**Online Formative Assessment Library Study**

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| Studies | The Major Big Take-Aways |
| 1. Astiandani, F. R. (2021). EFL Teachers’ Perceptions Towards the Implementation of Online Formative Assessment Amidst the Covid-19 Pandemic. *ELT Worldwide: Journal of English Language Teaching*, *8*(2), 269-277.  | There were three major advantages of implementing online formative assessment during Covid-19 pandemic namely providing faster feedback for learners, giving learners a higher level of flexibility regarding the assignment, and inculcating continual learning enjoyment among learners. Apart from these above-mentioned advantageous values, Indonesian EFL stakeholders were simultaneously recommended to invent more qualified educational systems in the future in order to greatly magnify all the potential utilities of online formative assessment in online learning vicinities.  |
| 2. Firdaus, M. S., Prastikawati, E. F., & Wiyaka, W. (2022). Online Formative Assessments in English Teaching and Learning. *SALEE: Study of Applied Linguistics and English Education*, *3*(1), 23-34.   | Both public and private school institutions have successfully utilized the appropriate use of online formative assessment in their specific ELT enterprises during Covid-19 pandemic. Conversely, it is also worth suggesting for these educational institutions to conduct more intensive digital literacy trainings for the significant advancement of language teachers’ computer skills. By doing so, the internalization of online formative assessment will potentially improve the whole quality of EFL teaching-learning processes in the future events. |
| 3. Fitriyah, I., & Jannah, M. (2021). Online Assessment Effect in EFL Classroom: An Investigation on Students and Teachers' Perceptions. *Indonesian Journal of English Language Teaching and Applied Linguistics*, *5*(2), 265-284.  | During the constant incorporation of online formative assessment, both language teachers and learners had fully experienced four major rewarding learning merits namely providing more flexibility of tasks submission, addressing more obvious teaching-learning evaluations, inculcating a higher degree of self-awareness of conducting more qualified second language learning exposure, and investing more robust learning autonomy behavior within learners. From these aforementioned benefits, Indonesian ELT stakeholders are well-prepared and firm to apply this assessment mode corresponding to a new normal situation after post Covid-19 pandemic era. |
| 4. Kristiyanti, K. L. (2021). The Implementation of Online Formative Assessment in English Learning. *Journal of Educational Study*, *1*(2), 68-76.  | The appropriateness of online formative assessment implementations is unquestionable. Since the majority of Indonesian EFL teachers and learners had already possessed a higher level of positive perception toward this assessment type. Considering this supportive perspective, EFL learners are more prone to become more proactive, proficient, and independent target language academicians by means of online formative assessment incorporation. These positive learning characters took place since online formative assessment had progressively promoted more holistic mutual knowledge sharing where all learners’ learning needs, preferences, and objectivities were completely fulfilled. |
| 5. Lisyowati, W., Wiyaka, W., & Prastikawati, E. F. (2021). English Teachers’ Conceptions of Formative Assessment in Online Teaching. *Language Circle: Journal of Language and Literature*, *16*(1), 177-186.  | The nature, discretion, and principle of online formative assessment had allowed Indonesian EFL teachers to infuse more positive perceptions toward this assessment mode. One of the main beneficial values having been obtained by educationalists was the practicality of implementing this type of assessment in their diverse-wide ranging classroom learning circumstances. Furthermore, the sustainable utilization of online formative assessment had concurrently transformed language teachers into more critical, conscientious, and judicious lesson creators in concert to their learners’ learning conditions, progress, and proficiency.  |
| 6. Mantra, I. B. N., Budiningsih, D. N., Astuti, P. S., & Puspawati, D. A. (2021). A Portrayal of Portfolio as an Alternative Online Learning Assessment. *International Journal of Social Sciences, 4*(2), 249-254. | To engender more fruitful EFL learning outcomes for learners, language teachers are strongly suggested to internalizing portfolio as one of the efficient online formative assessment types in their daily-based learning dynamics. By embodying this action, language teachers can sustainably monitor learners’ specific learning progress, achievements, and competencies having been attained resulting in the occurrence of more meaningful teaching-learning enterprises. |
| 7. Meiantoni, D., Wiyaka, W., & Prastikawati, E. F. (2021). Online Assessment in English Classroom: EFL Teachers’ Practices and Challenges. *Journal of English Education and Linguistics*, *2*(2), 26-36. | It is well-parsed that the further utilization of online formative assessment is not without its obstructions. In Indonesian EFL teaching-learning contexts amid Covid-19 pandemic era, language teachers frequently confronted with a wide variety of internal and external impediments while augmenting the rewarding values of this assessment mode namely unstable internet connectivity, learners’ divergent language learning proficiency, learners’ lower learning endeavor, and developing digital literacy skills. Having this in mind, it is worth recommending for Indonesian ELT parties to establish more solid collaborative networking with other educators to devise more contextual, meaning-making, and worthwhile online formative assessment forms in the upcoming second language learning exposure. |
| 8. Adelia, A., Miftahurrahmah, M., Nurpathonah, N., Zaindanu, Y., & Ihsan, M. T. (2021). The Role of Google Form as an Assessment Tool in ELT: Critical Review of the Literature. *ETDC: Indonesian Journal of Research and Educational Review*, *1*(1), 58-66.  | One of the useful online formative assessment platforms implemented by Indonesian EFL teachers in online learning processes amid Covid-19 pandemic was Google Form. This assessment design had successfully helped EFL learners to transform into more critical, confident, and thoughtful academicians due to the vast range of high-quality question types forming in their examination sheets. Thus, this contextual formative assessment media is worth replicating for other Indonesian EFL teachers aiming to comprehensively assess their learners’ targeted language learning competencies. |
| 9. Nafisah, Y. D., Haryadi, A., & Mistar, J. (2021). Student’s Perceptions of English Classroom Assessment during Covid-19 Pandemic. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *8*(2), 206-218.  | Concerning Indonesian EFL learners’ conceptions, the precise implementation of online formative assessment can potentially provide a renewable language learning pathway useful for their overall cultivation of their target language learning skills. This impactful learning reward occurred since the online formative assessment enacted by their teachers was authentic, well-planned, and transparent. On the other hand, there was one practical suggestion advised to Indonesian EFL teachers to terrifically magnify the utmost utilities of online formative assessment in the future events namely the competencies transferability into the actual learners’ lives.  |
| 10. Nurfiqah, S., & Yusuf, F. N. (2021, April). Teacher Practice on Online Formative Assessment. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*. 534-538. Atlantis Press.  | Although a considerable number of Indonesian EFL teachers favored the continuous incorporation of online formative assessment in their daily-basis online learning activities, it is increasingly essential for them to be well-prepared in creating types of online formative assessment harmonious with their learners’ targeted language learning skills, preferences, and situations. By committing to releasing this proactive action, learners will be more capable of employing the specifically-obtained learning competencies in their everyday lives influential for their future preparation to face ever-changing working surroundings.  |
| 11. Pratawati, F. M., Ukhrowiyah, N. F., & Nasihah, M. (2021). A Language Assessment in Online Learning: Challenges and Effective Strategies for ESP Classrooms. *Acitya: Journal of Teaching and Education*, *3*(1), 131-145.  | It can be plausibly stated that online formative assessment had gradually brought about a vast array of second language learning benefits in the presence of Indonesian EFL learners. This noteworthy language assessment parameter happened since language teachers employed various suitable teaching-learning strategies in their specific classroom contexts, addressing timely feedback for learners’ learning improvements, and utilizing high-quality learning materials. However, language teachers were simultaneously advocated to prepare the designated teaching-learning materials in a greater depth to conduct better second language acquisition processes.  |
| 12. Rachmawati, D. L., & Purwati, O. (2022). ESP Teachers’ Sociocultural Challenges in Online Formative Assessment: Voices of Teachers, Learners, and Coordinators. *Computer Assisted Language Learning*, *23*(1), 150-167.  | To apply more contextual, suitable, and meaningful online formative assessment, Indonesian EFL teachers were strongly prompted to exhaustively consider their learners’ existent target language learning proficiency, discipline-specific subjects mastery, learning objectivities, and curriculum design. Therefore, these educationalists should be able to work hand-in-hand with all school parties to invent more applicable and rewarding online formative assessment fitly corresponding with their learners’ learning contexts.  |
| 13. Robiasih, H., & Lestari, T. (2020). Formative Assessment Performed by High School Teachers in the Pandemic Era. *Loquen: English Studies Journal*, *13*(2), 80-87.  | It was evinced that the harmonious integration of online formative assessment had prolifically promoted the dramatic improvement of Indonesian EFL learners’ critical thinking skills. Conversely, the incorporation of this assessment type was still task-based in which learners should be capable of completing a set of questions without being asked to actualize their obtained target language skills in real-time language application dynamics. In this sense, language teachers were urgently urged to design more holistic online formative assessment comprising of its reliability, practicality, validity, and authenticity in order to induce more pleasurable target language learning enterprises. |
| 14. Setyowati, R., & Hastuti, I. (2021, April). Understanding on Online Assessments for EFL Learning During Covid-19 Pandemic. In *International Conference Health, Science And Technology (ICOHETECH)*. 301-306.  | It had been scientifically proved that during the rapid widespread of Covid-19 pandemic, online formative assessment was worth applying in various EFL learning climates rather than summative assessment. This reasonableness was acknowledged due to the complete evaluation of four core target language skills; listening, speaking, reading, and writing resulting in the remarkable escalation of worldwide EFL learners’ target language learning competencies.  |
| 15. Sudarwati, E., Fatimah, F., Astuti, Y., & Ubaidillah, M. F. (2021). Developing Online Learning Assessment Instrument for English Sentence Structure Course during Covid-19 Pandemic. *Langkawi: Journal of The Association for Arabic and English*, *7*(2), 170-181.  | The variegated usage of online formative assessment types could potentially elevate Indonesian EFL learners’ target language achievements and competencies into the utmost levels. Anchored on this belief, language teachers have to ingrain more robust willingness to formulate more reliable, authentic, and valid online formative assessment mutually harmonious with their learners’ target language proficiency in order to engender positively-sound EFL teaching-learning enterprises wherein all academicians are highly desirous of transforming into life-long knowledge seekers. |
| 16. Werdiyanti, N. N. D. (2021). The Assessment Process in Teaching and Learning English in the Midst of Covid-19 Pandemic. *The Art of Teaching English as a Foreign Language*, *2*(1), 56-64.  | It is of prime importance for Indonesian EFL teachers to concatenate the further utilization of both online formative and summative assessment as they were capable of obtaining clearer portrayals concerning their learners’ specific target language achievements, progress, and competencies. On the contrary, the use of these two assessment types had also engendered maladaptive effects since most language teachers confronted tough moments in designing appropriate assessment, discovering stable internet connection, and improving their digital literacy. To prevent all these serious obstacles, educational institutions are urged to provide supportive learning facilities and intensive digital literacy training programs in which teachers have wider chances to their computer as well as assessment making skills.  |
| 17. Widiastuti, I. A. M. S., Mantra, I. B. N., Sukoco, H., & Santosa, M. H. (2021). Online assessment strategies to enhance students’ competence and their implementational challenges. *JEES (Journal of English Educators Society)*, *6*(2).  | Notwithstanding Indonesian EFL teachers’ actual success in implementing suitable online formative assessment amid Covid-19 pandemic, some notable improvements were worth accentuating here namely a wide variety of innovative target language learning strategies, adequate comprehension of the specific online formative assessment teachers planned to apply, and sufficient mastery of technological skills. By having this kind of mindset, the future incorporation of online formative assessment in various Indonesian EFL classroom settings will be more meritorious for all learning community members. |
| 18. Wiyaka, W., & Prastikawati, E. (2021). Plickers as an Online Formative Assessment to Improve Secondary School Students’ English Learning. Retrieved from <https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3864809>  | With the extensive integration of Plickers as one of the effective online formative assessment modes in Indonesian EFL learning contexts during Covid-19 pandemic, an overwhelming majority of learners had progressively transfigured into more inquisitive, enthusiastic, and persistent knowledge discoverers. These commendable learning behaviors were well-resided within learners since Plickers had successfully imparted more favorable second language learning environments where all learners were continuously challenged to forge their target language competencies through actual practices. Concerning all these rewarding learning outcomes, Indonesian EFL teachers were extraordinarily motivated to implement this technological platform in the midst of online learning situations.  |
| 19. Yakkop, M., Basri, M., & Mahmud, M. (2020). Teachers’ Perception in Google Forms-Based English Assessment in An Indonesian Vocational High School. *ELT Worldwide: Journal of English Language Teaching*, *8*(2), 278-292.  | To benefit most from online formative assessment types harnessed through distinctive EFL teaching-learning processes, language teachers in Indonesia were strongly encouraged to internalize Google Form since it did not merely lead learners to obtain satisfying learning outcomes but also invigorated their understanding of the targeted subject-specific subjects more profoundly. Furthermore, learners could simultaneously foster their target language learning achievements in the support of this technological platform. This may be due to the intensive target language practices they are constantly dealing with outside of the classroom contexts. Hence, Indonesian EFL teachers were propelled to integrate Google Form in their particular classroom vicinities to arouse more positive second language learning enterprises.  |
| 20. Yulianto, D., & Mujtahid, N. M. (2021). Online assessment during COVID-19 pandemic: EFL teachers’ perspectives and their practices. *JET (Journal of English Teaching)*, *7*(2), 229-242.  | The efficient usage of online formative assessment could act as a double-edged sword. Pondering on the positive influences, Indonesian EFL teachers were capable of monitoring and evaluating their learners’ specific target language achievements by means of this assessment mode. In a stark contrast, language teachers similarly faced a wide range of taxing hindrances while incorporating online formative assessment in their specific classroom settings such as unstable internet connectivity, the authenticity of assessment, and a lower level of learners’ learning desire. To alleviate all these aforementioned learning barriers, Indonesian educational institutions were strongly prompted to pay more exhaustive concern in assisting language teachers to devise more applicable, relevant, and meaningful online assessment types best suited learners’ learning proficiency, needs, and interest.  |