## REFRENCES

- Abdallah, M. M. S. (2021). Teaching English as a Foreign Language. In *Educational Forum* (Vol. 31, Issue 3). https://doi.org/10.1080/00131726709338061
- Adnan, Mulbar, U., Sugiarti, & Bahri, A. (2021). Scientific literacy skills of students: Problem of biology teaching in junior high school in South Sulawesi, Indonesia. *International Journal of Instruction*, 14(3), 847–860. https://doi.org/10.29333/iji.2021.14349a
- Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. Arab World English Journal, 10(3), 81–98. https://doi.org/10.24093/awej/vol10no3.6
- Akbarov, A., Gönen, K., & Aydoğan, H. (2018). Students' Attitudes toward Blended Learning in EFL Context.pdf. Acta Didactica Napocensia, 11(1), 61–68. https://doi.org/10.24193/adn.11.1.5.62
- Allen, I. E., Seaman, J., & Garrett, R. (2007). Blending in: The extent and promise of blended education in the United States. *The Sloan Consortium*, 1–29. https://doi.org/10.1007/s00170-005-0274-8
- Amin, A. (2020). Attitude Towards Language in Sociolinguistics Settings: A Brief Overview. *REiLA : Journal of Research and Innovation in Language*, 2(1), 27–30. https://doi.org/10.31849/reila.v2i1.3758
- Angelo, T. A., & Cross, P. K. (2022). CLassroom Assessment Technique. In KnE Social Sciences. https://doi.org/10.18502/kss.v7i6.10614
- Aria, D., Sukyadi, D., & Kurniawan, E. (2021). Teacher Assessment Literacy: Indonesian Efl Secondary Teachers' Self-Perceived on Classroom-Based Assessment Practice. *English Review: Journal of English Education*, 10(1), 15–26. https://journal.uniku.ac.id/index.php/ERJEE/article/view/5349
- Baleghizadeh, S., & Masoun, A. (2014). The Effect of Self-Assessment on EFL Learners' Self-Efficacy. *TESL Canada Journal*, 31(1), 42. https://doi.org/10.18806/tesl.v31i1.1166
- Baskaran, V. L., & Abdullah, N. (2022). Authentic Learning Approach in Science Education. Jurnal Pendidikan Sains Dan Matematik Malaysia, 12(2), 54–64.
- Berry, R. (2011). The Assessment as Learning (AaL) Framework for Teahcing and Learning The AaL Wheel. *Assessment and Learning*, 2, 51–70.

https://wlts.edb.hkedcity.net/filemanager/file/AandL2chapter/A&L2\_(5) Rita Berry.pdf

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. In International Journal of Phytoremediation (Vol. 21, Issue 1). https://doi.org/10.1080/0969595980050102
- Box, C. (2018). Formative Assessment in United States Classrooms: Changing the Landscape of Teaching and Learning. In *Formative Assessment in United States Classrooms: Changing the Landscape of Teaching and Learning* (pp. 1–181). https://doi.org/10.1007/978-3-030-03092-6
- Brunker, N., Spandqgou, I., & Grice, C. (2019). Assessment for learning while learning to assess: Assessment in initial teacher educators. *Australian Journal of Teacher Education*, 44(9), 89–109. https://ro.ecu.edu.au/ajte/vol44/iss9/6
- Butler, Y. G., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing*, 27(1), 5–31. https://doi.org/10.1177/0265532209346370
- Carman, J. M. (2002). Blended learning design. Proceedings of the Seventh IASTED International Conference on Computers and Advanced Technology in Education, October, 491–496.
- Chen, J. (2021). The Effectiveness of Peer Assessment in EFL Blended Learning Environments. 566–568. https://doi.org/10.1145/3456887.3457015
- Cunningham, D. (2021). A Case Study of Teachers Experiences of Blended Teaching and Learning. *Journal of Online Learning Research*, 7(1), 57–83.
- Curriculum, M. (2015). Grades 9 to 12 American Sign Language (ASL) and Deaf Culture (DC) (Issue Dc).
- Dann, R. (2014). Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy and practice. Assessment in Education: Principles, Policy and Practice, 21(2), 149–166. https://doi.org/10.1080/0969594X.2014.898128
- Dhanarattigannon, J., & Thienpermpool, P. (2022). EFL Tertiary Learners' Percpetions of Self-Assessment on Writing in English. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 521–545.
- Dragojevic, M. (2017). *Language Attitudes*. Oxford University Press. https://doi.org/10.1093/acrefore/9780190228613.013.437

- Dwiyogo, W. D. (2018). Developing a Blended Learning-Based Method for Problem-Solving in Capability Learning. *Tojet - The Turkish Online Journal* of Educational Technology, 17(1–10), 51–61. https://eric.ed.gov/?id=EJ1165753
- Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(1), 1–16. https://doi.org/10.1186/s41239-017-0087-5
- Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. https://doi.org/10.1177/2372732218816339
- Fakhir, Z., & Ibrahim, M. A. (2018). The Effect of Blended Learning on Private School Students' Achievement in English and Their Attitudes Towards It. *English Language and Literature Studies*, 8(2), 39. https://doi.org/10.5539/ells.v8n2p39
- Falah, I. fajrul, & Chairuddin. (2022). Students' Attitudes Toward Blended Learning Through Google Classroom in General English Course. *Journal of Education Linguistis Litrature and Language Reaching*, 1(5), 1–9.
- Fitriyah, I., & Jannah, M. (2021). Online Assessment Effect in EFL Classroom: An Investigation on Students and Teachers' Perceptions. *IJELTAL* (*Indonesian Journal of English Language Teaching and Applied Linguistics*), 5(2), 265. https://doi.org/10.21093/ijeltal.v5i2.709
- Firat Altay, İ., & Altay, A. (2019). A Review of Studies on Blended Learning in EFL Environment conditions of the Creative Commons Attribution license (CC BY-NC-ND). International Journal of Curriculum and Instruction, 11(1), 125–140.
- Gardner, R. C. (1985). social Psychology and second language learning: the role of attitudes and motivation. Edward Arnold.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184. https://doi.org/10.1080/2331186X.2020.1738184
- Ghimire, B. (2022). Blended Learning in Rural and Remote Schools: Challenges and Opportunities. *International Journal of Technology in Education*, 5(1), 88–96. https://doi.org/10.46328/ijte.215
- Husain, F. N. (2021). Digital Assessment Literacy: The Need of Online Assessment Literacy and Online Assessment Literate Educators. *International Education Studies*, *14*(10), 65.

https://doi.org/10.5539/ies.v14n10p65

- Isti'anah, A. (2017). THE EFFECT OF BLENDED LEARNING TO THE STUDENTS ' ACHIEVEMENT Blended learning has been popular in language learning and. *Indonesian Journal of English Education*, 4(1), 16– 30. https://doi.org/10.15408/ijee.v4i1.5697.IJEE
- James, A. B. (2020). A noteworthy next class: Making learning objectives work for you. *Communications in Information Literacy*, 14(2), 378–388. https://doi.org/10.15760/comminfolit.2020.14.2.11
- Karadag, N. (2022). Book Review Learning Through Assessment : An Approach Towards Self-Directed Learning Edited by Elsa Mentz and Anitia Lubbe. *Turkish Online Journal of Distance Education-TOJDE*, 23(1), 257–259.
- Kaur, S. (2019). Role of a Teacher in Student Learning Process. International Journal of Business and Management Invention (IJBMI), 8(12), 41–45.
- Kim, J. H., Baylen, D. M., Leh, A., & Lin, L. (2018). Blended Learning in Teacher Education. *Pre-Service and In-Service Teacher Education*, 1490– 1511. https://doi.org/10.4018/978-1-5225-7305-0.ch069
- Lehmann, C. (2007). Linguistic competence: Theory and empiry. *Folia Linguistica*, 41(3–4), 223–278. https://doi.org/10.1515/flin.41.3-4.223
- Li, X. (2018). Self-assessment as 'assessment as learning' in translator and interpreter education: validity and washback. *The Interpreter and Translator Trainer*, *12*(1), 48–67. https://doi.org/10.1080/1750399X.2017.1418581
- Mazana, M. Y., Montero, C. S., & Casmir, R. O. (2018). Investigating Students' Attitude towards Learning Mathematics. *International Electronic Journal of Mathematics Education*, 14(1), 207–231. https://doi.org/10.29333/iejme/3997
- McKay, V. (2018). Literacy, lifelong learning and sustainable development. *Australian Journal of Adult Learning*, *58*(3), 390–425. https://search.informit.org/doi/10.3316/informit.069488054638414
- Meletiadou, E. (2021). Exploring the impact of peer assessment on eff students' writing performance. *IAFOR Journal of Education*, 9(3), 77–95. https://doi.org/10.22492/ije.9.3.05
- Mellati, M., & Khademi, M. (2018). Exploring teachers' assessment literacy: Impact on learners' writing achievements and implications for teacher development. *Australian Journal of Teacher Education*, 43(6), 1–18. https://doi.org/10.14221/ajte.2018v43n6.1

- Menggo, S., & Darong, H. C. (2022). Blended Learning in EFL/ ESL Class. LLT Journal: A Journal on Language and Language Learning, 25(1), 132–148. http://e-journal.usd.ac.id/index.php/LLT
- Mkandawire, S. B. (2018). Literacy versus Language: Exploring their Similarities and Differences. *Journal of Lexicography and Terminology*, 2(1), 2517–9306.
- Moats, L. C. (2020). Speech to print language essentials for teachers. 1–11. http://slubdd.de/katalog?TN\_libero\_mab216782845
- Montoya, S. (2018). Defining Literacy. *Journal of Teacher Education*, *51*(4), 276–288. https://doi.org/10.1177/0022487100051004003
- Mortaji, L. El. (2022). Public Speaking and Online Peer Feedback in a Blended Learning EFL Course Environment: Students' Perceptions. *English Language Teaching*, 15(2), 31. https://doi.org/10.5539/elt.v15n2p31
- Muchlis, Ibnu, S., Subandi, & Marfuah, S. (2020). Students' result of learning at chemistry department through assessment of, for, and as learning implementation. *International Journal of Instruction*, 13(2), 165–178. https://doi.org/10.29333/iji.2020.13212a
- Ningrum, A. S. B., Latief, M. A., & Sulistyo, G. H. (2016). The Effect of Mind Mapping on EFL Students ' Idea Development in Argumentative Writing across Gender Differences and Learning Styles. *Dinamika Ilmu*, 16(1), 149– 166.
- Nugraha, S. T., Suwandi, S., Nurkamto, J., & Saddhono, K. (2018). The Importance of Needs Assessment for the Implementation of E-Learning in a Language Program. *KnE Social Sciences*, 3(9), 254. https://doi.org/10.18502/kss.v3i9.2686
- OECD. (2000). Measuring student knowledge and skills: the PISA 2000 assessment of reading, mathematical, and scientific literacy. OECD Report, 104.
  https://www.oecd.org/education/school/programmeforinternationalstudentass essmentpisa/measuringstudentknowledgeandskillsthepisa2000assessmentofre adingmathematicalandscientificliteracy-publications2000.htm
- Pace, D. S. (2020). The use of Formative Assessment (FA) in Online Teaching and Learning during the COVID-19 compulsory education school closure: the Maltese experience. *Malta Review of Educational Research*, 14(2), 243– 271.
- Padmadewi, N. N., Artini, L. P., Budiarta, L. G. ., & Apriliadewi, P. A. R. (2020a). Primary Literacy Activities in Basic Education in Bali: Describing

Implication on Children Reading and Writing in EFL. 394(Icirad 2019), 184–189. https://doi.org/10.2991/assehr.k.200115.030

- Padmadewi, N. N., Artini, L. P., Budiarta, L. G. R., & Apriliadewi, P. A. R. (2020b). Primary Literacy Activities in Basic Education in Bali: Describing Implication on Children Reading and Writing in EFL. *Proceedings of the 3rd International Conference on Innovative Research Across Disciplines* (*ICIRAD 2019*), 184–189. https://doi.org/https://doi.org/10.2991/assehr.k.200115.030
- Padmadewi, N. N., Artini, L. P., Ratminingsih, N. M., Utami, I. G. A. L. P., & Marsakawati, N. P. E. (2022). Needs Analysis of Literacy Assessment Using Blended Learning for Beginner EFL Learners. *Journal of Language Teaching and Research*, 13(2), 441–452. https://doi.org/10.17507/jltr.1302.27
- Papadopoulos, I., & Griva, E. (2017). PROMOTING CRITICAL LITERACY IN THE EFL CONTEXT: IMPLEMENTING A PROJECT TO YOUNG LEARNERS. European Journal of Language and Literature Studies, 7, 107– 120.
- Prince, D. E., Dewodo, C., & Atiglah, P. B. (2020). ICT skills, and benefits of teaching and learning animal science with blended learning at colleges of education in Ghana. *Journal of Education and Learning (EduLearn)*, 14(2), 289–300. https://doi.org/10.11591/edulearn.v14i2.14921
- Prosenjak, B., & Lučev, I. (2020). The impact of peer assessment on the attainment level of oral presentations skills. *Language Value*, 12(1), 30–55. https://doi.org/10.6035/LanguageV.2020.12.3
- Purwadi, Saputra, W., Wahyudi, A., Supriyanto, A., Muyana, S., Rohmadheny, P., Ariyanto, R., & Kurniawan, S. (2021). European Journal of Educational Research. *European Journal of Educational Research*, 9(1), 331–349.
- Rahman, Z., Rijanto, T., Basuki, I., & Sumbawati, M. S. (2020). The Implementation of Blended Learning Model on Motivation and Students' Learning Achievement. *International Journal for Educational and Vocational Studies*, 2(9), 767–775. https://doi.org/10.29103/ijevs.v2i9.2694
- Ratama, I. P., Padmadewi, N. N., & Artini, L. P. (2021). Teaching the 21st Century Skills (4Cs) in English Literacy Activities. *Journal of Education Research and Evaluation*, 5(2), 223. https://doi.org/10.23887/jere.v5i2.30849
- Ratminingsih, N. M., Marhaeni, A. A. I. N., & Vigayanti, L. P. D. (2018). Self-Assessment: The effect on students' independence and writing competence. *International Journal of Instruction*, 11(3), 277–290. https://doi.org/10.12973/iji.2018.11320a

- Rojahn, J., Schroeder, S. R., & Hoch, T. A. (2007). Chapter 3 Assessment. In Assessment and Treatment of Child Psychopathology and Developmental Disabilities (Vol. 2, pp. 95–132). https://doi.org/10.1016/S1871-1294(07)02003-9
- Schut, S., Heeneman, S., Bierer, B., Driessen, E., van Tartwijk, J., & van der Vleuten, C. (2020). Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. *Medical Education*, 54(6), 528–537. https://doi.org/10.1111/medu.14075
- Sewagegn, A. A. (2020). Learning objective and assessment linkage: Its contribution to meaningful student learning. Universal Journal of Educational Research, 8(11), 5044–5052. https://doi.org/10.13189/ujer.2020.081104
- Shobikah, N. (2017). The Importance of English Language in Facing Asean Economic Community (AEC). At-Turats, 11. https://doi.org/10.24260/atturats.v11i1.873
- Shobikah, N. (2020). The competencies in English. Journal of Research on English and Language Learning, 1(1), 23–36. http://riset.unisma.ac.id/index.php/JREALL/userDOI:http://dx.doi.org/10.33 474/
- Sota, M. S. (2017). Variation in Time, Place, Pace: Blended Learning and Flipped Classrooms.
- Stăncescu, I. (2017). The Importance Of Assessment In The Educational Process -Science Teachers' Perspective. July, 753–759. https://doi.org/10.15405/epsbs.2017.07.03.89
- Suarcaya, P., & Prasasti, W. D. (2017). Investigating students' critical reading: Critical literacy in EFL setting. *Electronic Journal of Foreign Language Teaching*, 14(2), 220–232.
- Sudirtha, I. G., Widiana, I. W., Setemen, K., Sukerti, N. W., Widiartini, N. K., & Santiyadnya, N. (2022). The Impact of Blended Learning Assisted with Self-Assessment toward Learner Autonomy and Creative Thinking Skills. *International Journal of Emerging Technologies in Learning*, 17(6), 163– 180. https://doi.org/10.3991/ijet.v17i06.29799
- Suherman, A. (2019). The Effects of Three Different Assessment Types on Text Revisions: A Study of Indonesian EFL Learners. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 146. https://doi.org/10.31002/metathesis.v3i2.1473

Sujannah, W. D. (2017). Online Peer Feedback as a Strategy to Improve Students'

Translation Skills. *Jurnal Pendidikan Humaniora*, *5*(4), 165–168. https://doi.org/10.17977/um030v5i42017p168

- Sukma, Abbas, A., Nurhayati, Kaharuddin, & Gheisari, A. (2022). Development of Authentic Assessment in Local Wisdom-Based Reading Learning. JRPM (Jurnal Review Pembelajaran Matematika), 7(1), 1–19. https://doi.org/10.15642/jrpm.2022.7.1.1-19
- Sumarni, W., Faizah, Z., Subali, B., Wiyanto, W., & Ellianawati. (2020). The urgency of religious and cultural science in stem education: A meta data analysis. *International Journal of Evaluation and Research in Education*, 9(4), 1045–1054. https://doi.org/10.11591/ijere.v9i4.20462
- Swiecki, Z., Khosravi, H., Chen, G., Martinez-Maldonado, R., Lodge, J. M., Milligan, S., Selwyn, N., & Gašević, D. (2022). Assessment in the age of artificial intelligence. *Computers and Education: Artificial Intelligence*, 3, 100075. https://doi.org/https://doi.org/10.1016/j.caeai.2022.100075
- Tong, D. H., Uyen, B. P., & Ngan, L. K. (2022). The effectiveness of blended learning on students' academic achievement, self-study skills and learning attitudes: A quasi-experiment study in teaching the conventions for coordinates in the plane. *Heliyon*, 8(12), e12657. https://doi.org/https://doi.org/10.1016/j.heliyon.2022.e12657
- Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education* and Training Studies, 6(9), 163. https://doi.org/10.11114/jets.v6i9.3443
- Umar, A. M. A.-T. (2018). The Impact of Assessment for Learning on Students' Achievement in English for Specific Purposes A Case Study of Pre-Medical Students at Khartoum University: Sudan. English Language Teaching, 11(2), 15. https://doi.org/10.5539/elt.v11n2p15
- Wang, X., & Zhang, W. (2022). Improvement of Students' Autonomous Learning Behavior by Optimizing Foreign Language Blended Learning Mode. SAGE Open, 12(1). https://doi.org/10.1177/21582440211071108
- Wati, S. (2018). Language attitude of undergraduate students towards English at English Education Department. *LingTera*, 5(1), 10–18. https://doi.org/10.21831/lt.v5i1.8583
- Widiastuti, I. A. (2021). Assessment and Feedback Practices in the English Language Classroom. *REiD (Research and Evaluation in Education)*, 7(1)(ISSN: 2460-6995 (Online)), 13–22. https://doi.org/doi:https://doi.org/10.21831/reid.v7i1.37741
- Wijaya, E., Ratminingsih, N., & Utami, I. G. A. (2023). DEVELOPING ASSESSMENT INSTRUMENTS FOR ENGLISH LITERACY IN

BLENDED LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS. *LLT Journal: A Journal on Language and Language Teaching*, *26*, 244–254. https://doi.org/10.24071/llt.v26i1.5073

- Wijaya, K. (2022). Indonesian EFL Teachers ' Perceptions on Formative Assessment in Writing. *Journal of English Teaching*, 8(1), 59–70.
- Wismayani, N. P. (2022). Developing Assessment Instruments for English Literacy in Blended Learning for Grade 7 Semester 1. [Universitas Pendidikan Ganesha]. In Universitas Pendidikan Ganesha (Issue 8.5.2017). https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders
- Yan, Z., & Boud, D. (2022). Conceptualising assessment-as-learning. Assessment as Learning: Maximising Opportunities for Student Learning and Achievement, June, 11–24. https://doi.org/10.4324/9781003052081-2
- Yuliyana, M., Rochmiyati, R., & Maulina, D. (2021). Blended Learning Assessment Instrument For Elementary School. *Edunesia* : Jurnal Ilmiah Pendidikan, 2(3), 668–676. https://doi.org/10.51276/edu.v2i3.189
- Zamzami, Z., & K, C. M. (2018). Blended Learning Method Within Indonesian Higher Education Institutions. *Jurnal Pendidikan Humaniora*, 6(2), 69–77.
- Zua, B. (2021). Literacy: Gateway to a World of Exploits. *International Journal* of Education and Literacy Studies, 9(1), 96. https://doi.org/10.7575/aiac.ijels.v.9n.1p.96
- Zulaiha, S., Mulyono, H., & Ambarsari, L. (2020). An Investigation into EFL Teachers' Assessment Literacy: Indonesian Teachers' Perceptions and Classroom Practice. *European Journal of Contemporary Education*, 9(1), 189–201. https://doi.org/10.13187/ejced.2020.1.189

