

ABSTRACT

Nugraha, Mada G. A. (2025). *The Utilization of Teachy for Assessing Grammar Mastery: A Case Study at SMAN 1 Blitar*. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University.

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This study emerges from the increasing emphasis on integrating technology into educational practice, particularly in language assessment. Grammar plays a crucial role in English language proficiency, serving as the foundation for precise and effective communication. However, conventional paper-based grammar assessments often lack student engagement and fail to provide immediate feedback. To address these challenges, this case study investigates the use of a digital assessment platform, especially the Teachy application to evaluate grammar skills among high school students at SMAN 1 Blitar. The study focuses on how teachers at this school plan, implement, and evaluate grammar assessments using Teachy and explores the challenges and solutions encountered during the process.

This study employed a qualitative research approach using a single-case study design at SMAN 1 Blitar, focusing on one English teacher and five students from grade XI. Participants were selected through purposive sampling to ensure they were directly involved in grammar assessment using the Teachy application. To enrich the data, snowball sampling was applied by starting from the English teacher, who then suggested students actively involved in the process. Data were collected through in-depth interviews, classroom observations, and document analysis. The data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and drawing conclusions. In addition, the researcher also employed a grounded theory approach involving open coding, axial coding, and selective coding to identify emerging patterns and categories from the data. To enhance the trustworthiness and credibility of the findings, triangulation of data sources and collection methods was conducted.

The findings revealed that Teachy was effectively used in planning, implementation, and evaluation in assessing grammar mastery. The teacher planned assessments aligned with curriculum goals and Bloom's Taxonomy, implemented them through practical approach, and benefited from automatic scoring that reduced workload and provided instant feedback. Despite challenges such as unstable internet, peer distractions, limited device access, and varying digital literacy, both teacher and students acknowledged that Teachy made learning more interactive and engaging. It is recommended that schools offer better technical support and training, ensure equitable access to devices and stable internet, provide regular workshops to enhance teachers' and students' digital skills, and encourage collaboration among educators to share best practices. Schools are also advised to explore the integration of similar platforms in other subjects to further enrich learning outcomes.