REFERENCES:

Akter, M., Hawanti, S., Lookman, M., & Khan, H. (2016). Strategies , Challenges and Teachers ' Perception of Formative Assessment in EFL Classroom : A Systematic Review. *International Journal of Educational Research Review*, *1*(1), 1–9.

Al-Bakri, S. (2016). Written Corrective Feedback: Teachers' Beliefs, Practices and Challenges in an Omani Context. *Arab Jounal of Applied Linguistics*, 1(1), 44-73.

Albano, G., Capuano, N., & Pierri, A. (2017). Adaptive Peer Grading and Formative Assessment. *Journal of E-Learning and Knowledge Society*, *13*(1), 147–161. https://doi.org/10.20368/1971-8829/1261

Al-Hujran, O., Aloudat, A., Al-Hennawi, H., & Ismail, H. (2013). Challenges to E-learning Success:The Student Perspective. *International Conference on Information, Business and Education Technology*, *July 2016*. https://doi.org/10.2991/icibet.2013.226

Alam, A. (2020). *Challenges and Possibilities of Online Education during Covud-19*. *1*(1), 12–16. https://doi.org/10.20944/preprints202006.0013.v1

Albdour, W. (2015). The Difficulties that Seventh Grade Students Face in Comprehensive Reading Skill for English Curricula. *Journal of Education and Practice*, 6(29), 61-75.

Alimohammadi, B., & Nejadansari, D. (2014). Written Corrective Feedback: Focused and Unfocused. *Theory and Practice in Language Studies*, *4*(3),

581–587. https://doi.org/10.4304/tpls.4.3.581-587

Alzaid, J. M. (2017). The Effect of Peer Assessment on the Evaluation Process of Students. *International Education Studies*, *10*(6), 159. https://doi.org/10.5539/ies.v10n6p159

Armstrong, T. L. (2013). Implementing and Managing Self Assessment Procedures. *LSU Digital Commons*, *1*(1), 1689–1699.

Arrafii, M. A., & Sumarni, B. (2018). Teachers' Understanding of Formative Assessment. *Lingua Cultura*, *12*(1), 45. https://doi.org/10.21512/lc.v12i1.2113

Ary, D., Jacobs, L. C., Sorensen, C., & Rezavieh, A. (2010). *Introduction to Research in Education* (Eighth Edi). Wadsworth Cengage Learning.

Ashraf, H., & Zolfaghari, S. (2018). EFL Teachers' Assessment Literacy and Their Reflective Teaching. *International Journal of Instruction*, *11*(1), 425–436. https://doi.org/10.12973/iji.2018.11129a

Bajaj, J. K., Kaur, K., Arora, R., & Singh, S. J. (2018). Introduction of Feedback for Better Learning. *Journal of Clinical and Diagnostic Research*, *12*(12), 11–16. https://doi.org/10.7860/JCDR/2018/36744.12402

Bakar, R. (2014). The Effect of Learning Motivation on Students' Productive Competencies in Vocational High School, West Sumatra. *International Journal of Asian Social Science*, 4(6), 2226-5139. http://www.aessweb.com/journals/5007

Bennett, R. E. (2011). Formative Assessment: A critical review. *Assessment in Education: Principles, Policy and Practice*, *18*(1), 5–25. https://doi.org/10.1080/0969594X.2010.513678

Bergeson, K. T. (2019). Reading Specialists Use Verbal Protocols as a Formative Assessment Tool. *The Reading Teacher*, *73*(2), 185–193. https://doi.org/10.1002/trtr.1815

Bhat, B. A., & Bhat, G. J. (2019). Formative and Summative Evaluation Techniques for Improvement of Learning Process. *European Journal of Business and Social Sciences*, *7*(5), 776–785.

Boumediene, A., & Elachachi, H. H. (2017). The Effects of Formative Assessment on Algerian Secondary School Pupils' Text Comprehension. *Arab World English Journal*, *8*(3), 172–190. https://doi.org/https://dx.doi.org/10.24093/awej/vol8no3.12

Carr, E. C. J., & Worth, A. (2001). The Use of the Telephone Interview for Research. *NT Research*, *6*(1), 511–524. https://doi.org/10.1177/136140960100600107

Carter, N., Bryant-lukosius, D., Dicenso, A., & Blythe, J. (2014). Methods & Meanings. *Oncology Nursing Forum*, *41*(5), 545–547. https://doi.org/10.1188/14.ONF.545-547

Carvalho, C., Martins, D., Santana, L. E., & Feliciano, L. (2014). Teacher Feedback: Educational Guidance in Different School Contexts. *Procedia - Social and Behavioral Sciences*, *159*(1), 219–223.

https://doi.org/10.1016/j.sbspro.2014.12.360

Cassady, J. C., & Gridley, B. E. (2005). The Effects of Online Formative and Summative Assessment on Test Anxiety and Performance. *The Journal of Technoloy, Learning, and Assessment*, *4*(1).

Chandio, M. T., & Jafferi, S. (2015). Teaching English as a Language not Subject by Employing Formative Assessment. *Journal of Education and Educational Development*, *2*(December), 151–171. https://doi.org/10.4324/9781315717173-46

Chatpakkarattana, T., & Khlaisang, J. (2012). The Learners Support System fo Distance Education. *Creative Education*, 3(8), 47-51. http://doi.org/10.4236/ce.2012.38b011

Chen, H. (2020). A Contrastive Analysis of Classroom-Based Language Assessments. *English Language Teaching*, *13*(5), 110. https://doi.org/10.5539/elt.v13n5p110

Conderman, G., Pinter, E., & Young, N. (2020). Formative Assessment Methods for Middle Level Classrooms. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *93*(5), 233–240. https://doi.org/10.1080/00098655.2020.1778615

Conrad, D., & Openo, J. (2019). Assessment Strategies for Online Learning: Engagement and Authenticity. In *Canadian Journal of Higher Education* (Vol. 48, Issue 3). https://doi.org/10.7202/1057137ar

Dewi, N.L.P.E.S. (2014). Beyond Test: Alternatives in Assessment (A Glance of

Thought for Techniques, Challenges, and Opportunities Due ti the Implmentation of 2013 Curriculum). *Lingua Scientia,* 6(2), 211-219

Dhull, P. I., & Sakshi, M. (2017). Online Learning. *International Education & Research Journal*, *3*(August), 32–34. https://doi.org/https://doi.org/10.4324/9780429355097-7

Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The Effects of Focused and Unfocused Written Corrective Feedback in an English as a Foreign Language Context. *Elsevier; Science Direct*, *36*(3), 353–371. https://doi.org/10.1016/j.system.2008.02.001

Elmahdi, I., Al-Hattami, A., Fawzi, H. (2018). Using Technology for Formative Assessment to Improve Students' Learning. *Turkish Online Journal of Educational Technology-TOJET,* 17(2), 182-188.

Erdogan, E. & Tunaz, M. (2012). Determining External and Internal Demovating Factors among Young Learners at Pozanti Regional Primary Boarding School. *Frontiers of Language and Teaching,* 3(1). 141-160.

Etikan, I., & Bala, K. (2017). Developing Questionnaire Base on Selection and Designing. *Biometrics & Biostatistics International Journal*, *5*(6), 219–221. https://doi.org/10.15406/bbij.2017.05.00150

Fisher, D., & Frey, N. (2014). *Checking understanding* (L. Smith (ed.); 2nd ed.). ASCD.

Gan, Z., Liu, F., & Yang, R. (2017). Assessment for Learning in the Chinese Context : Prospective EFL Teachers ' Perceptions and Their Relations to

Learning Approach. *Journal of Language and Teaching*, 8(6), 1126–1134.

Gonzales, M. L. L. (2012). A Teacher's Formative Assessment Perceptions and Practices in Oral Intermediate English Courses at the Université de Montréal. *Экономика Региона*, *1*(1), 32–250.

Gurbanov, E. (2016). The Challenge of Grading in Self and Peer-Assessment (Undergraduate Students' and University Teachers' Perspectives). *Journal of Education in Black Sea Region*, *1*(2), 82–91. https://doi.org/10.31578/jebs.v1i2.21

Hadzic, S. (2016). Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden. *Degree Project Linnaeus University Sweden*, *1*(1), 1–38.

Hooley, D. S., & Thorpe, J. (2017). The Effects of Formative Reading Assessments Closely Linked to Classroom Texts on High School Reading Comprehension. *Educational Technology Research and Development*, *65*(5), 1215–1238. https://doi.org/10.1007/s11423-017-9514-5

Huh, J. (2003). *Reading Assessment Strategies for On-Line Learners Jeonghee Huh*. 273–281.

Ikhsan, M. K. (2017). The Alternative Strategies for Teaching Reading Skill for EFL Students. *Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, *18*(1), 107. https://doi.org/10.24036/komposisi.v18i1.6517

Jabbarifar, T. (2009). The Importance of Classroom Assessment and Evaluation in Educational System. *Proceedings of the 2nd International Conference of*

Teaching and Learning (ICTL 2009), *Ictl*, 1–9.

Jacoby, J.C.,et al. (2014). Enhancing learning through formative assessment, *Innovations in Education and Teaching International*, 51(1), 72-83, https://doi.org/10.1080/14703297.2013.771970

Jamshed, S. (2014). Qualitative Research Method-Interviewing and Observation. *Journal of Basic and Clinical Pharmacy*, *5*(4), 87–88. https://doi.org/10.4103/0976-0105.141942

Johansson, S. (2013). *On the Validity of Reading Assessments: Relationships Between Teacher Judgments, External Tests and Pupil Self- Assessment*.

Kanjee, A., & Mthembu, J. (2015). Assessment Literacy of Foundation Phase Teachers: An Exploratory Study. *South African Journal of Childhood Education*, *5*(1), 26. https://doi.org/10.4102/sajce.v5i1.354

Kaya, E. (2015). The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students. *Üniversitepark Bülten, 4*(1-2), 37-51.

Lam, R. (2019). Teacher Assessment Literacy: surveying Knowledge, Conceptions, and Practices of Classroom-based Assessment in Hongkong. *System,* 78-89.

Lewis, M. (2002). Giving feedback in language classes. Singapore: SEAMO Regional Language Center

Li, H. (2016). How is Formative Assessment Related to Students' Reading Achievement? Findings From PISA 2009. *Assessment in Education:*

Principles, Policy and Practice, *23*(4), 473–494. https://doi.org/10.1080/0969594X.2016.1139543

Lu, J., & Law, N. (2012). Online Peer-Assessment: Effects of Cognitive and Affective Feedback. *Instructional Science*, *40*(2), 257–275. https://doi.org/10.1007/s11251-011-9177-2

Milawati, M. (2017). Teacher Questioning as A Formative Assessment Strategy In EFL Context. *Journal of English Language Teaching and Linguistics*, *2*(2), 117–134. https://doi.org/10.21462/jeltl.v2i2.67

Moges, B. (2018). The Implementation and Challenges of Assessment Practices for Students' Learning in Public Selected Universities, Ethiopia. *Universal Journal of Educational Research*, 6(12), 2789-2806.

Nguyen, T. (2015). The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. *Merlot Journal of Online Learning and Teaching*, *11*(2), 309–319.

Ogbonna, C. G., Ibezim, N. E., & Obi, C. A. (2019). Synchronous versus asynchronous e-learning in teaching word processing: An experimental approach. *South African Journal of Education*, *39*(2), 1–15. https://doi.org/10.15700/saje.v39n2a1383

Ozan, C., & Kıncal, R. Y. (2018). The Effects of Formative Assessment on Academic Achievement, Attitudes Toward the Lesson, and Self-Regulation Skills. *Kuram ve Uygulamada Egitim Bilimleri*, *18*(1), 85–118. https://doi.org/10.12738/estp.2018.1.0216

Panadero, E., & Alqassab, M. (2019). An Empirical Review of Anonymity Effects in Peer-Assessment, Peer-Feedback, Peer-Review, Peer-Evaluation and Peer-Grading. *Assessment and Evaluation in Higher Education*, *44*(8), 1253–1278. https://doi.org/10.1080/02602938.2019.1600186

Paramartha, A.A.G.Y. (2016). Exploring the Role of Self-Efficacy in the Implementation of Self-Assessment for English Writing. *Jurnal Pendidikan Indonesia*, 5(1), 56-68.

Preszler, R.W., et al (2006). Assessment of the Effect of Students' Response system on Students Learning and Attitudes over a Broad Range of Biology Courses. *CBE- Life Sciences Education*, 6(1), 29-41. http://doi.org/10.1187/cbe.06-09-0190

Quyen, N. T. Do, & Khairani, A. Z. (2016). Reviewing the Challenges of Implementing Formative Assessment in Asia: The Need for a Professional Development Program. *Journal of Social Science Studies*, *4*(1), 160. https://doi.org/10.5296/jsss.v4i1.9728

Restrepo, H. N. A. (2013). Role of Systematic Formative Assessment on Students' Views of Their Learning. *Profile Issues in Teachers' Professional Development*, *15*(2), 165–183.

Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *International Journal of Therapy and Rehabilitation*, *16*(6), 309–314. https://doi.org/10.12968/ijtr.2009.16.6.42433

Safavi, A. A. (2008). Developing Countries and E-learning Program

Development. *Journal of Global Information Technology Management*, *11*(3), 47–64. https://doi.org/10.1080/1097198X.2008.10856473

Sanaeifar, S. H., & Nafari, F. N. (2018). The Effects of Formative and Dynamic Assessments of Reading Comprehensions on Intermediate EFL Learners' Test Anxiety. *Theory and Practice in Language Studies*, *8*(5), 533–540. https://doi.org/10.17507/tpls.0805.12

Sardareh, S. A., & Saad, M. R. M. (2013). Defining assessment for learning: A proposed definition from a sociocultural perspective. *Life Science Journal*, *10*(2), 2493–2497.

Sawarkar, G., Kuchewar, V., & Desai, P. (2015). Efficacy of Quiz as a Teaching and Learning Tool for First Year Ayurved Students. *Jhse*, *2*(2), 92–95.

Shahabadi, M. M., & Uplane, M. (2015). Synchronous and Asynchronous e-learning Styles and Academic Performance of E-Learners. *Procedia - Social and Behavioral Sciences*, *176*, 129–138. https://doi.org/10.1016/j.sbspro.2015.01.453

Shore, J. R., Wolf, M.-K., & Heritage, M. (2016). A Case Study of Formative Assessment to Support Teaching of Reading Comprehension for English Learners. *Journal of Educational Research and Innovation*, *5*(2), 4.

Siregar, N. O., Afriazi, R., & Arasuli. (2019). The Correlation Between Reading Strategies and Reading Comprehension Achievement of the Sixth Semester In English Education study Program of Bengkulu University. *Journal of Apllied Linguistics and Literacy*, *4*(1), 75–84.

Sondergeld, T. A., Bell, C. A., & Leusner, D. M. (2010). Understanding How Teachers Engage in Formative Assessment. *Teaching & Learning*, *24*(2), 72–86.

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

Vidosavljevic, M. M., & Vidosavljevic, S. T. (2019). The Importance of Teachers' Digital Literacy. 1(3), 415-426.

Webb, M. E., Prasse, D., Phillips, M., Kadijevich, D. M., Angeli, C., Strijker, A., Carvalho, A. A., Andresen, B. B., Dobozy, E., & Laugesen, H. (2018). Challenges for IT-Enabled Formative Assessment of Complex 21st Century Skills. *Technology, Knowledge and Learning*, *23*(3), 441–456. https://doi.org/10.1007/s10758-018-9379-7

Wei, H. C., & Chou, C. (2020). Online Learning Performance and Satisfaction: Po perceptions and Readiness Matter? *Routledge Taylor and Francis Group*, *41*(1), 48–69. https://doi.org/10.1080/01587919.2020.1724768

Wei, L. (2010). Formative Assessment: Opportunities and Challenges. *Journal of Language Teaching and Research*, *1*(6), 838–841. https://doi.org/10.4304/jltr.1.6.838-841

Westmacott, A. (2017). Direct vs. Indirect Written Corrective Feedback: Student Perceptions. *Ikala*, *22*(1), 17–32. https://doi.org/10.17533/udea.ikala.v22n01a02

Widiastuti, I. A. M. S., & Saukah, A. (2017). Formative Assessment in Efl

Classroom Practices. *Bahasa Dan Seni: Jurnal Bahasa, Sastra, Seni Dan Pengajarannya*, *45*(1), 050–063. https://doi.org/10.17977/um015v45i12017p050

Yin, X., & Buck, G. a. (2015). There is another choice: an exploration of integrating formative assessment in a Chinese high school chemistry classroom through collaborative action research. Cultural Studies of Science Education, 1-34. https://doi.org/10.1007/s11422-014-9572-5