

**JUNIOR HIGH SCHOOL EFL TEACHERS’  
GENERATIVE ARTIFICIAL INTELLIGENCE  
READINESS, ACCEPTANCE, AND CONCERNS IN  
ENGLISH LANGUAGE TEACHING IN BADUNG,  
BALI, INDONESIA**

**THESIS**

by

**ISIDORUS BAGUS GEOVENDA NYUDAK**

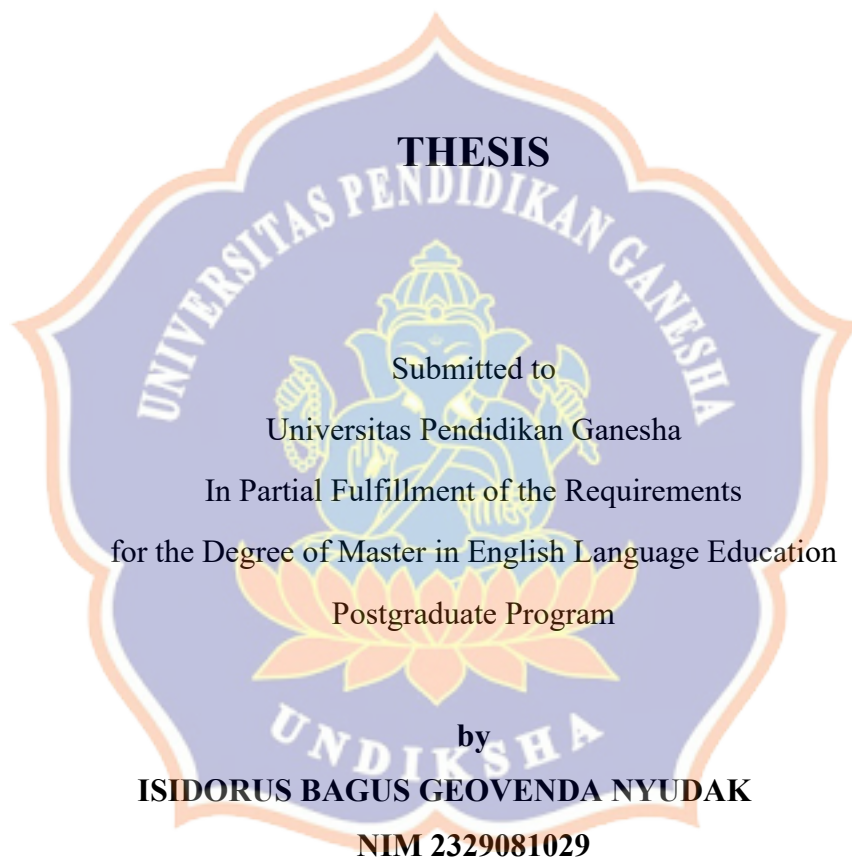
**NIM 2329081029**



**ENGLISH LANGUAGE EDUCATION  
POSTGRADUATE PROGRAM  
UNIVERSITAS PENDIDIKAN GANESHA**

**2025**

**JUNIOR HIGH SCHOOL EFL TEACHERS’  
GENERATIVE ARTIFICIAL INTELLIGENCE  
READINESS, ACCEPTANCE, AND CONCERNS IN  
ENGLISH LANGUAGE TEACHING IN BADUNG,  
BALI, INDONESIA**



**ENGLISH LANGUAGE EDUCATION  
POSTGRADUATE PROGRAM  
UNIVERSITAS PENDIDIKAN GANESHA  
2025**

## THESIS SUPERVISOR APPROVAL FORM

This thesis by Isidorus Bagus Geovenda Nyudak has been reviewed and approved for the ~~Thesis Feasibility Examination~~/Thesis Defense).\*

Singaraja, 7 August 2025

Supervisor I,

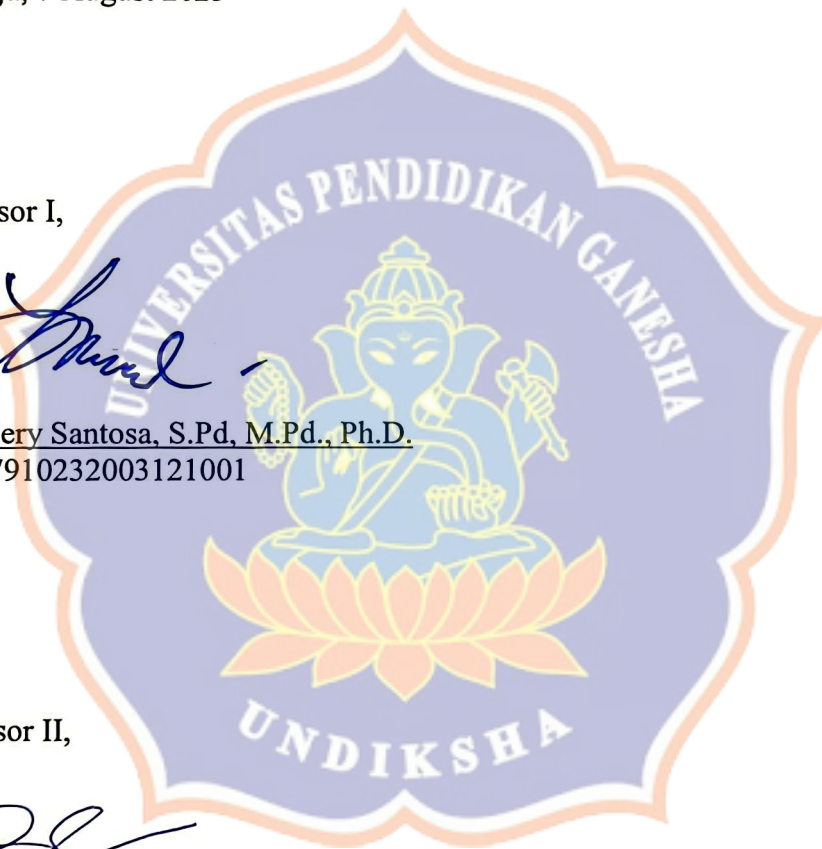


Made Hery Santosa, S.Pd, M.Pd., Ph.D.  
NIP 197910232003121001

Supervisor II,



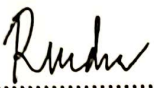
Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.  
NIP 198303142008122002



### THESIS EXAMINER APPROVAL FORM


This thesis by Isidorus Bagus Geovenda Nyudak has been defended before the examination committee and accepted as one of the requirements for obtaining the degree of Master of Education in the English Language Education Study Program, Postgraduate Program, Universitas Pendidikan Ganesha.

Approved on: 12 August 2025

  
....., Chairman (Dr. Dewa Putu Ramendra, S.Pd., M.Pd.)  
NIP 197609022000031001

  
....., Member (Prof. Dra. Luh Putu Artini, M.A., Ph.D.)  
NIP 196407141988102001

  
....., Member (Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.)  
NIP 198104192006042002

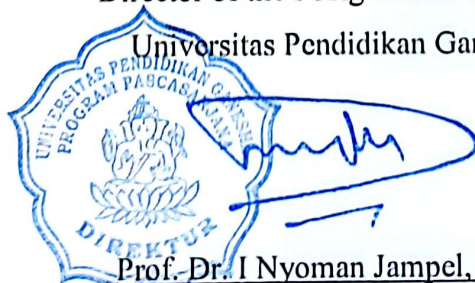
  
....., Member (Made Hery Santosa, S.Pd, M.Pd., Ph.D.)  
NIP 197910232003121001

  
....., Member (Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.)  
NIP 198303142008122002

Acknowledged by

Director of the Postgraduate Program

Universitas Pendidikan Ganesha

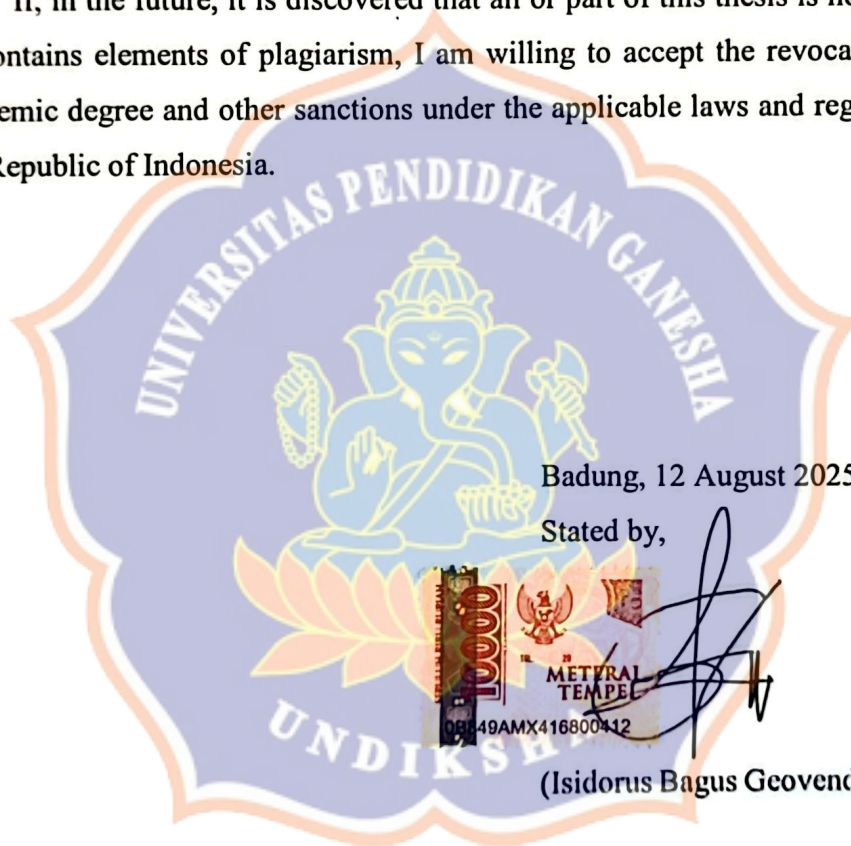


Prof. Dr. I Nyoman Jampel, M.Pd.  
NIP 195910101986031003

## STATEMENT LETTER

I hereby truthfully declare that the thesis I have written as a requirement to obtain a Master of Education degree from the Postgraduate Program of Universitas Pendidikan Ganesha is entirely my original work. Specific parts of this thesis that are derived from other people's work have been appropriately cited and referenced following academic norms, standards, and ethics.

If, in the future, it is discovered that all or part of this thesis is not my work or contains elements of plagiarism, I am willing to accept the revocation of my academic degree and other sanctions under the applicable laws and regulations of the Republic of Indonesia.



Badung, 12 August 2025

Stated by,

(Isidorus Bagus Geovenda Nyudak)

## ACKNOWLEDGMENT

All praise and gratitude are addressed to God Almighty for His blessings, through which this thesis, entitled **“Junior High School EFL Teachers’ Generative Artificial Intelligence Readiness, Acceptance, and Concerns in English Language Teaching in Badung, Bali, Indonesia”**, could be completed as planned.

This thesis was written to fulfill one of the requirements for obtaining a Master of Education degree at the Postgraduate Program of Universitas Pendidikan Ganesha, majoring in English Language Education. The completion of this thesis was made possible by the generous assistance of many individuals and institutions. Therefore, the writer would like to express sincere thanks and appreciation to the following:

1. Bapak Made Hery Santosa, S.Pd., M.Pd., Ph.D., as the first supervisor, for his patience, guidance, and meaningful motivation, which enabled the writer to overcome various challenges during the study and completion of this thesis;
2. Ibu Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd., as the second supervisor, whose communication approach inspired and motivated the writer throughout the research and writing process, allowing the successful realization of this thesis as expected;
3. Ibu Prof. Dra. Luh Putu Artini, M.A., Ph.D. and Ibu Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd., as the examiners, for their insightful suggestions and valuable feedback in refining this thesis;
4. The Head of the Badung Regency Education Office, for granting permission to conduct the research in junior high schools across the regency;
5. The Principals of Junior High Schools across Badung Regency, for their kind support and permission to carry out the research in their respective schools;
6. The Head of the English Teachers’ Working Group (MGMP) in Badung Regency, for the assistance provided during the research process;
7. The Principal of SMPN 4 Mengwi, for the administrative support and opportunity granted to the writer to continue his studies and complete this thesis;

8. The coordinator and lecturers of the English Language Education Study Program, for their guidance and motivation throughout the thesis writing process;
9. The Director and staff of the Postgraduate Program at Undiksha, for their support throughout the completion of this thesis;
10. The Rector of Universitas Pendidikan Ganesha, for the moral support and facilitation of various administrative and academic matters;
11. Fellow students in the English Education Study Program, especially Pande, whose individual characters have significantly contributed to shaping the writer's academic journey and self-development throughout this study;
12. The writer's family, for their continuous material and moral support during the thesis completion; and
13. The writer's partner, for the invaluable motivation, material, and moral support offered throughout the journey of completing this thesis.

May all the support and assistance given throughout this academic endeavor be rewarded abundantly by God Almighty, with health, harmony, and lasting well-being in life. The writer acknowledges that this thesis is not without its imperfections. However, its presence within the academic constellation is intended to enrich the body of knowledge and contribute to the advancement of education. May this work be beneficial to the academic community, especially those who devote themselves under the noble banner of education.

Badung, 12 August 2025



Isidorus Bagus Geovenda Nyudak

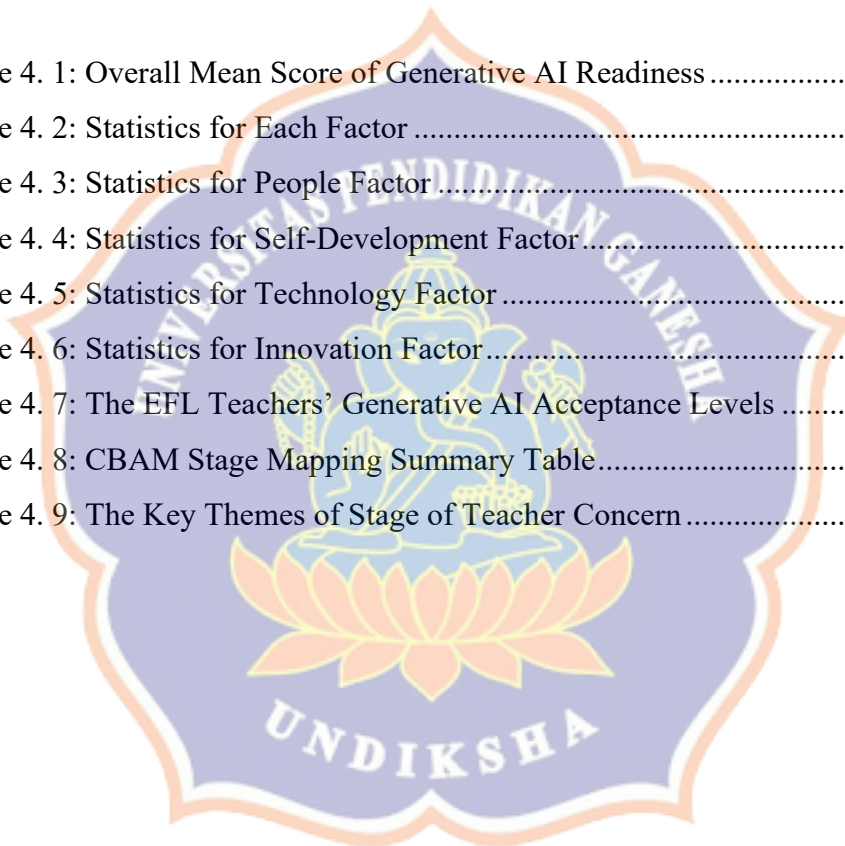
## TABLE OF CONTENTS

ACKNOWLEDGMENT .....	i
ABSTRACT .....	iii
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
CHAPTER I INTRODUCTION .....	1
1.1. Research Background .....	1
1.2. Problem Identification .....	4
1.3. Limitation of the Study .....	6
1.4. Research Questions .....	7
1.5. Research Objectives .....	7
1.6. Research Significance .....	8
1.7. Definition of Key Terms .....	9
CHAPTER II LITERATURE REVIEW .....	16
2.1. Theoretical Review .....	16
2.1.1. Artificial Intelligence in ELT .....	16
2.1.2. Challenges of AI Integration in ELT .....	17
2.1.3. Teachers' Readiness for Generative AI Integration .....	18
2.1.4. Teachers' Acceptance of Generative AI in ELT .....	19
2.1.5. Teachers' Concerns of Generative AI in ELT .....	20
2.2. Empirical Review .....	21
CHAPTER III RESEARCH METHOD .....	27
3.1. Research Design .....	27
3.2. Research Setting .....	28
3.3. Research Object .....	29
3.4. Research Subject .....	30
3.5. Research Instrument .....	30
3.6. Data Collection Procedure .....	34

3.7. Data Analysis Technique .....	35
CHAPTER IV FINDINGS AND DISCUSSION .....	40
4.1. Findings.....	41
4.1.1. Teachers’ Generative AI Readiness Level.....	41
4.1.2. Teachers’ Generative AI Acceptance Level .....	56
4.1.3. Teachers’ Generative AI Concerns.....	58
4.2. Discussion .....	66
4.2.1. Generative AI Readiness: Technological Factors and Institutional Support Disparity .....	66
4.2.2. Generative AI Readiness: Personal Motivation and Innovative Readiness.....	68
4.2.3. Generative AI Acceptance: Perceived Usefulness (PU) and Perceived Ease of Use (PEU).....	70
4.2.4. Teachers’ Stage of Concerns: Ethical and Pedagogical Considerations	72
4.2.5. Teachers’ Stage of Concerns: Reflection and Collaboration.....	74
4.2.6. Strategic Implications and Recommendations.....	75
CHAPTER V CLOSING .....	77
5.1. Conclusion.....	77
5.2. Suggestion .....	79
REFERENCES.....	82
APPENDICES .....	91

## LIST OF TABLES

Table 3. 1: Generative AI Readiness Survey Blueprint .....	31
Table 3. 2: Generative AI Acceptance Survey Blueprint.....	32
Table 3. 3: Interview Guideline Blueprint for Generative AI Concerns.....	33
Table 3. 4: Assessment Model of Generative AI Readiness.....	36
Table 3. 5: Category of Generative AI Acceptance Levels .....	36
Table 3. 6: Stage of Concerns .....	37
Table 4. 1: Overall Mean Score of Generative AI Readiness .....	41
Table 4. 2: Statistics for Each Factor .....	42
Table 4. 3: Statistics for People Factor .....	44
Table 4. 4: Statistics for Self-Development Factor.....	47
Table 4. 5: Statistics for Technology Factor .....	50
Table 4. 6: Statistics for Innovation Factor.....	54
Table 4. 7: The EFL Teachers' Generative AI Acceptance Levels .....	56
Table 4. 8: CBAM Stage Mapping Summary Table.....	59
Table 4. 9: The Key Themes of Stage of Teacher Concern.....	60



## LIST OF FIGURES

Figure 3. 1: Explanatory Sequential Mixed-Method Design by Creswell and Creswell (2018).....	27
Figure 4. 1: Distribution of Generative AI Readiness Levels.....	42
Figure 4. 2: Distribution of Generative AI Acceptance Levels .....	57

