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The Utilities of Online Formative Assessment in Indonesian EFL Learning Contexts during COVID-19 Pandemic

Kristian Florensio Wijaya

Cita Hati International School, Indonesia

Author email: kristianw611@gmail.com

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Abstract

Amid COVID-19 pandemic, online formative assessment has grown in English Language Teaching. Previous researchers strongly contended that the accurate usage of online formative assessment could remarkably substantiate EFL learners' target language learning motivation, achievements, and outcomes. This present qualitative study was conducted in support of a document analysis approach to generate varied insightful perspectives for Indonesian EFL teachers and learners to begin valuing the potential rewarding merits as a result of online formative assessment implementations in distant learning situations. Twenty relevant online formative assessment studies from 2020 until 2022 year were selectively chosen to produce more up-to-date and rewarding research findings worth applicable in nowadays Indonesian EFL teaching-learning enterprises. Based on the in-depth document analysis, two major pivotal research results strongly encouraged Indonesian EFL teachers to make use of online formative assessment in daily-based online learning activities namely: (1) online formative assessment progressively promotes holistic second language learning rewards for learners and (2) online formative assessment fully creates a more convenient EFL teaching-learning atmosphere for learners. These above-depicted research results opened a broader perspective for future researchers to replicate this research theme in the light of potential online formative assessment shortcomings and a greater number of relevant investigation sources.

Keywords: Online formative assessment; COVID-19 pandemic; document analysis

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Introduction

Due to the widespread dissemination of COVID-19 Pandemic since 2020, the globalized educational landscape has undergone significant shifts discerned through online learning enterprises. As a result, all educational stakeholders are commissioned to teach and learn from home to prevent an expeditious transmission of this disease. Atmojo and Nugroho (2020) stated that online learning is an alternative solution amid the COVID-19 Pandemic to halt the rapid local transmission. In a similar vein, Burgess and Sievertsen (2020) promulgated that the entire educational institutions all over the globe are determined to dramatically switch their onsite learning into online learning enterprises to enable all educational parties to infuse robust health conditions and run the teaching-learning processes well. In the ELT realm, one of the educational dynamics having obtained all these consequences is the assessment type appropriately utilized in these online second language learning circumstances. Since the specific second language learning assessment model can potentially solidify the fruitful learning outcomes obtained by learners, language teachers have to ponder on this matter more profoundly not to make the ongoing learning dynamics fruitless. This argument is correspondingly pinpointed by Sari (2020), asserting that in the light of appropriate, contextual, and accountable second language learning assessment, worldwide EFL learners will have wider opportunities to fully achieve the targeted educational objectivities set up by their teachers. By nature, the major aim of internalizing suitable second language learning assessment is to precisely solicit more comprehensive portrayals concerning learners' learning skills development, strengths, and weaknesses worthwhile for the teachers to conduct more meaning-making learning enterprises in future events. This basic premise is decisively consolidated by Brown and Harris (2014) avowing that it is crucially pivotal for EFL teachers all around the world to incorporate more compatible language learning assessment in the presence of diverse-wide ranging learners to identify their particular learning progresses beneficial for the further advancement of the intended target language competencies and exposure.

Contrarily, second language assessment can be either facilitating or debilitating. It can be deemed supportive target language testing when EFL learners' designated competencies are accurately measured. The assertion mentioned above is positively linked with the theory of assessment postulated by Zhang et al., (2021) adducing that assessment could foster EFL

learners' target language learning skills if it has holistically evaluated the desired competencies stipulated by language teachers. In the meantime, second language assessment can probably address uninvited washback in which it is failed to quantify the learners' specific target language skills fairly. This statement seems to be trustworthy while referring to the idea of Ali and Hamid (2020) mentioned that EFL learners will experience unpleasant, frustrating, and pointless target language learning processes when the given second language assessment exceptionally diverges from the corresponding competencies that should be assessed. Two specific types of assessments are rewarding to be harnessed by EFL teachers before commencing online teaching-learning enterprises in this pandemic era namely formative and summative assessments. The first type of assessment can be denoted as a practical trajectory functioning to progressively measure EFL learners' learning skills improvement in the ongoing learning processes. This interpretative definition is strongly corroborated by Karimi and Shafiee (2014), theorizing that the main purpose of formative assessment is to allow teachers to discern the specific target language achievements, skills, and progress attained by the learners in an ongoing manner. In contrast, summative assessment is termed as a learning measurement mode aiming to judge the particular results achieved by the learners manifested in the forms of formal tests. Connors (2021) articulated that through the integration of summative assessment, EFL teachers will have broader chances to thoroughly determine the final learning achievements obtained by learners accompanied by formal testing generally run at the end of the learning period.

In current online ELT enterprises, the advantageous values of formative assessment are manifold. Firstly, with the support of online formative assessment, EFL teachers can promote a more positively-sound learning atmosphere where all learners are well-informed about the laudable learning progress they should constantly maintain and the particular learning shortfalls they have to minimize in the future. Regarding means as mentioned above, Prastikawati (2021) strongly suggest EFL teachers globally employ formative assessment in their targeted language learning enterprises to properly signify particular learning progress and shortcomings achieved by learners valuable for the future escalation of their target language skills. Secondly, online formative assessment can alleviate EFL learners' learning stress due to the more flexible deadline of this testing mode, which is completely different from what they

have normally experienced in summative assessment; a fixated submission deadline. In compliance with these above-explicated conceptions, Ninomiya (2016) highly recommended worldwide EFL teachers reiteratively implement formative assessment during their online teaching-learning activities to provide sustainable friendly-sound learning surroundings in which learners experience a lower level of stress. Thirdly, another notable benefit of having an online formative assessment is to gradually transfigure EFL learners into more competent, life-long, and autonomous academicians. All these positive learning merits take place since they gain a more exhaustive understanding of the targeted learning materials, become more motivated to continuously improve their learning skills, and exert greater controls over the targeted learning processes. Ibragimova (2021) put forward the most well-articulated formative assessment learning value in which learners' learning progress is rigorously reinforced by an apparent internalization of online formative assessment in terms of materials mastery, learning motivation, and independent learning characteristics showcased by learners.

To fully actualize all these above-explained advantageous values, EFL teachers are highly advised to overarchingly comprehend the nature, major functions, and utilities of formative assessment in their online target language learning venture. This conception is tightly interwoven with the standpoint proposed by Brown and Gao (2015), delineating that when language teachers identify all the indispensable factors, requirements, and contexts forming in online formative assessment, learners can successfully obtain more gratifying learning outcomes. Through these means, EFL teachers will be more capable of promoting more meaningful teaching-learning processes wherein all learners are collectively directed to forge the designated learning competencies to achieve the pre-determined learning objectivities they have stipulated before. Remesal (2011) forthrightly affirmed worldwide EFL teachers' perspective on the benefits, purposes, and innate characteristics of online formative assessment should be correspondingly matched with the tangible teaching-learning processes running in their classroom settings to make all the meaningful learning outcomes come to their best version for learners.

Five prior related studies were conducted in this archipelago dealing with the use of online formative assessment. The first study was run by Fitriana and Purnamasari (2021) unveiling that the retardation of meaningful online ELT enterprises through the internalization of

formative assessment occurred due to the unstable internet connectivity, learners' low motivation level, and lack of innovative teaching approaches. In another identical investigation, Haryani and Ayuningtyas (2021) strongly prompted Indonesian EFL teachers to integrate Pear Deck online learning application as one of the formative assessment types since the majority of learners were capable of expanding their target language knowledge, magnifying their learning endeavor, and elevating their higher-order thinking skills. In the third study, Lutfiana and Suwartono (2020) highly advocated that Indonesian EFL teachers to ascertain the reliability, credibility, and authenticity of the online formative assessment incorporating in their learning processes to enable all learners to improve their target language competencies to the utmost potential. Malvado et al., (2022) acknowledged that an appropriate internalization of online formative assessment represented in the Quizizz application would situate a more positive springboard for the significantly enhancing EFL learners' L2 writing skills. Lastly, Nasution et al., (2021) scientifically four major paramount requirements Indonesian EFL teachers consider before implementing online formative assessment in their daily teaching-learning enterprises; learners' specific target language proficiency, classroom learning time, instructional modes, and digital literacy. Given the beneficial research results from those five prior studies, this present small-scale qualitative study was run to better contribute to our existing understanding of online formative assessment utilities in Indonesian EFL learning contexts. Since a fairly limited number of studies in this nation investigating the potential rewarding second language learning merits generated by this type of ongoing assessment amid COVID-19 pandemic, this current investigation can potentially impart a stronger underlying premise for Indonesian EFL teachers to feel assured while internalizing online formative assessment in distinctive second language teaching-learning circumstances in terms of its influential impacts toward learners' forthcoming learning improvements. For this reason, one major research problem was depicted here as guidance of this investigation: (1) What are the potential utilities of utilizing online formative assessment in Indonesian EFL learning contexts during the COVID-19 Pandemic?

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Literature Review

Formative Assessment in Online EFL Learning

In this line, formative assessment is one of the valuable learning evaluations functioning to lead learners to develop their learning skill potentials to the utmost level. van Diggelen et al., (2016) highly advocated EFL practitioners continually internalize formative assessment in their diverse classroom vicinities to allow all learners to enhance their targeted learning competencies to a greater level significantly. Through the formative assessment, language teachers will be more capable of addressing more constructive and meaningful feedback for further enhancing learners' learning achievements, resulting a positive learning atmosphere. This conception agrees with Prastikawati (2017), arguing that in the formative assessment, EFL teachers have been more adept at creating a more conducive-friendly classroom climate and imparting more meaning-making feedback to greatly elevate their learners' target language competencies into more advanced development. Bearing all these contentions described above, implementing formative assessment in modern EFL classroom settings is extremely important since learners can obtain more compatible feedback beneficial for their future learning competencies.

Similarly, learners have correspondingly transformed into more proficient, well-organized, and autonomous academicians with the support of formative assessment due to the continual rejuvenation of learners' specific knowledge, skills, and mindset concerning the learning strategies working best for their discipline-specific fields. Wong and Mak (2019) asserted that the precise incorporation of formative assessment could probably provide more potent groundbreaking for EFL learners to better manage their particular learning enterprises, locate their appropriate effortful actions to fulfill the designated learning goals, and persistently bear their learning responsibility.

The applicability of formative assessment in the presence of online EFL learning enterprises is considerably important. As many worldwide EFL learners have transformed into digital natives in this global age, online formative assessment can exponentially expedite learners' target language skills development. This major benefit occurs since learners constantly cope with actual learning processes, provoking a higher degree of learning enjoyment. This assertion is strongly espoused by Wiyaka and Prastikawati (2021), believing that the continual

internalization of online formative assessment will enable EFL learners to experience more pleasurable language learning circumstances and vivid language acquisition impactful for their target language competencies growth. For the teachers' side, using formative assessment can create a more student-centered learning model in which learners are eager to engage in the designated target language learning enterprises proactively. This positive viewpoint is in harmony with the theory of Elmahdi et al., (2018) exemplifying that the further incorporation of online formative assessment can instigate learners to become more proactive participants through varied captivating student-centered learning activities.

Further, integrating appropriate online formative assessment can also address a vast range of advantages for the continuity of a second language learning venture. Ogange et al., (2018) scientifically mentioned three main benefits of incorporating online formative assessment in second language exposure: a more flexible submission deadline, satisfying learning achievements, and efficient feedback to improve future learners' learning performances. Concerning these rewards, language teachers are thus advocated to transform into more well-organized lesson creators, resourceful language learning facilitators, and innovative learning activity designers while planning to apply online formative assessment in their classroom learning surroundings. By doing so, EFL learners will be more persistent, optimistic, and effortful while confronting various learning hurdles. This suggestive advice is mutually interlinked with Kristiyanti (2021), strongly motivating globalized EFL teachers to fully apprehend the utmost utilities of online formative assessment to be applied in their daily-based classrooms to create more contextual, pleasurable, and meaningful learning dynamics successfully where all learners can altogether strive and thrive in improving their competencies.

Formative Assessment in the Light of Social Constructivism Theory

Formative assessment has a tight-knit relationship with social constructivism theory. Wilson (2017) propounded that under the guidance of social constructivism, learning community members will have broader chances to augment their learning efforts, outcomes, and achievements due to the apparent occurrence of intensive social interactions during the learning processes. In other words, the knowledge and skills transmission does not solely depend on the teachers, yet all learning stakeholders are accountable for delivering a wide array of worthwhile information through solid cooperative networking. Language teachers are highly

advised to play their new roles as supportive learning facilitators and judicious counselors while incorporating the social constructivism approach in their unique classroom settings.

Cagasan et al., (2020) stated that on account of the social constructivism approach, modern language teachers are strongly motivated to enforce more adaptive, mutual, and cooperative knowledge dissemination among the learning community members through a supportive and relaxing teaching-learning atmosphere. Besides promoting a more psychologically sound learning atmosphere, language teachers are concurrently commissioned to ascertain that second language learning enterprises supported by social constructivism theory should highly emphasize the dynamic mutual knowledge sharing interplay to be taken place in their classroom contexts. Learners must become more proactive, open-minded, and dynamic knowledge disseminators to progressively invoke more transformative learning enterprises. This basic premise is closely correlated with Rachmawati et al., (2022) admittedly confessing that since there is no absolute truth forming in a social constructivism approach, all learners' arguments, opinions, and ideas have to be highly valued concerning the ever-changing nature of every shared perspective in this learning occasion. Corresponding to all these above-explained conceptions, the convenient utilization of online formative assessment should reflect all the characteristics of the social constructivism approach. Language teachers desirous of integrating online formative assessment in their daily-routine classes are commissioned to discern the ongoing target language learning exposure as a rewarding social dynamic that leads learners to advance their targeted skills into higher levels. This requirement is in tandem with Wylie (2020) contending that for EFL teachers to fully incorporate more meaningful online formative assessment in their daily classroom contexts, they need to conceive the existing learning processes as a social continuum dynamic where all learners possess equal opportunities to elevate their specific skills into the utmost potentials. By infusing this principal premise, EFL learners will begin to accept all the gifts, talents, and uniqueness that reside within them sincerely. This positive self-acceptance occurred since all their beliefs were exceptionally respected by other learning community members resulting in a more holistic knowledge infusion. Al-Wassia et al., (2015) forthrightly repudiated that the social constructivism approach embedded with online formative assessment can instill a meaningful

groundbreaking for the striking advancement of EFL learners' self-beliefs since they perceive that these particular learning circumstances allow them to share their thoughts freely.

Method

This current small-scale qualitative investigation was conducted with the support of a document analysis method to reveal valuable insights produced by prior relevant literature. To fulfill this research objectivity, the researcher selected 20 previous online formative assessment studies conducted in Indonesian EFL learning contexts. By exhaustively referring to this amount of prior investigations, the researcher expectantly hoped that Indonesian ELT experts, practitioners, educationalists, and policy-makers start incorporating online formative assessment in their daily-based teaching-learning activities to maximally promote the uttermost target learning outcomes to be fully attained by our learners. All selected literature ranged from 2020 to 2022 year. The main concern of choosing these new sources was to provide a more up-to-date data basis applicable and contextual for nowadays ELT dynamics. Firstly, since a considerable number of studies concerning the utilities of online formative assessment were still scarce in Indonesian EFL learning contexts, this current small-scale library study could potentially pave an enlightening perspective for ELT stakeholders to convincingly implement this assessment mode during and after the COVID. Secondly, to the researcher's knowledge, most online formative assessment studies in Indonesian EFL contexts merely repeated identical findings concerning this assessment type. Hence, some renewable perspectives were crucially needed to supportively assist Indonesian EFL educators in internalizing more appropriate online formative assessments to improve second language learning enterprises.

For the data analysis process, the researcher aimed to heed more attention to the specific results yielded by specifically-selected 20 pieces of literature. The major reason for embodying this action was to give the researcher a more exhaustive insight into the discussed topic. After carrying out that first data interpretation step, the researcher planned to reread, recheck, and reevaluate all the specific findings taken from this chosen 20 literature to delineate more robust research results for globalized ELT stakeholders confronting the continual dilemma of whether or not to utilize this assessment mode in daily online learning activities. Ultimately, the researcher subdivided each related finding into some major-specific themes to be supportively

corroborated by interrelated theories and findings. The researcher expounded all these particular categories argumentatively to strongly convey the potential utilities of harnessing online formative assessment in multivariate EFL classroom vicinities for worldwide ELT parties. To ensure the credibility and accountability of these data delineations, the researcher asked for help from his former lecturer to assess the discussed research results. This human validation process was conducted after the researcher profoundly analyzed, categorized, and illustrated all potential research findings.

Findings and Discussion

This subsection heed more exhaustive concern on two major specific themes engendered through an in-depth document analysis approach. Those two main themes were: (1) Online formative assessment progressively promotes holistic second language learning rewards for learners and (2) Online formative assessment fully creates a more convenient EFL teaching-learning atmosphere for learners.

Table 1: Online Formative Assessment Progressively Promotes Holistic Second Language Learning Rewards for Learners

Theme 1	Authors
Online Formative Assessment Progressively Promotes Holistic Second Language Learning Rewards for Learners	Kristiyanti (2021); Adelia et al., (2021); Nafisah et al., (2021); Nurfiqah and Yusuf (2021); Ukhrowiyah et al., (2021); Robiasih and Lestari (2020); Setyowati and Hastuti (2021); Sudarwati et al., (2021); Wiyaka and Prastikawati (2021); Yakkop et al., (2020)

The further internalization of online formative assessment can potentially bring about more comprehensive EFL learning outcomes in the presence of diverse EFL learners. Chiefly, EFL learners exposed to the accurate internalization of online formative assessment were more liable to become more active, competent, and autonomous target language academicians. These laudable second language learning behaviors were highly affected by the nature of online formative assessment in which all learners' targeted second language learning competencies

were assessed harmoniously in accord with their specific learning goals, interests, and needs. This argument agress with Kristiyanti (2021), discovering that many Indonesian EFL learners were strongly willing to proactively participate in the designated teaching-learning processes since their target language skills have been assessed accurately through valid online formative assessment. As a result, they have concurrently transfigured into more proficient and self-reliant academicians. Concerning this above-explained conception, language teachers strongly suggest designing more well-organized, reliable, and genuine online formative assessments in their various classroom learning vicinities. By teaching this basic mindset, Indonesian EFL learners will be more capable of cultivating their target language competencies to the utmost potential. A predominant number of these academicians have fully inculcated more positive conceptions after integrating this ongoing assessment in their learning enterprises. This contention is mutually aligned with the finding of Nafisah et al., (2021), revealing that many Indonesian EFL learners were committed to fostering their target language competencies rigorously under the guidance of authentic, well-made, and transparent online assessment.

To better accelerate the holistic second language learning rewards come to the fore, in-depth language teachers' preparation in creating the particular online formative assessment is indispensably needed. Specifically speaking, in-depth online formative assessment reparation refers to the innovative incorporation of innovative pedagogical strategies, well-timed feedback imparted to learners, and qualified teaching-learning materials. Ukhrowiyah et al. (2021) strongly recommended that Indonesian EFL teachers constantly include more dynamic teaching strategies, timely language learning inputs, and high-quality teaching-learning materials in the light of online formative assessment to greatly maximize the potential target language learning outcomes to be attained by learners. Concerning one of the pivotal 21st-century skills paramount to be mastered by Indonesian EFL learners, online formative assessment can terrifically elevate their critical thinking skills to the utmost levels. This significant escalation occurs since learners have encountered broader opportunities to implement the specifically-obtained target language skills daily. Thus, it is inevitable for language teachers to design more authentic online formative assessments in which learners can intensively forge their specific target language skills. By doing so, learners will experience more pleasurable second language learning exposure. The above-said learning merit is positively

linked with Robiasih and Lestari (2020) unearthing that a vast number of Indonesian EFL learners had been more capable of enhancing their critical thinking skills in varied learning situations due to the hands-on, valid, and practical online formative assessment implanted continuously by teachers.

Interestingly, online formative assessment is also valuable for significantly improving Indonesian EFL learners' four major language skills; listening, speaking, reading, and writing. On a closer look, learners exposed to online formative assessment can holistically elevate these four main language competencies due to the thorough evaluation characteristic formed in this assessment. As noted previously, online formative assessment was conducted progressively and dynamically during particular teaching-learning dynamics enabling learners to infuse greater awareness of the specific skills they have to advance in the future. Setyowati and Hastuti (2021) strongly remarked that it is vitally essential for Indonesian EFL teachers to continuously apply online formative assessment in their daily-based classroom learning situations to raise learners' profound consciousness regarding the importance of increasing four core target language competencies into more advanced levels. Lastly, online formative assessment can offer more favorable second language learning enterprises for Indonesian EFL learners. Through this positive learning trajectory, learners strongly perceive that their target language learning endeavor had been strongly sustained with the support of trustworthy online formative assessment, eventually impactful for the further advancement of their target language learning progress. This conception seems to concur with Sudarwati et al. (2021), strongly prompting Indonesian EFL teachers to devise more reliable online formative assessments at the onset of second language learning acquisition to successfully promote a higher degree of learning enjoyment, encouraging learners to become desirous knowledge discoverers.

Table 2: Online Formative Assessment Fully Creates a More Convenient EFL Teaching-Learning Atmosphere for Learners

Theme 2	Authors
Online Formative Assessment Fully Creates a More Convenient EFL Teaching-Learning Atmosphere for Learners	Astiandani (2021); Firdaus and Prastikawati (2022); Fitriyah and Jannah (2021); Lisyowati et al., (2021); Bagus and Mantra (2021); Meiantoni et al., (2021); Rachmawati et al., (2022); Werdiyanti (2021); Widiastuti et al., (2021); Yulianto and Mujtahid (2021)

Manifold prompting factors attributing online formative assessment as one of the potential second language learning springboards that can promote more pleasurable learning climates for Indonesian EFL learners. In the online formative assessment, learners will fully experience more flexible assignment submission, continually obtain clearer feedback concerning their learning performances, and enjoy the ongoing second language learning activities. For this circumstance to happen, Indonesian educational institutions are strongly advised to establish more solid collaborative networking with ELT experts, practitioners, educators, and policy-makers to invent meaningful online formative assessments in the upcoming teaching-learning events. This basic paradigm aligns with Astiandani (2021), finding that Indonesian EFL stakeholders and teachers must make an online formative assessment as one of the cornerstones wherein all learners can solicit more gratifying target language learning outcomes of enjoyable teaching-learning enterprises. Furthermore, it is also worthy of attention that decent digital literacy skill is one of the prominent impetus that should be pondered on more conscientiously before applying online formative assessment on a daily teaching-learning basis. To embody this action, language teachers must have sufficient knowledge, skills, and awareness regarding the digital learning platforms where they will implement their particular online formative assessment. Without this critical stance, the second language learning enterprises can be meaningless effortful actions by learning community members. This advice also hoovers in the perspective of Firdaus and Prastikawati (2022), advocating Indonesian educational institutions to fully equip their EFL teachers with a more comprehensive understanding of paramount digital literacy skills urgently required in their specific subject-specific fields to

magnify the utmost advantageous values provoked by online formative assessment through daily lessons.

On the language teachers' pedagogical behalf, the incorporation of online formative assessment has enabled more positive trajectories for them to manage sizeable classroom surroundings better and design more practical lessons for learners. By capitalizing on this action, Indonesian EFL teachers have gradually transfigured into more prudent, careful, and well-organized lesson planners opening more flexible rooms for their learners to accomplish every online formative assessment model with a higher level of interest.

Lisyowati et al. (2021) unfolded that an overwhelming majority of Indonesian EFL teachers were strongly determined to sustainably utilize online formative assessment in their daily teaching-learning activities due to its practicality, suitability, and flexibility, which at the same time, directing them into more professional lesson designers successfully fulfilling their learners' learning objectivities. Contrarily, the readily-planned online formative assessment does not take place without the presence of internal and external obstructions. During the COVID-19 pandemic, it is an easy task to unveil the majority of Indonesian EFL teachers encountering a higher degree of serious adversity while internalizing online formative assessment in their classroom learning vicinities. Those hindrances were unstable internet connection, learners' distinctive target language competencies, the presence of unmotivated learners, and limited mastery of digital literacy skills. To minimize these drawbacks, Indonesian EFL teachers must take intensive initiatives to work more mutually with other educational stakeholders to create more relevant, meaningful, and beneficial online formative assessment types for their learners.

Meiantoni et al. (2021) believed that all potential internal and external impediments in implementing the appropriate use of online formative assessment could be gradually diminished while Indonesian EFL teachers are willing to ingrain a more robust commitment to nurturing the mutual collaborative works with other educational parties to invent more applicable online formative assessment for the betterment of future second language teaching-learning dynamics.

As a source of inspiration, two relevant online platforms correspondingly suited to internalizing online formative assessment in modern second language learning enterprises:

Plickers and Google forms. The first platform can be deemed as one of the reference points for Indonesian EFL teachers highly desirous of creating more interactive, enjoyable, and authentic teaching-learning processes. With the support of Plickers, learners have progressively augmented their curiosity, enthusiasm, and resilience while confronting a wide variety of challenges. Despite the potential stumbling blocks, learners experienced robust learning enjoyment with this online learning platform integration since they are constantly eager to display their best learning performances to be assessed by teachers. This belief is underpinned by the finding of Wiyaka and Prastikawati (2021), strongly contending that it is progressively important for Indonesian EFL teachers to integrate Plickers as one of the accompanying media of their online formative assessment to enlarge learners' persistent, enthusiastic, and curious behaviors while coping with the particular learning challenges.

Further, the second online learning platform can probably provoke a higher level of second language learning enjoyment among learners since they have wider opportunities to practice varied target language competencies in an ongoing test repeatedly. In other words, Indonesian EFL learners, having been introduced to Google Form, would be capable of reaping more fruitful target language learning outcomes and reinforcing their specific comprehension of the learned subject-specific skills. As an effect, they will be more spirited, positive, and motivated to participate in the learning enterprises conducted by their teachers. When all these facilitative learning behaviors are about to take place, the gratifying target language achievements will be anticipated for their eventual learning rewards. This influential technological impact is also in the view of Yakkop et al. (2020), forthrightly confessing the overarching advantageous values yielded through Google Form, namely a more comprehensive understanding of the targeted lessons, significant enhancement of learners' proactive learning engagement, intensive target language practices, full attainment of fruitful target language learning outcomes, and satisfying feelings of obtaining gratifying target language learning achievements.

Conclusion and Implication

Based on the findings, online formative assessment could be one of the propelling forces for Indonesian EFL learners to improve their target language learning competencies progressively, strongly inculcate positive learning behaviors, and fully obtain more fruitful

learning outcomes. All these rewarding second language learning rewards could potentially be taken by our academicians when teachers consistently internalize high-quality, reliable, valid, and authentic online formative assessments in their daily-based classroom situations. Therefore, Indonesian EFL teachers must be more eager to establish solid collaborative networking with all educational stakeholders to design meaningful online formative assessments compatible with learners' target language learning needs, interests, preferences, and proficiency. In this situation, holistic educational enterprises will be the eventual rewarding rewards for the entire learning community members.

Furthermore, this present small-scale library study was also presented with several shortages. Since the researcher solely unpacked the advantageous values of utilizing online formative assessment during the COVID-19 pandemic, there is an indispensable need for future researchers to heed more exhaustive attention to examining the particular weaknesses of incorporating this assessment model in daily online learning circumstances to provide richer interpretative results useful for the enhancement of Indonesian EFL teaching-learning qualities. Another drawback in this current investigation was a limited number of online formative assessment literature. This restricted number of sources was affected by the shortage of in-depth investigation concerning the potential meritorious values promoted by online formative assessment implementation. Hence, those above-explained research results can be a cornerstone for future researchers to utilize a considerable number of sources corresponding with this current research theme to yield more durable, sustainable, and robust research findings significantly contributable to the further development of the whole EFL structural systems.

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