

# CHAPTER I

## INTRODUCTION

The researcher provides the introduction to this thesis in this chapter. This chapter conveys an overview of the study by laying out the research context, focus, aims, significance, scope and limitations and definitions of key terms as the main framework of the study.

### 1.1 Research Context

In modern times, English is the most prominent language in every aspect of our lives. We must fully comprehend and utilize English as an international language to communicate effectively across cultural boundaries (Raja et al., 2022). According to Situmorang et al. (2021), students worldwide use English as a language of communication and instruction, which can lead to opportunities in education, the workplace, and society globally. This highlights the importance of having good English proficiency, particularly in countries like Indonesia, where many people consider English to be one of the essential requirements for navigating the 21<sup>st</sup> century's era of globalization (Febria Zananda & Orenzah, 2023).

Given that English is so important in today's globalized world, the Indonesian government has made it mandatory for students to learn it from elementary school through college (Hamidah & Yanuarmawan, 2019). It has since become a fundamental subject in the national education system. The primary goal is to prepare Indonesian youth for global competition by requiring them to learn

English, which can assist them to perform better in school and work with people from other countries both now and in the future (Rahayu, 2020).

To emphasize the importance of the English language for students, especially in supporting their academic performance and preparing them for internships, the curriculum in Indonesia highlights the specific skills required for effective communication that students must learn. There are listening, speaking, reading, and writing, as underline by Aziz et al. (2021). Hamid and Nguyen (2016) further stated that the globalized world requires students to master the core skills of listening, speaking, reading, and writing, along with their respective sub-skills, such as grammar, vocabulary, and pronunciation.

From the sub-skills mentioned earlier, grammar is one of the most important to master for precise and successful English communication, as it is the set of rules that governs language (Aziz et al., 2021). Besides that, Hanief and Supuwiningsih (2020) assert that grammar is the foundational structure that makes a sentence coherent and enables effective communication. Fadhilawati (2019) also add that learning grammar is crucial for students to write and speak English correctly. To support the successful teaching and learning of grammar, teachers must employ appropriate materials, strategies, and evaluation methods (Fadhilawati & Sari, 2018).

Referring to the Grammar Assessment, the teachers are required to adapt technologies as stated in the curriculum. Teachers must employ appropriate assessment techniques and tools in the classroom (Mansur & Fadhilawati, 2021). As highlighted by Lodge et al. (2023), conventional grammar assessments, which frequently use paper-based exams, are no longer applicable in modern workplaces

that rely heavily on digital technologies, necessitating a shift to more digitalized evaluation techniques. Assessment is becoming increasingly digital as teaching and learning evolve toward a digital future, presenting new opportunities and challenges that must be addressed (Jurāne-Brēmane, 2023).

The integration of technologies into assessment is emphasized by Grosseck et al. (2024), who state that digital assessment encompasses all technologically based evaluation activities where digital technologies are used to create, assess performance, and provide feedback. Appiah and van Tonder (2018) further states that digital assessment is the process of designing, delivering, storing, and/or reporting students' assessment marks and comments utilizing any technical device. Several digital technologies are used to accomplish the educational purpose. Gomez & Ruipérez-Valiente (2022) enforce that several digital assessment methods can be generally categorized into forms, polls, quizzes, and online tests.

Based on a preliminary study conducted in SMAN 1 Talun and SMAN 1 Blitar, the researcher aimed to choose a school that applied digital assessment consistently. In SMAN 1 Talun, digital tools such as e-learning and Google Forms were used, but their application remained infrequent and still mixed with traditional paper-based assessments. Meanwhile, SMAN 1 Blitar had already integrated digital assessment into daily classroom practice using application such as Quizziz and Kahoot, and recently through Teachy, an AI-based platform designed to support teaching and evaluation. Due to its regular and structured use of digital tools in grammar assessment, SMAN 1 Blitar was selected as the research site.

Based on a preliminary interview conducted on Friday, 15 November 2024, with an English teacher at SMAN 1 Blitar, it was found that digital assessment applications have been integrated into classroom activities, particularly for grammar-related tasks. The teacher mentioned a range of platforms she had explored, including Teachy, Kahoot, Quizziz, and Google Forms, with a preference for Teachy in recent use.

“Yes, I recently used Teachy, an application where we can share materials and exercises. Students can access the materials, complete the exercises, and we can track their scores.”

(INT/TCH/15/XI/2024/PRL)

She also elaborated on the variety of platforms she has used, indicating a blended approach to digital assessment. She emphasized the convenience of using Telegram as the primary communication tool for distributing links to students, citing its cloud-based storage features.

“I’ve used Kahoot, Quizziz, and Google Forms. Recently, I tried using a new application, Teachy, in the class alongside other applications. Nowadays, I mostly use Telegram to share links because it saves the files in the cloud, making it more efficient. So, each class has its own Telegram group.”

(INT/TCH/15/XI/2024/PRL)

When asked about the implementation scope, the teacher explained that while she teaches all grade levels (X, XI, XII), due to time constraints near the end of the semester, Teachy was primarily implemented in class XI-10. The platform was introduced as a practice tool rather than for summative evaluation.

“I teach all grades (10, 11, and 12) and use Telegram to share application links. For 11th grade, I teach an advanced English course, while 12th grade is a mandatory English course. However, due to time constraints, only Class XI-10 used Teachy, as we are approaching the holiday season and the final examination. For class XI-10, it was an introduction to the Teachy application. After sharing the link, I monitored the progress, such as the highest and lowest scores, for later evaluation. It was just a practice session, so the scores weren't recorded.”

(INT/TCH/15/XI/2024/PRL)

The teacher further explained that the digital assessment conducted through Teachy was focused on grammar within the topic of the discussion text.

“The main use of Teachy is to assess grammar within the materials that the students currently study. In this case is discussion. This is to prepare students to face final examination later”

(INT/TCH/15/XI/2024/PRL)

Regarding motivation, the teacher revealed her pedagogical intent behind adopting digital tools. She aimed to diversify learning experiences and provide students with engaging digital alternatives, particularly after attending a training session where she was introduced to Teachy.

"I want to explore and enrich the lessons. In the past, I already used digital applications, but I always wanted to try something different. The goal is to deliver various learning platforms that students can follow. I recently attended a teacher training course introducing me to Teachy and immediately applied what I learned to the students because I'm also interested in exploring AI."

(INT/TCH/15/XI/2024/PRL)

The teacher also described several key features in Teachy that made the process more manageable, including AI-based question generation and score tracking. She emphasized the automation of scoring and the convenience it offers to teachers and students.

"In the application, students can log in directly through the link I share on Telegram. They join, answer the questions, and their scores, including the highest and lowest, can be tracked. They can access both the materials and questions, so there's no need to submit notebooks as everything is digital. For the Teachy application, AI can help create questions and simplify my work. Normally, I have to create the test and correct the scores manually, but with Teachy, the AI can assist me with these tasks."

(INT/TCH/15/XI/2024/PRL)

Furthermore, the teacher explained how digital assessment aligns with student preferences and improves classroom efficiency. Students reportedly enjoyed using digital platforms, and the teacher received results more promptly.

“Yes, students usually prefer online learning and often say, ‘Ma’am, let’s just use the app.’ It’s simpler, and I can get their scores right away. It also helps reduce boredom. Normally, I have to organize and correct scores manually, but using an app makes it more efficient.”

(INT/TCH/15/XI/2024/PRL)

From the interview, it is evident that the teacher utilizes digital assessment applications to enhance and enrich lessons, aiming to provide a variety of learning platforms that students can follow. Having previously used digital assessment, they recently learned about Teachy, another digital assessment application that integrates AI into its assessment process, primarily using it in the classroom to assess students' grammar mastery. Additionally, teachers noted that students prefer digital assessment applications due to their simplicity and efficiency. They reduce boredom and help teachers save time, making learning experiences more effective by streamlining the process of managing and tracking student progress. Notably, the teacher’s use of an AI-based application like Teachy sets SMAN 1 Blitar apart from institutions that still rely on conventional or mixed methods of digital and traditional assessment.

Previous studies have also demonstrated the significant potential of digital tools in education, particularly in assessment contexts. Cumhuri & Çam (2021) conducted research entitled "Digital transformation in assessment and evaluation course: The effects of Web 2.0 tools," which highlighted the effectiveness of Web 2.0 tools, such as Kahoot and Edmodo, in enhancing academic achievement and attitudes among teacher candidates. The research employs a mixed-methods research design; the study utilized a quasi-experimental method with pre-test and post-test groups for the quantitative aspect and a case study for the qualitative component, with 52 student teachers from the education faculty of a Turkish state university as the sample. The results showed that students found Web 2.0 tools to

be engaging, effective, and enjoyable; however, they also noted challenges such as technical issues and time constraints.

In a different context, Royyana et al. (2025) implemented the *CTL Type CRH* model, supported by the Teachy app, to improve the critical thinking and numeracy skills of sixth-grade students. Conducted at SD Negeri Kalisalam 1 using a pre-experimental one-group pretest-posttest design, the research revealed a significant improvement in student performance after the intervention. The integration of Teachy allowed for a more interactive, context-based learning experience that resonated with young learners. However, the study was conducted at the elementary level and focused on general cognitive abilities rather than specific language domains, such as grammar or secondary education contexts.

Meanwhile, Stanțieru (2024) examined the strengths and limitations of various online platforms, including Google Forms, Quizizz, Kahoot!, Socrative, and Testmoz, for assessing English grammar proficiency. Her study employed a descriptive-analytical approach to evaluate these tools in terms of their validity, reliability, authenticity, and transparency. While the findings provided a comprehensive overview of platform capabilities, the study did not involve empirical classroom data or focus on any AI-driven platform, such as Teachy. Instead, it served as a theoretical comparison among widely used digital tools in grammar assessment.

The studies above provide valuable insights into implementing digital assessment across diverse educational levels and subjects. However, they fail to address the integration of AI-powered platforms, particularly Teachy, for assessing grammar mastery in high school settings. This research aims to bridge that gap by

conducting a qualitative case study at SMAN 1 Blitar. It focuses on how Teachy is utilized to plan, implement, and evaluate grammar assessments, and it explores the challenges teachers and students face. Based on interview results, it was found that the teacher primarily uses Teachy as the digital assessment platform. This finding led the researcher to explore the use of Teachy in greater depth.

Consequently, building on both previous studies and the interview findings, this research investigates the utilization of digital assessment, particularly the Teachy application, for assessing grammar mastery by employing a qualitative case study method. The study was conducted in an Indonesian senior high school and is presented in this thesis entitled *“The Utilization of Teachy for Assessing Grammar Mastery: A Case Study at SMAN 1 Blitar.”*

## **1.2 Research Focuses**

Drawing on the background above, the primary focus of the study is the use of Teachy to assess grammar mastery at SMAN 1 Blitar. The focuses of the study are elaborated in detail as follows:

### **1) Planning Teachy for assessing students' grammar mastery**

The first focus of the study is to describe how English teachers plan digital assessments for assessing students' grammar mastery at SMAN 1 Blitar as captured by the question: How does an English teacher plan Teachy for assessing students' grammar mastery at SMAN 1 Blitar?

### **2) The implementation of Teachy in assessing student's grammar mastery**

The second focus of the study is to describe how English teachers implement a digital assessment to assess students' grammar mastery at SMAN 1

Blitar, as captured by the question: How does the English teacher implement a Teachy to assess students' grammar mastery at SMAN 1 Blitar?

### **3) The evaluation of the implementation of Teachy in assessing student's grammar mastery**

The third focus of the study is to describe how the English teacher evaluates the implementation of digital assessment in assessing students' grammar mastery at SMAN 1 Blitar, as captured by the question: How does the English teacher evaluate the implementation of Teachy in assessing students' grammar mastery at SMAN 1 Blitar?

### **4) The challenges faced by the teacher in implementing Teachy for assessing grammar mastery**

The fourth focus of the study is to describe the challenges faced by English teachers in implementing digital assessment to assess grammar mastery at SMAN 1 Blitar, as captured by the question: What are the challenges faced by English teachers in implementing Teachy to assess grammar mastery at SMAN 1 Blitar?

## **1.3 Research Objective**

Based on the research focuses above, this research aims to describe the utilization of digital assessment for assessing grammar mastery at SMAN 1 Blitar. Specifically, the objectives of this study are as follows:

### **1) Planning Teachy for assessing students' grammar mastery**

To describe how the English teacher plans Teachy for assessing student grammar mastery at SMAN 1 Blitar

### **2) The implementation of Teachy in assessing student's grammar mastery**

To describe how the English teacher implemented Teachy in assessing student grammar mastery at SMAN 1 Blitar

### **3) The evaluation of the implementation of Teachy in assessing student's grammar mastery**

To describe how the English teacher evaluated the implementation Teachy in assessing students' grammar mastery at SMAN 1 Blitar

### **4) The challenges faced by the teacher in implementing Teachy for assessing grammar mastery**

To describe the challenges faced by English teachers in implementing Teachy for assessing grammar mastery at SMAN 1 Blitar.

## **1.4 Research Significances**

The research significances cover two main points: first is theoretical significance, and the second is practical significance, explained in detail as follows:

### **1.4.1 Theoretical Significance**

#### **1) Contribution to Educational Research**

This research offers to contribute to the theoretical understanding of digital assessment, particularly in the context of grammar mastery in English language learning. As noted by Grosseck et al. (2024), digital assessment enables a more dynamic, personalized, and efficient evaluation process through real-time feedback and technological integration. By focusing on the use of a platform like Teachy, this study seeks to offer academic insights into how such tools can potentially support the development of more interactive and responsive language assessment practices.

#### **2) Development of Assessment Practices**

This study also aims to support the development of digital-based assessment practices by exploring how technology can be utilized to design, deliver, and manage grammar assessments in the classroom. Appiah and van Tonder (2018)

highlight that digital assessment improves assessment quality and flexibility, while also accommodating diverse learning needs. Through this research, it is expected that a deeper theoretical understanding can be gained regarding the design and planning of digital grammar assessments, along with the educational considerations involved in implementing such tools effectively.

#### **1.4.2 Practical Significance**

##### 1) For Teachers

The study offers English teacher practical insights into various digital assessment tools and their effective implementation for evaluating grammar mastery. Furthermore, by identifying challenges in implementing digital assessments, the research provides teachers with strategies to overcome these barriers, thereby improving the overall teaching and assessment process.

##### 2) For Students

This study provides students with enhanced learning experiences by understanding their views on digital assessments and helps educators create more engaging and effective learning environments tailored to individual student needs. The study also highlights how digital assessments can foster independent learning and technological proficiency, which are critical for students' future academic and professional endeavors.

#### **1.5 Research Scope and Limitation**

The scope of this research focuses on the use of digital assessment tools to evaluate students' mastery of grammar at SMAN 1 Blitar. It explores the types of digital platforms used by teachers, such as Google Forms, Quizizz, Kahoot, and especially Teachy, for evaluating grammar skills. Additionally, this research

examines how these tools are implemented in teaching practices, particularly their integration into English language instruction for assessing grammar. It also explores the challenges teachers face in utilizing digital assessments and examines the strategies employed to address these challenges.

However, the study is subject to certain limitations. This research is confined to 11<sup>th</sup> grade students at SMAN 1 Blitar, which may not fully represent the practices in other class or schools across Indonesia. The research focuses on grammar assessment and does not extensively address other language skills, such as speaking, listening, or writing. Furthermore, the sample size is limited to one teacher and a select group of students at the school, which may impact the generalizability of the findings. Technological constraints, including issues related to internet access, device availability, and technical proficiency among participants, are not deeply explored but could influence the outcomes. These limitations are acknowledged to provide context for the findings and highlight potential areas for further research.

## **1.6 Definition of Key Terms**

To ensure a clear understanding of the concepts discussed in this research, several key terms are defined in advance. These definitions serve to provide a common frame of reference and avoid ambiguity in interpreting the findings.

### **1) Digital Assessment**

According to Grosbeck et al. (2024), digital assessment encompasses all evaluation activities facilitated by digital technologies. It involves using technology to design, implement, and analyze assessments, such as online quizzes, e-portfolios, and virtual simulations, to measure performance and provide feedback.

In this study, digital assessment specifically refers to the use of technological tools and platforms for creating, delivering, and evaluating educational assessments in SMAN 1 Blitar. Teacher utilizes platforms such as Google Forms, Quizizz, Kahoot, and Teachy to assess grammar mastery in English language learning which offer features like instant feedback, adaptive testing, and progress tracking, making them a dynamic alternative to traditional paper-based assessments.

## **2) Grammar Mastery**

According to Alem (2022), grammar is defined as a system of meaningful structures and patterns governed by pragmatic constraints that shape the way a language functions. Furthermore, Fadhilawati (2021) added that grammar functions as a foundational element that equips learners with the tools to structure their thoughts clearly in both spoken and written forms.

In this study, Grammar mastery specifically refers to students' ability to understand and appropriately apply grammatical rules in various English contexts, particularly in sentence construction and usage, especially in the context of senior high school students at SMAN 1 Blitar. This study assesses grammar mastery through digital tools to enhance students' proficiency and understanding of grammatical concepts.

## **3) SMAN 1 Blitar**

According to Setiawati et al. (2018), SMAN 1 Blitar is a well-established public senior high school located in Blitar, East Java, Indonesia. It is widely recognized by the local community for its consistent achievement in nurturing outstanding students across various academic and non-academic fields. Over the

years, SMAN 1 Blitar has built a reputation as a center of excellence due to its commitment to high-quality education, discipline, and student development.

In this study, SMA Negeri 1 Blitar, also known as SMASA Blitar specifically refers to a senior high school located at Jl. Ahmad Yani No. 112, Blitar, East Java 66131. It offers secondary-level education in accordance with the Indonesian national curriculum. This research aims to study the use of digital assessment to assess grammar mastery at SMAN 1 Blitar, reflecting the school's progressive approach to language education.

#### **4) Case Study**

According to Yin (2018), a case study is an empirical approach that combines multiple data sources to investigate a specific phenomenon in its original context, thereby ensuring the reliability and integrity of the results. This approach is often employed when a comprehensive understanding of complex relationships in a specific situation is necessary

In this study, a case study specifically refers to a research method involving an in-depth analysis of a particular instance, subject, or event to explore its unique characteristics and draw broader insights. The researcher employed a qualitative case study approach and design to investigate the implementation of digital assessments at SMAN 1 Blitar.