CHAPTER I

INTRODUCTION

1.1 Background of the Study

Technology has changed every aspect of human life. One of them is development of technology in the field of education. In this digital era, it is very important to understand and apply the wise use of technology in order to adapt to digital transformation. Technology affects the quality of education in these turbulent times. The ongoing industrial revolution seems to continue to encourage people to develop their skills so that they can keep up with their progress (Bashori, 2018). Nowadays, technology has a significant impact on schooling. Advances in technology and information have also improved society's ability to respond to this change. The digital gap is not just about access or usage of digital technology, but also about the ability to integrate and benefit from digital technology (Putri et al., 2021). Schools are being challenged to enhance the quality of technology used for learning and learning activities conducted during school hours. In addition to student learning, schools are also expected to improve the assessment system for student assignment from using paper to using applications.

Students have a lot of work to do at school, especially in English lessons, such as daily assignments, home work, daily tests, semester exams and school final exams. Learning evaluation is a process of testing or measuring learning outcomes both face-to-face and remotely using electronic tools (Senel & Senel, 2021). Traditional paper-based assessment techniques have long been a

cornerstone of educational evaluation; nevertheless, technological advancements have opened the door for the use of digital solutions, which presents a challenge for instructors in enhancing their capacity to use technology for education. The transition from paper-based assessment to application-based systems represents a significant shift in the evaluation paradigm. This shift has far-reaching repercussions for educators, students, and educational institutions as a whole.

During the advancement of information and digital technology, digital reading activities are practiced more than before (Mardiah, R., & Safitri, N. T., 2023). Many schools in Indonesia have assessed student assignment using digital technology in the form of applications. The school where I practiced during my internship, SMA Al Falah Kota Jambi, has also used applications when assessing student work. Specially, in English lessons, some of these applications that has been used are Google Form, Google Classroom, Exam Browser, Quizizz and National Based School Exam/Ujian Sekolah Berbasis Nasional (USBN) Mandiri Application. As technology develops, app-based assessment provides greater ease, convenience, and accessibility in conducting assessments. A study highlighted the benefits of using app technology in final assessment in a higher education context. The study showed that the use of apps can improve efficiency, accuracy, and transparency in assessment, and positively impact student performance and motivation (Toquero, C.M, 2019). However, despite the potential benefits, the implementation of using digital systems in assessing student work in English lessons also faces various challenges. One of them is the need for adequate investment in technological infrastructure, training for teachers in operating the

new system, and policies that maintain the privacy and security of student data. Therefore, this study will explore and analyze in depth how digital applications practices and the challenges faced by EFL teacher at SMA Al Falah Kota Jambi in using the application in assessing their English lessons. By exploring insights in this context, it is hoped that it can provide valuable guidance for educational institutions, teachers, and policy makers in implementing the most appropriate solutions in facing this digital era.

1.2 Research Questions

According to the previous explanations, the research questions are as follows:

1. How does EFL Teacher implement the digital application in assessing students' assignment?

2. What are the challenges experienced by the EFL teacher while using digital application in assessing students' assignment?

1.3 Objectives of the Study

Based on the research questions, this study conducted objective of the study, that is: to explore how the practices and challenges faced by EFL Teacher while using digital application for assessing students' assignment.

1.4 Limitations of the Study

This study has a number of limitations. This study will be conducted in one of the schools in Jambi City, namely SMA Al Falah Kota Jambi. The focus of this study is to identify the way how teacher implement digital application for assessing students assignment namely Google Classroom, Google form and

Quizizz in assessing students assignment and challenges experienced by the teacher in applying this new application. In addition, this research will be assigned one EFL Teacher at SMA Al Falah Kota Jambi.

1.5 Significance of the Study

The researcher expects that the results of this research can benefit the development of the world of education, especially those related to technology. This research can help EFL Teachers' as a material to improve the quality of technology media on student achievement results to be better. Schools are also expected to be a reference for teachers and school authorities to improve infrastructure and facilities for student assignment using technology to be even better. And also, researcher hopes that this research can be useful for other researchers who want to know about the use of digital applicatio in student assignment.

1.6 Definition of Key Terms

The researcher needs to explain the research terms so the readers can easily understand the research.

1.6.1 Digital Application

Digital application refers to various tools or instruments that use digital technology to perform specific tasks. In the context of education, digital application can include various types of application in the computers, tablets, smartphones, and so on. The presence of digital technology has a great influence on people's daily lives (Maya, 2022). These digital applications have the ability to

process, store and transmit information in digital format, enabling more effective interaction and communication in various aspects of life, including in education.

1.6.2 Assessment

Assessment is an assessment that is carried out after the learning process is complete (Toquero, C.M, 2019). The collection and processing of this information is used to measure the achievement of learner learning outcomes. In the context of learning, assessment is used to evaluate student progress and achievement in achieving learning objectives.

1.6.3 EFL Teacher

EFL (English as a Foreign Language) teachers work with non-native English speakers to help students practice their language abilities by teaching them how to read, write, and converse in English successfully. Many EFL teachers work in public schools, teaching English to students of various ages. However, they may be able to transition into private tuition, where they will deal with students of all ages, including adults and seniors. Working as an EFL teacher is often a fulfilling career choice for someone who is passionate about teaching and helping others develop their linguistic skills and is interested in the English language or literature.