

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The rapid development of Artificial Intelligence (AI) has transformed various sectors, including education (Enzelina et al., 2023). One of the most influential innovations is Generative AI, which can generate text, images, audio, and even code through simple commands. This technology opens up new opportunities in the teaching and learning process by offering adaptive, personalized, and interactive experiences (Al-Dahoud et al., 2024). In the context of teaching English as a Foreign Language (EFL), Generative AI contributes to the development of reading, writing, listening, and speaking skills, while also assisting the teachers in assessment, lesson planning, and creating creative learning activities (Ayotunde et al., 2023).

Even though Generative AI has a lot of potential, the adoption of Generative AI in education requires teacher readiness in both technical and pedagogical aspects. Readiness here is understood as the capacity of individuals or institutions to engage, adapt, and innovate effectively in the face of digital transformation (Lynch & Smith, 2016). Not only should the teachers have command over the application of AI tools, but they should also know how to apply these in meaningful ways in their learning processes (Kusuma et al., 2024). But as many different studies show, factors such as limited digital literacy, lack of motivation, and fear of classroom application continue to be serious obstacles (Achili & Zerrouki, 2024; Aljemely, 2024).

The increase in the application of generative AI in the educational setting has raised some ethical concerns. Jobin et al. (2019) proposed some basic ethical principles, namely Transparency, Justice & Fairness, Non-maleficence, and Responsibility, that must be observed when applying AI technology in the educational setting. Also, Mason (1986) argues that responsibility and accountability are the basis of ethics in AI. Holmes et al. (2019) indicate that the use of AI in education poses some ethical challenges that have much to do with teacher readiness. When using AI incorrectly, the teachers may impair the critical thinking of the students, promote plagiarism, and spread misinformation (Chisega-Negrila, 2024; Garcia-Peñalvo et al., 2024). The teachers are worried about the ethical issues that improper use of AI may pose to their students because it may affect the intellectual and moral development of the students (Özkan et al., 2024). Therefore ethical awareness is an essential component of readiness.

Empirical studies conducted recently have pointed to the double-edged aspects of these challenges and opportunities. While Generative AI can minimize teacher workload and stimulate creativity, it does require extensive adaption to classroom dynamics (Chung & Jeong, 2024; Huyen & Hien, 2025). In Indonesia, 87% of educators approve the use of artificial intelligence (AI) in foreign languages teaching. However, concerns about accuracy and potential misuse still remain (Widianingtyas et al., 2023). A study of 38 English as a foreign language (EFL) the teachers in secondary schools showed that technologies such as MagicSchool AI are often used for lesson planning and material preparation, however, the teachers still emphasize the importance of thoughtful adaptation (Setyaningsih et al., 2024). Meanwhile, in Malang, 42% of secondary school the teachers reported using AI

tools for administrative and professional purposes, reflecting moderate adoption but limited pedagogical integration (Rosi, 2024).

Preliminary results indicate that educators are highly proficient in using digital technology and Artificial Intelligence as evidenced by their use of various Generative AI tools. Although some tools are used on a smaller scale, ChatGPT and Gemini appear to be the most widely used platforms. In particular, this technology is used to create instructional materials, develop lesson plans, and explore engaging teaching methods. Additionally, some the teachers use Generative AI for more specific purposes, such as creating dialogues, quizzes, visual media, or supporting language explanations. This pattern suggests that, although the teachers are already familiar with and actively using AI tools, the extent to which they integrate them into their teaching practices varies depending on the functions and characteristics of each platform.

Conditions in Bali, particularly in Buleleng district, follow a similar pattern. Although most the teachers are already skilled in digital technology, there is still a gap in terms of professional development and access to infrastructure (Purnama et al., 2025). There have been positive responses to local initiatives, such as training to improve teacher competency and reduce workload, but there are limitations to implementing these programs in the classroom (Winarsa et al., 2025). This demonstrates that, despite the emergence of AI, its integration into practical approaches to learning is far from ideal.

Thus, preparing teachers becomes the determining factor for Generative AI implementation in EFL classes. At present, almost all researches consider only one

aspect – either the teachers of different disciplines or Generative AI itself, neglecting the preparedness of English teachers, in particular, in regard to technology usage, dealing with students, or ethics. This generates the research gap that needs addressing since, despite an increased application of Generative AI in Buleleng, there is no systematic examination of teacher’s readiness to implement it.

Consequently, the aim of this research is to examine the preparedness of EFL the teachers at schools in the Buleleng Regency in integrating Generative AI in English language instruction. In terms of three key components of readiness which are: technological self-efficacy, student interaction, and ethical considerations, this research will hopefully offer more insight into the use of AI in an efficient and ethical manner within secondary education.

1.2 Problem Identification

Theoretically speaking, the teachers in the study should have been prepared to make use of the AI tool in order to engage students better in class and help develop their skills. They should also have enough knowledge in ethical use of AI technology. Even if the teachers were knowledgeable in using the tool, their lack of knowledge on its ethical use made it difficult for them to incorporate the AI into the teaching and learning process. This makes it imperative that further studies be conducted on how the teachers prepare themselves ethically for using AI technology.

1.3 Research Limitation

The current research will be done on English Language Teachers in Senior High Schools within Buleleng District of Bali Province. The finding from this research will mainly deal with the preparation of integrating generative AI into EFL teaching.

1.4 Research Questions

1.4.1 What is the level of EFL the teachers' readiness when using Generative AI in senior high school classrooms?

1.4.1.1 How is the teachers' readiness in terms of Technology Self-Efficacy dimension?

1.4.1.2 How is the teachers' readiness in terms of Student Interaction dimension?

1.4.1.3 How is the teachers' readiness in terms of Ethical Awareness dimension?

1.5 Research Objectives

The purpose of this research is to determine the readiness level of English as a Foreign Language teachers to use Generative AI in senior high schools based on Technology Self-efficacy, Student Interaction, and Ethical Awareness in Buleleng regency.

1.6 Research Significance

1.6.1 Theoretical Significance

This work will contribute towards formulating theories that will assist in exploring how prepared the teachers are to introduce Generative AI into teaching the English language.

1.6.2 Practical Significance

1.6.2.1 For The teachers

The findings of this study could assist the teachers in determining their position regarding technology readiness and increasing awareness about the significance of AI ethics in education.

1.6.2.2 For Schools

These findings will act as guidelines while coming up with relevant training and development programs, especially as far as fostering the literacy of educators on AI and digital ethics is concerned. The school administration will also benefit from this data as it will be able to gauge educators' preparedness to embrace emerging technology.

1.6.2.3. For Future Research

This research will provide a base for future studies on the integration of AI in the teaching of English Language. Besides, future researchers could extend their attention towards the influence of Generative AI in student learning results or develop curricula involving AI in their studies.