

## **DOES AI APPLICATION POSITIVELY IMPACT THE PROCESS OF DESIGNING LEARNING ASSESSMENTS FOR EFL TEACHERS? A CASE STUDY IN A JUNIOR HIGH SCHOOL IN INDONESIA**

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### **ABSTRACT**

In this era, AI applications commonly appeared in smartphones, laptops, and other digital devices. The application provides several benefits to help people fix their problems. For instance, when a teacher wants to make a format of formative assessment, there is a lot of work to do at the same time. Thus, the teacher can use AI applications to help find the simple format of formative assessment. Therefore, this study intends to provide a clear insight into how EFL teachers use the AI application in designing learning assessments. The participants of the study were two teachers of English education in junior high schools in Indonesia. Nuanced into a case study (Merriam & Tisdell, 2016; Creswell, 2018), the results provide a positive and negative implementation of AI applications in designing learning assessments. Simply said, from the positive sides, teachers can use AI applications to help them to find inspiration and the format of language learning assessment design. However, it also makes them lazier to have critical thinking. The next study needs to be focused in the field of teaching and learning implementation experiences using AI learning assessments.

**Keywords:** *AI application, EFL teacher, learning assessments*

### **INTRODUCTION**

In recent years, a lot of research has been done on the possible advantages and difficulties of using artificial intelligence (AI) in education. AI has been used in education in several ways, including school management, adaptive learning, and expanding educational accessibility. A study reported by Hiniz (2024), focuses on analyzing the teachers' and students' experiences while using artificial intelligence applications in the EFL classroom. He found that AI applications can provide several helpful programs in enhancing learning activities outcomes such as the language learning skills and learning materials varieties. However, there is also a high volume of plagiarism risk. Education is only one of the many industries where artificial intelligence (AI) is quickly changing (Gao, et al., 2024). The way teachers and students learn is being completely transformed by the implementation of AI technologies in educational settings.

The existence of artificial intelligence (AI) applications is positively improving the teaching strategies and learning environments, which is revolutionizing the field of education. Intelligent tutoring systems, automated grading software, and adaptive learning platforms are examples of AI solutions that customize instruction to each student's needs, improving performance and engagement. Teachers can devote more of their attention to student interaction by using virtual teaching assistants to do administrative duties and offer real-time feedback (Zawacki-Richter, O., et al., 2019). Furthermore, instructors can find learning gaps

and adjust their lesson by using AI-driven data analytics. In addition to increasing productivity, these technologies promote accessible and inclusive education for a wide range of students.

In a similar field, Jeon (2022) analyzed the students' perspectives of using AI chatbot in the EFL classroom. The finding shows that the affordances of the chatbot were interpreted differently by each learner, therefore each affordance either facilitated or hindered the acquisition of English. AI is improving education with intelligent tutoring systems that offer immediate feedback and assistance, as well as individualized learning experiences that are tailored to each student's needs (Mohamed, 2023). It makes education more efficient and accessible by facilitating a more dynamic and captivating learning environment. AI can also forecast student results and spot learning trends by analyzing enormous volumes of data, which enables teachers.

Thai and Chen (2023) conducted a study that focused on analyzing the impact of implementing google assistant AI toward the willingness to speak in the classroom. Findings reveal that the students felt less nervous and were inspired to utilize English for genuine and meaningful communication after having fun interacting with chatbots and playing games with Google Assistant. In summary, artificial intelligence (AI) can completely transform education by identifying at-risk pupils, expediting administrative procedures, and offering tailored learning experiences (Wozney, et al., 2006; Zhai, 2022). From the current previous studies, it focused on the implementation of AI in the EFL sectors. However, there is less study that analyzed the process of designing learning assessment of EFL teachers using AI applications. The objective of this study is to reveal the impact of using AI applications toward the EFL learning assessments design. This research question guides the study:

1. Does the AI application have a significant effect toward the learning assessments design?

The spread of introducing AI to the public began in 2016, however many people still did know how it works and how it can help human work. Bowen and Watson (2024) emphasized that the use of AI is not only helpful in economic development but also in the education sector. There are several main functions of AI to help people get new insight, i.e. 1) Direct feedback; 2) Private tutor; 3) Guider for practicing knowledge; and 4) Opening discussion (Bowen and Watson, 2024). People can use AI such as chat GPT, copilot, and cortana to build new insight especially in the English education sector. Bowen and Watson (2024) suggest that for getting clear answers from the AI application, we need to write or speak in a clear order, don't give an abstract order to the AI. Using AI applications provides individuals benefits to learn in our free time or to study specific knowledge to increase our professionalism. This study provides an explanation into how the English language teacher uses AI applications to design their learning assessment.

## **METHOD**

To give a clear answer to the research question, the case study was adopted (Merriam & Tisdell, 2016). The objective of this study is to reveal the impact of using AI applications on the EFL learning assessments. Merriam and Tisdell (2016) pinpoint that a case study commonly provides an in-depth description and critical analysis of the data. A case study in qualitative research is a detailed, in-depth exploration of a particular case within its real-life context. This method is widely used to understand complex phenomena, especially when the boundaries between the phenomenon and context are not clear (Merriam & Tisdell, 2016). Therefore, this study adopts systemic functional grammar (SFG) to uncover the textual data

of the study (Fontaine, 2013; Halliday and Matthiessen, 2014). Moreover, the researcher compares the results before and after using an AI application in designing lesson assessments. Hopefully, the result will be helpful for the reader in applying AI applications to craft learning assessments.

The participants of the study were one male and one female EFL teacher in some junior high schools in Indonesia. The participants were selected randomly. The participant will implement before they use AI, and when they use several AI applications in the process of designing English learning assessments. Merriam and Tisdell (2016) emphasizes that Case studies, which concentrate on relationships, processes, and social dynamics, are perfect for examining how and why questions. Interviews, observations, records, and audiovisual materials are common ways that researchers gather data. This study adopts interviews, artifacts materials, and observation as the data to answer the research question.

## RESULTS AND DISCUSSION

This current study intends to fulfill the following research objective to reveal the impact of using AI applications on the EFL learning assessments. Table 1 shows the participants of this study:

| No | Initials | Teaching Subject | Class    | Affiliation                   |
|----|----------|------------------|----------|-------------------------------|
| 1  | AF       | ENGLISH          | VII-IX   | a junior high school in Demak |
| 2  | YTH      | ENGLISH          | VII-VIII | a junior high school in Solo  |

**Figure 1.** Participant of the study

From the observation and the interview process, they said similarly that by using AI applications they can produce more efficient learning assessments.

“I can use several AI tools which are helpful for me to get insight by seeing examples made by AI.” Said AF.

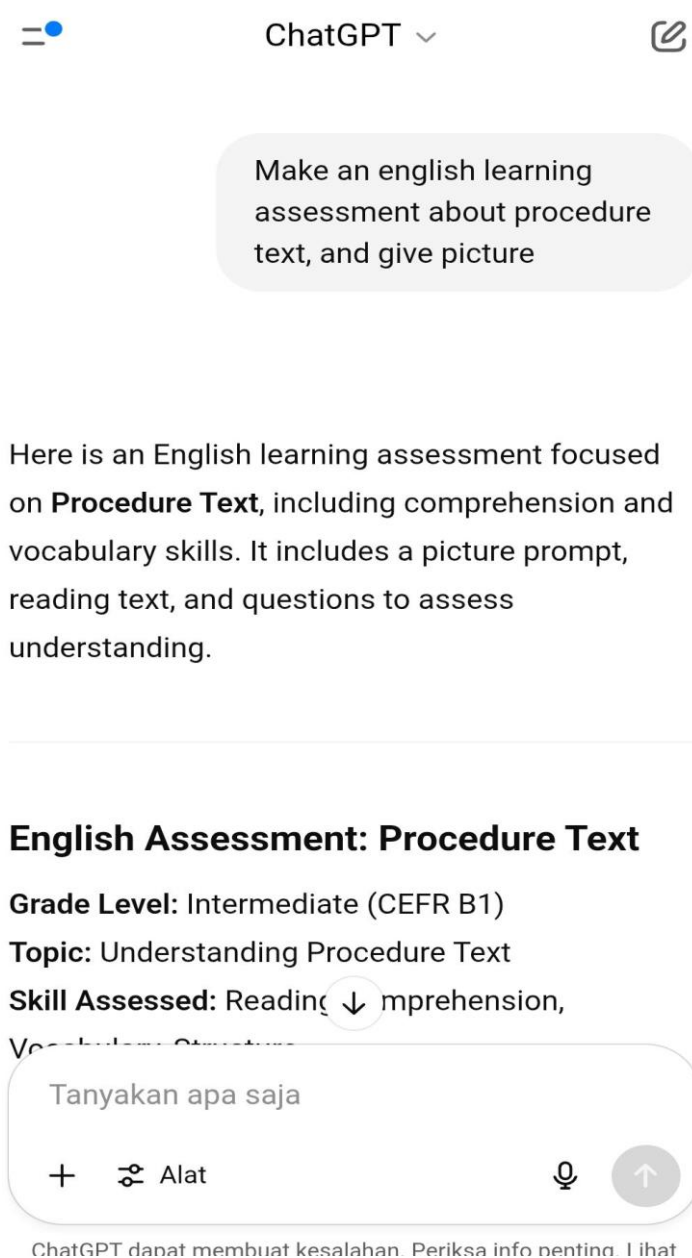
“I can make some picture as exercises, for example I can ask AI to create human body part picture, Then I use it as materials and exercise to teach human body vocabularies to my student.” Said YTH.

According to Bowen and Watson (2024) emphasized that the use of AI is not only helpful in economic development but also in the education sector. Thus, the benefits of AI help the EFL teacher to find inspiration and the process of designing learning assessments. Moreover, the process of crafting learning assessments using AI applications is easy. The requirements to be prepared is to have an internet connection.

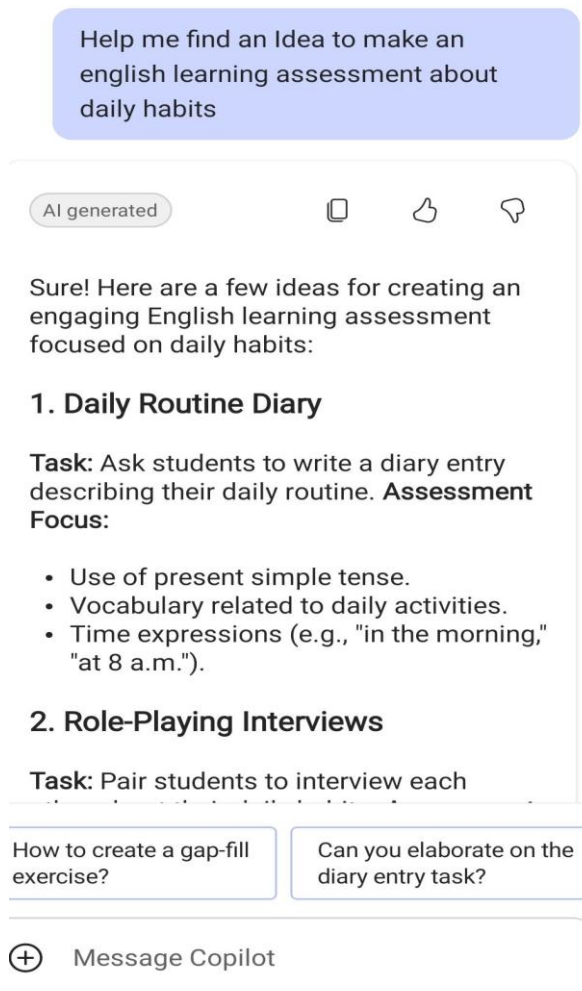
Sometimes, I make my learning assessments at home when I have free time. I open chrome browser and search for several AI websites that can help me create learning assessments. For example, chat gpt.” Said AF.

"I used many AI tools to help me, for example copilot by microsoft, I got many inspiration when I didn't have an idea to create learning materials or assessments." Said YTH.

Figure 2 and Figure 3 show examples of how to use the AI application to help teachers create learning assessments.



**Figure 2.** Example of process designing using AI application-1



**Figure 2.** Example of process designing using AI application-2

From the figures above, we can take a red line that by giving orders, we can get the result like the order. Bowen and Watson (2024) suggest that for getting clear answers from the AI application, we need to write or speak in a clear order. The spread of technology provides several benefits, and similar threads. Teachers can become lazier, because they can use AI anytime.

"I feel that by using AI, I feel more confident, because I can create many types of learning assessments." Said AF.

"I want to use AI as far as I have many activities, because teachers' job is not only teaching, we also have extra jobs at school. I'm afraid that I would lose my ability to create good learning assessments if I used AI intensively. Said YTH.

There are several advantages to artificial intelligence (AI), including improved healthcare through accurate diagnosis and tailored therapies, increased economic growth through automation and efficiency, and reduced climate change through better resource management. AI does, however, have drawbacks, such as the possibility of bias in algorithms, which could produce unfair results, and cybersecurity risks, where AI could be used

maliciously. Responsible AI development and implementation need striking a balance between these advantages and hazards. There are several main functions of AI to help people get new insight, i.e. 1) Direct feedback; 2) Private tutor; 3) Guider for practicing knowledge; and 4) Opening discussion (Bowen and Watson, 2024).

All in all, we can say that teachers provide several positive benefits by using AI applications in designing learning assessments. Bowen and Watson (2024) added that AI gives you a direct answer, specific guidelines, practicing knowledge and direct discussion. However, it also has big risks. The high intensity of using AI will make teachers lazier than before. Consequently, they will lose their ability to think critically.

## **CONCLUSION**

This study concludes that there are several benefits after using AI applications to design learning assessments. Teachers can find several inspirations about types of assessments using AI applications. Moreover, there is a risk that AI applications will make teachers lazier to think critically. This study implies that using AI provides several benefits, but we need to use it properly. This study lacks an explanation about how to use it in classroom activities. Therefore, the next further studies need to conduct in the field of the implementation of learning assessments made by using AI applications in classroom activities.

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