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 : S

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	Item Statements
1)	Computer/Internet self-efficacy (CIS)	Confidence in basic functions using ChatGPT	no 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.
	Tima	Actively seeking support through ChatGPT when facing English language teaching challenges Effectively using	SDL5	I actively seek support from ChatGPT when facing difficulties in English language learning tasks. I use ChatGPT
		ChatGPT to manage time for English language teaching tasks Setting clear goals for	SDL7	effectively to manage my time for English language learning tasks. I set clear English
		using ChatGPT in English language teaching activities	1 >	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 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.
	A LANGE	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
English language	learning when using
teaching tasks	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.
	Tell Man	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	Ability to guide and	LC9	I can guide and
	(LC)	monitor English		monitor my own
		language teaching		English language
		progress with		teaching progress
		ChatGPT		when using ChatGPT.
		Staying focused on	LC10	I can stay focused on
		English language		my English language
		teaching tasks without		teaching tasks without
		being distracted by		being distracted by
		unrelated ChatGPT		unrelated ChatGPT
		responses		responses.
		Reusing ChatGPT-	LC11	I reuse the ChatGPT-
		generated responses or		generated responses or
		prompts for deeper		prompts to gain a
		understanding in		deeper understanding
		English language		of English language
		teaching activities	A V	teaching materials.
4)	Motivation for	Willingness to explore	MFL12	I am open to new ideas
	Learning (MFL)	and embrace new ideas	10	and approaches when
	1 1 200	through ChatGPT in	-	using ChatGPT for
		English language	1	English language
		teaching	N 6777 4 0	teaching tasks.
		Having intrinsic	MFL13	I feel motivated to use
		motivation to use	R	ChatGPT for self-
		ChatGPT for self-	λ	improvement and
		improvement and		English language
	1	English language	4	teaching tasks.
	1	teaching	MEI 15	I immediate
	7/	Learning from	MFL15	I improve my English
		mistakes through the feedback and	12/	language teaching tasks by learning from
	1			the feedback and
		suggestions received from ChatGPT in		
		English language		suggestions provided by ChatGPT.
		teaching	VI.AR	by Chator 1.
	E. remain	Enjoying the process	MFL16	I enjoy using ChatGPT
		of using ChatGPT for	WII LIU	to brainstorm ideas and
		brainstorming ideas		enhance my English
		and enhancing English		language teaching
		language teaching		tasks.
		tasks		· · · · · · · · · · · · · · · · · · ·
5)	Online	Confidence in using	OCS17	I feel confident in
	Communication	ChatGPT to	0.0017	using ChatGPT to
	Self-Efficacy (OCS)	communicate		effectively
	, (2 22)	effectively in English		communicate my ideas
		language teaching		in English language
		tasks		teaching tasks.
		Comfort in expressing	OCS17	I feel comfortable in
		emotions, humor or		expressing emotions,
		tone when interacting		humor, or tone when
		,	1	, or tone windin

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

Appendix 4 The Readiness Questionnaire for Teachers'

No	Factor	Sub Factor	Items
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	 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 –	9. How satisfied are you with your
		Students	opportunities to consult with the teachers about issues while using ChatGPT in English language learning? 10. How satisfied are you with the suggestions and feedback provided by the teachers regarding your English language learning based on ChatGPT responses? 11. How satisfied are you with the enthusiasm and motivation given by the teachers while integrating ChatGPT into your English language learning?
		Teacher- Teacher	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?
		SITASP	13. How satisfied are you with the opportunities to work and participate in group discussions about English language learning using ChatGPT?14. How satisfied are you with the opportunities
			to interact personally with other students in English language learning tasks involving ChatGPT?
3)	Technology Factor	Accessibility	 15. How satisfied are you with the use of ChatGPT as a technological tool to support your English language learning process? 16. How satisfied are you with the flexibility of ChatGPT in assisting different aspects of English language learning? 17. How satisfied are you with the ease of use of ChatGPT's features in English language learning? 18. How satisfied are you with the availability of guidance or tutorials when using ChatGPT for English language learning? 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?
4)	Learning Resource	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 The Satisfaction Interview Guide for Teachers'

No	Factor	Sub Factor	Items
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	 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 –	O How estisfied are well the see of
		Students Students	 9. How satisfied are you with the ease of communicating with students using ChatGPT as a support tool in English language teaching? 10. How satisfied are you with how ChatGPT assists you in providing feedback and resolving students' queries in English language teaching? 11. How satisfied are you with ChatGPT's role in enhancing engagement and motivation among students in English language teaching?
		Teachers - Teachers	12. How satisfied are you with the communication, such as exchanging information and knowledge between fellow teachers with the aid of ChatGPT in English language teaching?
		OSTIAS P	 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?
3)	Technology Factor	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? 18. How satisfied are you with the availability of guidance or tutorials when using ChatGPT for English language teaching?
		Accessibility	19. How satisfied are you with the availability of access to ChatGPT as a tool for English language teaching?20. How satisfied are you with the speed and reliability of accessing ChatGPT for English language teaching?
4)	Learning Resource	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?

Appendix 6 The Satisfaction Interview Guide for Teachers'

Name : Hernandini Rizkiawati

NIM : 2112021098

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	Hung et	OLRs (Online Learning Readiness) theory by
	read <mark>in</mark> ess level of	al.,	Hung et al., (2010) refers to the Online
	SMK Negeri 1	(2010)	Learning Readiness Scale (OLRS), which was
	Singaraja students		developed to measure students' readiness for
	for implementing	NA.A	online learning. This theory can be adapted to
	ChatGP <mark>T</mark> as an		assess the level of ChatGPT readiness among
	English language		students in the English learning. According to
	learning tool?		Hung et al., (2010), the five key components
			of Online Learning Readiness are:
		U Ar	1. Computer/Internet Self-Efficacy
		V. I	2. Self-Directed Learning
	Constitute of the last of the		3. Learner Control
	300	The same of the sa	4. Motivation for Learning
			5. Online Communication Self-Efficacy
2)	What is the	Hung et	OLRs (Online Learning Readiness) theory by
	readiness level of	al.,	Hung et al., (2010) refers to the Online
	SMK Negeri 1	(2010)	Learning Readiness Scale (OLRS), which was
	Singaraja teachers		developed to measure students' readiness for
	for implementing		online learning. This theory can be adapted to
	ChatGPT as an		assess the level of ChatGPT readiness among
	English language		teachers in the English language teaching.
	teaching tool?		According to Hung et al., (2010), the five key
			components of Online Learning Readiness are:
			6. Computer/Internet Self-Efficacy
			7. Self-Directed Learning
			8. Learner Control
			9. Motivation for Learning

			Online Communication Self-Efficacy
3)	How satisfied are	Lemos &	This study will assess the satisfaction of
3)	SMK Negeri 1	Pedro	students regarding the integration of ChatGPT
	Singaraja students	(2012)	in English language learning. The model's
	with their ability to	(2012)	nine dimensions will be adapted, which
	use ChatGPT as an		include:
	English language		1. Course Design
	learning tool?		2. Coordination
	rearming toor.		3. Faculty and Tutors
			4. Curricular Program
			5. Resources
			6. Learning Methodologies
			7. Evaluation System
			8. Support Services
			9. Technology Infrastructure
		Moore	According to Moore (1989), transactional
		(1989)	distance and interaction are key factors
	4		influencing student satisfaction. These
	4	P. 100	concepts refer to the psychological and
	A STATE OF THE STA	0.000	communication space that may exist in
		(B)	educational settings, particularly when
		3.0	technology mediates learning. The level of
	A 1	5	satisfaction with ChatGPT integration in
		d	English language learning is expected to
		- N	correlate with variations among three types of
			interaction, including:
		and and	1. Student-Content Interactions
		7	2. Student-Instructor Interactions
	No.		3. Student-Student Interactions
	A STATE OF THE PARTY OF THE PAR	Paechter	According to Paechter et al., (2010), key
	7/	et al.,	factors influencing student satisfaction include
		(2010)	teachers, technology, and learning resources.
	1		1. The instructor factor reflects how
			students perceive satisfaction through
		m.	the teacher's pedagogical knowledge
		TV I	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	Lemos &	This study will assess the satisfaction of
	teachers at SMK	Pedro	teachers regarding the integration of ChatGPT
	Negeri 1 Singaraja	(2012)	in English language teaching. The model's
	with their ability to		nine dimensions will be adapted, which
	use ChatGPT as a		include:
	tool for teaching		1. Course Design
	English?		2. Coordination

	1	
		3. Faculty and Tutors
		4. Curricular Program
		5. Resources
		6. Learning Methodologies
		7. Evaluation System
		8. Support Services
		9. Technology Infrastructure
	Moore	According to Moore (1989), transactional
	(1989)	distance and interaction are key factors
		influencing teachers' satisfaction. These
		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
	and the same of th	correlate with variations among three types of
_		interaction, including:
#	P	4. Student-Content Interactions
and the state of t	4 10 16	5. Student-Instructor Interactions
	472	Student-Student Interactions
	Paechter	According to Paechter et al., (2010), key
	et al.,	factors influencing teachers satisfaction
	(2010)	include teachers, technology, and learning
	(2010)	
	(B)	resources.
		1. The instructor factor reflects how
	No other	students perceive satisfaction through
		the teacher's pedagogical knowledge
10		and teaching effectiveness.
		2. The technology factor emphasizes the
	MAN	importance of reliable technological
		tools and adequate access, which can
A W		enhance user satisfaction.
		3. The course management factor
	The same	includes the availability and quality of
	U Ar -	learning resources, plays a crucial role
	3/21	in shaping the overall learning
		experience.
The state of the s		on portoneo.

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	Irreleva	Releva	Suggesti
			Statements	nt	nt	on
1)	Computer/Inter	Confidence	I feel		✓	
	net self-efficacy	in	confident in			
	(CIS)	performing	performing			
		basic	the basic			
		functions	functions of	94		
		using	ChatGPT.			
		ChatGPT	MDIA			
		Confidence	I feel		✓	
	11/1	in managing	confident in	110		
	///	ChatGPT's	my			
		features and	knowledge	1		Sec
		settings	and skills of	4	7	S. Carlotte
		1 6	how to	1	-	7
		(27)	manage	(I)		
		The last	ChatGPT for	<u> </u>		
			English	100		
	1 (language		J J	1
			learning	N A	1	
	7/		tasks.		A C	
		Confidence	I feel		Y	
	7.7	in using	confident in		1//	
		ChatGPT to	using		7.8	
	100	gather	ChatGPT to	No. 1		
		information	gather	26 /	P. Comments	
	3	effectively	information	Simon !		
	19		for English	D.		
			language			
			learning			
2)	C-16 4:	A 1.:1:4 4 -	tasks.		-/	
2)	Self-directed	Ability to	I can create		,	
	learning (SDL)	create and	and follow			
		follow a plan	my own			
		for English	English			
		language learning	language			
		when using	learning plan when using			
		ChatGPT	when using ChatGPT.			
		Actively	I actively			
		seeking	-		•	
		_	seek support from			
		support	110111			

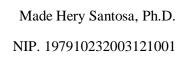
		.1 1	OI (CDT	I	I	
		through	ChatGPT			
		ChatGPT	when facing			
		when facing	difficulties in			
		English	English			
		language	language			
		learning	learning			
		challenges	tasks.			
		Effectively	I use		✓	
		using	ChatGPT			
		ChatGPT to	effectively to			
		manage time	manage my			
		for English	time for			
		language	English			
		learning	language			
		tasks	learning			
			tasks.			
		Setting clear	I set clear	95.	√	
		goals for	English			
		using	language			
		ChatGPT in	learning		Sa.	
	31/10	English	goals when	Na		
		language	using	Sec. Carlo		
		learning	ChatGPT as a	1		
		activities	learning tool.			Section 1
		Maintaining	I have high		✓	8
		high	expectations		400	
		expectations	for my			
		for	performance	-5		
		performance	in English		17	
	16	when using	language			
	The same of the sa	ChatGPT in	learning with			
		English	the assistance			
	1.0	language	of ChatGPT.	<		
	1	learning			18	
3)	Learner	Ability to	I can guide		√	
- /	Control (LC)	guide and	and monitor	56	A STATE OF THE PARTY OF THE PAR	
		monitor	my own		Ø.	
	1	English	English			
	300		The second secon			
		language	language			
		learning	learning			
		progress	progress			
		with	when using			
		ChatGPT	ChatGPT.			
		Staying	I can stay		✓	
		focused on	focused on			
		English	my English			
		language	language			
		learning	learning			
		tasks	tasks			
		without	without			
		being	being			

		distracted by unrelated ChatGPT responses Reusing ChatGPT- generated responses or	distracted by unrelated ChatGPT responses. I reuse the ChatGPT- generated responses or		✓	
		prompts for deeper understandi ng in English language learning activities	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 Having intrinsic motivation to use ChatGPT for self- improveme nt and English language learning	I am open to new ideas and approaches when using ChatGPT for English language learning tasks. I feel motivated to use ChatGPT for self-improveme nt and English language learning tasks.	A CHARACTER OF THE PARTY OF THE		
		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	provided by			
		language	ChatGPT.			
		learning	Charon 1.			
		Enjoying	I enjoy		√	
		the process	using			
		_	ChatGPT to			
		of using ChatGPT	brainstorm			
		for	ideas and			
		_				
		brainstormi	enhance my			
		ng ideas	English			
		and	language			
		enhancing	learning			
		English	tasks.			
		language				
		learning				
	_	tasks				
5)	Online	Confidence	I feel		✓	
	Communicatio	in using	confident in		No.	
	n Self-	ChatGPT to	using	N _		
	Efficacy	communicat	ChatGPT to			
	(OCS)	e effectively	effectively			
		in English	communicat			St. St.
		language	e my ideas		4	g.
		learning	in English	Maria III.		
		tasks	language			
	y,	W/ 1/2	learning			
	1.0		tasks.		J.	
		Comfort in	I feel	NOV.	√	
	7/4	expressing	comfortable			
		emotions,	in	5/		
	3.7	humor or	expressing		7/4	
		tone when	emotions,			
		interacting	humor, or	8	1	
		with	tone when		g.	
		ChatGPT	interacting			
	300	during	with	100		
		English	ChatGPT			
		language				
		learning				
		activities				
		Confidence	I feel		√	
		in	confident in			
		formulating	asking clear			
		_	_			
		and posting clear	questions or			
			seeking clarification			
		questions or				
		prompts to	about my			
		ChatGPT in	English			

English	language		
language	learning		
learning	when using		
tasks	ChatGPT.		

Singaraja, 7 Maret 2025



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	Irreleva	Releva	Suggesti
			Statements	nt	nt	on
1)	Computer/Inter	Confidence	I feel		✓	
	net self-efficacy	in	confident in			
	(CIS)	performing	performing			
		basic	the basic			
		functions	functions of	94		
		using	ChatGPT.	18		
	-	ChatGPT	MATA			
		Confidence	I feel		*	
	1//	in managing	confident in	11/2		
	///	ChatGPT's	my	The state of the s		
		features and	knowledge		. 17	
		settings	and skills of			The same of the sa
		\ B.	how to		4	7
		(報) 上	manage	M III	(A)	i
		N-E/Lin	ChatGPT for			
		197 (1)	English	2		
			language		1//	
			teaching	Sec. 1		
			tasks.	\sim		
		Confidence	I feel	199/	✓	
	1.0	in using	confident in	<		
		ChatGPT to	using		18	
		gather	ChatGPT to			
		information	gather	36 7	A STATE OF THE STA	
	3/	effectively	information	-		
	6		for English			
	,		language			
			teaching			
			tasks.			
2)	Self-directed	Ability to	I can create		✓	
	learning (SDL)	create and	and follow			
		follow a plan	my own			
		for English	English			
		language	language			
		teaching	teaching plan			
		when using	when using			
		ChatGPT	ChatGPT.			
		Actively	I actively		✓	
		seeking	seek support			
		support	from			
	1	1 T				

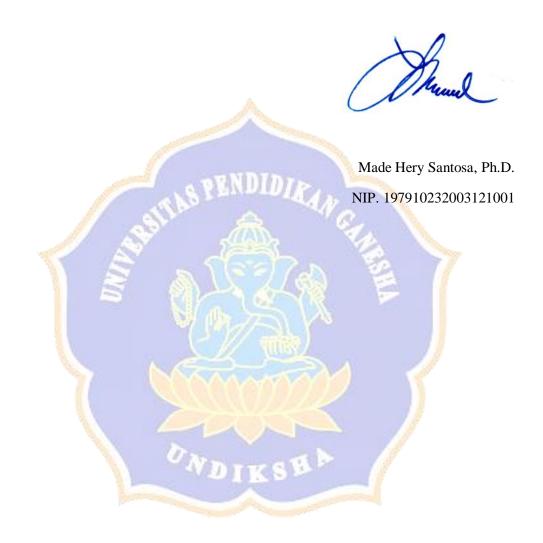
	T			1	ı	
		through	ChatGPT			
		ChatGPT	when facing			
		when facing	difficulties in			
		English	English			
		language	language			
		teaching	teaching			
		challenges	tasks.			
		Effectively	I use		✓	
		using	ChatGPT			
		ChatGPT to	effectively to			
		manage time	manage my			
		for English	time for			
		language	English			
		teaching	language			
		tasks	teaching			
		- 1	tasks.			
		Setting clear	I set clear	60.	✓	
		goals for	English			
		using	language			
		ChatGPT in	teaching		Sec.	
	Al Car	English	goals when	N		
	1/4	language	using	M. Carrie		
		teaching	ChatGPT as a			
		activities	learning tool.			Regge
		Maintaining	I have high	1 3	✓	8
		high	expectations	V 1:	100	-
		expectations	for my	1		
		for	performance	13		
		performance	in English			
	16	when using	language			
	The same of the sa	ChatGPT in	teaching with			
		English	the assistance			
	1.0	language	of ChatGPT.			
	3 (teaching			18	
3)	Learner	Ability to	I can guide		√	
	Control (LC)	guide and	and monitor	32	A. C.	
	Control (LC)	monitor	my own		V.	
	300	English	English			
		language	language			
		teaching	teaching			
		progress	progress			
		with	when using			
		ChatGPT	ChatGPT.			
		Staying	I can stay		✓	
		focused on	focused on			
		English	my English			
		language	language			
		teaching	teaching			
		tasks	tasks			
		without	without			
ı	I .	being	being		Ì	İ

		distracted by unrelated ChatGPT responses Reusing ChatGPT- generated responses or	distracted by unrelated ChatGPT responses. I reuse the ChatGPT- generated responses or		√	
		prompts for deeper understandi ng in English language teaching activities	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 Having intrinsic motivation to use ChatGPT for self- improveme nt and English language teaching	I am open to new ideas and approaches when using ChatGPT for English language teaching tasks. I feel motivated to use ChatGPT for self-improveme nt and English language teaching tasks.	T GANGE		
		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	provided by			
		language	ChatGPT.			
		teaching	Chator 1.			
			I eniov			
		Enjoying	- J - J		•	
		the process	using			
		of using	ChatGPT to			
		ChatGPT	brainstorm			
		for	ideas and			
		brainstormi	enhance my			
		ng ideas	English			
		and	language			
		enhancing	teaching			
		English	tasks.			
		language	A.			
		teaching				
		tasks		San Control		
5)	Online	Confidence	I feel	1	✓	
3)		SO AT THE RESIDENCE OF THE PERSON OF THE PER			,	
	Communicatio	in using	confident in	The same of	300	
	n Self-	ChatGPT to	using	11/2		
	Efficacy	communicat	ChatGPT to	3		
	(OCS)	e effectively	effectively		. 19	
	100	in English	communicat	19		The same of the sa
		language	e my ideas			1
	5	teaching	in English	VI 11		
		tasks	language			
		100	teaching			
	1.0		tasks.		J.	
		Comfort in	I feel	N/P/	√	
	7/4	expressing	comfortable			
		emotions,	in			
	2.7	humor or	expressing		7	
		tone when	emotions,			
		interacting	humor, or	8	A STATE OF THE STA	
		with	tone when	20 / /	7	
	1	ChatGPT		Simon I		
	JP		interacting with	-		
		during				
		English	ChatGPT			
		language				
		teaching				
		activities			,	
		Confidence	I feel		✓	
		in	confident in			
		formulating	asking clear			
		and posting	questions or			
		clear	seeking			
		questions or	clarification			
		prompts to	about my			
		ChatGPT in	English			
	<u> </u>		211511011	<u> </u>	<u> </u>	

English	language		
language	teaching		
teaching	when using		
tasks	ChatGPT.		

Singaraja, 7 Maret 2025



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	Irreleva	Releva	Suggesti
			Statements	nt	nt	on
1)	Computer/Inter	Confidence	I feel		✓	
	net self-efficacy	in	confident in			
	(CIS)	performing	performing	e.		
		basic	the basic			
		functions	functions of			
	A Part of the Control	using	ChatGPT.		No.	
	# //	ChatGPT		11/2		
		Confidence	I feel	Carlon Control	/	
		in managing	confident in			
		ChatGPT's	my			St. San
		features and	knowledge			8
		settings	and skills of		100	
		14/ m	how to			
		7	manage	-		
			ChatGPT for		1/ /	Ī
	1/6		English	Sec. 1		
			language			
			learning			
	1.0		tasks.	<		
		Confidence	I feel		✓	
		in using	confident in		18	
		ChatGPT to	using	26 /	A STATE OF THE STA	
	3/	gather	ChatGPT to		0	
	6	information	gather			
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	effectively	information			
			for English			
			language			
			learning			
			tasks.			
2)	Self-directed	Ability to	I can create		✓	
	learning (SDL)	create and	and follow			
		follow a plan	my own			
		for English	English			
		language	language			
		learning	learning plan			
		when using	when using			
		ChatGPT	ChatGPT.			

	T	<u> </u>		ı		
		Actively	I actively		✓	
		seeking	seek support			
		support	from			
		through	ChatGPT			
		ChatGPT	when facing			
		when facing	difficulties in			
		English	English			
		language	language			
		learning	learning			
		challenges	tasks.			
			_		./	
		Effectively .	I use		•	
		using	ChatGPT			
		ChatGPT to	effectively to			
		manage time	manage my			
		for English	time for			
		language	English			
		learning	language	e _s		
		tasks	learning	1		
	_	4 6	tasks.			
		Setting clear	I set clear		√	
		goals for	English	N		
	//A	using	language			
	11:14	ChatGPT in	learning			
		English	goals when			Report
	11			. 3	2 7	S. S
		language	using	a) N-	-1	7
		learning	ChatGPT as a	200	1	
		activities	learning tool.	4		
		Maintaining	I have high	200	V	
	1.0	high	expectations			
		expectations	for my	No.		
	**************************************	for	performance		100	
		performance	in English			
	1.0	when using	language	<		
		ChatGPT in	learning with		18	
		English	the assistance		1.0	
		language	of ChatGPT.	30 /	A. C.	
		learning			g.	
3)	Learner	Ability to	I can guide		✓	
	Control (LC)	guide and	and monitor	2000		
	Control (LC)	monitor				
			my own			
		English	English			
		language	language			
		learning	learning			
		progress	progress			
		with	when using			
		ChatGPT	ChatGPT.			
		Staying	I can stay		✓	
			•		,	
		focused on	focused on			
		English	my English			
		language	language			
		learning	learning			
	•			i	i	

					1	
		tasks	tasks			
		without	without			
		being	being			
		distracted	distracted			
		by unrelated	by unrelated			
		ChatGPT	ChatGPT			
		responses	responses.			
		Reusing	I reuse the		✓	
		ChatGPT-	ChatGPT-			
		generated	generated			
		responses or	responses or			
		prompts for	prompts to			
		deeper	gain a			
		understandi	deeper			
		ng in	understandi			
		English	ng of			
		language	English			
		learning	language	A Same	Dec.	
		activities	learning	13		
	///	9/1	materials.	10		
4)	Motivation for	Willingness	I am open to	100	1	
	Learning	to explore	new ideas			St. San
	(MFL)	and	and			g .
		embrace	approaches	M A	400	
		new ideas	when using			
		through	ChatGPT	3		
		ChatGPT in	for English		11 1	,
	11/1	English	language	N A	1	
	7/	l <mark>anguage</mark>	learning	Y	1	
		learning	tasks.			
	1/	Having	I feel	V	✓	
		intrinsic	motivated to		1	
		motivation	use	3 /	A STATE OF THE STA	
		to use	ChatGPT		8	
		ChatGPT	for self-			
	100	for self-	improveme	100		
		improveme	nt and			
		nt and	English			
		English	language			
		language	learning			
		learning	tasks.			
	Learning		I improve		√	
		from	my English			
		mistakes	language			
		through the	learning			
		feedback	tasks by			
		and	learning			
		suggestions	from the			
<u> </u>		buggestions	nom me			

		received	feedback			
		from	and			
		ChatGPT in				
			suggestions			
		English	provided by			
		language	ChatGPT.			
		learning				
		Enjoying	I enjoy		V	
		the process	using			
		of using	ChatGPT to			
		ChatGPT	brainstorm			
		for	ideas and			
		brainstormi	enhance my			
		ng ideas	English			
		and	language			
		enhancing	learning			
		English	tasks.	State of the last		
		language	Laborate Table Street			
		learning	NIDIDI	The same	Dec. 1	
		tasks		A	1	
5)	Online	Confidence	I feel	10	V	
	Communicatio	in using	confident in			
	n Self-	ChatGPT to	using			St. St.
	Efficacy	communicat	ChatGPT to			8
	(OCS)	e effectively	effectively		400	
		in English	communicat	10		
		language	e my ideas	~		
		learning	in English		1/ /	
		tasks	language	No.	The state of the s	
			learning		- A T	
		1000	tasks.			
		Comfort in	I feel	100	√	
		expressing	comfortable			
		emotions,	in	8	8	
		humor or	expressing	A 1.1	7	
	1	tone when	emotions,			
	300	interacting	humor, or	-		
		with	tone when			
		ChatGPT	interacting			
			with			
		during	ChatGPT			
		English	ChatGP1			
		language				
		learning				
		activities	T 6 1			
		Confidence	I feel		~	
		in	confident in			
		formulating	asking clear			
		and posting	questions or			
		clear	seeking			

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

Singaraja, 7 Maret 2025



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(Teachers' Readiness Questionnaire)

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

No	Dimension	Indicator	Item	Irreleva	Releva	Suggesti
			Statements	nt	nt	on
1)	Computer/Inter	Confidence	I feel		✓	
	net self-efficacy	in	confident in			
	(CIS)	performing	performing	e.		
		basic	the basic			
		functions	functions of			
		using	ChatGPT.		No.	
	# //	ChatGPT		N_		
		Confidence	I feel	Carlon Control	/	
		in managing	confident in			
		ChatGPT's	my			St. San
		features and	knowledge			8
		settings	and skills of		100	
		14/ m	how to			
		7	manage	9		
			ChatGPT for		1/ /	Ī
	1/6		English	Same		
			language			
			teaching			
	1.0		tasks.	<		
		Confidence	I feel		✓	
		in using	confident in			
		ChatGPT to	using	26 /	A STATE OF THE STA	
	3/	gather	ChatGPT to		0	
	6	information	gather	-		
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	effectively	information			
			for English			
			language			
			teaching			
			tasks.			
2)	Self-directed	Ability to	I can create		✓	
	learning (SDL)	create and	and follow			
		follow a plan	my own			
		for English	English			
		language	language			
		teaching	teaching plan			
		when using	when using			
		ChatGPT	ChatGPT.			

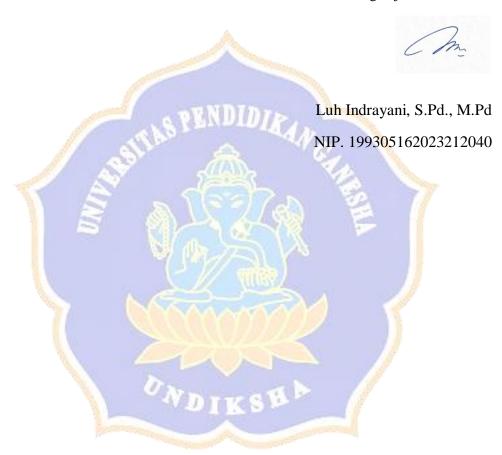
		A 1	т	I	/	
		Actively	I actively		~	
		seeking	seek support			
		support	from			
		through	ChatGPT			
		ChatGPT	when facing			
		when facing	difficulties in			
		English	English			
		language	language			
		teaching	teaching			
		challenges	tasks.			
		Effectively	I use		✓	
		using	ChatGPT			
		ChatGPT to	effectively to			
		manage time	manage my			
		for English	time for			
		language	English			
		teaching	language			
		tasks	teaching			
		tasks	tasks.			
		Setting clear	I set clear	1	<u></u>	
				- 1	V	
	1//	goals for	English	10		
	1.6	using	language	100		
		ChatGPT in	teaching		100	Stern.
	7 7 7 7 4	English	goals when	1	3	100
		language	using	1		7
		teaching	ChatGPT as a	VI 11		
		activities	learning tool.	1//		
		Maintaining	I have high	8	✓	
		high	expectations		77 /	
		expectations	for my	Section 1		
		for	performance			
		performance	in English			
	1.0	when using	language	<		
		ChatGPT in	teaching with		18	
		English	the assistance			
		language	of ChatGPT.	3 /		
		teaching			8	
3)	Learner	Ability to	I can guide	-	✓	
	Control (LC)	guide and	and monitor			
	Comioi (LC)	monitor				
			my own			
		English	English			
		language	language			
		teaching	teaching			
		progress	progress			
		with	when using			
		ChatGPT	ChatGPT.			
		Staying	I can stay		✓	
			_			
		focused on	focused on			
		English	my English			
		language	language			
		teaching	teaching		<u> </u>	
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	<u> </u>			I	I	
		tasks	tasks			
		without	without			
		being	being			
		distracted	distracted			
		by unrelated	by unrelated			
		ChatGPT	ChatGPT			
		responses	responses.			
		Reusing	I reuse the		✓	
		ChatGPT-	ChatGPT-			
		generated	generated			
		responses or	responses or			
		prompts for	prompts to			
		deeper	gain a			
		understandi	deeper			
		ng in	understandi			
		English	ng of			
		language	English			
		teaching	language	The same of		
	1	activities	teaching	N _	1	
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4)	Motivation for	Willingness	I am open to		1	
	Learning	to explore	new ideas			The same of the sa
	(MFL)	and	and		4	1
		embrace	approaches	XI III.		
		new ideas	when using	8		
	4	through	ChatGPT	200		
	1/	ChatGPT in	for English		11	
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		l <mark>anguage</mark>	teaching			
	1.0	teaching	tasks.			
		Having	I feel		V	
		intrinsic	motivated to		1	
		motivation	use	26 /	A STATE OF THE STA	
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		nt and	English			
		English	language			
		language	teaching			
		teaching	tasks.			
		Learning	I improve		✓	
		from	my English			
		mistakes	language			
		through the	teaching			
		feedback	tasks by			
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		and suggestions	learning from the			

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		received	feedback			
		from	and .			
		ChatGPT in	suggestions			
		English	provided by			
		language	ChatGPT.			
		teaching				
		Enjoying	I enjoy		✓	
		the process	using			
		of using	ChatGPT to			
		ChatGPT	brainstorm			
		for	ideas and			
		brainstormi	enhance my			
		ng ideas	English			
		and	language			
		enhancing	teaching			
		English	tasks.	94		
		language	tasks.			
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		tasks		1	S	
<u> </u>	Online	Confidence	I feel	1/2		
5)		7 - 10 4 half				
	Communicatio	in using	confident in			Stern.
	n Self-	ChatGPT to	using	1	2 7	A. S.
	Efficacy	communicat	ChatGPT to) T-	4	1
	(OCS)	e effectively	effectively		4	
		in English	communicat	1		
		language	e my ideas	100		
	1/	teaching	in English			
		tasks	language			
	7.0		teaching			
	1.0	100000000000000000000000000000000000000	tasks.	20		
	1	Comfort in	I feel		✓	
		expressing	comfortable			
		emotions,	in	38	A. C.	
		humor or	expressing	1	e .	
	6	tone when	emotions,	The state of the s		
	,	interacting	humor, or			
		with	tone when			
		ChatGPT	interacting			
		during	with			
		English	ChatGPT			
		language				
		teaching				
		activities				
		Confidence	I feel		✓	
		in	confident in			
		formulating	asking clear			
		and posting	questions or			
		clear	seeking			
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q	uestions or	clarification		
	prompts to	about my		
	hatGPT in	English		
	English	language		
	language	teaching		
	teaching	when using		
	tasks	ChatGPT.		

Singaraja, 7 Maret 2025



Appendix 7 The Satisfaction Interview Guide for Students

Theme	Sub-Theme	Participants	Excerpts	Excerpt Sample
Teacher	Helpful	7	9	"Whenever I get feedback
Support	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."
			Sec.	(SHS9)
Student	Group	6	6	"The teacher encourages us
Interaction	Discussions			to share our experiences,
	and the same	-VND		which fosters a
		& BEILDI	UIRA.	collaborative learning
	A V	2000		environment." (SHS10)
	Peer	4	5	"Sometimes I feel nervous
	Communication	5	7	to speak up because I'm not
1		S -52		sure if my opinion is
			1 etc)	correct." (SLS12)
ChatGPT	Easy to Use	8	6	"The interface is user-
Use	1	il alba >=	2 1 X	friendly, and I can quickly
	1.0			find the information I need
			THEY!	without any hassle."
	TT C 1	<u></u>	4	(SHS8)
	Useful	5	4	"I use ChatGPT to help me understand difficult
	Response	000000	111111	
				grammar. I feel like it's really helpful for learning,
			A	5 1
		25		especially when I don't get
	Foot Access	7	5	something in class." (SHS1)
	Fast Access		3	"I like that I can just open it
	The state of the s		100	anytime, even on my phone, and get a response quickly.
				It makes studying on the go
				so much easier." (SHS6)
Lograina	Flexible	7	6	"The teacher incorporates a
Learning Experience	Learning	/	O	range of activities, from
Experience	Learning			group discussions to
				individual writing
				assignments, which keeps
				the lessons fresh and
				engaging." (SHS4)
	Better	8	6	"If I don't understand
		0	U	something, I go back and
	Understanding			ask it again until it makes
				sense." (SHS6)
				sense. (SHSU)

Variety of	4	5	"After a while, the learning
Methods			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 PEN	4 0 1	"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 TILLEY	"These discussions often lead to deeper understanding and critical thinking." (THS6)
Technology Use	Usability and Flexibility	DWDI	KSH	"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	Variety and	6	5	"It often sparks important
Resources	Depth			classroom conversations,
				encouraging students to think
				critically, share diverse
				perspectives, and engage more
				deeply with the subject
				matter." (THS7)
	Content	5	4	"Sometimes a single response
	support		-	from ChatGPT turns into a
	11			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
		- Williams		always spark." (THS 7)
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