

FORMATIVE GRAMMAR ASSESSMENT IN BLENDED LEARNING ENVIRONMENTS: CHALLENGES AND SOLUTIONS

Hastin Yoka Ariyani¹, Masagus Firdaus², Santi Mayasari³

^{1,2,3} Universitas PGRI Palembang

hastinyoka@gmail.com, firdaus26habib20@gmail.com, santimayasarisei@gmail.com

ABSTRACT: Formative grammar assessment is crucial in English language learning, especially in building students' accuracy and awareness of language structure. In the modern era of education, blended learning approaches, which combine face-to-face and online learning, have become a popular strategy in increasing student flexibility and engagement. However, implementing formative grammar assessment in a blended learning environment faces several challenges, such as limitations of real-time feedback, difficulties in monitoring individual development consistently, and limitations of automated evaluation tools. The subjects in this study are students of the D3 Hospitality Study Program, who are in semesters II and IV, and are taking English courses emphasizing grammar. A total of 30 students were purposively. This study uses a qualitative case study approach to describe the practice of formative grammar assessment in blended learning. This article presents the results of a case study conducted at the Prasetiya Mandiri Polytechnic, involving D3 Hospitality students who took grammar courses in a blended system. Various assessments include interactive quizzes, weekly assignments, self-reflection, and online grammar discussions. The results show that integrating digital platforms such as Google Forms, Moodle, and learning analytics features can increase the effectiveness of formative assessments. In addition, micro-assessment and peer feedback strategies are practical solutions for overcoming the limitations of direct interaction. This article recommends adaptive approaches and the use of technology to strengthen the grammar assessment process in blended learning.

Keywords: *formative assessment, blended learning, grammar, English learning*

PENILAIAN TATA BAHASA FORMATIF DALAM LINGKUNGAN PEMBELAJARAN CAMPURAN: TANTANGAN DAN SOLUSI

ABSTRAK: Penilaian tata bahasa formatif sangat penting dalam pembelajaran bahasa Inggris, terutama dalam membangun akurasi dan kesadaran siswa terhadap struktur bahasa. Di era pendidikan modern, pendekatan pembelajaran campuran, yang menggabungkan pembelajaran tatap muka dan daring, telah menjadi strategi populer dalam meningkatkan fleksibilitas dan keterlibatan siswa. Namun, penerapan penilaian tata bahasa formatif dalam lingkungan pembelajaran campuran menghadapi beberapa tantangan, seperti keterbatasan umpan balik waktu nyata, kesulitan dalam memantau perkembangan individu secara konsisten, dan keterbatasan alat evaluasi otomatis. Subjek dalam penelitian ini adalah mahasiswa Program Studi D3 Perhotelan, yang berada di semester II dan IV, dan sedang mengambil mata kuliah Bahasa Inggris yang menekankan tata bahasa. Sebanyak 30 mahasiswa dipilih secara purposive. Penelitian ini menggunakan pendekatan studi kasus kualitatif untuk mendeskripsikan praktik asesmen tata bahasa formatif dalam pembelajaran campuran. Artikel ini menyajikan hasil studi kasus yang dilakukan di Politeknik Prasetiya Mandiri, yang melibatkan mahasiswa D3 Perhotelan yang mengambil mata kuliah tata bahasa dalam sistem campuran. Berbagai penilaian meliputi kuis interaktif, tugas mingguan, refleksi diri,

dan diskusi tata bahasa daring. Hasil penelitian menunjukkan bahwa mengintegrasikan platform digital seperti Google Forms, Moodle, dan fitur analitik pembelajaran dapat meningkatkan efektivitas penilaian formatif. Selain itu, strategi penilaian mikro dan umpan balik sejawat merupakan solusi praktis untuk mengatasi keterbatasan interaksi langsung. Artikel ini merekomendasikan pendekatan adaptif dan penggunaan teknologi untuk memperkuat proses penilaian tata bahasa dalam pembelajaran campuran

Kata Kunci: *penilaian formatif, tata bahasa, pembelajaran campuran, evaluasi daring, pembelajaran bahasa Inggris*

INTRODUCTION

Grammar is a fundamental component in language learning because it forms a framework for a correct and understandable communication structure. Mastery of grammar helps students generate syntactically correct sentences and improves productive skills such as writing and speaking. In vocational education, such as hospitality, understanding grammar is essential to communicate professionally and effectively with international guests and colleagues. Therefore, the correct grammar teaching strategy is needed to build students' linguistic competence.

However, grammar teaching is often perceived as boring and overly theoretical, especially if delivered traditionally without involving active interaction or direct feedback. Grammar evaluation activities are also usually limited to the final summative test, so it does not provide enough space for students to correct mistakes gradually. (Habibah, 2019). Students tend to memorize language patterns more than understand grammar in real contexts (Zhou, 2017). Therefore, the formative assessment approach is relevant because it is oriented towards the learning process and continuous improvement.

Blended learning combines face-to-face and online learning and is now one of modern educational institutions' most widely used models. This model allows flexibility in material access, study time management, and the use of technology to enrich teaching methods (Jalinus et al., 2020). In the context of grammar learning, blended learning provides opportunities to apply formative assessments in a more varied and adaptive way, such as through online forums, interactive quizzes, and digital feedback.

However, applying grammar assessment in a blended learning environment presents its challenges. Among them are the limitations of direct feedback, the lack of personalization of evaluations, and the variation in technological abilities among students (Khalilova et al., 2024). Teachers also face difficulties in monitoring students' progress thoroughly in asynchronous sessions. (Fleming & Hiple, 2004). Therefore, a flexible, efficient grammar assessment strategy is needed to increase students' participation and linguistic awareness.

This article examines the implementation of formative grammar assessment in a blended learning environment in the context of vocational education. The formulation of the problems discussed includes: (1) What are the main challenges in implementing grammar assessment in a blended learning environment? (2) What strategies effectively improve students' understanding of grammar in a formative manner? Moreover, (3) How does technology support the implementation of grammar assessments sustainably and meaningfully?

Several previous studies have highlighted the importance of formative assessments in technology-based grammar learning. Syvyi and Mazbayev's (2022) survey shows that using mobile applications in grammar correction exercises can improve students' accuracy in tenses and prepositions. This research supports the findings in our study that the technology approach facilitates real-time and personalized assessments. Meanwhile, Wiliam and Leahy (2007) found that online formative assessment tools such as Google Forms and Edmodo increased student participation and allowed teachers to provide instant feedback. This aligns with the strategies identified in this study, specifically using interactive platforms that facilitate automated feedback and visualization of students' grammar errors. Fetrianto's (2017) research emphasizes the importance of formative feedback based on self-reflection and the active involvement of students in the evaluation

process. This study is the basis for integrating assessment rubrics and discussion forums in blended learning as part of collaborative grammar assessment quality improvement.

However, these studies generally focus on the context of general education or secondary school. This study makes a new contribution by focusing on the vocational education environment, particularly the hospitality study program, which demands the integration of grammar in professional communication. The urgency of this research arises from the increasing demand in the hospitality industry for graduates who are not only competent in technical skills but also proficient in English communication. Reports from industry stakeholders frequently highlight a skill gap, where many vocational graduates struggle to use English grammar accurately in professional situations such as handling guest inquiries, delivering polite service, writing business correspondence, or explaining hotel policies. This gap often undermines service quality and reduces graduates' competitiveness in both local and international job markets.

Research on formative grammar assessment in blended learning environments is helpful because it bridges the need for continuous evaluation and the complexity of technology-based learning. This assessment model focuses on regularly monitoring students' learning processes, providing constructive feedback, and encouraging self-reflection, which are very much in line with the principles of 21st-century pedagogy. However, in-depth studies on applying this strategy in vocational education are still limited. Learning grammar in hospitality has unique characteristics, such as the need for practical context, quick interaction, and high accuracy. Therefore, this article fills the research gap by presenting blended learning-based grammar formative assessment practices that can be widely adapted in other vocational institutions.

LITERATURE REVIEW

1. Formative assessment definition

Formative assessment is carried out continuously during the learning process, providing constructive feedback to students and helping them improve their understanding and skills. (Taras, 2005). Unlike summative assessments, which are evaluative and are usually carried out at the end of learning, formative assessments focus on the process, not just the outcome. (Fetrianto, 2017 & Metcalfe, 2017). Therefore, formative assessments are considered a tool to improve learning quality dynamically.

In practice, formative assessments can include oral questions, short quizzes, group discussions, and project-based assignments that provide space for teachers and students to interact actively. Student involvement in evaluation is significant because it helps foster metacognition, students' awareness of their learning process. Through feedback provided by teachers or fellow students, students can discover the extent of their understanding and where they still need to improve. (Jalinus et al., 2020). This research departs from this concept by adjusting the formative assessment approach in the context of grammar learning, especially in a blended learning environment that demands flexibility (Ramalingam & Yunus, 2022; Wilson, 2019). Given the limited time for face-to-face and the challenges of providing direct feedback, various formative assessment strategies such as micro-assessments, reflection rubrics, discussion forums, and interactive platforms became the solutions specifically studied in this study.

2. The role of formative assessment in grammar mastery

Mastery of grammar is one of the essential aspects of learning English, especially in the context of vocational education, such as hospitality, where professional communication is the primary need. According to Li and Moore (2018), formative assessment plays an essential role in building a gradual understanding of grammar, as it allows teachers to identify common errors, provide immediate corrections, and prepare targeted remedial materials. This provides an advantage over summative assessments that are "final assessments" without an ongoing mentoring process.

In teaching grammar, a formative approach can help students understand sentence structure, the use of tenses, prepositions, and subject-verb agreement contextually. For example, with the use of clear rubrics and self-reflection, students can recognize specific errors in their writing. In addition, activities such as peer review and grammar discussions also expand the learning space from one-way interaction to in-depth collaborative dialogue. Consistent formative assessments also increase engagement and motivation to learn, especially when given in an engaging form, such as interactive quizzes (Taras, 2005; Wiliam & Leahy, 2007).

This study emphasizes the importance of integrating formative assessment in teaching grammar in a blended environment. Activities such as micro-assessment at the end of the session, the use of learning analytics, and rubric-based feedback are strategies that can be adopted effectively to strengthen the mastery of grammar of vocational students. These findings show that formative assessment is an evaluation tool and a pedagogical strategy supporting more adaptive and responsive grammar learning.

3. Blended learning

Blended learning is a learning model that combines face-to-face learning (offline) with online learning, both synchronous and asynchronous. This model is growing rapidly in higher education, especially after the COVID-19 pandemic forced many educational institutions to switch to digital learning. According to Hockly (2018), Blended learning not only mixes two methods but also re-engineers the learning process to be more flexible, personalized, and student-centered.

In its implementation, blended learning consists of various variations, ranging from rotation models, flipped classrooms, to enriched virtual learning. In vocational environments such as Prasetya Mandiri Polytechnic, blended learning is applied in a proportion between hands-on classroom practice and online assignments based on the LMS platform. The success of blended learning depends on instructional design and the appropriate use of technology, including assessment strategies such as formative assessments that must be designed to remain relevant and practical across all learning modes (Fitzpatrick, 2012; Valiathan, 2002).

This research strengthens the understanding of integrating formative assessment in a blended learning environment. This study explores how grammar assessment can be adapted to the dynamics of blended learning, which requires different strategies in synchronous and asynchronous modes (Bibi & Jati, 2015; Sharma, 2010). By combining reflection rubrics, discussion forums, and case-based micro-assessments, blended learning becomes a flexible medium for learning grammar and a space for pedagogical innovation that encourages active and continuous learning.

METHODOLOGY

This study uses a qualitative case study approach to describe the practice of formative grammar assessment in blended learning. Case studies were chosen because they allow researchers to explore phenomena in actual contexts with various data sources. The primary focus of the research is on the assessment process, the strategies used by lecturers, and students' responses to the methods applied.

This research was carried out at Prasetya Mandiri Polytechnic, a vocational education institution focusing on business and tourism. The selection of this location is based on the consistency of the institution in implementing the blended learning system, especially in English courses that contain grammar materials. This blended learning system reflects a modern approach to vocational education, which demands the integration of online and offline learning in a structured manner.

To strengthen its conceptual foundation, the study explicitly connects the findings to relevant theoretical perspectives. The framework of Assessment for Learning (AfL) positions formative assessment as an ongoing process that supports students' self-reflection and autonomy, rather than merely measuring outcomes. Drawing on constructivist learning theory, the research highlights how learners build grammar competence through interaction, collaboration, and contextualized practice, particularly visible in peer feedback and discussion activities. Furthermore, blended learning pedagogy provides the rationale for integrating synchronous and asynchronous modes of assessment, ensuring that the strategies remain flexible, adaptive, and aligned with the realities of vocational education. By embedding these theoretical perspectives, the study moves beyond descriptive findings and contributes to the broader academic discussion on formative assessment in blended learning contexts.

The subjects in this study are students of the D3 Hospitality Study Program, who are in semesters II and IV, and are taking English courses emphasizing grammar. A total of 30 students were purposively selected based on two main criteria: (1) they have participated in grammar learning with a blended approach, and (2) they are actively involved in online discussion forums, interactive grammar quizzes, and independent grammar reflections. The decision to involve 30 participants is considered adequate for a qualitative case study because the focus is not on statistical generalization but on capturing diverse perspectives and obtaining in-depth data from participants with relevant experiences. Furthermore, the participants consist of 18 students from semester II and 12 students from semester IV, a composition that allows the study to compare differences in learning experiences between students at an earlier stage and those who are more advanced in their program. This selection aims to ensure that the data collected are both relevant and representative of the blended grammar assessment context being studied.

The setting of this study uses a blended learning approach, which combines direct face-to-face learning (offline) and online learning, both synchronously and asynchronously. In its implementation, the proportion of learning for one semester consists of around 60% online and 40% offline, thus allowing flexibility while maintaining the intensity of academic interaction. The digital platforms used include Google Classroom and Moodle to manage teaching materials, collect assignments, and an online discussion forum between students and lecturers. For interactive synchronous online sessions, Zoom and Google Meet are used interchangeably. In addition, the institution's LMS (Learning Management System) is also used, which has been equipped

with learning analytics features to monitor students' academic progress individually and in real time. This approach reflects a modern learning environment that is adaptive and relevant to the needs of grammar learning in vocational education.

In the context of blended learning at Prasetya Mandiri Polytechnic, various formative grammar assessments are applied to support the gradual and sustainable mastery of language structures. The evaluation includes interactive quizzes conducted online using apps such as Google Forms, Quizizz, and Kahoot, with multiple-choice questions or hospitality-based fill-in. In addition, weekly assignments are given in writing sentences, short paragraphs, or dialogues that apply specific grammar structures such as tenses, conditional sentences, and subject-verb agreements, which are collected through Google Classroom. Another form is self-reflection and peer assessment, where students reflect on personal grammar mistakes through a short journal and evaluate classmates' work. Micro-assessment is also synchronously applied at the end of the session with short questions that the lecturer directly comments on to monitor students' instant understanding. Meanwhile, in asynchronous sessions, grammar discussion forums on Google Classroom or Moodle become an interactive medium for students to ask and answer questions about language structure, with guidance from lecturers as moderators.

Several qualitative data collection techniques were employed to obtain comprehensive data in this study. The first technique was class observation conducted during five blended meetings (synchronous and asynchronous), focusing on the interaction between lecturers and students, the type of grammar feedback given, and students' activity in online forums. The second technique was documentation, in which the researcher analyzed various documents such as student grammar assignments, interactive quiz results, discussion forum conversations, and assessment rubrics used by lecturers.

In addition, semi-structured interviews were conducted with two English lecturers to explore the grammar assessment strategies and challenges faced, and six students from different levels of participation to capture their perceptions of the effectiveness of formative grammar assessment. Another technique was a closed and open questionnaire distributed to all student participants to evaluate the effectiveness of quizzes, forums, and grammar reflections in blended learning. Finally, this study also made use of learning analytics from the institution's LMS by examining data such as the frequency of quizzes, the duration to complete assignments, and the statistics of the most common grammar errors.

The data analysis in this study employed a descriptive-qualitative approach through three main stages. The first stage was data reduction, involving the selection, focusing, and simplification of important information obtained from observations, interviews, documentation, and questionnaires. The second stage was data presentation, carried out in thematic narratives, tables, and graphs, such as visualizations of student participation frequency in grammar quizzes or recurring errors in assignments. The third stage was concluding by identifying key patterns, grouping the challenges encountered, outlining the solutions applied, and formulating relevant implications for formative grammar assessment in blended learning.

FINDINGS AND DISCUSSION

1. Finding

The results of this study show that implementing formative grammar assessment in a blended learning environment presents several challenges, but also opens up opportunities for innovation in language learning practices.

1.1 Challenges Faced

Based on class observations, lecturer/teacher questionnaires, and student reflections, several main obstacles were found: In grammar learning that is carried out online or blended, one of the main challenges students face is limited access to direct feedback from lecturers. Feedback is needed so that students can understand the grammar mistakes they make and make corrections immediately. In the context of blended learning, delays in providing feedback cause students to lose learning momentum. For example, when students upload grammar assignments through the LMS platform, the lecturer's response is often only received two to three days later.

Based on an interview with one of the lecturers of the English course, he said, "I am often overwhelmed to give feedback one by one, especially if the assignment is an essay or grammar practice in the form of sentences. Students must wait, which can confuse them about which part to continue learning." From this statement, it is analyzed that the workload of lecturers in providing individual grammar feedback is a serious obstacle in the context of blended learning. Lecturers face many assignments and must provide specific and constructive feedback, especially on grammatical aspects such as tenses, subject-verb agreement, and sentence structure. This condition causes delays in the correction process, ultimately hindering student learning flow. In the context of formative assessment, delayed feedback significantly reduces the effectiveness of the learning process because students miss out on the opportunity to reflect and correct their mistakes immediately. This challenge is not only a technical or time management issue, but also concerns the quality of educational interaction between lecturers and students, which is essential in strengthening grammar competence.

In another interview, the student revealed: "Sometimes I have sent grammar assignments, but I have not been told where the error is. So I do not know which parts I need to improve." From this, it is clear that there is a dependence on the clarity of feedback from lecturers as a guide for improvement. Uncertainty about which parts are wrong and how to fix them can confuse and reduce learning motivation. This indicates that formative grammar assessment is not just a matter of grading, but is closely related to the continuous tutoring process that allows students to grow independently in understanding and correctly using the structure of the English language. When feedback is not given quickly and directed, students tend to stagnate in self-correction, and even have the potential to repeat the same mistakes. In the context of blended learning, this becomes more complex due to the lack of direct contact between lecturers and students, so institutions need to prepare a digital system that allows for effective, efficient, and targeted feedback delivery.

Based on the results of interviews from both perspectives, both lecturers and students face interrelated challenges in implementing formative grammar assessment in the context of blended learning. Lecturers have difficulty providing quick and specific feedback due to the high workload. At the same time, students rely heavily on the clarity and accuracy of feedback to understand and correct their grammar mistakes. The

mismatch between student needs and lecturer limitations causes disruption of the cycle of reflection and improvement in learning. Therefore, to ensure the effectiveness of formative assessment, a strategic approach is needed that integrates supporting digital systems, lecturer work efficiency, and accessibility of responsive feedback for students. Hence, the grammar learning process runs optimally and sustainably in a blended learning environment.

The second challenge is the difference in students' ability to operate digital technology used for grammar assessment. Not all students have the same level of digital literacy, especially when using LMS features or web-based applications such as Google Forms or Quizizz. This creates a gap in their active participation in online grammar exercises, where some students feel left behind because they are not used to using the technology. In the results of the analysis, there are several differences in the level of proficiency of students in using digital technology for grammar assessment:

Student Proficiency in Using Digital Technology for Grammar Assessment

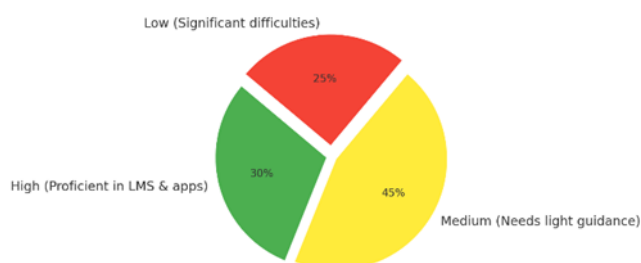


Figure 1. Students' proficiency level in using digital technology

Figure 1 explains that only about 30% of students have a high level of proficiency in using digital technologies such as Learning Management Systems (LMS) and online-based grammar applications. They can conduct the grammar assessment process independently and efficiently without significant technical obstacles. Meanwhile, the largest group, at 45%, was in the medium ability category, which means they still need light guidance to access and complete grammar tasks online. This shows that most students are still in the process of adapting to the use of digital technology in the context of language learning.

The other 25% of students are at low ability levels and experience significant difficulties operating the digital system used for grammar assessment. This condition is a serious concern because it can hinder their active participation in learning and cause a material lag. This difference in digital skill level emphasizes integrating basic digital literacy training in blended learning planning. Without proper intervention, this gap risks widening the quality of learning between students.

Furthermore, in face-to-face learning, lecturers can monitor the development of students' grammar directly through oral correction or classroom discussions. However, personal interaction becomes limited in blended learning, especially during asynchronous sessions. This impacts the lecturers' difficulty in knowing individual students' problems in understanding specific grammar structures.

"If it is online, I cannot tell who understands and participates. The interaction is limited. Even though grammar requires personal understanding." The fundamental problem in blended learning-based grammar assessment is the limited direct interaction between lecturers and students. The lecturer's statement shows that it is difficult to identify the extent of individual students' understanding of grammar material in online learning. The lack of face-to-face contact makes lecturers miss out on non-verbal indicators that can help assess whether students understand concepts or follow the learning flow passively. This is a serious problem because grammar is not just memorizing rules, but a skill that requires personal deepening and repetitive practice that is appropriately corrected.

"I sometimes get confused when practicing grammar. There is no one to guide directly. If it is offline, you can ask it directly." From the learner's side, it shows that learning grammar online without direct assistance causes confusion and uncertainty. The absence of instant guidance makes students feel isolated in the learning process, especially when confused over specific grammatical structures. This reinforces that the ideal grammar assessment requires intense dialogue spaces, both synchronous and asynchronous. In the context of blended learning, institutions need to design assessment strategies that not only focus on the final results but also create feedback and mentoring mechanisms that bridge the limitations of online interaction, for example, through active discussion forums, online Q&A sessions, or the use of AI-based feedback technology.

The last challenge is Motivation and Consistency of Learning. The next challenge is the motivation and consistency of student learning in blended grammar learning. Students tend to be more active during synchronous sessions (offline and online), but are less consistent in doing grammar exercises independently in asynchronous sessions. This hinders the sustainability of formative assessments that rely on the activeness of independent learning.

In interviews with students, it was explained that in the context of asynchronous grammar learning, there are significant weaknesses in self-regulated learning, or the ability to learn independently. Students lose motivation and discipline to complete grammar assignments on time when no external triggers exist, such as lecturer attendance or live class schedules. The phenomenon of "waiting to be told by a friend" shows dependence on the social environment instead of direct direction from lecturers, potentially creating a passive and unsustainable learning pattern. This reflects teaching methods and the support and reinforcement systems available in the digital learning environment, influencing student involvement in the formative grammar assessment process. Grammar tasks are considered secondary or neglected without active interaction and a clear structure. Therefore, in designing effective blended learning, institutions need to consider implementing strategies such as automatic reminders, gamification, or peer mentoring systems to encourage active student engagement, especially in asynchronous sessions that lack direct interaction but are crucial for strengthening grammar skills.

The level of motivation and learning consistency of Prasetya Mandiri Polytechnic students in learning grammar is based on three learning modes, namely offline (offline), synchronous online (online live), and asynchronous online (without direct interaction). This is explained in the results of the analysis report, which aims to show the extent to which learning modes affect student involvement in formative grammar assessment activities.

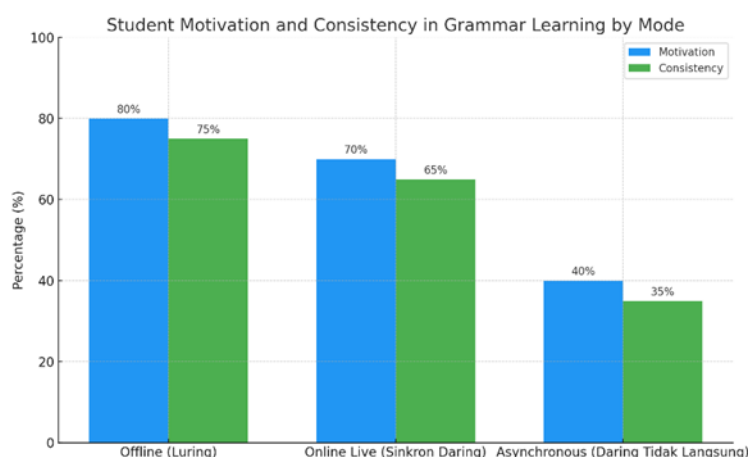


Figure 2. Students' level of motivation and consistency

Figure two explains that in the offline learning mode, students show the highest level of motivation and consistency in participating in grammar exercises. This can be attributed to direct interaction with lecturers, a structured learning atmosphere, and social support from classmates. A real learning environment allows students to be more focused, receive direct direction, and get feedback immediately. This makes the formative grammar assessment process more effective and sustainable. In synchronous or live online learning, students still show a relatively high motivation and consistency even though they are not in the same physical space. Real-time interaction through video conferencing still gives students the external stimulus to participate in learning activities. Lecturers can still direct, monitor, and provide motivation, even virtually. This shows that real-time presence, although not physical, still greatly influences students' enthusiasm for learning.

In contrast to the previous two modes, asynchronous online learning significantly decreased motivation and learning consistency. Students tend to be undisciplined in doing grammar assignments due to the absence of direct interaction and external encouragement. This mode's lack of structure and supervision causes many students to ignore assignments or only work on them if their friends have told them to. This is a significant obstacle in implementing formative assessments that require active and independent involvement. The above explanation suggests that the form of interaction significantly influences the success of grammar learning in the context of blended learning. The more direct and scheduled these interactions, both physically and online, synchronous, the higher the motivation and consistency of student learning. Therefore, in designing an effective grammar learning strategy, it is necessary to prioritize using modes that support active interaction and provide an intense learning stimulus to students.

1.2 Effective Solutions and Strategies

To answer various challenges in implementing formative grammar assessment in blended learning, this study identifies several solutions and strategies that have proven effective in the Prasetya Mandiri Polytechnic environment. The lecturers who teach English courses in the D3 Hospitality Study Program realize that mastering grammar is essential for academic purposes and the basic capital of professional communication in hospitality work. Therefore, the strategies developed aim to improve students'

understanding of language structures and build reflective and participatory habits that align with the industry's needs.

1.2.1 Use of Interactive Platforms (Google Forms, Quizizz, Kahoot)

Lecturers in the Prasetiya Mandiri Polytechnic have adopted various interactive quiz platforms such as Google Forms, Quizizz, and Kahoot as part of their online grammar learning strategy. This innovation aims to increase student engagement, especially in blended learning, which often faces obstacles in maintaining student consistency and enthusiasm, especially during online sessions. These platforms are effective because they combine learning elements with entertainment and offer a dynamic and fun learning experience.

Based on the observations and reports from the teaching lecturer, students showed a much more positive response when grammar learning was packaged in the form of interactive quizzes. They are more focused and active when participating in synchronous online sessions because they are attracted by the visual appearance, points system, and competitive feel offered by platforms like Quizizz and Kahoot. Hospitality students accustomed to the challenges and rhythms of work are quick to respond well to this instant, interactive, and time-based form of learning. Thus, the learning atmosphere becomes more lively and spurs a healthy spirit of competition.

Moreover, the platform's excellent features, such as score automation, live feedback, and grouping by difficulty level, provide a massive advantage for lecturers. Grammar tasks previously time-consuming in their assessment can now be managed more efficiently. Lecturers can immediately see the results of quizzes in real-time and identify patterns of mistakes that students often make. This information is beneficial for developing material improvement strategies, providing personal feedback, and designing more targeted remedial exercises.

This efficiency is critical in a dense vocational curriculum, such as in the hospitality department, where class learning time is limited and students also have a large portion of industrial practice. With this interactive platform, lecturers can maintain the intensity of formative assessment and provide a learning experience that matches the characteristics of vocational students—fast, efficient, and action-based. The combination of technology and pedagogy is one of the practical solutions to overcome the low motivation to learn grammar in online learning, especially in asynchronous sessions.

1.2.2 Utilization of Online Discussion Forums

Online discussion forums have become an essential strategy for formative grammar assessment in the context of asynchronous learning. Lecturers at Prasetiya Mandiri Polytechnic actively utilize discussion features on platforms such as Google Classroom and Moodle to create interactive spaces for students. Through this forum, students can ask grammar-related questions, such as using tenses, subject-verb agreement, or forming complex sentences. Lecturers also act as facilitators who guide discussions and clarify common mistakes. This format is handy, especially for students who feel awkward or embarrassed to ask questions in a face-to-face class.

More than just a question-and-answer room, online discussion forums are a collaborative medium that encourages a community-based learning process. Students not only receive corrections from lecturers but also begin to respond to their colleagues' questions. This peer-feedback phenomenon shows that discussion forums encourage the

formation of mutualistic learning patterns, where students learn from shared mistakes, not just from individual mistakes. It reflects the principles of constructivist learning, where meaning and understanding are built through social interaction.

Active participation in discussion forums also showed increased learning motivation, especially for previously less active students in online sessions. When students realize their questions get a quick and quality response, they feel more valued and confident to engage further. This is especially important in blended learning, where direct contact is limited and learning success highly depends on student initiative and online interaction.

Thus, online discussion forums not only enrich grammar understanding but also strengthen the role of formative assessment as a constructive interaction tool. This forum bridges the limitations of interaction in asynchronous learning and simultaneously forms a collaborative academic culture. In the future, strengthening discussion forums can be combined with a reward system or digital badge to encourage further active and consistent participation in the online learning community.

1.2.3 Micro-Assessment and Learning Analytics Approach

The micro-assessment approach is one of the practical innovations in supporting formative grammar assessment, especially in blended learning. This method is carried out in the form of a short evaluation of 5–10 minutes, which is given at the end of a synchronous session, both offline and online. Lecturers present context-based grammar questions, such as sentences related to work situations in hotels or customer service, and students are asked to answer directly. This approach has been proven to maintain students' focus throughout the session and provide a quick overview of the material that has been delivered.

The advantages of micro-assessment lie in its flexibility and practicality. Because the processing time is short and does not require complicated preparation, this strategy can be carried out regularly without burdening students or lecturers. In addition, micro-assessments can create more active and challenging learning dynamics because students must think quickly and precisely. This is very much in line with the characteristics of vocational learning, such as in the hospitality department, which prioritizes responsiveness and applicative skills.

On the other hand, integrating learning analytics is an essential complement to this approach. By utilizing the built-in features in the Learning Management System (LMS), lecturers can obtain detailed data about student activities, such as the duration of quizzes, the number of errors, and participation patterns. This information allows lecturers to identify students experiencing difficulties in specific grammar topics. For example, if a student consistently makes mistakes in subject-verb agreement, the lecturer can adjust the learning approach or provide additional exercises individually.

The combination of micro-assessment and learning analytics provides a holistic picture of student learning progress. Not only assessing the final results, but also the process and consistency of participation during the learning process. In the context of blended learning, which often reduces the frequency of face-to-face interaction, this strategy allows for early intervention without waiting for the end-of-semester evaluation. In this way, grammar teaching can be done more adaptively, personalized, and data-driven, thereby increasing the overall effectiveness of learning.

2. Discussion

This research shows that blended learning offers flexibility in grammar learning but also presents challenges regarding student engagement, feedback, and equitable access to technology. The lack of direct feedback in online learning and the limitations of personalization in asynchronous sessions make it difficult for students to quickly recognize and correct grammar errors. The variety of digital abilities also exacerbates the inequality of student participation, especially in application-based grammar exercises. Declining learning motivation in asynchronous learning is an essential indicator that students' active involvement is still highly dependent on the presence of teachers in person.

However, the study results also highlight that specific strategies can overcome these challenges significantly. Interactive platforms like Kahoot and Quizizz increase student engagement through competitive elements and instant feedback. Meanwhile, applying assessment rubrics encourages more effective self-reflection in grammar practice. Online discussion forums have also strengthened social and collaborative functions in asynchronous learning. Finally, the micro-assessment approach and learning data analysis allow teachers to intervene early on students experiencing difficulties, without waiting for the final evaluation.

The implications of this study show that teachers need to design a formative assessment model of grammar that is adaptive to blended conditions by combining direct interaction, digital technology, and reflective strategies. Students' technological readiness and digital literacy must also be considered when choosing assessment methods. Integrating various techniques such as digital quizzes, reflection rubrics, and learning analytics should be part of the learning plan to optimize student engagement and grammar development sustainably (Hidayad et al., 2024; Purwanto & Umar, 2024). This research can also be integrated into English learning practices at both vocational and general education levels, particularly in developing curricula that encourage competency-based grammar learning and problem-solving (Gerngross et al., 2007; Hajati et al., 2018). The strategies offered can be used as references in designing Semester Learning Plans (RPS), online modules, and teacher training related to technology-based formative assessments in grammar learning.

This study's findings align with research by Wörtwein et al. (2015), which emphasizes the importance of formative feedback in improving learning outcomes. However, in contrast to previous studies that focused more on face-to-face learning, this study highlights the context of blended learning, which requires a more complex approach in implementing grammar formative assessments (Heritage, 2007; Isaacs, 2016). Technology is a crucial factor in bridging the teacher–student interaction gap that occurs online (Penney et al., 2012; Tang & Harrison, 2011). In addition, this study also complements the findings of Taras (2005), which show the effectiveness of self-assessment in learning grammar. This research adds a new dimension through a combination of reflection rubrics and micro-assessments that encourage students' linguistic awareness and allow teachers to monitor achievement with analytics-based data (Brookhart, 2010; Knight, 2002). Thus, this study enriches discussions about technology-based formative assessments and more contextual grammar learning strategies.

This research significantly contributes to developing a more inclusive and adaptive grammar learning strategy in the digital era. By combining various formative assessment

approaches and technology, the study offers a framework that can be applied in a hybrid learning environment to improve the effectiveness of grammar teaching, both at the vocational and general higher education levels. This approach helps teachers identify individual student needs and provide feedback quickly and on target. In addition, these findings also encourage a paradigm shift from evaluative grammar assessments to participatory and reflective evaluations. Through rubrics, discussion forums, and learning analytics, the grammar learning process no longer focuses on passive mastery of rules but on the active involvement of students in the process of thinking, practicing, and improving themselves. This contribution is highly relevant to the needs of 21st-century education that emphasizes collaboration, technology utilization, and student-centered learning.

CONCLUSION

This study concludes that formative grammar assessment in hybrid learning environments presents both challenges and breakthroughs. While constraints such as limited direct feedback, unequal technological readiness, and reduced personal interaction may hinder learning effectiveness, the integration of interactive platforms, reflective rubrics, and micro-assessment strategies offers significant benefits for student engagement and comprehension. The findings emphasize the importance of adaptive, technology-driven approaches that foster active participation, immediate feedback, and continuous reflection. Although this research contributes practical insights into innovative and easily adaptable assessment practices, its scope remains limited to a single context. Future research should therefore examine the long-term impacts and applicability of these approaches across broader and more diverse educational settings.

REFERENCES

- Bibi, S., & Jati, H. (2015). Efektivitas model blended learning terhadap motivasi dan tingkat pemahaman mahasiswa mata kuliah algoritma dan pemrograman. *Jurnal Pendidikan Vokasi*, 5(1), 74–87. <https://doi.org/10.21831/jpv.v5i1.6074>
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. ASCD.
- Fetrianto, F. (2017). Penerapan Formative Summative Evaluation Model Dalam Penelitian Tindakan. *Seminar Nasional Pendidikan Olahraga*, 1(1), 408–421.
- Fitzpatrick, J. (2012). Planning guide for creating new models for student success online and blended learning. *Michigan Virtual. Org. Last Modified*.
- Fleming, S., & Hiple, D. (2004). Distance education to distributed learning: Multiple formats and technologies in language instruction. *CALICO Journal*, 63–82. <https://www.jstor.org/stable/24149444>
- Gerngross, G., Puchta, H., & Thornbury, S. (2007). Teaching Grammar Creatively. In *ELT Journal* (Vol. 62, Issue 4, pp. 424–427). <https://doi.org/10.1093/elt/ccn046>
- Habibah, F. A. F. (2019). The Effects Of Teaching Media And Grammar Mastery on

- Students ' Speaking Skills at State Junior High Schools in Tangerang Banten. *Pujangga: Jurnal Bahasa Dan Sastra*, 4(2), 95–111. <https://doi.org/10.47313/pujangga.v4i2.704>
- Hajati, A. J., Valipour, V., Branch, T., & Azad, I. (2018). *Archive of SID: The Effects of Flipped Classroom Strategy on Grammar Learning of Iranian*.
- Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, 89(2), 140–145.
- Hidayad, F., Ridayani, R., Purwanto, M. B., & Agustinasari, E. (2024). Transforming Education In The 5.0 Era: A Case Study On The Digital Readiness Of English Lecturers At Polytechnics. *Language and Education Journal*, 9(2 SE-Articles). <https://doi.org/10.52237/lej.v9i2.896>
- Hockly, N. (2018). Blended Learning. *ELT Journal*, 72(1), 97–101. <https://doi.org/10.1093/elt/ccx058>
- Isaacs, T. (2016). *Assessing speaking*. Mouton De Gruyter Berlin.
- Jalinus, N., Verawardina, U., & Krismadinata, P. D. (2020). *Buku model flipped blended learning*. Penerbit CV. Sarnu Untung.
- Khalilova, L., Ravshanov, H., Xudayberdiyev, R., & To'rakulova, G. (2024). Digital Technology Integration for Improving Foreign Language Learning. *Евразийский Журнал Технологий и Инноваций*, 2(1 SE-), 188–191. <https://in-academy.uz/index.php/ejti/article/view/25672>
- Knight, P. T. (2002). Summative assessment in higher education: practices in disarray. *Studies in Higher Education*, 27(3), 275–286.
- Li, K., & Moore, D. R. (2018). Motivating Students in Massive Open Online Courses (MOOCs) Using the Attention, Relevance, Confidence, Satisfaction (ARCS) Model. *Journal of Formative Design in Learning*, 2(2), 102–113. <https://doi.org/10.1007/s41686-018-0021-9>
- Metcalf, J. (2017). *Learning from Errors*. <https://doi.org/10.1146/annurev-psych-010416-044022>
- Penney, D., Jones, A., Newhouse, P., & Campbell, A. (2012). Developing a digital assessment in senior secondary physical education. *Physical Education and Sport Pedagogy*, 17(4), 383–410.
- Purwanto, M. B., & Umar, U. (2024). Innovations and Hurdles in Digital English Learning: A Hospitality Education Perspective. *Jolly Journal of English Education*, 2(2 SE-Articles), 106–121. <https://ejournal.staihwduri.ac.id/index.php/jjee/article/view/92>

- Ramalingam, S., & Yunus, M. (2022). Blended Learning Strategies for Sustainable English as a Second Language Education : A Systematic Review. *Sustainability Review*, 14(1), 1–17. <https://doi.org/https://doi.org/10.3390/su14138051>
- Sharma, P. (2010). Blended learning. *ELT Journal*, 64(4), 456–458.
- Syvvi, M. J., & Mazbayev, O. B. (2022). Distance learning is an innovative technology of the school. *Cornell University*, 23(3), 369–382.
- Tang, J., & Harrison, C. (2011). Investigating university tutor perceptions of assessment feedback: three types of tutor beliefs. *Assessment & Evaluation in Higher Education*, 36(5), 583–604. <https://doi.org/10.1080/02602931003632340>
- Taras, M. (2005). Assessment–summative and formative–some theoretical reflections. *British Journal of Educational Studies*, 53(4), 466–478.
- Valiathan, P. (2002). Blended learning models. *Learning Circuits*, 3(8), 50–59.
- Wiliam, D., & Leahy, S. (2007). A theoretical foundation for formative assessment. *Formative Classroom Assessment: Theory into Practice*, 29–42.
- Wilson, C. (2019). 6 Ways Teachers Are Using Blended Learning. *Teachthought. Com. Last Modified*.
- Wörtwein, T., Morency, L. P., Chollet, M., Stiefelhagen, R., Schauerte, B., & Scherer, S. (2015). Multimodal public speaking performance assessment. *ICMI 2015 - Proceedings of the 2015 ACM International Conference on Multimodal Interaction*, 43–50. <https://doi.org/10.1145/2818346.2820762>
- Zhou, Z. (2017). The Investigation of the English Grammar Learning Strategy of High School Students in China. *Theory and Practice in Language Studies*, 7(12), 1243. <https://doi.org/10.17507/tpls.0712.11>