

The Design and Implementation of an Online Formative Assessment to Foster Interactive English Learning Among Senior High School Students in Indonesia

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ABSTRACT

In response to pandemic-related learning loss, the Indonesian government has implemented a new English language curriculum with a focus on holistic assessment. However, the effectiveness of this curriculum relies on innovative teaching practices. This study positions the author as a curriculum engineer who has developed an online formative assessment concept. The aim of this research is to create a formative assessment tool that records student learning processes, promotes interactive English learning, and overcomes traditional pedagogical practices. By recording student learning processes and integrating technology, such as mind mapping and word clouds, students are able to explore, investigate, and generate new knowledge. The study follows a Research and Development (R&D) approach and the developed website highlights the two online formative assessment methods. The findings demonstrate that using the online formative assessment tool can enhance students' critical thinking and communication skills while improving their English proficiency. Based on these results, this study recommends that schools integrate formative assessment tools into their English language curriculum to promote interactive learning and overcome traditional teaching practices. The findings of this study are relevant to educators, policymakers, and curriculum developers interested in promoting interactive English learning in a technology-enhanced learning environment. This study expected to be an assessment innovation in the interactive English.

Keywords: Online formative assessment, technology-enhanced learning, transformative learning, critical thinking, interactive learning.

BACKGROUND

The current level of literacy in Indonesia is very concerning. This concern arises because, in various international literacy tests, Indonesia has consistently ranked in the lowest position. First, in 2022 the English Proficiency Index (EPI) Indonesia is ranked 81st out of 111 countries, down one place from last year as recorded by English First (EF). With 466 points, Indonesia falls into the low proficiency category. Based on the data, the graph below depicts Indonesia's EPI over the last ten years. This EPI data shows that Indonesians are still unconcerned about their seriousness in learning English.

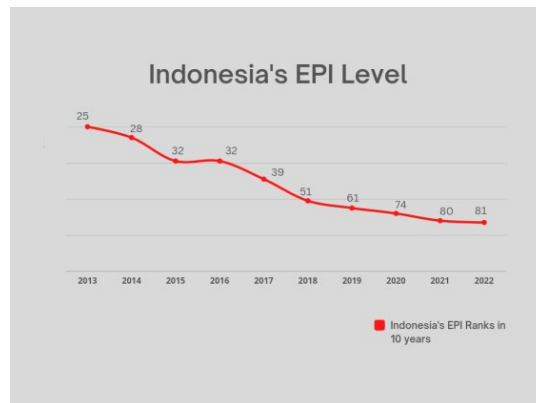


Figure 1. Graph of Indonesia's EPI level over the last ten years

In the last 10 years, Indonesia has decreased by 65 points. Second, PISA the last nine years Indonesian students' ability is still lower than that of students in ASEAN countries. Indonesia's score in PISA is always low. This indicates that Indonesia is experiencing a learning crisis. Then International Mathematics and Science Study Trend (TIMSS). In general, TIMSS seeks to track the outcomes of the educational system in terms of student achievement in Mathematics and Science. TIMSS is administered every four years. According to the results of the most recent study, TIMSS 2015, Indonesia is ranked 44th out of 49 countries (Hadi, S. & Novaliyosi, 2019). By looking at the results of the literacy test above, we should transform, develop learning that meets the requirements of the new curriculum and transform from traditional pedagogy to transformative pedagogy.

This fact shows that there needs to be a change in the learning process in English classes. The implementation of the new curriculum (Emancipated curriculum) in Indonesia, teachers are given the freedom to choose teaching tools and assessment framework, allowing learning to be adapted to the needs of students. Understanding the concept of good assessment is an important skill that a language teacher must have. Based on (Nurdiana, 2020) teacher should be literate in language assessment, such as how to create a good test or which method to use to assess their students' learning.

As the most perfect creature of God among God's other creatures, humans should be able to maximize the performance of all members of the body, especially the brain in the learning process (Alwasilah, 2014). In fact, each of our brains functions slightly differently. Some of our differences are due to genetic differences. Some examples from our culture. Some of our personal histories and life choices. All of these differences are beneficial to humanity as a species because they indicate that we have a vast neural diversity that we can use to adapt and grow in changing times and environments (Fletcher, 2021). Furthermore, as explained by Lian (2018), following Peterson (2017), the implication of this description is that in order to acquire learning

activity, the right hemisphere of the brain must be engaged to trigger the processes of hypothesis formation, pattern generation, pattern evaluation, and, finally, key pattern formation and mastery.

The Indonesian government is currently implementing a new curriculum, known as the Merdeka Curriculum. Whereas the Merdeka curriculum has several learning characteristics that are increasingly promoting student-centered learning. Based on Alwasilah (2014, p. 157-158) cited from his book, a new curriculum is never a bad idea. What is critical is not changing the curriculum, but rather its implementation. The educational curriculum requires continuous improvement rather than constant change. Based on the article (Sudimantara, 2020), recent research indicates that both curriculum renewal and syllabus development projects are essential components of a quality assurance system that emphasizes transparency and accountability in curriculum design and practice. Transparent and accountable course syllabus elements, for example, provide guidance on shifting knowledge structures, the use of new technologies, an emphasis on developing student skills, and extended responsibility given to students for the development of their own learning. It means that all students and teachers should be familiar with digital learning. The better the new teachers' qualifications, the more effectively professional teacher standards are expected to be applied in schools (Sudimantara, 2021). Therefore, teachers are expected to be able to meet the needs of learners in the 21st century

The current condition that is common is that the teacher only focuses on the results of the summative assessment. Meanwhile, to analyze the learning outcomes of students, the teacher must have a basis and a lot of data. As we know that each individual has a different learning process as well as varying uniqueness. Therefore by combining data from several assessment processes the teacher will have a lot of data to make it easier for him to analyze the character of each student. Essentially, there is no major distinction between formative assessment conducted in an online learning setting and in-person. The primary contrast is the utilization of technology or media, which requires access to the internet (Kristiyanti, 2021). The integration of technology in education is not a new concept and the use of technology in learning and teaching is not a new phenomenon (Hubbard. P.). In the era of technology and information, plenty of researchers have pointed out the significance of learner training on developing learners' skill base to use technology effectively (Lian. P. et all, 2021). Teachers should be able to adjust the entire learning process in accordance with the times.

Assessment does not only stop in the process of assessing, but students development must also be reported both by students and by the teachers themselves to parents and school principals (Szanto, 2020). The impact of new technologies in educational contexts has been mostly positive as new technologies have given educators the opportunity to enhance their knowledge, skills, and therefore enhance the standard of education (Lian. P. A. et all, 2018). An online formative assessment can be used as an assessment medium in the English class to promote learning Interactive learning. Interactive learning is a 18 practical teaching theory that can help students improve their overall abilities. Education is more than just classroom instruction; it also includes activities outside of the classroom.

This study aims to develop an online formative assessment to promote interactive English teaching at the senior high school in Cirebon. by using a transformative pedagogy approach in order to meet the elements that exist in the new curriculum and to meet the criteria of learning principles in the 21st century. Online

formative assessment can be a solution to traditional pedagogical practices. Teachers can combine the entire series of assessments carried out during the learning process so that they can create student-oriented learning, also known as interactive learning, so that language learning objectives can be achieved.

RESEARCH METHOD

The research method in this study uses the qualitative research. The design of this research uses research and experimental development (R&D). R&D is the creative and systematic work undertaken to increase the stock of knowledge including knowledge of humanity, culture, and society as well as to devise new applications of existing knowledge. An activity must meet five core criteria to be classified as R&D: novelty, creative, uncertainty, systematic, and transferable or reproducible (OECD, 2015).

The authors of this research examine how online formative assessments are put into practice in the context of teaching and learning English. This research was conducted in one of the senior high schools in Cirebon, in the tenth grade of the second semester. After conducting the research, the data obtained will be analyzed through several stages, the following are the steps in analyzing the data that has been collected by the researcher: Transcript the data, classifying the data, and processing the data to answer the research question: To what extent were creative processes involved in the research and development of this research and how did these creative processes inform the characterization of the product prototype?

DISCUSSION

A. Creative processes involved in the research and development of this research

This section contains findings discusses creative processes in developing prototype product. At this stage, the author understands very well that the learning process is very unpredictable, the uniqueness of each individual in obtaining information for the learning process will be formed and each individual must have a process that is not the same. The product developed in this research is an *online formative assessment* to promote interactive English learning. Formative assessment is needed as an evaluation method that is carried out to evaluate students' understanding processes, learning needs, and academic progress during learning. Formative assessment can monitor student learning and provide regular, ongoing feedback. For students, formative assessment serves to assist in identifying strengths and aspects that need to be developed. For teachers, formative assessment functions to provide information about what challenges students face in the learning process so that adequate support can be provided.

1. Lesson Plan Analysis

In this section the writer will analyze the lesson plan used by the teacher to teach. The author finds that the concept of learning English in that school still adheres to teacher centered. The author takes learning material that discusses narrative text in class X semester two. The author automatically finds that the monotonous assessment concept still adheres to the memorization method as an assessment, using only one book source (LKS). The author feels this is interesting to discuss further because learning and the assessment process are very closely related. The teacher still adheres

to teacher-centered learning, prioritizing vocabulary and structure. Almost all learning activities are dominated by the teacher. Then the teacher only uses one learning resource, namely the Student Worksheet (LKS). Do not use the internet as a learning medium. For the case above, the lesson plan is the teacher's plan when teaching narrative texts. The teacher does not invite students to explore and investigate types of narrative text. In terms of Assessment, it appears that the teacher does not assess students holistically. The lesson plan has no assessment framework. The teacher only focuses on how much vocabulary they know without telling how the vocabulary interacts with other components.

2. Text Analysis

After looking at the English language learning material in the second semester in class X of senior high school, the writer knows that the material about text dominates. Therefore the writer focuses on one material, namely narrative text. The author conducts an analysis of the texts studied by students, especially in the chapter that discusses narrative text. The author uses the Reading for Emotion RFE approach in which there are six elements that are analyzed, namely focus, disturbance, dialogue, development, resolution and in one text. The author aims to find out whether the text used in schools can trigger the level of critical thinking or not. Because RFE is a learning tool that helps build a pattern in retrieving information from a text. RFE is different from text structure, RFE is custom. Therefore, the author feels that this is important to do.

The one of text n textbook was analyzed by the writer using the RFE approach, the results of which show that the narrative text above has a focus on the beginning of the sentence. Then followed by disturbance which makes the reader more curious to read the text. Furthermore, there is also a dialogue between characters that clarifies what the author wants to convey. There is a development problem. However, there is no part that highlights the resolution of the story above, which is very unfortunate because in this section it is how the story above is resolved, and like reviewing things that become problems can be avoided in the ways presented in the resolution section. In terms of morals, moral values are conveyed by the author of the story, but it is implied in nature, it is not written down as to what are the benefits for us knowing the narrative story above.

By using the RFE approach, it can make it easier for teachers to develop assessment concepts for text material. Because a text can be something that is used as a problem solving of learning. Therefore, if a text has elements like those in the RFE, it will support students to become more critical thinkers. Because in its structure, students are invited to analyze what essence is contained in the text. The RFE concept will also keep students' brains busy. That way, students are accustomed to analyzing from all sides. The writer analyzes two types of texts, namely narrative and recount texts. From the results of text analysis using the RFE approach, the authors found that there was only one text which contained the elements analyzed by the RFE approach. The text is entitled Issumboshi with narrative text type.

3. Formative Assessment Components Analysis

In this second semester, the learning material being studied will highlight writing skills, namely recount text, narrative text, announcement and song. The author highlights two types of formative assessments that are carried out online, namely the

mind mapping concept and the word cloud method. Both types of formative assessment can be done online. This mind mapping and word cloud method will automatically be able to train students to carry out analysis which can support interactive English learning activities. As we know that interactive learning is closely related to the process of investigation, exploration and problem solving in learning. Which is the concept of interactive learning will connect one learning component with other learning components.

4. Developing a website as a database of learning evidence of students

The author uses Google sites in its manufacture. In the initial view there is a project profile and research profile. The project profile contains product descriptions developed by the author while the research profile is developed. While the research profile contains the author and the author's interest in a particular field. This website can be used by teachers and students. There is a special column for storing the student learning outcomes data base and a special column for the assessment process itself. The website can be used as a database of student learning outcomes, including columns that students can use to write down their progress and the teacher can provide feedback on each process. Then students can write down what they have learned each week. Students can submit their work. For teachers, there is an assessment column for each student, then there is a mapping of the material to be taught. On the website there are also sites that facilitate learning (additional resources).

From all the series of creative processes above, the authors found a new concept of formative assessment which is closely related to the learning process. This new concept can be said to be a new paradigm of learning. This new paradigm can overcome the monotonous concept of teaching teachers, not only about how to teach, but also how to evaluate it too. If teachers are trapped in a teaching approach that is still traditional, it will greatly affect the quality of education in Indonesia. The government has made a new policy by implementing the emancipated curriculum in Indonesia. Indeed, each curriculum will have its own characteristics, both advantages and disadvantages. But it is the teacher as an intellectual who will perfect it. This new curriculum aims at communicative competence in English with multimodal texts such as visual, audio and audio-visual which can develop self-confidence to express a sense of responsibility and develop creativity and think critically to compete with other countries. (quoted from Dr. Nunung's statement on the Podcast with Dr. Ania Lian).

With this in mind, will all of these objectives be fulfilled if the teacher is still stuck in traditional learning? The answer is no. This new pedagogy in learning will breaking way from pedagogic grammar, no more repetition. Grammar is important, but emotions in learning something are more important, including learning English. The memorization method is one of the most visible characteristics of the traditional learning process. With the product developed by the author, learning that is still traditional will be replaced by non-traditional learning. Because with the new concept of assessment that the authors have developed, namely inviting students and even teachers to explore, creativity and non-traditional characteristics, namely engagement, digital literacy, empathy, ethics and organization. With this digital assessment, it is one of the author's missions as a curriculum engineer for developing new infrastructure of learning.

The author develops a product that can highlight the meaning of learning itself, because the essence of learning itself is paying attention to what matters with the online

formative assessment concept, students and even teachers can find out what things are important to them. Then, a transformative pedagogy concept will be created. Because this transformative pedagogy is a teaching approach that is based on change and challenges students to look critically and even ask questions about how they relate to the world around them (Lian, A. 2022). Because we need an assessment concept that allows students to carry out self-management in learning.

As an intellectual, we should be aware of the above awareness. A teacher must have analytical skills which are very important. Because a teacher who always analyzes is a teacher who cares about the dangers of learning lost. The role of the teacher as a coach or mentor is something that will never be replaced by anything, including the sophistication of technology in the 21st century. However, this fact does not mean that teachers do not need technology, instead teachers can increase student literacy with information that can be accessed by technology. The concept of online formative assessment can be a medium for technology-based learning. Each learner will have their own creative process in processing information that can support the process of understanding something. With the creative processes that the writer has discussed above, the writer realizes that the most important thing in learning is a new awareness. Bringing emotions in every learning process is something important. Because the emotional pathway is the memory pathway.

B. The characterization of the product prototype

The author develops a holistic assessment where the assessment does not only focus on values. The new awareness that the author has built in this product is that if each individual has different uniqueness, it will be very unfair if we as teachers judge our students in the same way. Because every student will have a different way of finding their *AHA moment*. This is in line with the agency concept. The agency concept is closely related to the concept of differentiated learning. Each learning process must create a different experience, having its own unique side from each process. Therefore the authors are very interested in developing this product as a place for formative assessment, where all student learning processes will be recorded which this website will become a database of student learning outcomes.

The product developed by the author has several characteristics that can support the success of an interactive English learning process, especially in high schools. The following are the characteristics of the products developed by the author.

1. Innovative Assessment Techniques

The author develops a formative type of assessment that can be done online, namely the concept of mind mapping and word cloud analysis. The concept of each assessment component is something new that can promote interactive English learning. By developing a website for online formative assessment that can be used by both teachers and students, the authors hope to change from teacher-centeredness to student-centeredness, not to be monotonous in the learning process and giving assignments, not to stick to grammar-based learning, and have learning tools that can activate the insula system in the brain. For that, the author also uses learning tools that are proven to be able to support it all.

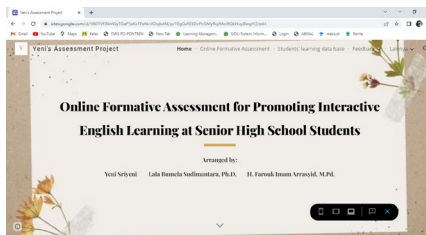


Figure 2. Website for formative assessment

On the website, the author provides a special place for teachers and students. In addition, the author also includes links that are connected to other digital learning resources in Additional Resources. With an assessment tool that can be used by both teachers and students, it can simplify and promote interactive English learning.

2. Self-monitoring and new consciousness that promotes differentiated learning

There is a new awareness built through the product developed by the author. Namely that every individual has different uniqueness, it would be unfair if we as teachers judge our students in the same way. Even though we know the process of someone in learning something will not be the same. Of course this has something to do with the online formative assessment concept developed by the author.

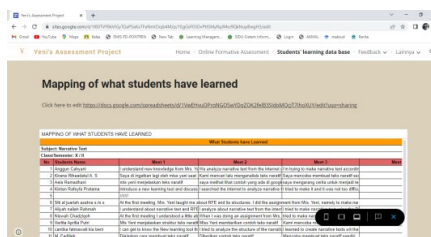


Figure 3.

All evidence of student learning outcomes will be recorded. Students can write down what they have learned. That way, students have an awareness of what has been learned and can monitor what needs to be clarified. Teachers can analyze the results of student reflections and can determine the next steps.

3. Promoting holistic assessment and as a new paradigm in learning

This research is based on the concept of a transformative pedagogy that promotes holistic learning and assessment. The following is a visualization of the formative assessment concept, but does not ignore the diagnostic test and summative assessment concepts. Because if all of assessments concept can be connected properly, the teacher can have more data sources to assess and analyze the abilities of his students. A diagnostic test is needed to determine the initial level of students. Then there are things that cannot be assessed through numbers, that is why formative assessment is needed in the learning process. Summative assessment is still needed as an overview of the overall understanding of students. By realizing and connecting the three, the teacher will have a holistic assessment concept. Not only referring to one assessment result. By developing a website for online formative assessment that can be used by both teachers and students, the authors hope to change from teacher-centeredness to student-centeredness, not to be monotonous in the learning process and giving assignments, not to stick to grammar-based learning, and have learning tools that can activates the insula system in the brain.

4. The concept of assessment that can record student learning outcomes

The author brings the concept of formative assessment that can record student learning outcomes. The concept of formative assessment which is designed online and the data from the results of its implementation will be stored on the website has been designed by the author to store records of student learning outcomes through the online formative assessment concept.

NAME	GRADE	SCORE	DATE
Mikha Yulia	100	100	10/10/2020
Diana R.	100	100	10/10/2020
Anggi R. S.	100	100	10/10/2020
Julia R.	100	100	10/10/2020
Esteria P.	100	100	10/10/2020
Rina	100	100	10/10/2020
Kaitia P.	100	100	10/10/2020

Figure 4. Template for recording student's learning outcomes

The teacher's role here is as a mentor or coach who then uses the information obtained from the evidence of student learning to improve the learning process that has been carried out, making it more effective and efficient. Student involvement in formative assessment is very important, because active students will be easily monitored by the teacher, whether the student understands the lesson or not.

In learning that uses the new paradigm, teachers are expected to pay more attention to the formative assessment concept, because so far the assessment concept tends to be summative assessment. Even though by conceptualizing the right formative assessment, the teacher has data on the results of the formative assessment for continuous improvement of the learning process.

With the concept of formative assessment that pays attention to approaches to exploratory learning, brain based learning, student centered and holistic in nature, it will facilitate the creation of learning with the concept of differentiated learning. From the results of the teacher analysis above, the writer can conclude that in one class there are two groups, namely a group of students who can be said to be beginners and the only group of students who are already at the beginner level.

With an assessment paradigm that considers errors in the learning process to be normal. Precisely if this is accepted, communicated and then the right solution is found, then this will stimulate the development of students' brain performance. The assessment is not only about the value they get, but what is more important than the value is the process. And the formative assessment is a process-oriented assessment, not just a value.

In the formative assessment also biases students to always self-reflect after learning is over. With this, what their needs will be seen. As well as the teacher can analyze it because of the learning process that was recorded after the implementation of the assessment. The concept of online formative assessment developed by the author can be a media assessment process that can record student learning outcomes. Because a good assessment is an assessment that can record student learning outcomes. In addition, what is no less important is after the assessment process is there any new awareness gained by students or not.

This new concept of formative assessment can create new perceptions about assessment and learning. As Beau Lotto (2016) said in his book *Deviate: The Science Seeing Differently*, perception is important because perception will underlie how we think, know, and believe something. This is in line with the concept of unpredictable learning. For this reason, our mind set in learning English should not only be fixated

on one component such as grammar and or vocabulary. Learning English is not only about grammar or vocabulary, but also learning how the elements of language interact with each other.

CONCLUSION

This research offers a new concept of formative assessment that can promote interactive learning in learning English. Interactive learning is learning that requires students to always investigate what information they need to support learning, especially in learning English. In the concept of interactive learning, students must be accustomed to exploring and analyzing to find solutions to problems in the learning process. Therefore, in terms of learning, the learning process is something very important. The concept developed by the author is an online formative assessment. Assessment is an important element in the world of education. A teacher must have an assessment framework. Many teachers consider formative assessment not so important. Learning is closely related to a process. A good assessment is an assessment that can record student learning processes and can assess them as a whole.

The online formative assessment concept developed by the author is an assessment concept that can create and record student learning processes. With the concept of a website that can be used by teachers and students which can become a data base for student learning progress. Teachers can provide feedback and have a format for analyzing each lesson after the last one chapter. This is important because the teacher can develop learning concepts in the next meeting. The teacher's ability to analyze will be seen here. In this research, the author has a new perspective both for assessment, pedagogy and curriculum. As someone who will later enter the world of education, the writer must be prepared to realize learning that is more transformative and uses a new paradigm in teaching. With an assessment concept that can assess as a whole, and can be a place for students to analyze and investigate in each process, it will shape the character of students as students of all time.

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