

ABSTRACT

DIMAS SUBARCAH, 2024. **ICT-Based Language Assessment in Secondary School: A Case Study from Indonesian EFL Teachers.** English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

The integration of information communication and technology (ICT) in language teaching and learning has been intensely examined in literature works. However, the study that explicitly investigates the use of technology for language assessment at the secondary education level is still underexplored. To fill that gap, the present study aims to investigate EFL teachers' perception towards ICT-based language assessment in secondary schools. This study employed a qualitative case study approach of three participants from one of junior high schools in Tasikmalaya who voluntarily participated in a semi-structured interview. The interview seeks to investigate teachers' perceptions of the role of ICT in language assessment and the challenges of integrating ICT in language assessment. The data was then analyzed using thematic analysis. The findings revealed that EFL teachers view using ICT tools in language assessment in positive and negative perceptions. They admit that ICT is a useful platform to help reduce teachers' workload, providing low-cost assessment, and facilitate students' engagement. However, they also perceived ICT-based language assessment has some limitations such as the risk of cheating and internet connection issues.

Keywords: ICT, Language Assessment, EFL Teachers' Perceptions.