

A Case Study on the Utilization of Teachy for Assessing Grammar Mastery in Senior High School

Mada Gymnastiar Andy Nugraha⁽¹⁾, Dian Fadhilawati⁽²⁾, Nita Sutanti⁽³⁾

^{1,2,3}Universitas Islam Balitar, Indonesia

Email: ¹madagymnastiar10@gmail.com, ²dianfadhilawati@yahoo.com,
³nitasutanti4789@gmail.com

Abstrak: This study explores the use of the Teachy application to enhance grammar assessment among eleventh-grade students at SMAN 1 Blitar. Addressing the limitations of traditional paper-based tests, this qualitative single-case study involved one English teacher and five students selected through purposive and snowball sampling. Data were collected through interviews, classroom observations, and document analysis, and analyzed using Miles and Huberman's interactive model combined with grounded theory coding. The findings indicate that Teachy supports effective planning, implementation, and evaluation of grammar assessment; aligns with curriculum objectives and Bloom's Taxonomy; and provides instant feedback. Despite challenges related to internet access, device availability, and digital skills, Teachy increased student engagement and interactivity in grammar learning.

Tersedia Online di

http://journal.unublitar.ac.id/pendidikan/index.php/Riset_Konseptual

Sejarah Artikel

Diterima pada : 01-11-2025

Disetujui pada : 20-12-2025

Dipublikasikan pada : 01-01-2026

Kata Kunci:

Teachy, Digital Assessment, Grammar Mastery Senior High School, A case Study

DOI:

http://doi.org/10.28926/riset_konseptual.v10i1.1429

INTRODUCTION

The integration of technology into education has transformed how teachers design, deliver, and evaluate learning. In language education, digital assessment has emerged as an effective way to measure students' language skills through interactive, flexible, and efficient tools. According to Grossek et al. (2024) digital assessment encompasses all forms of evaluation that use technological platforms to design tests, assess performance, and provide feedback. Similarly, Appiah and van Tonder (2018) describe digital assessment as a process of creating, delivering, storing, and reporting assessment results through digital devices, offering greater accessibility and immediacy. These perspectives align with technology-enhanced and formative assessment theories, which emphasize continuous feedback and learner engagement (Gomez & Ruipérez, 2022). From a pedagogical perspective, this study adopts the view that digital assessment is not merely a technological tool but a formative process that supports learning through timely feedback and active learner involvement.

Within this assessment framework, grammar learning requires frequent practice and timely feedback to support accurate and effective communication in EFL contexts. However, traditional paper-based grammar tests are often time-consuming, monotonous, and slow to provide feedback. As a result, there is a pedagogical need for assessment approaches that address these limitations while remaining aligned with curriculum objectives. In response to this need, this study argues that digital assessment platforms offer a viable solution by enabling automated scoring, instant feedback, and more engaging assessment formats. Alvina et al. (2022) highlight the importance of teachers' ability to design valid and reliable online assessments, while Conrad & Openo (2018) emphasize the need to align such assessments with curriculum-based and real-world learning goals. Furthermore, Heil & Ifenthaler (2023) note that online assessments can be effectively implemented across various instructional contexts, including remote learning environments.

Furthermore, digital assessment offers several practical and pedagogical advantages that extend beyond efficiency. Appiah & van Tonder (2018) explain that automated scoring and real-time feedback not only save teachers' time but also minimize human error, allowing educators to focus more on instructional decision-making rather than administrative tasks. Similarly, Iqbal et al. (2018) emphasize that digital assessment tools support a wider range of assessment formats, enabling teachers to continuously monitor students' progress and identify learning gaps more systematically. Building on these perspectives, digital assessment facilitates formative evaluation by providing immediate, data-driven insights into learners' performance, which are essential for adaptive instruction. Grosbeck et al. (2024) further argue that the integration of online quizzes, digital checklists, and audio-visual feedback allows teachers to deliver more personalized and timely responses to students' work, thereby strengthening the feedback loop between assessment and learning. Taken together, these studies suggest that digital assessment functions not merely as a technological alternative to traditional testing but as a comprehensive evaluation approach that supports accuracy, personalization, and continuous learning improvement.

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 recent preference for Teachy. This preliminary interview was conducted to identify authentic classroom practices and to explore teachers' experiences in implementing digital assessment for grammar learning. The insights gained from this initial inquiry informed the focus and design of the present qualitative single-case study, which aims to examine in depth how a digital assessment application is planned, implemented, and evaluated in a real EFL classroom context. Accordingly, Teachy was selected as the focal platform of this study due to its frequent use and perceived pedagogical relevance in the observed setting.

Numerous studies have examined the use of various digital tools in grammar learning and assessment. Fadhilawati (2019, 2021) and Fadhilawati et al. (2022) have implemented Quizizz in a university grammar course to assess and enhance students' mastery of Conditional sentences, relative pronouns, and passive voices. The results showed not only improved grammar achievement but also positive student perceptions of digital learning. Similarly, Mansur & Fadhilawati (2021) used the Quizizz platform to teach conditional sentences to senior high school students and reported significant gains in students' performance and engagement. Additionally, Aziz et al. (2021) studied the effectiveness of Quizizz in teaching simple present and present continuous tenses to junior high school students through a quasi-experimental design. Their findings confirmed that students who used Quizizz achieved better results than those taught with traditional strategies.

In addition to Quizizz, Cümür & Çam (2021) examined the effectiveness of Web 2.0 tools, including Kahoot and Edmodo, in an assessment and evaluation course. Their study found that such tools boosted students' motivation and engagement, although challenges like technical issues and time management were reported. More recently, Stanțieru (2024) analyzed several digital assessment platforms such as Google Forms, Quizizz, Kahoot!, Socrative, and Testmoz in terms of validity, reliability, and authenticity for grammar evaluation. However, this study was mostly descriptive and lacked classroom-based evidence.

Despite the promising findings of these studies, most focused on non-AI-based quiz applications and emphasized learning outcomes rather than the broader process of digital assessment, including planning, implementation, and evaluation. More importantly, no one has explored how AI-driven platforms can support teachers in conducting grammar assessments in authentic EFL classroom settings.

In a recent development Royyana et al. (2025) used the Teachy application along with the CTL Type CRH model to improve elementary students' critical thinking

and numeracy skills. While the study showed Teachy's potential for interactive learning, it did not explore its role in language assessment or grammar mastery. It highlights the growing yet still limited use of AI-based assessment tools in EFL education.

Overall, previous research has shown the educational benefits of digital assessment tools like Quizizz and Kahoot. Still, little is known about how AI-powered applications such as Teachy can change grammar assessment methods. There is still a lack of empirical knowledge about how these tools are planned, used, and assessed, as well as the challenges encountered by teachers and students during classroom use.

To address these gaps, the present study examines the use of the Teachy application, an AI-based digital assessment platform in evaluating grammar mastery among high school students at SMAN 1 Blitar. Specifically, this study examines how Teachy supports the preparation, implementation, and evaluation stages of grammar assessment and identifies the challenges faced by both teachers and students during these stages. The findings of this study are expected to contribute empirically to the literature on technology-enhanced grammar assessment by providing in-depth evidence from an authentic secondary school EFL context. Practically, this research offers insights for English teachers into how AI-based assessment platforms can be effectively integrated into grammar instruction to enhance feedback, engagement, and assessment efficiency. Furthermore, the study may inform school administrators and curriculum developers in making data-driven decisions regarding the adoption of digital assessment tools in English language teaching

METHOD

This study employed a qualitative approach using a single-case study design to obtain an in-depth understanding of how the Teachy platform was utilized for digital grammar assessment. According to Yin (2018), a case study is an empirical inquiry that investigates a phenomenon within its real-life context through multiple data sources, ensuring the reliability and integrity of the findings. This methodological approach was selected because the primary aim of the study was not to measure the effectiveness of Teachy in terms of scores, but to explore the processes, practices, and contextual challenges involved in its implementation. A qualitative single-case study allows for a holistic examination of planning, implementation, and evaluation stages, which cannot be adequately captured through experimental or survey-based designs. By focusing on a single, information-rich case, this study provides detailed insights into teachers' and students' experiences with AI-based digital assessment within an authentic EFL classroom context. Similarly, Cresswell and Cresswell (2018) described it as an intensive examination of a specific case to illuminate broader educational patterns. This study applied an embedded single-case design. Yin (2018), which examined several units of analysis such as the teacher, selected students, and specific activities related to planning, implementation, evaluation, and challenges in using digital assessment tools.

The participants consisted of an English teacher and five eleventh-grade students from SMAN 1 Blitar. They were selected through purposive and snowball sampling techniques to ensure relevance to the study. Patton (2015) argued that purposive sampling allows researchers to select participants based on specific criteria, such as expertise or experience related to the study. The English teacher was intentionally chosen due to their experience in conducting digital grammar assessments. Afterward, snowball sampling, based on the teacher's recommendations, was used to identify five students who had also engaged with digital grammar assessment activities in the classroom. (Sugiyono (2018). Data were collected through observation, interviews, and documentation following Miles et al. (2014), who emphasized that qualitative data collection is a continuous and dynamic process that seeks to uncover meaning and context rather than merely collect factual information. The data were analyzed using the interactive model of Miles et al. (2014) consisting of data collection, data reduction, data display, and conclusion drawing. Each source of

data interviews, observations, and documents was summarized using structured contact summaries to identify patterns and emerging themes. A grounded theory approach (Corbin & Strauss, 1998; Glaser & Strauss, 1967) was applied through three coding stages: open, axial, and selective coding, allowing the researcher to integrate findings into a coherent thematic explanation centered on the use of Teachy for grammar assessment. To ensure trustworthiness, this study followed the four criteria of Lincoln and Guba (1985), credibility, transferability, dependability, and confirmability by employing triangulation, detailed documentation, and contextual descriptions.

RESULT AND DISCUSSION

RESULTS

Preparation for Digital Assessment Using Teachy

Based on the observation, documentation, and interview results, Teachy was implemented as a digital assessment tool in the classroom, especially in Grammar instruction at SMAN 1 Blitar. This section presents detailed data on how Teachy prepared for the grammar assessment in this application.

Implementing Teachy as a digital assessment platform was driven by the English teacher's experience during a professional development workshop hosted by Samisanov. During this training, she was introduced to Teachy as an innovative tool in digital education. She argued that Teachy offered new possibilities for classroom assessment, allowing her to break away from conventional paper-based methods. The opportunity to explore a novel platform and the appeal of streamlining the assessment process through automation led her to adopt Teachy as part of her instructional strategy.

As the English teacher stated during the interview:

"I first learned about Teachy from a Samisanov training program for teachers. From there, I became interested in using Teachy because it is also a digital platform, making it more efficient to implement, and it also allowed me to explore a new tool as a variation in the learning process."

(INT/TCH/ATN/14/V/2025/PDA)

Teachy's integrated features offered several advantages that supported the teacher's instructional goals. She highlighted the platform's dual functionality, which combines classroom organization with automated assessment tools. Features such as AI-generated questions, customizable scoring, and online class access streamlined the assessment process, allowing her to design, deliver, and evaluate tests efficiently within a single system. These elements contributed to a more organized and time-effective workflow. The teacher stated,

"The advantage of the Teachy platform compared to other applications I have used lies in its features. Teachy combines elements similar to Google Classroom and Quizizz, including an online classroom feature and tools for creating questions. It also offers AI-based features that help generate questions automatically. Additionally, the platform has a unique appeal—teachers' names are automatically displayed with the title. The grading and evaluation process is more manageable due to features that allow the teacher to view the difficulty level of each question for individual students."

(INT/TCH/ATN/14/V/2025/PDA)

Before using the platform, the teacher aligned the assessment content with the curriculum by reviewing the relevant CP and ATP. This ensured that the grammar questions matched the instructional objectives. Once aligned, she designed questions that addressed the targeted grammar subtopics, maintaining consistency between instruction and evaluation.

"First, I review the CP (Content Standards) and ATP (Learning Objectives), and then I align them with the specific subtopics of the lesson that will be assessed. After that, I can directly apply this alignment to the questions created in Teachy."

(INT/TCH/ATN/14/V/2025/PDA)

After that, the teacher entered the questions into Teachy either manually or with the help of the AI feature, which auto-generates or utilizes the question bank facilitated

by the platform. After the question has been created, the teacher can save it for future assessment or immediately send it to the students through the online class that was previously created.

"The process of creating questions is done directly within the Teachy platform. It can be done manually or by using the AI feature. After logging in, I can immediately create the questions and set the answer keys. The AI assistance feature can automatically generate questions based on the input material or draw from the question bank. Once the questions are ready, they can be saved for documentation or sent directly to students according to the class that has been created."

(INT/TCH/ATN/14/V/2025/PDA)

Furthermore, in constructing the questions, the teacher relied on Bloom's Taxonomy to classify difficulty levels, ranging from basic recall (C1) to higher-order skills (C5). This approach ensured varied question complexity and supported a balanced evaluation of students' grammar mastery. Each level reflected increasing cognitive engagement, from simple identification to application. The teacher stated as follows;

"The questions begin at the easy level, followed by medium, and then difficult. The levels are determined using Bloom's Taxonomy, which categorizes them from C1 to C5. For example, C1 focuses on remembering, while C5 involves applying the knowledge."

(INT/TCH/ATN/14/V/2025/PDA)

Regarding scoring, multiple-choice items were automatically graded against a predetermined key, minimizing teacher workload. Although essay questions were less frequently used due to their manual grading needs, the teacher allocated scores based on complexity, especially for HOTS-type items. Therefore, no specific scoring rubric is used in digital assessment, although rubrics are used for written assessments.

"Yes, the assessment is automatically processed by Teachy, with scores generated based on the answer keys I input. Therefore, a rubric is not used for multiple-choice questions. In Teachy, each question can be assigned a specific score or point value, allowing us to adjust it accordingly. If a question is more difficult than others, such as those involving higher-order thinking skills (HOTS), we can assign it a higher point value."

(INT/TCH/ATN/14/V/2025/PDA)

In summary, Teachy was effectively used as a digital assessment tool for grammar instruction at SMAN 1 Blitar. Its adoption came from the teacher's experience in a professional training program and her desire to move beyond traditional paper-based assessments. Teachy's integrated features, such as AI-generated questions, customizable scoring, and online classroom management, made it easier to plan, implement, and evaluate grammar assessments. The teacher carefully aligned the questions with curriculum objectives, created tasks at different levels of Bloom's Taxonomy, and used automation to simplify grading. Overall, Teachy helped create a more organized, innovative, and time-saving assessment process that enriched both teaching and student learning.

The Implementation of Teachy for Assessing Grammar Mastery

Following the careful planning phase, Teachy was implemented as a digital assessment tool in the classroom. This stage involved administering the grammar assessments using the platform, managing student participation, and monitoring the assessment process. The teacher's experiences and strategies in integrating Teachy into the teaching routine provide valuable insights into the practical aspects of digital assessment, including its benefits, challenges, and impact on student engagement and learning outcomes. This section presents detailed data on how Teachy was implemented in grammar assessment and its functioning in a real teaching environment.

Based on the observation, documentation, and interview results, the teacher first introduced Teachy through a hands-on approach, encouraging students to access a link shared via Telegram and explore the platform directly. She provided a brief explanation of its use, followed by immediate practice. The teacher employed a "learning by doing" strategy to ensure students understood the technical steps. She

guided them in real-time on how to log in, enter the digital classroom, and begin the tasks. This direct approach was effective in helping students quickly adapt to the platform, as it mirrored their typical interactions with digital tools in their daily lives.

"I introduced the platform through a hands-on approach or learning by doing.

First, I explained the application to the students and then immediately sent them the class link, having them practice using it. We provided instructions on how to log in using their email and access the online classroom, where the questions were already available for completion. I chose this strategy to help students become more familiar with the platform, allowing them to understand the process through direct experience. As a result, the students could grasp the procedure quite well."

(INT/TCH/ATN/14/V/2025/IDA)

Moreover, all five student respondents confirmed that the instructions were clear and manageable. They described the process of accessing the link, signing in with their email, and beginning the assessment as straightforward. This indicates that the teacher's instructional approach successfully supported student comprehension and minimized confusion. Student one stated,

"Yes, the instructions were clear. First, we were told to open Telegram, where we accessed a link and logged in using our Google account before starting the task. In my opinion, the instructions were straightforward to understand, without being overly complicated."

(INT/STD01/ABR/15/V/2025/IDA)

The transition to Teachy was smooth; no prior simulations or practice assessments were conducted. The teacher opted to proceed directly to formal assessments, believing that the platform's simplicity and the nature of the questions rendered simulations unnecessary.

"No, I never provided simulations like that. I just went straight to the questions without using any simulations or practice."

(INT/TCH/ATN/14/V/2025/IDA)

Furthermore, students also reported that no simulation was applied before the assessment, based on the following interview as reported by student two:

"Never, my teacher never gave exam simulations. Just went straight to the questions without using any simulations."

(INT/STD02/PAN/15/V/2025/IDA)

The assessment process was conducted via smartphones or laptops with an LCD as a support tool in the classroom. Students joined the digital classroom and completed multiple-choice questions by clicking the correct answer. After students answered all the questions, the system immediately submitted and graded the assessment. This process minimized administrative delays, allowing students to focus solely on completing the tasks.

"So, the students work using their phone and sometimes a laptop. First, the students access the link shared via their phones and enter the online classroom. Once they're in the online class, they can see the questions and materials sent by the teacher, and from there, they can immediately start working on them individually. For multiple-choice questions, they tap the answer they think is correct."

(INT/TCH/ATN/14/V/IDA)

The assessment process is also in line with the answers from students. Students confirmed this grammar assessment process: the first step is to click the link sent by their teacher, then the student must log in using their Google account or email address to enter the digital classroom, and lastly, the student needs to access the assessment provided by their teacher inside the digital classroom as stated by student three as follows;

"First, my teacher sends a link to the Telegram group. After that, we opened the link and logged in using our email. When we enter the application, it looks like an online classroom, and we can directly work on the questions there."

(INT/STD03/ANP/15/V/2025/IDA)

Student two also reported a similar process in accessing assessment through digital assessment, as follows;

"The first step is to open the link sent to Telegram, then log in, and then we can start to do the test. When we finish, the test can be sent immediately, and the score can be seen."

(INT/STD02/PAN/15/V/2025/IDA)

Students also noted that the introduction of Teachy could shift classroom dynamics through the use of digital assessment. Digital tools made the assessment process feel more modern and engaging. They appreciated the reduced paper usage and the added convenience of using devices they were already familiar with.

"I think by using Teachy; assessment becomes easier because the application makes working on the questions more practical through a phone or laptop. There's no need to bring lots of books or writing tools. In addition, it allows for innovation and keeps up with the times."

(INT/STD03/ANP/15/V/2025/IDA)

Lastly, students expressed that Teachy's features, such as instant feedback, a visually straightforward interface, and access to review materials, are highly beneficial. These elements facilitated more straightforward question navigation and supported their learning by providing immediate insights into their performance, as stated by student three;

"The features are helpful, especially the answer review after completing the tasks. Seeing the score immediately, along with the time taken to finish, is also useful. The user interface is responsive, easy to understand, and visually appealing. Besides helping with the tasks, it also allows us to see our performance."

(INT/STD03/ANP/15/V/2025/IDA)

Student four also added similar remarks, with an emphasis on the visually attractive interface and the convenience of reviewing answers after the assessment process is complete.

"The features are beneficial, making it easier to work on the questions compared to doing them manually on paper. The features are similar to Google Forms, but the appearance is more appealing, and it allows you to review your answers at the end."

(INT/STD04/NCN/15/V/2025/IDA)

In summary, Teachy was successfully implemented as a digital assessment tool for grammar instruction at SMAN 1 Blitar through a hands-on, learning-by-doing approach that enabled students to adapt quickly without prior simulations. The process involved accessing a shared link, logging in with an email address, and completing multiple-choice questions, which was straightforward and efficient and supported by smartphones and laptops that matched students' everyday digital habits. Students appreciated the convenience, reduced paper use, instant feedback, and visually appealing interface, which made assessments more practical and engaging. Overall, Teachy streamlined classroom assessment while enhancing both student participation and learning outcomes.

Evaluation of Grammar Mastery through Teachy

Following the implementation of Teachy as a digital platform for assessing grammar mastery, the next step is the evaluation process, in which teachers assess the students' task results. This section presents how grammar mastery was evaluated using the Teachy platform, focusing on the system's automated scoring and its impact on instructional practices, student perceptions, and assessment efficiency.

Based on the observation, documentation, and interview results, the teacher explained that Teachy's evaluation system operates automatically based on a preset answer key. When students complete a task, the system processes responses, generates scores, and analyses class-wide performance data. This gives the teacher detailed insights into individual scores and which items were most frequently missed. This was articulated in the following teacher statement:

"The assessment is done by the system based on the answer key. After all students have completed the task, the results for each student will appear, showing who got the highest and lowest scores. It also analyses which questions many students struggled with and which were answered correctly by everyone."

(INT/TCH/ATN/14/V/2025/EDA)

The system also performs item analysis to identify which questions had high error rates, helping the teacher determine which grammar points need to be retaught or reviewed. This diagnostic function supports instructional decisions and allows for personalized intervention as stated as follows;

“The scores can also be used as a basis for evaluation and student feedback, identifying which material students are still struggling with, which students have not yet understood, and who may need more attention in future lessons.”

(INT/TCH/ATN/14/V/2025/EDA)

The teacher also perceived that Teachy enhanced the validity and accuracy of assessments compared to traditional, paper-based grading. They believed that automation reduces the risk of human error, particularly during scoring and point calculation, which sometimes occurs in manual correction processes. This belief is grounded in the teacher’s experience and was expressed in the following interview excerpt:

“In my opinion, it is more valid because the scores appear automatically and are corrected directly by the system, so the chance of human error during correction is much lower. There’s no need to manually add or subtract points, which can sometimes lead to mistakes. When corrections are done together with students, sometimes correct answers are marked wrong due to a lack of attention. So, by using Teachy, the results can be more accurate and therefore more valid compared to traditional methods.”

(INT/TCH/ATN/14/V/2025/EDA)

This positive evaluation was also echoed by students, who expressed trust in the objectivity and accuracy of the Teachy scoring system. They appreciated that the results were generated based on predetermined answer keys, which removed the potential for bias or misjudgment common in manual grading. One student highlighted this advantage by saying.

“Yes, it’s more accurate because the assessment is done automatically. The correct answers are already entered when the questions are created, so the system scores them accurately. Unlike paper-based tests, where manual correction can sometimes lead to mistakes, this method ensures more reliable results.”

(INT/STD04/NCN/15/V/2025/EDA)

The students observed positive changes in motivation. The teacher noted that students showed greater enthusiasm during digital assessments, likely due to the novelty of the platform and the reduced pressure associated with traditional testing. Several students confirmed this, stating that the experience was more enjoyable and less intimidating, particularly because it involved familiar devices and an interactive format.

“I feel motivated; it’s something new. Previously, we always used paper, which became boring over time. This new method is more engaging. Using a phone feels more familiar, making the interface more visually appealing.”

(INT/STD05/AHS/15/V/2025/EDA)

However, one of the students expressed that his motivation for conducting digital assessments is not significantly different from that for manual evaluations. He mentioned that although digital assessments can offer many benefits and help answer questions, digital and traditional assessments make him feel equally stressed when working on the tasks.

“No, it feels the same because it’s still taking a test. So, both make me equally stressed thinking about the answers.”

(INT/STD02/PAN/15/V/2025)

Regarding time efficiency, the teacher reported that digital assessments took less time to complete and process compared to traditional methods. Students echoed this sentiment, saying that navigating through digital questions and selecting answers via taps or clicks was significantly faster than writing on paper. The streamlined submission process further reduced the time required for assessment and feedback.

Compared to the traditional method, this one is faster to complete. The display on a cellphone is probably more familiar to students who look at their phones daily if there’s an image and text, they need to scroll instead of flipping

through pages on paper. Also, to answer, they need to click—there is no need for pencils or pens so that the process can be much quicker.”

(INT/TCH/ATN/14/V/2025/EDA)

Finally, scores generated from Teachy are not used in isolation. The teacher combines them with other evaluations, such as midterm or final exams, to form a more holistic picture of each student’s grammar mastery in the final report.

In summary, the evaluation process using Teachy allowed the teacher to assess grammar mastery quickly and accurately through an automated scoring system that generated instant results, item analyses, and class-wide performance summaries. The platform reduced human error, enhanced validity, and provided detailed insights into which grammar points needed further review, while students trusted the objectivity of the scoring and appreciated features like instant feedback and a clear, user-friendly interface. Many students felt more motivated and engaged with this modern approach, although a few noted that tests still felt stressful regardless of the method. Overall, Teachy made the assessment process more efficient, transparent, and supportive of both instructional decisions and student learning.

Challenges in Using Teachy for Assessing Grammar

While the overall implementation of the Teachy platform for grammar assessment was successful and well-received, teachers and students encountered several challenges that impacted the assessment process. The teacher noted that technical problems, especially related to login credentials and internet connectivity, were the most common obstacles. Many students struggled to remember the email passwords required for registration, resulting in delays at the start of assessments. Moreover, unstable Wi-Fi connections frequently disrupted students’ access to the platform, forcing some to rely on personal hotspots to maintain connectivity.

“The most common issues are with email and the internet. When logging in, students must register using their email addresses, but many forget their email passwords, so they have to try to remember them first. The second challenge is the internet connection—Wi-Fi can be unstable, so students must use a hotspot when they don’t have a signal. That’s one of the downsides since the platform is online.”

(INT/TCH/14/V/2025/CDA)

Students confirmed these difficulties, particularly related to connectivity. Many mentioned that weak school Wi-Fi or inconsistent data access caused interruptions during the test. Some were concerned that these disruptions might result in lost progress or necessitate a restart. Although the platform functioned smoothly, the surrounding infrastructure limited seamless usage.

“The signal is the most noticeable issue because loading the questions takes longer when the signal is weak, and accessing them becomes more difficult. There’s also the concern that they might have to start over again if the connection drops.”

(INT/STD04/NCN/15/V/2025/CDA)

Beyond these technical barriers, some classroom management issues arose. The teacher observed that students who completed their tests early sometimes distracted their peers who were still working on theirs. To address this, she asked early finishers to exit the room or remain silent to maintain focus quietly. She noted,

“As for non-technical aspects, there aren’t many issues—it generally goes smoothly. Maybe it’s because some students are quite smart, so they finish quickly. When that happens, their classmates sometimes get curious and want to see the results, and some even panic because their friends finish earlier than they do.”

(INT/TCH/ATN/14/V/2025/CDA)

Students expressed similar concerns, especially regarding classroom distractions, once peers had completed the assessment. Students noted that notifications from other smartphone apps during testing can also disrupt concentration during the assessment process.

“Sometimes my classmates get noisy when they finish early, which can be distracting. Notifications can also be a disturbance, especially if they pop up in the middle of working on a task.”

(INT/STD05/AHS/15/V/2025/CDA)

Another significant concern raised by the teacher was maintaining academic integrity during online assessments. Since students use personal devices, they might switch to another tab or search online for answers. To mitigate this, the teacher actively monitored students during testing, stating.

"It's important to pay attention to honesty when students are working, especially during exams. In a closed-book test, we can't always determine whether a student's answer represents their thinking or is borrowed from elsewhere. It's not a big deal during practice exercises, but close supervision is necessary in class for daily quizzes. Since the platform is online, students might open a Google tab to look for answers or glance at a friend's screen. That's why I like to walk around the classroom to check that students are focused on the questions and not opening other things."

(INT/TCH/ATN/14/V/2025/CDA)

Students' challenges also included the financial burden related to internet data usage. When school Wi-Fi or hotspots failed to provide a stable connection, students had to use their mobile data, increasing their monthly

"The main challenge is still the internet connection. They always need enough data if they do not use the school's Wi-Fi and rely on a hotspot. Therefore, the cost can also increase, depending on the situation. Monthly expenses increase because of that."

(INT/STD05/AHS/15/V/2025/CDA)

To address the previously mentioned issues, the teacher implemented several practical solutions. For internet problems, she shared her mobile hotspot to maintain access. For non-technical issues, the teacher asked the finished students to exit the classroom as soon as they finished to avoid disrupting other students.

"For the internet connection, I usually use a hotspot from my phone for the students to ensure a stable signal when the school Wi-Fi is having issues. As for non-technical issues, if some students finish early, I sometimes ask them to leave the classroom first so they don't disturb their classmates who are still working."

(INT/TCH/ATN/14/V/2025/CDA)

To ensure focus, she increased in-class supervision and reminded students about exam integrity, including keeping their phones on their desks and staying focused on the task.

"Lastly, as I mentioned earlier, one of the key challenges is ensuring the students' honesty during the test. I must actively walk around the classroom to ensure students stay focused on their work. They're not allowed to open books or other internet tabs to look for answers. Their phones also have to be placed on the table so I can see what they're doing."

(INT/TCH/ATN/14/V/2025/CDA)

Students also suggested improvements, with a focus mainly on the login process and internet connectivity. Many hoped for easier access without needing to log in every time and for more reliable school Wi-Fi to reduce their dependence on personal data plans

"It would be great if the app didn't require logging in every time, making it easier to access. Also, I hope the internet connection improves so students don't have to rely on their mobile data while working. Hopefully, the Wi-Fi can be more stable and smoother."

(INT/STD05/AHS/15/V/2025/CDA)

In summary, while Teachy proved effective for grammar assessment, several challenges arose, including login issues, unstable Wi-Fi that increased students' data costs, distractions from early finishers, and concerns over academic honesty as students used personal devices. The teacher addressed these problems by providing her own hotspot, closely monitoring the class, and asking students who finished early to step out quietly. Students appreciated the platform but recommended improvements to make the assessment process smoother and more accessible for everyone.

DISCUSSION

The discussion is structured around the four key focus areas that guided the study: planning, implementation, evaluation, and challenges in using the Teachy platform for grammar assessment in an EFL classroom. Each aspect is examined to

interpret the significance of the findings and to explore their alignment with or deviation from prior research.

Preparation for Digital Assessment Using Teachy

The findings revealed that to ensure alignment with instructional goals, the teacher carefully reviewed the CP (Content Standards) and ATP (Learning Objectives), allowing her to construct assessments consistent with national curriculum requirements. These findings align with the theory proposed by Alvina et al. (2022), which states that it is essential for teachers to possess the skills necessary to design effective and reliable assessment tools. As instructional leaders, teachers must ensure that the instruments they create align with learning objectives, accurately reflect student performance, and support fair and meaningful evaluation.

Conversely, the teacher revealed that the multiple-choice question format is preferred for creating grammar assessments in Teachy, which enables the questions to be automatically scored by the system, streamlines the grading process, and reduces the need for rubrics. This finding contradicts Conrad and Openo's (2018) which explained that online assessments should go beyond traditional question types to include more authentic formats, such as projects, simulations, and e-portfolios. These forms are designed to foster deeper engagement and real-world application of knowledge, encouraging teachers to incorporate a greater variety in their digital assessment formats.

Meanwhile, the teacher's choice to utilize Teachy's AI-based question generation feature and its automated scoring system aligns with the view of Grosseck et al. (2024), who advocate that leveraging automation and secure data handling ensures digital assessment is accessible, fair, and adaptable across diverse educational contexts. The use of AI not only reduces the teacher's workload in creating and grading assessments but also promotes consistency and objectivity in scoring.

The Implementation of Teachy for Assessing Grammar Assessment

The findings revealed that a practical, student-centered approach characterized the implementation of Teachy. The teacher introduced the platform using a "learning by doing" approach, allowing students to explore its features in real time. Using a link shared via the class Telegram group, students were guided to log in, access the digital classroom, and navigate the assessment interface. Instructions were kept clear and concise to ensure ease of use. This finding aligns well with Grosseck et al.'s (2024) that emphasized that digital assessment requires the use of digital technology facilitated by technological tools and platforms that support the entire process. Successful digital assessment requires clear procedures, ease of access, and integration with classroom instruction to support learning outcomes.

Furthermore, the assessments were conducted using students' smartphones or laptops, with the teacher utilizing an LCD projector as needed to provide additional guidance. Students answered multiple-choice grammar questions during the assessment by simply tapping or clicking. The system then submitted and graded the assessments instantly. This finding aligns with the statement from Heil & Ifenthaler (2023), which stated that online assessment is a form of evaluation in which tasks are administered and completed entirely through digital platforms. However, the researcher notes a difference: the digital assessment process is conducted in the classroom, with the teacher and student present at the exact location. At the same time, the theory suggests that the digital assessment process involves the teacher and student not being present in the same room.

Moreover, the findings report that many students found the experience modern and innovative, appreciating the reduced use of paper and the familiarity of working on a digital interface. The real-time feedback feature and an easy-to-use layout helped students stay motivated and more actively involved in the assessment process. This finding further supports Heil & Ifenthaler's (2023) that underscored digital assessment relies on technological infrastructure. Besides digital tools and internet access, its success is mainly dependent on the digital skills of both educators and learners. The

findings indicate that students already possess digital skills and experience, as evidenced by their familiarity with digital interfaces.

Lastly, in implementing Teachy, the teacher skips the introduction and does not use practice tests or simulations before the official assessment. The teacher felt that the platform's intuitive design eliminated the need for such preparation. This finding contradicts the theory stated by Conrad & Openo (2018), which emphasized the use of simulation, among many other things, can provide deeper insights into students' learning progress and competencies in the authentic assessment process

The Evaluation of Grammar Mastery through Teachy

The findings revealed that the evaluation process in Teachy was primarily supported by the platform's automated scoring system, which generated instant results upon student submission. The teacher relied on this feature to analyze individual and class-wide performance. This finding aligns with the theoretical perspectives of Appiah and van Tonder (2018), who highlight the characteristics of the evaluation process in digital assessment, including instant feedback and automated scoring. The immediacy of digital feedback enables students to quickly identify their strengths and areas for improvement.

Teachy's system calculated student scores based on system feedback and performed item-level analysis, identifying commonly missed questions. The teacher used these reports to determine which grammar items were frequently missed, enabling her to adjust instruction accordingly. This finding strongly aligns with Grosbeck et al. (2024) who noted that technologies such as online quizzes, checklists, collaborative documents with track changes, and even audio-visual feedback enable teachers to provide timely, personalized responses to student work. This immediate feedback supports continuous learning and helps students identify areas for improvement more effectively. In this research context, the input is presented as a question analysis for each student.

In addition, the teacher viewed Teachy's scoring process as more valid and reliable than traditional methods, citing the reduced risk of human error in grading. Students also trusted the system, noting that the predetermined answer keys ensured objectivity and fairness. This digital approach provided greater evaluation consistency, especially compared to manual correction processes, which are prone to oversight. The platform improved time efficiency, as students could complete assessments more quickly without needing paper, pens, or lengthy submission procedures. This finding supports Iqbal et al. (2018) that emphasized the advantages of digital assessment over traditional methods of assessment. The use of ICT in learning evaluation not only enhances convenience and efficiency but also enables the development of more diverse and adaptive assessment tools.

Challenges in Using Teachy for Assessing Grammar

The findings revealed that one of the most common technical issues was related to student login. Many students had difficulty remembering their email passwords, which caused delays in starting the assessment. Additionally, the school's unstable internet connection frequently interrupted access to the platform, leading students to rely on personal mobile data. In some cases, poor connectivity led to disrupted sessions and fears of lost progress. This finding aligns with Rasmitadila et al.'s (2020) which involved issues related to internet connectivity. Students face unstable or limited access to Internet services, which can hinder their participation in online evaluations. Additionally, poor signal quality can lead to disruptions during assessments, delayed task submissions, or even failure to complete assessments altogether. In this research context, alongside the internet issues, students also experienced another problem, such as forgetting their email passwords.

Furthermore, non-technical challenges also impacted the classroom environment. When some students complete the test early, their behavior can sometimes distract those who are still working. The presence of notifications from other apps on smartphones added to the distraction, affecting student concentration. This finding

contradicts Adedoyin & Soykan's (2023) Theory, which stated that a further issue commonly encountered in digital assessments is students' failure to complete tasks within the allocated time. Time management can be more challenging in online settings, particularly when students are unfamiliar with the platform or face distractions in their home environments. In this research context, students can complete their tasks more quickly compared to the traditional method, thanks to clear instructions and their prior experience with digital technologies.

Moreover, another serious concern in digital assessment was maintaining academic integrity, as the use of personal devices made it difficult to ensure that students weren't searching for answers online or collaborating inappropriately. The teacher had to supervise closely, often walking around the classroom to monitor students' behavior and ensure they remained focused. This aligns strongly with Brink & Lautenbach's (2011) statement regarding academic dishonesty. The shift to online assessment environments has raised concerns about the increased risk of cheating and plagiarism as students complete tasks in unsupervised settings. The lack of direct monitoring makes it easier for students to collaborate inappropriately or access unauthorized resources during assessments. Online assessments often suffer from credibility issues due to the difficulty in verifying the authenticity of student work, leading institutions to seek alternative strategies such as proctoring software or redesigning assessments to minimize opportunities for cheating. In this research context, to mitigate this issue, teachers employ direct supervision in the classroom by walking around and checking students' phone screens.

CONCLUSION

The use of Teachy for grammar assessment at SMAN 1 Blitar High highlighted that technology can effectively support classroom evaluation when aligned with the curriculum. The teacher designed the tests based on CP and ATP standards, using Bloom's Taxonomy to vary question levels and Teachy's AI tools to create items more efficiently. In practice, students accessed the assessments through Telegram links and found the platform simple and engaging to use. Teachy's automatic scoring and feedback features helped the teacher quickly identify students' strengths and weaknesses, reducing the time spent on manual grading. Although some issues, like unstable internet, unfamiliar features, and potential dishonesty, arose, the teacher managed them through guidance and supervision. From a pedagogical perspective, this study suggests that digital tools like Teachy can make grammar assessment more interactive, efficient, and motivating for students. Teachers can use such platforms to give instant feedback, promote learner independence, and create a more engaging learning experience. At the same time, schools need to provide proper digital support and training to ensure smooth implementation.

REFERENCES

- Adedoyin, O. B., & Soykan, E. (2023). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 31(2), 863–875.
<https://doi.org/10.1080/10494820.2020.1813180>
- Alvina, S., Mellyzar, Zahara, S. R., Masrina, & Afrianti, S. (2022). The Influence of POGIL and MFI Models on Science Literacy and Science Process Skills for Junior High School. *Jurnal Penelitian Pendidikan IPA*, 8(4), 2201–2209.
<https://doi.org/10.29303/jppipa.v8i4.2121>
- Appiah, M., & van Tonder, F. (2018). E-Assessment in Higher Education: A Review. *International Journal of Business Management and Economic Research (IJBMER)*, 9(6), 1454–1460. www.ijbmer.com
- Aziz, M. R., Fadhilawati, D., & Sutanti, N. (2021). The Effectiveness of Quizizz Application to Increase Students' Grammar Achievement. *7th ELTT Conference*, 179–189.
- Brink, R., & Lautenbach, G. (2011). *Electronic Assessment In Higher Education*.

- Conrad, D., & Openo, J. (2018). *Assessment Strategies for Online Learning: Engagement and Authenticity*. AU Press, Athabasca University.
- Corbin, J., & Strauss, A. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd ed.). Sage Publications.
- Cresswell, J. W., & Cresswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach* (fifth edition). SAGE Publications.
- Cumhur, F., & Çam, Ş. S. (2021). Digital transformation in assessment and evaluation course: The effects of Web 2.0 tools. *Journal of Pedagogical Research*, 5(3), 16–39. <https://doi.org/10.33902/JPR.2021370559>
- Fadhilawati, D. (2019). Improving the Students' Grammar Achievement on Conditional Sentences by Using Memrise. *Langlit An International Peer-Reviewed Open Access Journal*, 5(4), 83–95.
- Fadhilawati, D. (2021). Using Quizizz Application for Learning and Evaluating Grammar Material. *Josar*, 6(1). josar.unisbablitar.ejournal.web.id
- Fadhilawati, D., Khan, A., Rachmawati, D. L., & Mansur, M. (2022). Tackling and Handling Students' Grammar Mastery on Passive Voices in a Higher Education : Quizzes Application Power. *Veles*, 6(2), 379–391.
- Glaser, B. G., & Strauss, A. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine.
- Gomez, M. J., & Ruipérez-Valiente, J. A. (2022). Analyzing the Evolution of Digital Assessment in Education Literature Using Bibliometrics and Natural Language Processing. In *Handbook of Research on Digital-Based Assessment and Innovative Practices in Education* (pp. 178–200). <https://doi.org/10.4018/978-1-6684-2468-1.ch009>
- Grossec, G., Bran, R. A., & Țiru, L. G. (2024). Digital Assessment: A Survey of Romanian Higher Education Teachers' Practices and Needs. *Education Sciences*, 14(32). <https://doi.org/10.3390/educsci14010032>
- Heil, J., & Ifenthaler, D. (2023). Online Assessment in Higher Education: A Systematic Review. *Online Learning Journal*, 27(1), 187–218. <https://doi.org/10.24059/olj.v27i1.3398>
- Iqbal, W. M. G., Fadhilah, R., & Hadiarti, D. (2018). Pengembangan Alat Evaluasi Berbasis Wondershare Quiz Creator Pada Materi Koloid Kelas Xi di Sma Koperasi Pontianak. *Ar-Razi Jurnal Ilmiah*, 6(1).
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Mansur, M., & Fadhilawati, D. (2021). Enhancing the Students' Grammar Achievements of Conditional Sentences By Using Quizizz Platform in Senior High School. *JARES (Journal of Academic Research and Sciences)*, 6(2), 1–10. <https://ejournal.unisbablitar.ac.id/index.php/jares>
- Miles, M. B., Hubberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Patton, Mi. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). SAGE Publications.
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the Covid-19 Pandemic Period: A Case Study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. <https://doi.org/10.29333/ejecs/388>
- Royyana, M. D., Kasdriyanto, D. Y., & Wijayanti, R. P. S. (2025). Pengaruh Model Pembelajaran CTL Type CRH dengan Bantuan Media Teachy.App untuk Meningkatkan Critical Thinking dan Litnum Kelas VI SD Negeri Kalisalam 1. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 3(4), 981–986. <https://doi.org/10.31004/jerkin.v3i4.537>
- Stanțieru, O. (2024). Strengths and Limitations of Online Apps Used in English Grammar Proficiency Assessment. In *Problems of Philology: Theoretical and Practical Aspects, Materials of the International Scientific Conference*.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (Sixth Edition). SAGE Publications.