

REFERENCES

- Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: why and how of it? *Indian Journal of Medical Specialities*, 4(2).
<https://doi.org/10.7713/ijms.2013.0032>
- Agustini, N. P. L., Dewi, N. L. P. E. S., Paramartha, A. A. G. Y., & Wahyuni, L. G. E. (2024). Students' Perception and Challenges on the Use of Self-Assessment in English Writing Competence at Junior High School. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(1), 71–80.
<https://doi.org/10.23887/jpbi.v12i1.75375>
- Alfian, A., Rasyid, M. N. A., Habibi, A., Noprival, N., & Yusuf, M. (2022). Classroom Assessment Practices of EFL Lecturers with Current Curriculum Implementation: Where Policy Meets Practice. *REiLA : Journal of Research and Innovation in Language*, 4(3), 320–334.
<https://doi.org/10.31849/reila.v4i3.11005>
- Allen, I. E., Seamen, J., & Garrett, R. (2007). Blending in: The extent and promise of blended education in the United States. USA: The Sloan Consortium. *Blending in: The Extent and Promise of Blended Education in the United States. USA: The Sloan Consortium.*, May 2014, 1–29.
- Artini, L. P., Padmadewi, N. N., Ratminingsih, N. M., Utami, I. L. P., & Marsakawati, N. P. E. (2021). Pengembangan instrumen asesmen pembelajaran berbasis literasi. (*Unpublished Research*).
- Ary, Donald., Jacobs, L. Cheser., & Razavieh, Asghar. (2010). *Introduction to Research in Education*. Wadsworth.
- Astitiani, M., Dewi, N. L. P. E. S., & Paramartha, .A. Gede Yudha. (2022). Students' Perception of Self-Assessment in Assessing Writing Skill during Online Learning. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 10(2), 146–154. <https://doi.org/10.23887/jpbi.v10i2.50007>
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Open University Press.
- Black, P., & Wiliam, D. (1998). Inside the Black Box: Raising Standards through Classroom Assessment. *Phi Delta Kappan*, 80(2), 139–148.
<https://doi.org/10.1177/003172171009200119>
- Brooks, C., Burton, R., van der Kleij, F., Ablaza, C., Carroll, A., Hattie, J., & Neill, S. (2021). Teachers activating learners: The effects of a student-centred feedback approach on writing achievement. *Teaching and Teacher Education*, 105, 103387. <https://doi.org/10.1016/j.tate.2021.103387>
- Broughton, G., Christopher, B., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign Language* (J. Eggleston, Ed.; Second). Routledge.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching Fifth Edition*.

- Brown, H. D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson.
- Campos, E. L. (2017). Test Implementation in the field: The experience of Chile in international large- scale assessments. In P. Lietz, J. C. Cresswell, K. F. Rust, & R. J. Adams (Eds.), *Implementation of large - scale education assessments* (First, p. 465). Wiley.
- Clark, R. C., & Mayer, R. E. (2016). *e-Learning and the Science of Instruction* (R. C. Clark & R. E. Mayer, Eds.; 4th ed.). John Wiley & Sons.
<https://doi.org/10.1002/9781119239086>
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences Second Edition* (2nd ed.). Lawrence Erlbaum Associates.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson.
- Damaianti, V. S., Abidin, Y., & Rahma, R. (2020). Higher order thinking skills-based reading literacy assessment instrument: An Indonesian context. *Indonesian Journal of Applied Linguistics*, 10(2), 513–525.
<https://doi.org/10.17509/ijal.v10i2.28600>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer US. <https://doi.org/10.1007/978-1-4899-2271-7>
- Dewi, G. P. R., Santosa, M. H., Dewi, N. L. P. E. S., & Nitiasih, P. K. (2023). Assessing students' writing skills in virtual classroom: strategies and challenges in EFL context. *Journal on English as a Foreign Language*, 13(1), 147–170. <https://doi.org/10.23971/jefl.v13i1.5288>
- Dubec, R. (2019). *Assessment For, As, and Of learning*. Teaching Commons.
<https://www.lakeheadu.ca/teaching-commons>
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation* (H. Giles, Ed.). Edward Arnold.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95–105. <https://doi.org/10.1016/j.iheduc.2004.02.001>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 0–37.
<https://doi.org/10.1080/2331186X.2020.1738184>
- Ghaffar, M. A., Khairallah, M., & Salloum, S. (2020). Co-constructed rubrics and assessment for learning: The impact on middle school students' attitudes and writing skills. *Assessing Writing*, 45(May).
<https://doi.org/10.1016/j.asw.2020.100468>

- Graham, C. R. (2006). Blended Learning Systems: Definition, Current Trends, and Future Directions. In C. J. Bonk & C. R. Graham (Eds.), *The Handbook of Blended Learning: Global Perspectives, Local Designs* (pp. 3–21).
- Guo, W. Y., & Yan, Z. (2019). Formative and summative assessment in Hong Kong primary schools: students' attitudes matter. *Assessment in Education: Principles, Policy and Practice*, 26(6), 675–699.
<https://doi.org/10.1080/0969594X.2019.1571993>
- Heritage, Margaret. (2010). *Formative Assessment: Making It Happen in the Classroom*. Corwin.
- Hockly, N. (2018). Technology for the language teacher: Blended learning. *ELT Journal*, 72, 97–101. <https://doi.org/10.1093/elt/ccx058>
- Hoy, W. K., & Adams, C. M. (2016). *Quantitative research in education* (Second). SAGE Publications, Inc.
- Ismail, S. M., Rahul, D. R., Patra, I., & Rezvani, E. (2022). Formative vs. summative assessment: impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill. *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00191-4>
- Kaharuddin, A. (2020). Contribution of technology, culture, and attitude to English learning motivation during COVID-19 outbreaks. *Systematic Reviews in Pharmacy*, 11(11), 76–84. <https://doi.org/10.31838/srp.2020.11.13>
- Kemendikbud. (2013). *Permendikbud Nomor 81A Tahun 2013 tentang Pedoman Implementasi Kurikulum*. Kementerian Pendidikan dan Kebudayaan.
- Kemendikbud. (2017). Gerakan Penguatan Pendidikan Karakter (PPK) [Infographics of the Strengthening Character Education Movement]. *Indonesian Ministry of Education and Culture*, 1–10.
https://cerdasberkarakter.kemdikbud.go.id/?page_id=132%0Acerdasberkarakter.kemdikbud.go.id
- Kumaravadielu, B. (2006). *UNDERSTANDING LANGUAGE TEACHING: From Method to Postmethod*. Lawrence Erlbaum Associates, Inc.
- Lailiyah, L., Ratminingsih, N. M., Utami, I. L. P., Artini, L. P., Padmadewi, N. N., & Marsakawati, N. P. E. (2022). Peer Assessment-based Digital Literacy, EFL Students' Reading Competency, and Engagement. *Journal of Education Research and Evaluation*, 6(4), 678–687.
<https://doi.org/10.23887/jere.v6i4.53012>
- Lock, J. V., & Redmond, P. (2015). Empowering Learners to Engage in Authentic Online Assessment. In S. Koç, X. Liu, & P. Wachira (Eds.), *Assessment in Online and Blended Learning Environment* (p. 307). Information Age Publishing Inc.

- Mekonen, Y. K., & Fitiavana, R. A. (2021). Assessment of Learning Outcomes in Higher Education: Review of literature. *International Journal of Research Publications*, 71(1), 69–76. <https://doi.org/10.47119/ijrp100711220211766>
- Mirawati, I. G. A. (2022). *Developing assessment instrument for English literacy in blended learning for grade 8 semester I*. Ganesha University of Education.
- Mistian, W., Istiyono, E., & Syamsudin, A. (2022). Construction of the character assessment instrument for 21st century students in high school. *European Journal of Educational Research*, 11(2), 935–947. <https://doi.org/ResearchArticlehttps://doi.org/10.12973/eu-jer.11.2.935>
- Nongkynrih, B. (2012). Sampling, Sample size estimation and Randomisation. *Indian Journal of Medical Specialities*, 3(2), 1–4. <https://doi.org/10.7713/ijms.2012.0056>
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9781139524506>
- OECD. (2023). *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*. OECD Publishing.
- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia - Social and Behavioral Sciences*, 29(June), 994–1000. <https://doi.org/10.1016/j.sbspro.2011.11.333>
- Ortega-Ruipérez, B. (2022). The Role of Metacognitive Strategies in Blended Learning: Study Habits and Reading Comprehension. *RIED-Revista Iberoamericana de Educación a Distancia*, 25(2). <https://doi.org/10.5944/ried.25.2.32056>
- Padmadewi, N. N., & Artini, L. P. (2017). Pengembangan budaya literasi bahasa Inggris sekolah dasar di Bali. (*Unpublished Research*).
- 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>
- Pahl, K., & Rowsell, J. (2005). *Literacy and Education: Understanding the New Literacy Studies in the Classroom*. Paul Chapman Publishing.
- Philip Bonanno. (2015). Assessing technology-enhanced learning. In S. Koç, X. Liu, & P. Wachira (Eds.), *Assessment in Online and Blended Learning Environment* (p. 319). Information Age Publishing Inc.
- Ratminingsih, N. M., Made Hery Santosa, Luh Diah Surya Adnyani, & I Ketut Trika Adi Ana. (2022). Online Learning Implementation during the Covid-19 Pandemic: Teachers' Perception and Students' Responses. *JPI (Jurnal Pendidikan Indonesia)*, 11(3), 416–424. <https://doi.org/10.23887/jpiundiksha.v11i3.39562>

- Rogers, J., & Révész, A. (2019). Experimental and quasi-experimental designs. *The Routledge Handbook of Research Methods in Applied Linguistics*, 133–143. <https://doi.org/10.4324/9780367824471-12>
- Santi, E., Setiawan, M. H., & Khumaedi, M. (2019). Developing Assessment Instrument on Writing on Descriptive Paragraph Based on Picture of Junior High School Students. *Journal of Research and Educational Research Evaluation*, 8(2), 116–122. <http://journal.unnes.ac.id/sju/index.php/jere%0ADeveloping>
- Sejdiu, S. (2014). English language teaching and assessment in blended learning. *Journal of Teaching and Learning with Technology*, 3(2), 67–82. <https://doi.org/10.14434/jotlt.v3n2.5043>
- Sharma, P. (2010). Blended learning. *ELT Journal*, 64(4), 456–458. <https://doi.org/10.1093/elt/ccq043>
- Syaifuddin, M. (2020). Implementation of authentic assessment on mathematics teaching: Study on junior high school teachers. *European Journal of Educational Research*, 9(4), 1491–1502. <https://doi.org/10.12973/eu-jer.9.4.1491>
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using Multivariate Statistics* (6th ed.). Pearson.
- Teng, M. F. (2023). The effectiveness of multimedia input on vocabulary learning and retention. *Innovation in Language Learning and Teaching*, 17(3), 738–754. <https://doi.org/10.1080/17501229.2022.2131791>
- Thuan, P. D. (2021). Attitude and Motivation in Language Learning: A Review. *Journal of English Language Teaching and Applied Linguistics*, 3(5), 64–72. <https://doi.org/10.32996/jeltal.2021.3.5.7>
- Tódor, E.-M., & Dégi, Z. (2016). Language Attitudes, Language Learning Experiences and Individual Strategies What Does School Offer and What Does It Lack? *Acta Universitatis Sapientiae, Philologica*, 8(2), 123–137. <https://doi.org/10.1515/ausp-2016-0022>
- 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>
- UNESCO. (2005). *Education for all: Literacy for life*. United Nations Educational. <https://unesdoc.unesco.org/ark:/48223/pf0000141639>
- UNESCO. (2017). *Reading the past, writing the future*.
- Vygotsky, L. S. (1978). *The Development of Higher Psychological Processes* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. <https://doi.org/https://doi.org/10.2307/j.ctvjf9vz4>

- Warlick, D. F. (2004). *Redefining Literacy for the 21st Century*. Linworth Publishing, Inc.
- Whittaker, C. (2013). Introduction. In B. Tomlinson & C. Whittaker (Eds.), *Blended Learning in English Language Teaching: Course Design and Implementation* (p. 258). 10 Spring Gardens. <https://doi.org/10.1007/BF01555231>
- Widiana, I. W., Ida Bagus Gede Surya Abadi, & Anak Agung Istri Dewi Adhi Utami. (2024). SMART Feedback: Improving the Effectiveness of Metacognitive-Based Learning Applications. *MIMBAR PGSD Undiksha*, 12(3), 399–405. <https://doi.org/10.23887/jjpgsd.v12i3.96313>
- Widiana, I. W., Tegeh, I. M., & Artanayasa, I. W. (2021). The project-based assessment learning model that impacts learning achievement and nationalism attitudes. *Cakrawala Pendidikan*, 40(2), 389–401. <https://doi.org/10.21831/cp.v40i2.38427>
- Wiyaka, W., & Prastikawati, E. (2021). Plickers as an Online Formative Assessment to Improve Secondary School Students' English Learning. *SSRN Electronic Journal*, 302, 1–16. <https://doi.org/10.2139/ssrn.3864809>
- Wragg, E. C. (2001). Assessment and Learning in the Secondary School. In *Assessment and Learning in the Secondary School* (revised). Routledge.
- 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>

