

## The Use of Technology in EFL Assessment Process at a Vocational High School in Samarinda

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### Abstract

This study investigates the integration of technology in the English as a Foreign Language (EFL) assessment process at a Vocational High School in Samarinda. Although the role of technology in education is increasing, its application in EFL assessment is still minimal in this context. Using a qualitative approach, data were collected through interviews involving EFL teachers. There are three research questions underlying this study, the first is what are technology tools used in the EFL assessment process in a Vocational High School in Samarinda? the second is How is the technology used by the English Teachers of a Vocational High School in Samarinda? and the last is, What are the challenges in using technology for the EFL assessment process? This study reveals that English teachers at a Vocational High School in Samarinda have integrated various technological tools in EFL assessment, especially post-distance learning due to the COVID-19 pandemic. Tools such as Google Forms, Duolingo, Google Classroom, Quizizz, and Kahoot are widely used although most teachers have only acquired these skills through self-learning. The stages carried out by teachers in using digital technology tools in the assessment process are first preparation and drafting of online exam questions, second online assessment strategies and methods, third fraud monitoring and prevention, and finally exam materials and topics. The main challenges faced include limited internet access, unstable Wi-Fi networks in schools, and students' low digital literacy on the platforms used. Nevertheless, teachers are adapting and working towards effective assessment.

**Keywords:** *EFL Assessment, Technology Integration, Educational Technology, Qualitative Research.*

### 1. Introduction

The main problem in this study is the limited integration of technology in the English as a Foreign Language (EFL) assessment process at a Vocational High School in Samarinda. Although educational technology is developing rapidly, its application in assessment is still not optimal, resulting in a time-consuming assessment process, delayed feedback, and lack of student engagement.

This study aims to: (1) identify the types of technology used in EFL assessment; (2) analyze how teachers use it in the assessment process; and (3) explore the challenges teachers face in integrating technology. Data were obtained through interviews with EFL teachers to understand their practices, experiences, and barriers.

This research is supported by previous theories, such as Liaw's (2019) views on the benefits of technology in improving student motivation and learning outcomes, as well as the TPACK framework which emphasizes the importance of an integrated understanding between content, pedagogy and technology. The findings provide an important basis for developing strategies to improve the use of technology in EFL assessment in the 21st century education era.

## **2. Literature Review**

### **A. Technology in Education**

Technology is now an important part of education. The internet and digital tools help make learning easier and more flexible. Tools such as PowerPoint, video and mobile learning support learning. Technology must be adapted to learning needs to be effective. Teachers also need to keep learning and innovating to make good use of technology. Educational technology aids learning and encourages creativity and critical thinking. In online or blended learning, technology enhances interaction and collaboration.

### **B. Assessment in English Language Learning (EFL)**

Assessment in EFL is used to see how far students have mastered the language. A good assessment should be valid, reliable and easy to use. Teachers should tailor the assessments to the students' goals and abilities. Different types of assessments should be used so that the results are complete. Nowadays, many teachers use assessment for learning, which is an assessment that helps the learning process, not just assessing results. Students are also encouraged to take more responsibility for their learning.

### **C. Technology for Assessment**

Technology makes assessment easier and more efficient. Platforms like Google Classroom and Moodle make it easy for teachers to give assignments and quizzes. Apps like Grammarly and Turnitin help assess student writing quickly. Technology also allows for interactive assessments with audio, video or simulations. However, teachers must ensure that assessments remain fair and appropriate. The digital skills of teachers and students are also important for technology to be used to its full potential.

### **D. The Role of Technology in EFL Assessment**

Technology makes EFL assessment easier with tools like CALT, Kahoot!, Quizlet, and Google Forms. Apps like Duolingo also support language learning. Technology provides quick feedback, making assessments more engaging and accessible. As a result, students are more active and learning outcomes improve.

### **E. Challenges of Using Technology in EFL Assessment**

While technology is useful, it also has its challenges. Problems such as poor internet connection or system errors can disrupt assessments. There are also concerns about the accuracy of the assessment. Many teachers have not been trained to use technology

properly. So, training for teachers is essential for technology to truly support student learning.

### 3. Methods

This research uses a qualitative approach with a case study design to deeply understand the integration of technology in the assessment of English as a Foreign Language (EFL) at a Vocational High School in Samarinda. The main focus is on the experiences, practices and challenges teachers face in using technology to assess students' language skills. Three English teachers were purposively selected as the main participants due to their direct involvement in technology-based assessment.

Data collection was conducted through semi-structured interviews, using a flexible interview guide to explore answers in depth. The researcher also played an active role as the main instrument in the data collection and analysis process. Data analysis was conducted using Braun and Clarke's (2020) thematic analysis technique, which includes the stages of data familiarization, initial coding, finding and reviewing themes, and writing up the results of the analysis.

### 4. Result

The findings of the study were used to analyze the results of the study. The findings are used to answer the research questions of this study “What are the technology tools used in the EFL assessment process at a Vocational High School in Samarinda?”, “How is the technology used by the English Teachers of a Vocational High School in Samarinda?”, and “What are the challenges in using technology for the EFL assessment process?”

Table 4.1 Themes and Codes from EFL Teacher Interviews

Theme	Codes	Sample Quotes
1. Technology Tools and Platforms in EFL Assessment	<ul style="list-style-type: none"> <li>- Google Forms</li> <li>- Duolingo</li> <li>Google Classroom</li> <li>- Quizizz</li> <li>- Kahoot</li> <li>- AI Technology</li> <li>- Canva</li> <li>- TikTok</li> <li>- CapCut</li> </ul>	“I have some tools like Google Classroom and then Duolingo... they can know the score about their English.” (TCR1)
2. The use of technology by English teachers at a Vocational High School in Samarinda.	<ul style="list-style-type: none"> <li>- Preparation &amp; Drafting of Online Exam Questions</li> <li>- Online Assessment Strategies &amp; Methods</li> </ul>	“I usually prepare online exam questions by first determining the basic competencies and learning objectives that have been taught. Then,

	<ul style="list-style-type: none"> <li>- Fraud &amp; Monitoring &amp; Prevention</li> <li>- Exam Materials &amp; Topics</li> </ul>	I create questions based on the material that has been learned, making sure the questions cover English skills such as reading, writing, listening, and grammar” TCR 1
3. Challenges in Technology Implementation	<ul style="list-style-type: none"> <li>- Limited internet network</li> <li>- Students' difficulty using technology</li> <li>- Lack of training</li> </ul>	“When the Wi-Fi at school is down, I can't use the technologies.” (TCR3)

### 1. Various technological tools are used in the EFL assessment process at a Vocational High School in Samarinda.

Following the data collected through interviews with 3 English teachers about the use of technology in the assessment process, it was found that they use various digital platforms, such as Google Forms, Duolingo, Google Classroom, Quizizz, Kahoot, AI technology, Canva, TikTok, and CapCut in their learning process:

“Okay, okay. For my class, now I teach in the 12th class, grade 12. and for them um I have some tools I have some tools like a google classroom and then duolingo.” TCR 1

The use of technology in education, such as Duolingo for language learning and platforms like Google Classroom and Google Forms for exams, is essential and has become second nature to students, especially after the home learning experience during COVID-19.

“In Duolingo have many levels from the beginners to the, what is it, advanced. yeah we can listen and we can answer by our voice yes and then when the final assessment like Next month, class 12 will have USP, Ujian Tingkat Pendidikan, like UAS during the high school. The school wants the teacher to have Google Classroom, I don't know, Google Form. to this final exam and we are sure that the students are in the habit of using them because the first time they have Google form when we have the COVID, we study at home. and the students feel easily to have that kind of tools, Zoom or something like that. And sometimes I have quizzes.” TCR 1

The second teacher stated that she uses online quizzes, Google Forms, interactive assessments, and virtual speaking classes and assessments in the classroom assessment process. She emphasized the importance for students to be familiar with and understand these technologies to increase engagement and effectiveness of English language learning. She stated:

“I use online quizzes like that, Google Forms, online quizzes, and then interactive assessment, virtual speaking assessment, or virtual classroom. I think the technology must know it.” TCR 2

In the interview, the third teacher explained that she uses various technology tools in the classroom assessment process, including artificial intelligence technology, Kahoot, and Quizizz. The utilization of these tools aims to increase student engagement and create an interactive learning experience. By using technology, teachers can provide quick feedback and support more effective learning:

“I usually use AI technologies and also Khoot, quizizz. and others.” TCR 3

Based on data collected through interviews with three English teachers regarding the use of technology in the assessment process, it was found that they utilize various digital platforms, including Google Forms, Duolingo, Google Classroom, Quizizz, Kahoot, artificial intelligence technology, Canva, TikTok, and CapCut. The use of these technologies not only aims to increase student engagement, but also to create an interactive and effective learning experience.

The first teacher highlighted the importance of tools such as Google Classroom and Duolingo, which have become an integral part of students' learning habits, especially after the remote learning experience during the COVID-19 pandemic. The second teacher emphasized the need for students to know and understand technology in improving the effectiveness of English learning. Meanwhile, the third teacher explained that the use of tools such as Kahoot and Quizizz, as well as artificial intelligence technology, allows teachers to provide quick feedback and support a more effective learning process.

Overall, the findings suggest that the integration of technology in classroom assessment not only improves student engagement, but also facilitates learning that is more responsive and adaptive to students' needs in the digital age.

## **2. The use of technology by English teachers at a Vocational High School in Samarinda.**

### **a. Preparation & Drafting of Online Exam Questions**

In collecting data on the use of technology by English teachers at a Vocational High School in Samarinda, teachers stated that the first step in preparing online exam questions was to review the syllabus and learning objectives that had been set. Next, teachers compile a grid of questions with various cognitive levels to ensure a variety of difficulty levels. Questions that are relevant to the material that has been taught are then collected and integrated into the online exam platform, with a particular focus on basic competencies and English language skills, such as reading, writing, listening and grammar. This process aims to produce a thorough evaluation:

“I usually prepare online exam questions by first determining the basic competencies and learning objectives that have been taught. Then, I create questions based on the material that has been learned, making sure the questions cover English skills such as reading, writing, listening, and grammar.” TCR 1, Translation

This is reinforced by the second teacher's statement that she prepares a list of relevant questions to make all questions relevant to the material that has been taught and then enters them into the platform used in the assessment process:

“I prepare questions by making a list of questions that are relevant to the material being tested, then enter them into the online exam platform.” TCR2, Translation

The third teacher stated that she reviewed the syllabus she used and then created a grid of questions based on various cognitive levels before creating the questions and entering them into the platform she would use in the assessment process:

“I start by reviewing the syllabus and learning objectives. Then I create a grid of questions based on various cognitive levels. The questions are then created using platforms such as Google Forms, Moodle, or Microsoft Forms.” TCR3, Translation

From the results of teacher interviews when asked about how they determine the difficulty of the questions they use and the answers from them use a graded approach (easy, medium, difficult) based on Bloom's Taxonomy and teaching experience, taking into account the curriculum, learning objectives, and student abilities. As students are fast learners, the level of difficulty of the questions is adjusted to the depth of their understanding of the topics that have been studied. Thus, dividing the questions into three levels of difficulty helps to challenge students proportionally according to their mastery of the material:

“I use a graded approach (easy, medium, difficult) based on Bloom's Taxonomy and teaching experience.” TCR1, Translation

The second teacher determines the level of difficulty of the questions by considering the curriculum, learning objectives, and students' abilities, so that the questions given are in accordance with the needs and level of understanding of the students:

“I usually determine the level of difficulty of the questions based on the curriculum and learning objectives, as well as considering students' abilities.” TCR2, Translation

The answer from the third teacher was that he implemented a three-tiered division of questions (easy, medium, difficult) to match students' learning pace, taking into account their depth of understanding of the topics that have been taught. This approach ensures proportional learning challenges according to students' mastery of the material:

“Since my students are quite fast learners, I divide the questions into three levels of difficulty: easy, medium, and difficult. I usually adjust it according to the topics they have learned and how deeply they understand the material.” TCR3, Translation

Interview results from respondents about the types of questions they often give students and they apply a variety of types of evaluation questions with a primary focus on multiple choice, short fill-in and short essay as routine assessment tools, and occasionally include matching, true/false and simple audio-based listening comprehension questions for variety. This approach demonstrates a balance between objective and subjective assessment, while integrating digital media in the form of reading and listening comprehension to create a comprehensive and adaptive evaluation of learning needs:

“Multiple choice, short form, matching, short essay questions, and digital media-based listening and reading comprehension.” TCR1, Translation

The second teacher more often used three types of evaluation questions, namely multiple choice, essay, and short answer, to assess students' understanding. This combination allows for a balanced assessment of recall (multiple choice), concept understanding (short answer) and analysis or expression of thought (essay). This

approach demonstrates a focus on diverse and comprehensive assessment according to learning needs.

“The types of questions that are often given are multiple choice, essay, and short answer.” TCR2, Translation

The third teacher combines multiple choice, fill-in, true/false and essay questions as routine evaluation, enriched with listening audio for a more thorough assessment:

“The types of questions I often use are multiple choice, short form, true/false, and short essay. Occasionally, I also insert listening comprehension questions in the form of simple audio.” TCR3, Translation

From the answers of the three teachers on how they determine the time duration for questions in online exams and apply a time allocation system that is proportional to the type of question, allocating 1-2 minutes for multiple choice/short fill, 5-15 minutes for essays (depending on difficulty), as well as including a time buffer to ensure fair and adaptive assessment to student needs:

“The estimated time is adjusted according to the type of question. For example, 1-2 minutes for multiple choice and 10-15 minutes for essays. I also add a time buffer.” TCR1, Translation

Another answer is that he divides the working time proportionally: 1-2 minutes for multiple-choice/fill-in questions, and 5-10 minutes for essays (depending on difficulty), creating a realistic and measurable evaluation system.

“I estimate the processing time by giving an average of about 1-2 minutes for multiple-choice and short-form questions, and 5-10 minutes for essay questions, depending on the difficulty level.” TCR3, Translation

The answer from the interview was how many questions to give in the online exam and they applied the number of questions varying between 20-50 items with holistic considerations, where the determination is based on the grade level and complexity of the material, the assessment objectives to be achieved, the availability of processing time, and the psychological condition of students - especially for online exams which are limited to 20-30 questions so as not to burden students. This approach illustrates the flexibility in developing evaluations while still considering pedagogical (level of difficulty according to grade level), technical (time allocation), and psychological (students' cognitive load) aspects, thus creating a balance between assessment validity and learning comfort:

“Between 30-50 questions, depending on the grade level and type of skill being tested.” TCR1, Translation

Another teacher's response was to deliberately limit the number of online exam questions to between 20-30 items with the main consideration of creating an effective but not overwhelming evaluation environment for students, especially due to the small number of learners in the class. This approach demonstrates a good understanding of modern assessment principles that not only consider the validity of the assessment, but also consider the psychological factors of the learners, where limiting the number of questions aims to maintain focus, reduce excessive pressure, and ensure comfort during the evaluation process in a digital format, while still meeting the learning objectives to be measured:

“Between 30-50 questions, depending on the grade level and type of skill being tested.” TCR3, Translation

#### **b. Online Assessment Strategies & Methods**

Teachers' answers when asked about the strategies they use to ensure fairness in online assessment and they apply a variety of testing strategies that include randomization of questions and answers, time and access restrictions, use of clear questions, transparent scoring rubrics, and effective supervision to create a fair, structured and measurable evaluation system for all students:

“Randomize questions and answers, limit time, and limit access to questions only once.” TCR1, Translation

The second teacher implements a comprehensive evaluation strategy with three main pillars: the use of clear and unambiguous questions to ensure the validity of the tested material, transparent and standardized scoring rubrics to ensure objectivity in assessment, and effective monitoring mechanisms to maintain the integrity of the evaluation process. This systemic approach not only creates a fair and measurable assessment environment but also builds an accountable academic culture where both educators and learners have the same understanding of learning expectations and success criteria:

“I usually use strategies such as the use of clear questions, transparent assessment rubrics, and effective supervision.” TCR2, Translation

To ensure fairness in online assessment, the third teacher implemented a structured and objective evaluation system by combining three main strategies: randomization of questions to minimize cheating, setting clear time limits to train students' time management, and using transparent and consistent assessment rubrics, especially for essay questions, to ensure fair assessment standards for all learners. This approach not only improves the validity and reliability of evaluation results, but also creates a measured and transparent assessment environment where students can clearly understand the learning expectations and assessment criteria applied:

“I use randomized questions and set a time limit. In addition, I use a clear and transparent scoring rubric for essay questions so that every student is assessed with the same criteria.” TCR3, Translation

When asked how teachers adjust their teaching methods based on the results of the online exams, they apply a data-driven evaluation approach by systematically analyzing exam results to identify students' areas of difficulty, then use the findings as a basis for remedial teaching by repeating poorly understood material and adjusting teaching strategies in the next session. This cyclical evaluation-remediation process demonstrates a commitment to adaptive learning that focuses on the actual needs of students, where assessment results serve not only as a measurement tool but also as a roadmap to improve the effectiveness of the learning process, ensuring that no student is left behind in mastering the material:

“I analyze the exam results and repeat or reinforce topics that many did not understand.” TCR1, Translation

The second teacher applies a data-driven learning approach by regularly analyzing online test results to identify students' specific weaknesses and then using the findings as a basis to adjust and personalize teaching methods to make them more



targeted. This practice demonstrates a commitment to responsive and adaptive teaching, where evaluation serves not only as an assessment tool but also a reflection tool to continuously refine learning strategies according to students' real needs, thus creating a continuous improvement cycle centered on learner development.

"I used to analyze online exam results to find out students' weaknesses and adjust their teaching methods accordingly." TCR2, Translation

The third teacher implemented a reflection-based learning system by analyzing students' exam mistakes to identify topics that were poorly understood, then proactively repeating and improving teaching methods on those materials in the next meeting to ensure thorough understanding:

"I used to analyze online exam results to find out students' weaknesses and adjust their teaching methods accordingly." TCR3, Translation

The results of the interview What are the assessment methods used in online exams to the three teachers and they apply a hybrid assessment system that combines automated scoring for objective questions (such as multiple choice) and manual scoring for essay questions, giving different weights to each type of question to ensure fairness in the final evaluation. This approach not only improves efficiency in the grading process but also ensures accuracy and objectivity, while manual grading for essays allows for a more holistic assessment of students' analytical and expression skills, thus creating a comprehensive and balanced evaluation system.

"A mix of automated (for objective questions) and manual (for essays and assignments) scoring." TCR1, Translation

The second teacher applies a blended scoring system that optimizes the efficiency and quality of evaluation, where automated scoring is used for multiple-choice questions to ensure speed and objectivity of scoring, while manual scoring is applied for essay questions to deeply assess students' analytical, reasoning and written expression skills. This approach strikes a balance between the practicality of technology and the need for qualitative assessment, while ensuring that different cognitive aspects can be measured appropriately according to the characteristics of each item type, resulting in a comprehensive and fair evaluation of learning for all learners:

"The grading methods I use include automated grading for multiple-choice questions and manual grading for essay questions." TCR2, Translation

The third teacher implemented an integrated grading system that combines automated grading for multiple-choice questions with manual grading for essays, and assigns different weights to each question type to match its level of difficulty and complexity. This approach creates a fair and balanced evaluation, where technological efficiency is leveraged for objective assessment while manual assessment ensures students' conceptual understanding is measured holistically. With customized weighting, the system also takes into account the relative contribution of each question type to the final score, so that the assessment results more accurately reflect students' overall abilities:

"The grading methods I use include automated grading for multiple-choice questions and manual grading for essay questions." TCR3, Translation

From the interview results How do teachers grade essay questions in online exams and they apply a structured and comprehensive essay grading system using a scoring rubric that covers four key aspects: sentence structure, grammar accuracy,

vocabulary mastery, and relevance of ideas to the question, which is done manually to ensure in-depth and accurate assessment. This approach not only ensures consistency and objectivity in evaluation, but also provides targeted feedback for students to improve their writing skills, while creating a transparent and fair grading standard where every student is assessed based on clear and measurable criteria:

“With rubrics covering structure, grammar, vocabulary, and main idea. Grading is done manually.” TCR1, Translation

The second teacher stated from the assessment of essay questions based on a predetermined rubric is that a systematic and structured assessment can provide a clear picture of the quality of students' answers. By using a rubric, the assessor can assess various aspects such as material comprehension, analytical ability, clarity of argument, and writing skills. This not only helps in providing constructive feedback to students, but also ensures that the assessment is done fairly and objectively. Thus, the use of assessment rubrics can improve the quality of learning and evaluation results:

“I usually grade essay questions based on a predetermined scoring rubric.” TCR2, Translation

The third teacher response to using a simple rubric that assesses sentence structure, accuracy of grammar, vocabulary used, and relevance of the answer to the question is that this approach allows for more focused and targeted assessment. By assessing these key aspects, the assessor can provide specific and useful feedback for students to improve their writing. In addition, the rubric helps to ensure that the assessment is consistent and objective, so students can understand which areas need improvement. Overall, the use of this rubric supports a more effective learning process and improves the quality of students' answers:

“I use a simple rubric that assesses sentence structure, accuracy of grammar, vocabulary used, and relevance of the answer to the question.” TCR3, Translation

The result of the teachers' answers to whether there is a guide or rubric used to assess the questions and their application of a socialized assessment rubric from the start of learning is that this approach creates transparency and clarity for students regarding the criteria to be assessed. By creating a rubric that is tailored to the material and learning objectives, you ensure that the assessment is relevant and appropriate to what has been taught. Information provided to students before the exam allows them to understand the expectations and focus on the important aspects in their answers. Not only does this increase student motivation, but it also helps them to be more prepared and confident in the face of assessment. Overall, the use of clear and transparent rubrics contributes to a more effective and fair learning process:

“Yes, the assessment rubric is socialized at the beginning of the lesson.” And “Yes, I use a clear and transparent assessment rubric.” TCR2, Translation

From the third teacher interview, the result of creating an assessment rubric tailored to the material and learning objectives is that this approach increases students' understanding of the criteria to be assessed. By informing students of the rubric before the exam, you give them the opportunity to prepare better and focus on the important aspects of their answers. This not only increases transparency in the assessment process, but also encourages students to take responsibility for their learning. Thus, the use of clear and relevant rubrics contributes to improved learning quality and fairer evaluation results:

“Yes, I make my own rubric that I adjust to the material and learning objectives. I inform the students about this rubric before the exam so that they know what is being assessed.” TCR3, Translation

The results of teacher interviews on whether students are given feedback after completing online exams and their provision of feedback that includes comments, analysis of results, and discussion in class are that this approach is very important to support student development. By providing clear and constructive feedback, students can understand their strengths and weaknesses, which in turn helps them to improve their skills and knowledge. Scoring accompanied by brief comments after the exam provides specific and actionable information, so students can focus on the areas that need improvement. Overall, effective feedback contributes to a better learning process and helps students reach their full potential:

“Yes. Feedback can be in the form of comments, analysis of results, or discussed in class.” And “Yes, students are given feedback to help them understand their strengths and weaknesses.” TCR1, Translation

The result of the third teacher interview, they provided feedback in the form of scores and brief comments after the test is that this approach is very effective in helping students understand their work. By providing clear information on strengths and areas for improvement, students can identify aspects that need improvement and plan steps for improvement. Specific and constructive feedback not only increases students' awareness of their abilities, but also encourages them to continue learning and developing. Overall, this process contributes to a more in-depth and sustainable learning experience:

“Sure. After the exam, I give feedback on the score as well as brief comments on strengths and areas for improvement.” TCR1, Translation

The second teacher statement that not all assessment processes are conducted online is that this approach recognizes the importance of manual assessment for certain question types that require in-depth analysis and qualitative assessment. While online assessment offers efficiency and speed, some question types, such as essays, require more attention to assess students' understanding, creativity, and critical thinking skills. By maintaining manual grading for these aspects, you ensure that the evaluation is thorough and fair, thus providing more meaningful feedback for students. Overall, the combination of online and manual assessment creates a more balanced and effective evaluation system:

“Not all assessment processes are online, because some types of questions require manual assessment.” TCR2, Translation

The answer for teachers of all three grading processes involving automated systems for multiple-choice and short-form questions, and manual grading for essays, is that this approach optimizes efficiency and accuracy in evaluation. By using an automated system for simpler question types, you can save time and ensure quick grading. Meanwhile, manual grading for essays allows you to give more in-depth attention to qualitative aspects, such as student analysis and critical thinking. This way, you create a balanced grading system, which is not only quick but also provides constructive and relevant feedback for students:

"Most of them do. For multiple-choice and short-form questions, the system checks them immediately. For essays, I check manually, then input the scores into the online system." TCR3, Translation.

### **c. Fraud Monitoring & Prevention**

From the results of the interviews with teachers on how teachers supervise students during online exams to prevent cheating, and from the strategies for student supervision during online exams is that the use of appropriate technology and methods can significantly reduce the potential for cheating. By utilizing video conferencing for live supervision, having students turn on cameras, and using apps that lock browsers, you create a safer and more controlled exam environment. Additionally, by creating randomized questions for each student, you ensure that each exam is similar in difficulty but with enough variety to prevent collusion. Not only does this approach improve exam integrity, but it also encourages students to rely on their own abilities and knowledge. Overall, the combination of technology and effective proctoring strategies contributes to a fairer and more reliable online exam:

"Using video conferencing for direct supervision, limiting time and access to questions, and using plagiarism detection applications." TCR1, Translation

The answer from the second teacher interview she said from the use of surveillance technology such as screen recording and webcam surveillance during online exams is that these methods can enhance the integrity and security of the evaluation process. By utilizing screen recording, teachers can monitor student activity in real-time, while webcam surveillance allows for more direct visual surveillance. This approach helps prevent cheating and ensures that students take the exam in a fair manner. Overall, the effective implementation of surveillance technology contributes to a more transparent and trustworthy online exam administration:

"can use surveillance technology such as screen recording or webcam surveillance." TCR2, Translation

The third teacher's strategy applied in online exam supervision is that the combination of having students turn on the camera, using a browser-locking app, and creating random questions for each student effectively prevents cheating. By turning on the camera, the teacher can monitor students directly, while the browser-locking app prevents access to external resources during the exam. In addition, the variety of questions for each student ensures that no two exams are identical, reducing the possibility of collusion. This approach creates a safer and fairer exam environment, encouraging students to rely on their own knowledge and abilities. Overall, this strategy increases integrity and trust in the online evaluation process:

"I had students turn on their cameras during the exam and use an app that locks their browsers so they can't browse for answers. I also created randomized questions for each student so that the questions they worked on were not exactly the same." TCR3, Translation.

### **d. Exam Materials & Topics**

The results of the interviews with the three teachers about what materials or curriculum have been tested online and they said the approach to testing English skills online is that the variety of materials tested is very important to cover all aspects of

language skills, including reading, grammar, vocabulary, writing, listening, and speaking. By customizing the test materials according to the curriculum and learning objectives, you can ensure that students get a comprehensive and relevant evaluation. Focusing on elements such as grammar, reading comprehension, vocabulary, and basic writing skills helps students develop a better understanding of the English language as a whole. This approach not only improves students' language skills, but also prepares them for more complex communication challenges in the future:

“All English skills: reading, grammar, vocabulary, writing, listening, speaking (via recording).” And “The material I test online may vary depending on the curriculum and learning objectives.” TCR1, Translation

From the results of the teachers' answers of the three materials tested in English language teaching is that focusing on important aspects such as grammar, reading comprehension, vocabulary, and basic writing skills is crucial for the development of students' language skills. By covering these elements, you give students a solid foundation in understanding and using English effectively. This approach not only helps students master the structure and vocabulary of the language, but also improves their ability to communicate in writing and orally. Overall, these diverse and focused materials support better achievement of learning objectives and prepare students for more complex language use in the future:

“The materials I test usually include grammar (such as tenses, conditional sentences), reading comprehension, vocabulary, and basic writing skills.” TCR3, Translation

The results of interviews with teachers about what topics have been given online and they answered that the topics tested in English teaching are that the selection of diverse topics, such as daily activities, descriptive text, past experiences, argumentative writing, as well as news and song texts, is very important to improve students' language skills. By covering a variety of themes, you not only make learning more interesting, but also relevant to students' daily lives. The focus on grammar and vocabulary in the context of these topics helps students understand the practical use of language. This approach supports the development of better communication skills, and encourages students to think critically and express their opinions more confidently. Overall, the variety of topics taught contributes to a more holistic and effective learning experience:

“Common topics such as daily activities, descriptive text, past experiences, argumentative writing, to news texts and songs.” And “Topics that I usually test online usually include grammar and vocab.” TCR1, Translation

The answer from the third teacher about the topics that have been given in the form of online questions and she said the selection of the topics tested, such as daily activities, hobbies, travel experiences, describing people and places, and giving opinions, is that the variety of these topics is very important to improve students' communication skills in English. By discussing themes that are relevant and close to their daily lives, students can be more easily engaged and motivated in the learning process. These topics also allow students to practice using appropriate vocabulary and language structures in a real context. Overall, this approach not only enriches students' learning experience, but also helps them develop the ability to express themselves and interact with others effectively:

“Topics include daily activities, hobbies, travel experiences, describing people and places, and giving opinions.” TCR3, Translation.

### **3. Challenges in using technology for the EFL assessment process**

Based on interviews with three English teachers at a Vocational High School in Samarinda, a number of challenges were found in the application of technology in the assessment process. These challenges can be classified into three main groups as follows:

#### **a. Limited Internet Network**

One of the most dominant challenges faced by teachers was the limited internet network in the school environment. The first teacher stated that the signal or network is often the main obstacle in implementing technology-based assessment:

“The problem is just only the Signal.” (TCR1)

The second teacher also expressed the same difficulty, namely when the school Wi-Fi network is not working, the assessment process using technology is disrupted. In addition, the limited personal data plan is also an obstacle:

“when the wifi at school is down I can’t use the technologies, so at that time I have no paket internet also.” TCR2

This condition shows that inadequate digital infrastructure is a significant challenge in optimally implementing technology-based assessments.

#### **b. Students' Difficulties in Using Technology**

The third teacher stated that not all students have the same ability to operate technology tools or platforms used in the assessment process. This is an obstacle for teachers in applying technology evenly in the classroom:

“Difficulties I think if our students don't know how to use it.” TCR3

The lack of digital literacy among students leads to limited participation in online assessments, which ultimately impacts the effectiveness of the assessment.

#### **c. Lack of Training**

Even though it is not explicitly stated in the interview excerpts, it can be inferred from the context that limited training or assistance in using technology for teachers and students is also a factor that affects the success of implementing technology in assessment. Students' ignorance in using certain applications or platforms indicates the need for further training or guidance so that the use of technology can run more effectively and efficiently in the school environment.

Based on the findings from the interviews with the teachers, there were some significant challenges faced in implementing technological tools in the assessment process. One of the main issues is the limitation of the internet network, where unstable signals and limited Wi-Fi supply in schools hinder the use of technology. One teacher emphasized that when the Wi-Fi in the school is not working, they cannot carry out technology-based assessments, especially if they also do not have a personal internet package. In addition, another challenge arises from the students themselves, where some students are not familiar with the technological tools used in the assessment process. This suggests the need for additional training and support for students to enable them to effectively utilize technology in learning. Therefore, educators need to find

solutions to network problems and provide adequate guidance to students so that technology can be better integrated into the assessment process.

## 5. Discussion

This study explores the use of technology in the English as a Foreign Language (EFL) assessment process at a Vocational High School in Samarinda, providing valuable insights into the technological tools employed, their implementation, and the challenges faced by educators. The findings indicate that teachers have adopted various technology tools, including Google Forms, Duolingo, Google Classroom, Quizizz, and Kahoot, as part of the Merdeka Curriculum. This aligns with the findings of Luthfiyyah et al. (2021), who noted that EFL teachers perceive technology-enhanced formative assessment positively, recognizing its role in enhancing student engagement and motivation.

Teachers reported that they prepare online test questions based on the syllabus and learning objectives, using a graded approach to match the difficulty level of the questions to the student's abilities. This practice reflects the principles of effective evaluation, similar to the emphasis placed by Fatimah Tuzahra et al. (2021) on the importance of understanding the literacy paradigm in technology integration. The use of technology in EFL assessment at a Vocational High School in Samarinda demonstrates a commitment to creating comprehensive and fair evaluations, echoing the need for effective assessment practices highlighted in previous studies.

Despite the benefits of technology in EFL assessment, the study identified several challenges, particularly about internet connectivity and students' understanding of technological tools. These challenges align with the following findings of Ima Fitriyah et al. (2021), who observed that online assessments during the COVID-19 pandemic produced both positive and negative effects, including reduced engagement between teachers and students. Addressing these challenges is essential for maximizing the potential of technology in education.

The findings also underscore the importance of ongoing professional development for educators in technology use. While most teachers have experience with technology tools, only one in three received formal training. This highlights the need for educational institutions to provide sufficient training and support for teachers in technology application within the assessment process. Thi Thanh Thao Trans et al. (2021) emphasized the significance of understanding the effectiveness and challenges of formative assessment in blended learning environments, strengthening the necessity for professional development to enhance teachers' skills.

In conclusion, this study demonstrates that the use of technology in the EFL assessment process at a Vocational High School in Samarinda positively impacts student engagement and learning outcomes. However, the challenges related to infrastructure and students' technological understanding must be addressed to fully influence technology's potential in education. With appropriate support for both teachers and students, technology can serve as an effective tool for improving the quality of learning and assessment in the digital era. These insights contribute to the broader discourse on technology integration in education and highlight the need for continuous professional development, as supported by previous research.

## 6. Conclusion

Based on the interviews with three English teachers at a Vocational High School in Samarinda, it can be concluded that the use of technological tools in the EFL assessment process has become an integral part of teaching, especially after the experience of distance learning during the COVID-19 pandemic. The teachers reported using various tools such as Google Forms, Duolingo, Google Classroom, Quizizz, Kahoot, and other platforms to support the assessment process. While most teachers had between 2 and 7 years of experience using these technologies, only one teacher had received formal training on the use of these tools, while others relied on self-learning.

However, there are significant challenges in implementing technology tools in the assessment process. One of the main issues is the limitation of the internet network, where unstable signals and limited Wi-Fi supply in schools hinder the use of technology. When the Wi-Fi in the school is not working, teachers cannot carry out technology-based assessments, especially if they also do not have a personal internet plan. In addition, another challenge arises from the students themselves, where some students are not familiar with the technological tools used in the assessment process.

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