ABSTRACT

Digital tools are increasingly used to assess reading comprehension in English language classes; however, there has been little research examining the perspectives of English as a Foreign Language (EFL) teachers in junior high schools regarding their use in formative assessment. This study aims to describe EFL teachers' perspectives on the use of digital tools for formative assessment of reading comprehension and to identify the benefits and challenges they experience. Using a qualitative case study design, this research involved two EFL teachers at SMP Labschool UPI Cibiru who were selected through purposive sampling. Data were collected through semi-structured interviews, document analysis, and a four-point Likert scale questionnaire. Interview data were analyzed thematically, documents were analyzed based on six indicators, questionnaire data were analyzed descriptively, and the findings were triangulated.

The research findings indicate that both teachers hold positive views toward the use of digital tools, with an overall average questionnaire score of 3.50 (very high). The difference between their scores (60 and 45) is related to their teaching experience, readiness to implement routines, and the completeness of their documentation. The teachers experienced benefits such as efficient assessment, real-time results, diagnosis of reading difficulties, and increased student engagement. However, they faced challenges related to infrastructure, the accuracy of results, and the limitations of digital formats in assessing higher-order comprehension. Document analysis also showed that the digital reading assignments they gave still focused on literal comprehension. Therefore, the effectiveness of digital formative assessment depends on teachers' ability to design appropriate assignments and combine digital and conventional methods.

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