

REFERENCES

- A. Buzzetto-More, N., Johnson, R., & Elobaid, M. (2015). Communicating and Sharing in the Semantic Web: An Examination of Social Media Risks, Consequences, and Attitudinal Awareness. *Interdisciplinary Journal of E-Skills and Lifelong Learning*, 11(January), 047–066.
<https://doi.org/10.28945/2167>
- Azhar, I. (2009). Konstruksi Pembelajaran I2M3. *Jurnal Studi Islam Madinah*, 1(1), 7–20.
- Dhahir, D. F. (2020). a Qualitative Study on Students Behavior Toward Sudden Online Learning Policy. *Journal of Information Technology and Its Utilization*, 3(1), 18. <https://doi.org/10.30818/jitu.3.1.3111>
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22.
<https://doi.org/10.1177/0047239520934018>
- Eleni, T., & Ifigenia, K. (2020). Observation as an alternative assessment method in assessing second-language productive skills. *Proceedings of the 6th International Conference on the Promotion of Educational Innovation, October*, 173–181.
- Fitriah, Mutmainah, Hoiriyanto, & Lilik, F. K. (2020). Exploring Students' Experiences Toward Online and Offline Assessment. 434(Iconelt 2019), 309–312. <https://doi.org/10.2991/assehr.k.200427.062>
- Gupta, A., Studies, P., & Studies, P. (2019). *Principles and Practices of Teaching English Language Learners*. 12(7), 49–57.
<https://doi.org/10.5539/ies.v12n7p49>
- Husni. (2020). *The Problems Faced By the Teachers in Teaching English As a*. 74.
- Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, 39(2), 83–101.
<https://doi.org/10.1017/S0261444806003399>

- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87.
<https://doi.org/10.4103/0976-0105.141942>
- Masrom, M. (2007). Technology acceptance model and E-learning. *12th International Conference on Education, May*, 21–24.
- Nishanthi, R. (2018). *The Importance of Learning English in n Today World. December*. <https://doi.org/10.31142/ijtsrd19061>
- Nugues, P. M. (2014). An overview of language processing. *Cognitive Technologies*, 9783642414633, 1–22. https://doi.org/10.1007/978-3-642-41464-0_1
- Padmadewi, N. N., & Artini, L. P. (2019). Assessment instruments for improving English teaching skills through microteaching in Indonesia. *Asian EFL Journal*, 21(2), 49–77.
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan*, 20(3), 392–406. <https://doi.org/10.17509/jpp.v20i3.29226>
- Stoian, C. E., Fărcașiu, M. A., Dragomir, G. M., & Gherheș, V. (2022). Transition from Online to Face-to-Face Education after COVID-19: The Benefits of Online Education from Students' Perspective. *Sustainability (Switzerland)*, 14(19). <https://doi.org/10.3390/su141912812>
- Sutadji, E., Susilo, H., Wibawa, A. P., Jabari, N. A. M., & Rohmad, S. N. (2021). Adaptation strategy of authentic assessment in online learning during the covid-19 pandemic. *Journal of Physics: Conference Series*, 1810(1). <https://doi.org/10.1088/1742-6596/1810/1/012059>
- Taras, M. (2005). Assessment - Summative and formative - Some theoretical reflections. *British Journal of Educational Studies*, 53(4), 466–478. <https://doi.org/10.1111/j.1467-8527.2005.00307.x>
- Thapa, C. B., & Lin, A. M. Y. (2013). Interaction in English language classroom to enhance students' language learning. *NELTA Choutari*, 12.

Wirawati, W. A., Laili, R. N., & Nashir, M. (2022). Post COVID-19 Learning Adaptation: Teachers' Strategies and Innovations in Teaching English in the Post Pandemic. *EduLine: Journal of Education and Learning Innovation*, 2(3), 226–233. <https://doi.org/10.35877/454ri.eduline927>

Wisudawan, N. A., Artini, L. P., & Utami, I. A. M. I. (2021). *Perceived Teaching Creativity and Strategy of Implementation in Distance Learning Activities*. 6(1). <https://doi.org/10.23887/jipp.v6i1>

