



## **A Survey on EFL Students' Readiness to Use ChatGPT in English Learning at One of the publics Senior High Schools in North Bali**

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### **ABSTRACT**

This study was conducted to examine the readiness of EFL students across different grade levels to utilize ChatGPT as a supportive tool in English language learning, based on the RAIS framework, in response to the lack of empirical investigation into students' preparedness in terms of technology self-efficacy, student interaction, and ethical awareness as a foundation for effective and responsible AI integration in secondary education. This study aimed to investigate the readiness of EFL students to use ChatGPT in English learning at one of the publics Senior High Schools in North Bali. This research employed a quantitative survey method, in which data were collected using a questionnaire and analyzed using statistical techniques. The population of this study consisted of EFL students at One of the publics Senior High Schools in North Bali, with samples drawn from students in grades 10, 11, and 12. The results of the study revealed that (1) The overall level of readiness of EFL students at One of the publics Senior High Schools in North Bali to use ChatGPT in English learning was high. These findings indicate that students are capable of accessing and utilizing artificial intelligence-based technology and possess adequate attitudes, self-confidence, and ethical awareness to integrate ChatGPT into their English learning process. (2) Differences in readiness levels among EFL students in grades 10, 11, and 12 at One of the publics Senior High Schools in North Bali showed no statistically significant differences. This finding indicates that readiness to use ChatGPT as a supporting tool for English learning is relatively uniform across grade levels, suggesting that contextual and pedagogical factors, such as consistent curriculum, institutional support, and exposure to technology-integrated learning, play a more critical role than grade level or academic progression in shaping students' technology readiness. Future researchers are recommended to expand the scope of the study by involving multiple institutions, employing mixed-method approaches, and examining the relationship between students' AI readiness and actual English learning outcomes to provide a more comprehensive understanding of effective ChatGPT integration in secondary education.

**Keywords:** ChatGPT, English learning, Readiness, EFL, Artificial Intelligence, Technology

### **INTRODUCTION**

In the 21st century, technology integration in education has become unavoidable, transforming learning beyond traditional classroom boundaries (Archer & Sterling, 2024). Among recent innovations, artificial intelligence (AI) has emerged as a major influence in creating more accessible and personalized learning environments (Zou et al., 2025). AI refers to machines simulating human intelligence through learning and reasoning processes (Ocaña-Fernández et al., 2019). One prominent AI tool in language learning is ChatGPT, which provides real-time support for grammar, vocabulary, and writing, making it increasingly relevant in English as a Foreign Language (EFL) context (Koraishi, 2023; Hossain & Younus, 2025).



However, successful implementation of ChatGPT depends not only on its availability but also on students' readiness to use it effectively and ethically. Readiness involves technical skills, cognitive preparedness, confidence, and awareness of responsible use (Parasuraman, 2000; Aydin & Tasci, 2005). Without sufficient readiness, students may misuse AI tools or become overly dependent on them, reducing critical thinking.

Sevilla and Pavón (2024) found that teachers' cognition, ability, vision, and ethics significantly influenced innovative AI integration, highlighting the importance of digital competence and ethical awareness. In student contexts, Bin and Halim (2023) reported that willingness, apprehension, and knowledge were key factors shaping students' adaptation to ChatGPT, underscoring the role of psychological readiness. Similarly, Santosa, Putra, and Pratiwi (2024) revealed disparities in technological access and motivation among vocational students in Bali, indicating that readiness is both technical and psychological. Pratama and Santosa (2023) observed that Indonesian adolescent EFL learners increasingly favored ICT-based learning, suggesting openness toward AI tools. Ningsih et al. (2023) further noted students' expectations for more interactive and technology-integrated learning, while Guo (2024) highlighted the importance of enjoyment in enhancing confidence and engagement factors closely related to AI readiness. Additionally, Allali and Ghouati (2025) demonstrated that institutional support and training significantly influence successful AI adoption.

Unlike previous studies that address both teacher and student perspectives, the present research specifically focuses on students' readiness. By investigating EFL students at one of the public Senior High Schools in North Bali, this study aims to provide empirical evidence of students' readiness across grade levels, particularly in terms of technological self-efficacy, interaction, and ethical awareness, and to offer practical implications for effective and responsible AI integration in secondary EFL classrooms.

Classroom observations at One of the public Senior High Schools in North Bali show that ChatGPT has been used to assist students in understanding texts and completing English tasks. Although secondary students are increasingly familiar with ChatGPT, its formal academic integration remains inconsistent across contexts (Conrad & Nuebel, 2024). Despite this practice, no prior research has examined EFL students' readiness to adopt ChatGPT at One of the public Senior High Schools in North Bali, indicating a clear research gap.

Therefore, this study investigated students' readiness using the RAIS (Readiness for Artificial Intelligence in Education Scale) model, which emphasized Technology Self-Efficacy, Student Interaction, and Ethical Awareness (Ramazanoglu & Akin, 2024). This research provides novelty by applying an education-specific readiness framework to support the effective and responsible integration of ChatGPT in EFL classrooms. Based on the background described above, the research problems of this study are as follows: What is the overall level of readiness of EFL students at one of the public Senior High Schools in North Bali to use ChatGPT in English language learning? Are there any differences in the readiness levels among EFL students of grades X, XI, and XII at one of the public Senior High Schools in North Bali?

## METHOD

This study employed a quantitative descriptive survey design to examine the readiness of EFL students at One of the public Senior High Schools in North Bali in using ChatGPT for English language learning. A descriptive approach was selected because the study aimed to capture students' current perceptions and preparedness without manipulating variables. Quantitative methods were applied to obtain measurable and objective data that can be generalized to a larger population (Creswell, 2006).

The research was conducted at One of the public Senior High Schools in North Bali, Buleleng Regency, involving students from grades X, XI, and XII during the 2025/2026 academic

year. The total population consisted of 794 students. The sample size was determined using Slovin's formula with a 5% margin of error, resulting in 265 participants (Khalaf et al., 2019; Malangen, 2021). Stratified random sampling was used to ensure proportional representation across grade levels (Syofyan et al., 2024).

Data were collected through observation, interviews, and a structured questionnaire to enhance validity through triangulation (Sugiyono, 2019). The main instrument was a 19-item close-ended questionnaire adapted from the RAIS model (Ramazanoglu & Akin, 2024), covering three dimensions: Technology Self-Efficacy, Student Interaction, and Ethical Awareness. Responses were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument was validated through expert judgment and pilot testing. Reliability testing using Cronbach's Alpha showed high internal consistency ( $\alpha = .885$ ), indicating that the questionnaire was reliable (Heale & Twycross, 2015; Ghozali, 2018).

Data were analyzed using SPSS. Descriptive statistics were employed to summarize students' readiness levels across the three RAIS dimensions. Prior to conducting inferential analysis, assumption testing was carried out to ensure the appropriateness of the parametric test. The normality of the data distribution was assessed using the Kolmogorov–Smirnov test, while the homogeneity of variances was examined using Levene's test. After confirming that these assumptions were satisfied, a one-way ANOVA was conducted to determine whether there were significant differences in readiness among students across grade levels (X, XI, and XII). This methodological framework provides a systematic basis for understanding students' readiness to integrate ChatGPT effectively and ethically into EFL learning.

## RESULT AND DISCUSSION

### Result

The research findings were analyzed using descriptive statistics to provide an overview of students' readiness to use ChatGPT in English learning at One of the publics Senior High Schools in North Bali. The RAIS framework (Ramazanoglu & Akin, 2024) was applied through three dimensions: Technology Self-Efficacy (TSE), Interaction with Students/Peers (ISP), and Ethical Awareness (EA). The descriptive analysis indicates that students demonstrated consistently high readiness across all dimensions.

Students showed strong confidence in operating and utilizing ChatGPT effectively. The descriptive statistics for the Technology Self-Efficacy dimension are summarized in Table 1. Table 1 Students' Readiness Statistics on Technology Self-Efficacy (TSE)

|                    | Descriptive Statistics |         |         |      |                |
|--------------------|------------------------|---------|---------|------|----------------|
|                    | N                      | Minimum | Maximum | Mean | Std. Deviation |
| Q1                 | 265                    | 3       | 5       | 4.34 | .619           |
| Q2                 | 265                    | 3       | 5       | 4.33 | .629           |
| Q3                 | 265                    | 3       | 5       | 4.35 | .659           |
| Q4                 | 265                    | 3       | 5       | 4.33 | .604           |
| Q5                 | 265                    | 3       | 5       | 4.35 | .597           |
| Q6                 | 265                    | 3       | 5       | 4.32 | .646           |
| Valid N (listwise) | 265                    |         |         |      |                |

As presented in Table 1, based on the classification proposed by Ramazanoglu and Akin (2024), in which 1.00–2.33 is categorized as low, 2.34–3.66 as moderate, and 3.67–5.00 as high students reported high levels of technological confidence, with relatively low variability across responses.

The findings also reveal that ChatGPT supported students' engagement and peer interaction in English learning activities. The results for the ISP dimension are shown in Table 4.2.

Table 2. Students' Readiness Statistics on Interaction with Students/Peers (ISP)

|                    | Descriptive Statistics |         |         |      |                |
|--------------------|------------------------|---------|---------|------|----------------|
|                    | N                      | Minimum | Maximum | Mean | Std. Deviation |
| Q7                 | 265                    | 3       | 5       | 4.40 | .626           |
| Q8                 | 265                    | 3       | 5       | 4.34 | .633           |
| Q9                 | 265                    | 3       | 5       | 4.37 | .627           |
| Q10                | 265                    | 3       | 5       | 4.34 | .638           |
| Q11                | 265                    | 3       | 5       | 4.36 | .682           |
| Valid N (listwise) | 265                    |         |         |      |                |

Table 2 indicates that students perceived ChatGPT as a useful tool in facilitating discussion and collaborative learning with classmates. Ethical considerations were also strongly recognized by students, including responsible use, privacy awareness, and academic integrity. The Ethical Awareness dimension is summarized in Table 3.

Table 3. Students' Readiness Statistics on Ethical Awareness (EA)

|                    | Descriptive Statistics |         |         |      |                |
|--------------------|------------------------|---------|---------|------|----------------|
|                    | N                      | Minimum | Maximum | Mean | Std. Deviation |
| Q12                | 265                    | 3       | 5       | 4.36 | .636           |
| Q13                | 265                    | 3       | 5       | 4.36 | .630           |
| Q14                | 265                    | 3       | 5       | 4.34 | .651           |
| Q15                | 265                    | 3       | 5       | 4.35 | .657           |
| Q16                | 265                    | 3       | 5       | 4.40 | .615           |
| Q17                | 265                    | 3       | 5       | 4.35 | .634           |
| Q18                | 265                    | 3       | 5       | 4.36 | .618           |
| Q19                | 265                    | 3       | 5       | 4.37 | .626           |
| Valid N (listwise) | 265                    |         |         |      |                |

Table 3 demonstrates that students maintained a consistently high ethical awareness when using ChatGPT in learning contexts. To interpret readiness levels, mean scores were classified into low (1.00–2.33), moderate (2.34–3.66), and high (3.67–5.00) readiness categories (Ramazanoglu & Akin, 2024). The overall readiness results are presented in Table 4.

Table 4. Student Readiness Level by Dimension

|                    | Descriptive Statistics |         |         |       |                |
|--------------------|------------------------|---------|---------|-------|----------------|
|                    | N                      | Minimum | Maximum | Mean  | Std. Deviation |
| TSE                | 265                    | 18      | 30      | 26.02 | 3.056          |
| ISP                | 265                    | 15      | 25      | 21.81 | 2.228          |
| EA                 | 265                    | 24      | 40      | 34.88 | 3.274          |
| TotalReadiness     | 265                    | 60      | 95      | 82.71 | 6.876          |
| Valid N (listwise) | 265                    |         |         |       |                |

The results indicate that the mean score of Total Readiness is 82.71, with a maximum score of 95 and a minimum score of 60. When converted into an average Likert-scale score, the calculation is as follows:

$$\text{Mean Readiness} = \frac{82.71}{19} = 4.35$$

The resulting mean score of 4.35 falls within the range of 3.67–5.00, which is categorized as High Readiness according to the classification proposed by Ramazanoglu and Akin (2024). Overall, EFL students at One of the publics Senior High Schools in North Bali demonstrate a high level of readiness to use ChatGPT in English language learning.

Table. 5 Descriptive Interpretation by Dimension

| Dimension                             | Mean Score        | Interpretation |
|---------------------------------------|-------------------|----------------|
| Technology Self-Efficacy (TSE)        | 26.02 / 30 = 4.34 | High           |
| Interaction with Students/Peers (ISP) | 21.81 / 25 = 4.36 | High           |
| Ethical Awareness (EA)                | 34.88 / 40 = 4.36 | High           |

The descriptive analysis reveals that all measured dimensions of student readiness fall within the high category, indicating a consistently strong level of preparedness among EFL students in using ChatGPT for English language learning.

First, the Technology Self-Efficacy (TSE) dimension obtained a mean score of 26.02 out of a possible 30, which corresponds to an average Likert score of 4.34. This result indicates that students possess a high level of confidence in their ability to operate and utilize ChatGPT effectively as a learning tool. The high score reflects students' perceived competence in navigating AI-based technology, understanding its functions, and integrating it into their learning activities.

Second, the Interaction with Students/Peers (ISP) dimension recorded a mean score of 21.81 out of 25, equivalent to an average score of 4.36. This finding suggests that students demonstrate strong readiness to engage in interaction and collaboration with peers through the support of ChatGPT. The high score indicates that ChatGPT is perceived as a facilitative tool that enhances communication, discussion, and collaborative learning processes among students.

Third, the Ethical Awareness (EA) dimension achieved a mean score of 34.88 out of 40, which corresponds to an average Likert score of 4.36. This result reflects a high level of student awareness regarding ethical considerations in the use of ChatGPT, including responsible usage, academic integrity, and the appropriate application of AI-generated content in learning contexts.

Overall, the consistently high mean scores across all dimensions demonstrate that EFL students not only possess the technical competence to use ChatGPT but also exhibit strong collaborative readiness and ethical responsibility. These findings support the conclusion that student readiness to use ChatGPT is well-established across cognitive, social, and ethical dimensions within the RAIS framework.

The normality test in this study was conducted using the Kolmogorov-Smirnov test. Data are considered to be normally distributed if the value of Asymp. Sig. (2-tailed) obtained from the Kolmogorov-Smirnov test is greater than the significance level ( $\alpha = 0.05$ ).

Table 6. Normality Test

| One-Sample Kolmogorov-Smirnov Test     |                |                   |
|--|----------------|-------------------|
|  |                | Total Readiness   |
| N                                      |                | 265               |
| Normal Parameters <sup>a,b</sup>       | Mean           | 82.71             |
|  | Std. Deviation | 6.876             |
| Most Extreme Differences               | Absolute       | .104              |
|  | Positive       | .047              |
|  | Negative       | -.104             |
| Test Statistic                         |                | .104              |
| Asymp. Sig. (2-tailed)                 |                | .200 <sup>c</sup> |
| a. Test distribution is Normal.        |                |                   |
| b. Calculated from data.               |                |                   |
| c. Lilliefors Significance Correction. |                |                   |

Based on the results of the One-Sample Kolmogorov-Smirnov Test for the *Total Readiness* variable, the Asymp. Sig. (2-tailed) value is 0.200. This value is greater than the significance level of 0.05 (Sig. > 0.05), indicating that the data are normally distributed. Therefore, it can be concluded that the *Total Readiness* data meet the assumption of normality.

The homogeneity test is an assumption test that aims to determine whether the samples under study have equal variance or not. The decision-making in the homogeneity test is based on the hypothesis testing criteria, where if the significance value (Sig.) is greater than or equal to 0.05 (Sig.  $\geq$  0.05), then  $H_0$  is accepted, indicating that the data have equal variances (homogeneous).

Table 7. Test of Homogeneity

| Test of Homogeneity of Variances |                                      |                  |     |         |      |
|----------------------------------|--------------------------------------|------------------|-----|---------|------|
|                                  |                                      | Levene Statistic | df1 | df2     | Sig. |
| TotalReadiness                   | Based on Mean                        | 1.769            | 2   | 262     | .173 |
|                                  | Based on Median                      | 1.544            | 2   | 262     | .215 |
|                                  | Based on Median and with adjusted df | 1.544            | 2   | 258.906 | .215 |
|                                  | Based on trimmed mean                | 1.676            | 2   | 262     | .189 |

Based on the results of the Test of Homogeneity of Variances for the Total Readiness variable, the significance values (Sig.) obtained from all approaches are greater than 0.05. Specifically, the significance value based on the mean is 0.173, based on the median is 0.215, based on the median with adjusted degrees of freedom is 0.215, and based on the trimmed mean is 0.189. Since all significance values exceed the threshold of 0.05 (Sig.  $\geq$  0.05), it indicates that there is no significant difference in variances across the groups. Therefore,  $H_0$  is accepted, meaning that the data have equal variances or are homogeneous.

ANOVA procedure evaluates differences by comparing variance between groups and within groups, with statistical significance determined based on the F-value and p-value at an alpha level of 0.05 (Field, 2018).

Tabel 8. One-Way ANOVA Test Results

| ANOVA           |                |     |             |      |      |
|-----------------|----------------|-----|-------------|------|------|
| Total Readiness |                |     |             |      |      |
|                 | Sum of Squares | df  | Mean Square | F    | Sig. |
| Between Groups  | 61.414         | 2   | 30.707      | .648 | .524 |
| Within Groups   | 12418.790      | 262 | 47.400      |      |      |
| Total           | 12480.204      | 264 |             |      |      |

As shown in Table 6, the significance value exceeds the alpha threshold, indicating no statistically significant differences in students' readiness to use ChatGPT across Grade X, XI, and XII. This finding suggests that students' readiness levels are relatively consistent regardless of grade level. Accordingly, the null hypothesis stating that there are no differences in readiness among the three grade levels is accepted.

## Discussion

### *Overall Readiness Level of EFL Students to Use ChatGPT*

The findings of this study indicate that the overall readiness of EFL students at One of the publics Senior High Schools in North Bali to use ChatGPT in English learning is categorized as high. This suggests that students possess not only the technical competence to operate AI-based tools but also the confidence and ethical awareness required to integrate ChatGPT into language learning activities. This result supports the readiness framework proposed by (Ramazanoglu & Akin, 2024),

emphasizing that learners are more prepared to adopt technology when it aligns with instructional goals and learning contexts.

Among the readiness dimensions, Ethical Awareness achieved the highest mean score, indicating that students demonstrate strong responsibility regarding privacy, academic integrity, and the limitations of AI-generated content. This aligns with the argument that ethical digital literacy is essential to ensure AI functions as learning support rather than as a substitute for independent thinking (Utami & Lestari, 2024). Meanwhile, Interaction with Students/Peers showed relatively lower scores, suggesting that ChatGPT is more frequently used as an individual learning resource than as a collaborative tool. Similar findings were reported by (Wibowo et al., 2023), who noted that technology-based learning may encourage individualized engagement when collaborative instructional design is not sufficiently emphasized. Therefore, pedagogical strategies that integrate ChatGPT into peer discussions, cooperative writing, and communicative practice remain necessary to strengthen interaction-based readiness in EFL contexts.

Overall, these results reflect broader educational shifts in the digital era, where AI tools provide flexible and adaptive learning support (Rahmawati & Putra, 2022). Consistent with national research, high technological readiness contributes positively to students' adaptation in digital learning environments (Sari et al., 2023). However, effective integration still depends on structured teacher guidance to balance independent learning with meaningful social interaction (Pradana & Kusuma, 2021).

### ***Differences in Readiness Levels Across Grades X, XI, and XII***

The one-way ANOVA results reveal no statistically significant differences in readiness levels among students in grades X, XI, and XII. This indicates that readiness to use ChatGPT is relatively uniform across grade levels, suggesting that technological preparedness is shaped more by contextual and institutional factors than by academic stage alone. This finding is consistent with (Ramazanoglu & Akin, 2024), who argue that readiness is influenced by instructional exposure, technological infrastructure, and school culture.

The absence of significant differences implies that students across grade levels likely receive similar access to digital resources and comparable opportunities to engage with AI-supported learning. This supports previous research reporting that grade progression does not necessarily predict higher readiness when learning environments provide equal technological exposure (Wulandari & Rahma, 2024). Additionally, ethical awareness appears evenly developed across grades, reinforcing the view that responsible AI use can be fostered through school-wide norms and systematic instruction rather than relying solely on student maturity (Utami & Lestari, 2024).

In summary, the findings suggest that EFL students' readiness to use ChatGPT is consistently high across grade levels, highlighting that AI readiness is multidimensional and strongly shaped by pedagogical design and institutional support rather than grade-level differences alone (Nasution & Putri, 2022; Safitri & Nugroho, 2024).

## **CONCLUSIONS**

This study concludes that EFL students at One of the publics Senior High Schools in North Bali demonstrate a high level of readiness to use ChatGPT in English learning. Students are able to operate AI-based technology confidently while also showing sufficient ethical awareness, indicating that ChatGPT can function as a supportive tool for both independent and guided learning when used responsibly.

The findings also reveal that readiness levels are relatively consistent across grades 10, 11, and 12, suggesting that students' preparedness is shaped more by contextual and pedagogical support within the school environment than by academic progression alone.

In terms of future application, these results highlight the importance of integrating ChatGPT through clear school guidelines, teacher facilitation, and continuous development of

students' digital literacy. Further research may broaden the scope by involving different educational settings and exploring the impact of ChatGPT on learning outcomes, motivation, and language development more deeply.

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