

## **Abstract**

### **Investigating EFL Teachers' Readiness to use Generative AI for Teaching**

#### **English at Senior High Schools in Buleleng District**

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#### **English Language Education**

Generative AI offers vast opportunities for pedagogical innovation, but its integration depends on holistic teacher preparedness. This mixed-methods study investigated the readiness of 23 senior high school EFL teachers in Buleleng District to integrate Generative AI into their instructional practices using the Readiness for Artificial Intelligence Applications Scale (RAIS), focusing on Technology Self-Efficacy, Student Interaction, and Ethical Awareness. Quantitative data from an adapted RAIS questionnaire were followed by semi-structured interviews with four teachers for deeper qualitative explanation. Quantitative findings indicated high holistic readiness, with median scores consistently in the "Ready" category (74%–100%). Peak readiness appeared in teachers' operational confidence (100% on T2) and ethical responsibility to model proper usage (100% on E6). However, qualitative analysis revealed a critical vulnerability in student interaction and ethical enforcement. Easy AI access caused negative student behavioral shifts, resulting in intellectual homogeneity and a dilution of cognitive independence in written homework. In response, teachers demonstrated adaptive readiness by shifting from AI-vulnerable writing tasks to real-time, oral-based performance assessments guided by explicit rubrics. These findings imply that professional development must pivot from basic technical training toward digital plagiarism detection and the design of AI-resistant assessment frameworks.

**Keywords:** Teacher Readiness, Generative Artificial Intelligence, EFL Teaching, Technology Self-Efficacy, Ethical Awareness

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### **Investigating EFL Teachers' Readiness to use Generative AI for Teaching English at Senior High Schools in Buleleng District**

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AI Generatif menawarkan peluang besar bagi inovasi pedagogis, namun integrasinya bergantung pada kesiapan holistik guru. Penelitian metode campuran ini menginvestigasi kesiapan 23 guru EFL SMA di Kabupaten Buleleng dalam mengintegrasikan AI Generatif menggunakan *Readiness for Artificial Intelligence Applications Scale (RAIS)*, yang berfokus pada *Self-Efficacy Teknologi*, *Interaksi Siswa*, dan *Kesadaran Etis*. Data kuantitatif dari kuesioner RAIS yang diadaptasi dilanjutkan dengan wawancara semi-terstruktur bersama empat guru untuk penjelasan kualitatif yang lebih mendalam. Temuan kuantitatif menunjukkan kesiapan holistik yang tinggi, dengan skor median konsisten pada kategori "Siap" (74%–100%). Puncak kesiapan muncul pada kepercayaan diri operasional guru (100% pada T2) dan tanggung jawab etis dalam mencontohkan penggunaan AI (100% pada E6). Namun, analisis kualitatif mengungkap kerentanan kritis pada dimensi interaksi siswa dan penegakan etika. Akses AI yang mudah memicu pergeseran perilaku negatif siswa, menyebabkan homogenitas intelektual dan penurunan kemandirian kognitif dalam tugas menulis di rumah. Sebagai respons, guru menunjukkan kesiapan adaptif dengan mengubah penilaian dari tugas menulis yang rentan AI menjadi penilaian kinerja lisan langsung yang dipandu rubrik eksplisit. Temuan ini mengimplikasikan bahwa pengembangan profesional harus beralih dari pelatihan teknis dasar menuju deteksi plagiarisme digital dan perancangan kerangka penilaian tahan AI.

**Kata Kunci:** Kesiapan Guru, Generative Artificial Intelligence, Pembelajaran EFL, *Self-Efficacy Teknologi*, Kesadaran Etika