

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTION

This chapter concludes the research and provides a summary of the study's key findings based on the data analysis and discussion presented in the preceding chapters. In this chapter, the researcher presents the study's conclusions, theoretical and practical implications, as well as suggestions for future research and educational practice.

5.1 Conclusion

The teacher's planning process for grammar assessment was firmly guided by curriculum alignment and supported by the digital features available in Teachy. Assessments were prepared based on the CP (Content Standards) and ATP (Learning Objectives), ensuring that each grammar question corresponded with the expected learning outcomes. Additionally, the teacher utilized Bloom's Taxonomy to determine the difficulty levels of questions, ranging from basic recall to higher-order thinking skills. Integrating AI-assisted question generation within Teachy also helped streamline the question creation process, blending pedagogical strategy with digital innovation.

The implementation of Teachy in the classroom followed a hands-on, practical approach. Students were directly guided to access the platform through links shared via Telegram, which they accessed on their mobile devices. Although no formal simulation was conducted before the assessment, students found the interface to be intuitive and easy to navigate. The process was adapted to their

existing digital habits, making the assessment experience seamless and accessible. This ease of use contributed to positive engagement during the activity.

In terms of evaluation, Teachy's automated scoring and built-in analytics allowed for efficient and objective assessment. The teacher could view individual and class performance, analyze the difficulty level of each question, and identify areas that needed further instruction. The timely feedback provided by the system minimized the need for manual grading, allowing the teacher to focus more on instructional follow-up. Students also responded positively, expressing that digital assessments were more straightforward and more enjoyable than traditional methods, with features like instant feedback and gamification increasing their motivation.

Despite these benefits, several challenges emerged during implementation. Technical issues such as unstable internet connections and reliance on mobile data occasionally hindered smooth participation. Some students were unfamiliar with specific platform features, and concerns about academic dishonesty also arose due to the online format. To address these challenges, the teacher provided real-time guidance, used personal hotspots to support connectivity, and closely monitored students during assessments to ensure integrity and participation. While not without difficulties, these strategies helped maintain the effectiveness of digital assessment using Teachy.

5.2 Implications

In light of the research findings, it is important to consider the broader implications that emerge from this study. These implications highlight how the results contribute both to the development of educational theory and to practical applications in the field. Therefore, the following subsections present the theoretical implications, which discuss contributions to academic knowledge, and the practical implications, which outline the benefits and recommendations for teachers and students.

5.2.1 Theoretical implications

1) Contribution to Educational Research

This study reinforces the theoretical foundation of digital assessment by showing how AI-based platforms like Teachy can be effectively used to assess grammar mastery in a real classroom setting. As Grosbeck et al. (2024) suggested, digital assessment can offer more dynamic and personalized evaluation processes and this research confirms that potential. The investigation into how teachers plan, implement, and evaluate grammar assessments using Teachy provides valuable insights into how digital tools can make assessments more interactive, responsive, and aligned with student needs. By doing so, this study extends the academic conversation on digital learning tools within the field of English language education, especially for high school contexts in EFL environments.

2) Development of Assessment Practices

The findings also highlight how digital tools can shape more effective and flexible assessment practices. Consistent with Appiah and van Tonder (2018), this study shows that digital assessment doesn't just improve technical efficiency, it also

opens up new possibilities for aligning assessment with curriculum goals, cognitive levels, and student learning styles. By examining real examples from the classroom, this research offers a clearer theoretical picture of how platforms like Teachy can be integrated into lesson planning, allow automated scoring for quicker feedback, and help teachers manage assessments with less burden. These insights can serve as a foundation for educators and researchers looking to design practical, scalable, and student-centered digital assessment models.

5.2.2 Practical Implications

1) For Teacher

The research offers English teacher's practical strategies for implementing digital assessment tools effectively. Teachers can utilize platforms like Teachy to reduce administrative workload, gain real-time insights into student performance, and tailor instruction based on data-driven feedback. By observing the successful integration of Teachy's AI features, such as automated scoring and instant result analysis, teachers can anticipate obstacles and implement proactive measures to ensure smoother assessment processes and more efficient classroom management.

2) For Students

For students, the use of Teachy provides an engaging and accessible assessment experience. The platform's instant feedback and gamified features encourage greater participation and motivation while fostering digital literacy skills. With Teachy's AI-powered assessments, students gain opportunities to take more responsibility for their learning, develop stronger time management skills, and build familiarity with technology—preparing them for future academic and professional environments that increasingly rely on digital competence.

5.3 Suggestion

For English teachers, it is recommended that they invest more time in exploring and mastering digital platforms like Teachy. Teachers should not only rely on AI-generated content but also evaluate and adapt the materials to suit their students' proficiency levels and curriculum objectives. Incorporating a brief simulation or tutorial before formal assessments can also be beneficial, especially for students with lower digital literacy. Moreover, teachers should develop strategies to minimize academic dishonesty during digital assessments, such as designing application-based questions, using randomized test banks, or applying time restrictions.

For students, it is essential to view digital assessments not merely as a grading tool but as a valuable learning opportunity. Students should be responsible for preparing before assessments, seeking help when facing technical difficulties, and developing stronger time management skills during digital tasks. Familiarity with platforms like Teachy can also enhance students' confidence in using digital tools, which are valuable skills in both academic and future professional settings.

Lastly, future researchers are encouraged to expand this study by exploring the use of digital assessment tools for other English language sub-skills such as speaking, listening, or writing. Further research could also involve larger and more diverse participant groups to gain broader insights. Exploring the long-term effects of digital assessment on student learning outcomes and motivation would also be a valuable contribution to the field.