

**THE READINESS OF ENGLISH TEACHERS FOR ARTIFICIAL
INTELLIGENCE INTEGRATION IN HIGH SCHOOL ENGLISH
CLASSES**

A RESEARCH PAPER

Submitted to the English Education Department of Nusantara Islamic
University Bandung, As One of The Requirements for Getting a
Bachelor's Degree



Arrange by :

Mutia Hafsah Haerunisa
41032122221005

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF ISLAM NUSANTARA
2026

LEGALIZATION SHEET

THE READINESS OF ENGLISH TEACHERS FOR AI INTEGRATION IN HIGH SCHOOL ENGLISH CLASSES

By:

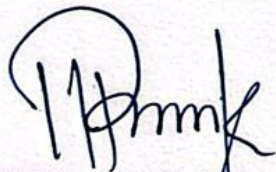
Mutia Hafsa Haerunisa

41032122221005

Approved by:

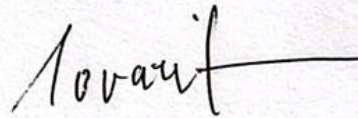
First Supervisor,

Second Supervisor,



Riki Ruswandi, M.Hum.

NIDN. 0428078902



Paulina Novarita, S.Pd., M.Hum.

NIDN. 0415118606

Legalized by:

Dean of FKIP Uninus,

Head of English Education,



Riki Ruswandi, M.Hum.

NIDN. 0428078902



Dr. Lenv Sali Rahmah, M.Hum.

NIDN. 0415018605

STATEMENT OF ORIGINALITY

Name : Mutia Hafsah Haerunisa
Student ID : 41032122221005
Program of Study : English Language Education
Faculty : Teacher Training and Education (FKIP)
University : Universitas Islam Nusantara

I hereby state that this thesis is an entirely original work done by me. All the ideas, analysis, and conclusions made in this paper come from my independent research conducted under the guidance of my supervisors. This thesis has never been used for submission to any other degree or qualification elsewhere. All sources of information, theory, data, and previous studies have been appropriately acknowledged and cited according to academic ethical standards, and there are no cases of plagiarism or academic dishonesty in this thesis.

This research investigates the level of preparedness of English teachers to use Artificial Intelligence (AI) in teaching English at senior high schools. This paper analyzes such aspects of teachers' preparedness as the cognitive, affective, and psychomotor components of readiness and problems of AI integration. All the results and conclusions in this paper are based on data gathered during descriptive quantitative research, supported by relevant literature and theoretical backgrounds. I realize that there may be some consequences according to university policies in case of academic integrity violation.

Bandung, June 2026

Researcher,

Mutia Hafsah Haerunisa

PREFACE

All praises and thanks are due to Allah SWT for His endless mercy, blessings, and guidance, without which it would not have been possible for the writer to write this thesis on “The Readiness of English Teachers for Artificial Intelligence (AI) Integration in Senior High School English Language Teaching.” This thesis is being presented to fulfill one of the criteria for the awarding of a Bachelor’s Degree in English Education from the Faculty of Teacher Training and Education. The current study is designed to investigate the readiness of English teachers for integrating Artificial Intelligence (AI) in senior high school English language teaching. For this purpose, the study will analyze various aspects of teacher readiness, such as cognitive, affective, and psychomotor dimensions, along with challenges in AI integration in teaching. It is expected that the results of this study may play a positive role in the development of English language education as well as provide a reference for other interested parties. It is important to note that there are some limitations in the writing of this thesis. Constructive suggestions are highly welcome.

Bandung, June 2026

Researcher,

Mutia Hafsah Haerunisa

ACKNOWLEDGEMENTS

The author is fully conscious that this thesis could not have been successfully completed without the invaluable support, guidance, encouragement and assistance of many individuals. The author would like to extend heartfelt gratitude and sincere appreciation to:

1. **Prof. Dr. Endang Komara** as Rector of the Islamic University of Nusantara.
2. **Riki Ruswandi, M.Pd.**, as the Dean of the Faculty of Teacher Training and Education. Furthermore, as a supervisor, has dedicated time to providing constructive criticism and academic guidance from the planning stage to the conclusion of the research
3. **Dr. Leny Saili Rahmah, S.Pd., M.Hum.**, as the Head of the English Education Study Program.
4. **Paulina Novarita, S.Pd., M.Hum.**, who has devoted time and expertise to providing insightful comments, and academic support, which have greatly assisted the researcher in refining and completing this study.
5. **All lecturers of the Department of English Education**, Islamic Nusantara University of Bandung, for their dedication to sharing knowledge and providing academic support throughout the researcher's studies.
6. **The English teachers who participated in this research**, for their valuable time, willingness, and cooperation in completing the research questionnaire.
7. **Dearest Family (Ibu, Bapak, Teteh, Aa, and Kakak)**, for the unconditional love, endless prayers, encouragement, and unstoppable support through every stage of the author's educational journey.
8. **Puma, Pia, Uci, Muti, Alin**, for their endless support, encouragement, and countless moments of laughter that helped me overcome the challenges of completing this thesis.
9. **Lilis Patimah and Nasywa Aulia**, special appreciation is given to them who have provided constant support, encouragement, and motivation throughout this research journey. Their kindness, help, and companionship

have made this process more meaningful and memorable. Every support and shared moment has contributed greatly to the completion of this thesis.

10. **All cherished English Education friends**, for the meaningful friendship, collaboration, and continuous support throughout our academic journey.
11. **All of my best friends**, Special appreciation is given to all long-time best friends who cannot be mentioned individually, for the endless support, encouragement, and kindness throughout this journey. Thank you for every piece of advice, every moment of laughter, and every form of support given along the way. Your presence and friendship have brought comfort and strength during this important chapter of life. Every contribution, no matter how small, has been deeply meaningful and will always be appreciated.
12. Special appreciation is given to **'someone'** who has always been there throughout this journey, providing endless support, assistance, love, and encouragement. Thank you faced along the way. Your presence has brought strength and comfort, making this journey easier and more meaningful. Every support and effort given will always be deeply appreciated.
13. **BTS**, whose music, messages, and journey have always been a source of motivation and inspiration. Thank you for providing comfort, strength, and encouragement throughout for the patience, kindness, and willingness to help during every challenge this journey, and for reminding me to keep moving forward.
14. Last but not least, I want to thank **me** for the perseverance, strength, and commitment shown throughout this journey. Thank you for staying strong, continuing to learn, and choosing to move forward despite the obstacles and challenges encountered. Every struggle, effort, and sacrifice has become an important part of this achievement. This journey has taught me to value the process, believe in personal growth, and appreciate every step taken toward reaching this moment.

ABSTRACT

The use of Artificial Intelligence (AI) in educational institutions is becoming more popular as it can improve teaching and learning process. The efficient application of AI, however, is greatly dependent on teachers' readiness to understand, accept and use AI in their practice. The current research focuses on the English teachers' readiness to implement AI in teaching English in senior high schools by considering three dimensions of readiness: cognitive, affective and psychomotor ones while revealing the possible problems.

Previous studies have mostly focused on teachers' perceptions and attitudes toward AI, while research on teachers' actual readiness for AI integration in English language teaching remains limited, especially in the Indonesian context. Therefore, this study provides empirical evidence on English teachers' readiness through cognitive, affective, and psychomotor dimensions to support effective AI implementation in education.

For this purpose, descriptive quantitative methodology has been used. In the experiment, 38 English teachers of public and private senior high schools in Bandung have taken part. Data have been gathered through a questionnaire and analyzed with the help of descriptive statistics such as frequencies, percentages, means and standard deviation.

The findings showed that English teachers had a very high level of readiness to integrate AI into English language teaching. Affective readiness achieved the highest mean score, followed by cognitive and psychomotor readiness, indicating positive attitudes, strong AI knowledge, and the ability to apply AI in classroom instruction. Although several challenges remained, particularly in professional development and institutional support, the results suggest that teachers are well prepared to implement AI effectively and responsibly.

Keywords: *Artificial Intelligence, teacher readiness, English language teaching, cognitive readiness, affective readiness, psychomotor readiness*

MOTTO

“Nobody is born knowing how to do everything. Everyone learns along the way. So don’t be afraid, just face it.” – **Author’s father**

PRESENTATION

This presentation page represents an important stage in the academic path of the author. With the help of the thesis, the author outlines the results of his learning, devotion and efforts made during his education. This work is aimed at family members, friends, lecturers and all those people who helped the author on this path, guided him and inspired. This thesis can be considered not only as an academic success, but also as a very useful experience for the development of both author and researcher. During the work on this thesis, the author has realized the necessity of such qualities as patience, persistence and continuous development to cope with new problems. Every difficulty met on the way of the research brought useful lessons which made the author more determined. It is expected that this research will give useful information to the readers and will promote the development of English language teaching with special focus on teachers' readiness for integrating AI into it.

TABLE OF CONTENTS

LEGALIZATION SHEET	Error! Bookmark not defined.
STATEMENT OF ORIGINALITY	iii
PREFACE	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
PRESENTATION	viii
TABLE OF CONTENTS	ix
CHAPTER I	Error! Bookmark not defined.
INTRODUCTION	Error! Bookmark not defined.
A. Background of Research	Error! Bookmark not defined.
B. Problem Statement	Error! Bookmark not defined.
C. Research Objectives	Error! Bookmark not defined.
D. Benefits of Research	Error! Bookmark not defined.
CHAPTER II	Error! Bookmark not defined.
LITERATURE REVIEW	Error! Bookmark not defined.
A. Theoretical Foundation	Error! Bookmark not defined.
B. Previous Studies	Error! Bookmark not defined.
CHAPTER III	Error! Bookmark not defined.
RESEARCH METHODOLOGY	Error! Bookmark not defined.
A. Research Design	Error! Bookmark not defined.
B. Research Location and Time	Error! Bookmark not defined.
C. Population and Sample	Error! Bookmark not defined.
D. Research Instrument	Error! Bookmark not defined.

E. Research Procedures	Error! Bookmark not defined.
F. Data Analysis Technique.....	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.
FINDINGS AND DISCUSSION	Error! Bookmark not defined.
A. Research Findings.....	Error! Bookmark not defined.
B. Discussion	Error! Bookmark not defined.
C. Implications of The Study	Error! Bookmark not defined.
CHAPTER V	Error! Bookmark not defined.
CONCLUSION & SUGGESTION	Error! Bookmark not defined.
A. Conclusion.....	Error! Bookmark not defined.
B. Suggestions.....	Error! Bookmark not defined.
REFERENCES	Error! Bookmark not defined.
APPENDIXES	Error! Bookmark not defined.
1. Surat Keputusan Bimbingan	Error! Bookmark not defined.
2. Kartu Bimbingan Mahasiswa	Error! Bookmark not defined.
3. Google Form Sheets	Error! Bookmark not defined.
4. Table Questionnaire Statements	Error! Bookmark not defined.
5. Data SPSS	Error! Bookmark not defined.

