficacy (CIS)	Confidence in performing basic functions using ChatGPT	CIS1	I feel confident in performing the basic functions of ChatGPT.
		Confidence in managing ChatGPT's features and settings	CIS2	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	CIS3	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 teaching when using ChatGPT	SDL4	I can create and follow my own English language learning plan when using ChatGPT.
		Actively seeking support through ChatGPT when facing English language teaching challenges	SDL5	I actively seek support from ChatGPT when facing difficulties in English language learning tasks.
		Effectively using ChatGPT to manage time for English language teaching tasks	SDL6	I use ChatGPT effectively to manage my time for English language learning tasks.
		Setting clear goals for using ChatGPT in English language teaching activities	SDL7	I set clear English language learning goals when using ChatGPT as a learning tool.
		Maintaining high expectations for performance when using ChatGPT in English language teaching	SDL8	I have high expectations for my performance in English language learning with the assistance of ChatGPT.
3)	Learner Control (LC)	Ability to guide and monitor English language teaching progress with ChatGPT	LC9	I can guide and monitor my own English language learning progress when using ChatGPT.
		Staying focused on English language teaching tasks without being distracted by	LC10	I can stay focused on my English language learning tasks without being distracted by

		unrelated ChatGPT responses		unrelated ChatGPT responses.
		Reusing ChatGPT-generated responses or prompts for deeper understanding in English language teaching activities	LC11	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 teaching	MFL12	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 teaching	MFL13	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 teaching	MFL15	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 teaching tasks	MFL16	I am open to new ideas and approaches when using ChatGPT for English language learning tasks.
5)	Online Communication Self-Efficacy (OCS)	Confidence in using ChatGPT to communicate effectively in English language teaching tasks	OCS17	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 teaching activities	OCS17	I feel comfortable in expressing emotions, humor, or tone when interacting with ChatGPT
		Confidence in formulating and posting clear questions or prompts	OCS18	I feel confident in asking clear questions or seeking clarification about my

		to ChatGPT in English language teaching tasks		English language learning when using ChatGPT.
--	--	---	--	---

Appendix 3 The Readiness Questionnaire for Teachers'

No.	Dimension	Indicator	Item no	Item Statements
1)	Computer/Internet self-efficacy (CIS)	Confidence in performing basic functions using ChatGPT	CIS1	I feel confident in performing the basic functions of ChatGPT.
		Confidence in managing ChatGPT's features and settings	CIS2	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	CIS3	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	SDL4	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	SDL5	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	SDL6	I use ChatGPT effectively to manage my time for English language teaching tasks.
		Setting clear goals for using ChatGPT in English language teaching activities	SDL7	I set clear English language teaching goals when using ChatGPT as a learning tool.
		Maintaining high expectations for performance when using ChatGPT in English language teaching	SDL8	I have high expectations for my 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	LC9	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	LC10	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	LC11	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	MFL12	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	MFL13	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	MFL15	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	MFL16	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	OCS17	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	OCS17	I feel comfortable in expressing emotions, humor, or tone when

		with ChatGPT during English language teaching activities		interacting with ChatGPT
		Confidence in formulating and posting clear questions or prompts to ChatGPT in English language teaching tasks	OCS18	I feel confident in asking clear questions or seeking clarification about my English language teaching when using ChatGPT.

Appendix 4 The Readiness Questionnaire 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	<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>
		Teacher-Teacher	<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 assisting different aspects of English language learning?</p> <p>17. How satisfied are you with the ease of use of ChatGPT's features in English language learning?</p> <p>18. How satisfied are you with the availability of guidance or tutorials when using ChatGPT for English language learning?</p>
		Accessibility	<p>19. How satisfied are you with the availability of access to ChatGPT as a tool for English language learning?</p> <p>20. How satisfied are you with the speed and reliability of accessing ChatGPT for English language learning?</p>
4)	Learning Resource	Accessibility	<p>21. How satisfied are you with the availability of access to English language learning resources provided through ChatGPT?</p> <p>22. How satisfied are you with how ChatGPT provides easy access to diverse English language learning resources?</p>

		Usefulness	<p>23. How satisfied are you with the usefulness of ChatGPT-generated content in supporting your English language learning?</p> <p>24. How satisfied are you with the variety of English language learning resources that ChatGPT can provide?</p> <p>25. How satisfied are you with the flexibility of ChatGPT in generating different types of support to suit your English language learning needs?</p>
--	--	------------	--

Appendix 5 The Satisfaction Interview Guide for Teachers'

No	Factor	Sub Factor	Items
1)	Instructor Factor	Classroom Management	<p>1. How satisfied are you with your ability to address students' issues during English language teaching involving ChatGPT?</p> <p>2. How satisfied are you with how the students manage the English language teaching process in a structured manner when integrating ChatGPT?</p> <p>3. How satisfied are you with ChatGPT's role in helping to create a positive and engaging English language teaching environment?</p>
		Learning Method	<p>4. How satisfied are you with the teaching methods when integrating ChatGPT into English language teaching activities?</p> <p>5. How satisfied are you with the variety of teaching methods ChatGPT supports in your English language teaching lessons?</p>
2)	Interaction Factor	Teachers - Material	<p>6. How satisfied are you with the accessibility of content or resources suggested or generated by ChatGPT for English language teaching?</p> <p>7. How satisfied are you with ChatGPT's ability to adapt English language teaching materials further?</p> <p>8. How satisfied are you with the quality of content generated by ChatGPT for English language teaching purposes?</p>

		Teachers – Students	<p>9. How satisfied are you with the ease of communicating with students using ChatGPT as a support tool in English language teaching?</p> <p>10. How satisfied are you with how ChatGPT assists you in providing feedback and resolving students' queries in English language teaching?</p> <p>11. How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students in English language teaching?</p>
		Teachers - Teachers	<p>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?</p> <p>13. How satisfied are you with the role of ChatGPT in facilitating discussions or brainstorming among teaching staff in English language teaching?</p> <p>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?</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 teaching process?</p> <p>16. How satisfied are you with the flexibility of ChatGPT in assisting different aspects of your English language teaching?</p> <p>17. How satisfied are you with the ease of use of ChatGPT's features in English language teaching?</p> <p>18. How satisfied are you with the availability of guidance or tutorials when using ChatGPT for English language teaching?</p>
		Accessibility	<p>19. How satisfied are you with the availability of access to ChatGPT as a tool for English language teaching?</p> <p>20. How satisfied are you with the speed and reliability of accessing ChatGPT for English language teaching?</p>
4)	Learning Resource	Accessibility	<p>21. How satisfied are you with the availability of access to English language teaching resources provided through ChatGPT?</p> <p>22. How satisfied are you with the ease of accessing specialized content or materials for English language teaching through ChatGPT?</p>

		Usefulness	<p>23. How satisfied are you with the usefulness of ChatGPT-generated content in supporting your English language teaching?</p> <p>24. How satisfied are you with the variety and adaptability of ChatGPT-generated resources for different student needs in English language teaching?</p> <p>25. How satisfied are you with the flexibility of ChatGPT in supporting creative and innovative English language teaching strategies?</p>
--	--	------------	--

Appendix 6 The Satisfaction Interview Guide for Teachers'

Name : Hernandini Rizkiawati

NIM : 2112021098

Title : Assessing Students' and Teachers' Readiness and Satisfaction in utilizing ChatGPT for English Instruction in SMK Negeri 1 Singaraja

Experts : Made Hery Santosa, Ph.D & Luh Indrayani, S.Pd, M.Pd

Institution : Universitas Pendidikan Ganesha

Description

This expert validation sheet is designed to evaluate the readiness and satisfaction of students and teachers regarding the integration of ChatGPT in English language learning and teaching at SMK Negeri 1 Singaraja. The study seeks to examine the experiences of both groups, with a focus on their level of readiness and contentment in utilizing ChatGPT as a learning and teaching tool. Your input will help ensure the validity and reliability of the research instrument, contributing to a deeper understanding of the factors that influence the effective use of AI tools like ChatGPT in English language education.

Research Questions

1. What is the readiness level of students at SMKN 1 Singaraja in utilizing ChatGPT in English learning?
2. What is the readiness level of English teachers at SMKN 1 Singaraja in utilizing ChatGPT in English learning?
3. How satisfied are the grade 12th students at SMKN 1 Singaraja regarding their readiness level in utilizing ChatGPT in English learning?
4. How satisfied are the English teachers at SMKN 1 Singaraja regarding their readiness level in utilizing ChatGPT in English learning?

Theory

No.	Research Questions	Theory	Note
1)	What is the readiness level of SMK Negeri 1 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 SMK Negeri 1 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 SMK Negeri 1 Singaraja students with their ability to use ChatGPT as an English language learning tool?	Lemos & Pedro (2012)	<p>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:</p> <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)	<p>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:</p> <ol style="list-style-type: none"> 1. Student-Content Interactions 2. Student-Instructor Interactions 3. Student-Student Interactions
		Paechter et al., (2010)	<p>According to Paechter et al., (2010), key factors influencing student satisfaction include teachers, 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.
4)	How satisfied are teachers at SMK Negeri 1 Singaraja with their ability to use ChatGPT as a tool for teaching English?	Lemos & Pedro (2012)	<p>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:</p> <ol style="list-style-type: none"> 1. Course Design 2. Coordination

			<ol style="list-style-type: none"> 3. Faculty and Tutors 4. Curricular Program 5. Resources 6. Learning Methodologies 7. Evaluation System 8. Support Services 9. Technology Infrastructure
		Moore (1989)	<p>According to Moore (1989), transactional distance and interaction are key factors influencing teachers' 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 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 Student-Student Interactions
		Paechter et al., (2010)	<p>According to Paechter et al., (2010), key factors influencing teachers' satisfaction include teachers, 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

Assessing Students' and Teachers' Readiness and Satisfaction in utilizing
ChatGPT for English Instruction in SMK Negeri 1 Singaraja

(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	I actively seek support from		✓	

		through ChatGPT when facing English language learning challenges	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 using ChatGPT in English language learning	I have high expectations for my 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	I can stay focused on my English language learning tasks without being		✓	

		distracted by unrelated ChatGPT responses	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	I improve my English language learning tasks by learning from the feedback and suggestions		✓	

		English language learning	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 posing clear questions or prompts to ChatGPT in	I feel confident in asking clear questions or seeking clarification about my English		✓	

		English language learning tasks	language learning when using ChatGPT.			
--	--	--	--	--	--	--

Singaraja, 7 Maret 2025



Made Hery Santosa, Ph.D.

NIP. 197910232003121001



EXPERT JUDGEMENT VALIDATION FORM

Assessing Students' and Teachers' Readiness and Satisfaction in utilizing
ChatGPT for English Instruction in SMK Negeri 1 Singaraja

(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	I actively seek support from		✓	

		through ChatGPT when facing English language teaching challenges	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 using ChatGPT in English language teaching	I have high expectations for my 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	I can stay focused on my English language teaching tasks without being		✓	

		distracted by unrelated ChatGPT responses	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	I improve my English language teaching tasks by learning from the feedback and suggestions		✓	

		English language teaching	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 posing clear questions or prompts to ChatGPT in	I feel confident in asking clear questions or seeking clarification about my English		✓	

		English language teaching tasks	language teaching when using ChatGPT.			
--	--	--	--	--	--	--

Singaraja, 7 Maret 2025



Made Hery Santosa, Ph.D.

NIP. 197910232003121001



EXPERT JUDGEMENT VALIDATION FORM

Assessing Students' and Teachers' Readiness and Satisfaction in utilizing
ChatGPT for English Instruction in SMK Negeri 1 Singaraja

(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 performance when using ChatGPT in English language learning	I have high expectations for my 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	I can stay focused on my English language learning		✓	

		tasks without being distracted by unrelated ChatGPT responses	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	I improve my English language learning tasks by learning from the		✓	

		received from ChatGPT in English language learning	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 posing clear	I feel confident in asking clear questions or seeking		✓	

		questions or prompts to ChatGPT in English language learning tasks	clarification about my English language learning when using ChatGPT.			
--	--	--	--	--	--	--

Singaraja, 7 Maret 2025



Luh Indrayani, S.Pd., M.Pd

NIP. 199305162023212040



EXPERT JUDGEMENT VALIDATION FORM

Assessing Students' and Teachers' Readiness and Satisfaction in utilizing
ChatGPT for English Instruction in SMK Negeri 1 Singaraja

(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 performance when using ChatGPT in English language teaching	I have high expectations for my 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	I can stay focused on my English language teaching		✓	

		tasks without being distracted by unrelated ChatGPT responses	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	I improve my English language teaching tasks by learning from the		✓	

		received from ChatGPT in English language teaching	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 posing clear	I feel confident in asking clear questions or seeking		✓	

		questions or prompts to ChatGPT in English language teaching tasks	clarification about my English language teaching when using ChatGPT.			
--	--	--	--	--	--	--

Singaraja, 7 Maret 2025



Luh Indrayani, S.Pd., M.Pd

NIP. 199305162023212040



Appendix 7 The Satisfaction Interview Guide for Students

Theme	Sub-Theme	Participants	Excerpts	Excerpt Sample
Teacher Support	Helpful Feedback	7	9	"Whenever I get feedback from my teacher, it's not just general advice. It's specific to my mistakes and makes me feel like they're really paying attention to my progress." (SHS1)
	Clear Structure	8	7	"When my teacher gives step-by-step instructions before we use ChatGPT, I know exactly what to do and what to look for." (SHS9)
Student Interaction	Group Discussions	6	6	"The teacher encourages us to share our experiences, which fosters a collaborative learning environment." (SHS10)
	Peer Communication	4	5	"Sometimes I feel nervous to speak up because I'm not sure if my opinion is correct." (SLS12)
ChatGPT Use	Easy to Use	8	6	"The interface is user-friendly, and I can quickly find the information I need without any hassle." (SHS8)
	Useful Response	5	4	"I use ChatGPT to help me understand difficult grammar. I feel like it's really helpful for learning, especially when I don't get something in class." (SHS1)
	Fast Access	7	5	"I like that I can just open it anytime, even on my phone, and get a response quickly. It makes studying on the go so much easier." (SHS6)
Learning Experience	Flexible Learning	7	6	"The teacher incorporates a range of activities, from group discussions to individual writing assignments, which keeps the lessons fresh and engaging." (SHS4)
	Better Understanding	8	6	"If I don't understand something, I go back and ask it again until it makes sense." (SHS6)

	Variety of Methods	4	5	“After a while, the learning methods feel kind of repetitive. It would be nice if it could offer more interactive tasks or something beyond just text responses.” (SLS3)
--	--------------------	---	---	--

Appendix 8 Thematic Analysis of Teachers’ Interview Session

Theme	Sub-Theme	Participants	Excerpts	Excerpt Sample
Teacher Support	Guidance and Structure	7	6	“I provide each assignment with clear, step-by-step instructions.” (THS2)
	Motivation and Engagement	5	4	“When students see immediate and personalized responses from ChatGPT, they become more eager to complete tasks and explore new topics. It adds a level of curiosity that I don’t always get from traditional materials.” (TLS4)
	Learning Interaction	6	5	“These discussions often lead to deeper understanding and critical thinking.” (THS6)
Technology Use	Usability and Flexibility	6	5	“ChatGPT is incredibly adaptable, it can support a wide range of student needs, from helping with grammar fundamentals to guiding creative writing projects.” (THS1)
	Access and Reliability	4	4	“While I find ChatGPT highly beneficial in supporting my lessons, some of my students still struggle with access due to limited devices or unstable internet connections at home. This often affects their ability to engage fully with the tasks I assign through the platform.” (THS6)

Learning Resources	Variety and Depth	6	5	“It often sparks important classroom conversations, encouraging students to think critically, share diverse perspectives, and engage more deeply with the subject matter.” (THS7)
	Content support	5	4	“Sometimes a single response from ChatGPT turns into a whole class discussion. Students start questioning it, debating it, and bringing in their own opinions. It really gets them thinking in ways that traditional materials don’t always spark.” (THS 7)

