

EXPLORING TEACHERS' PERCEPTIONS OF FORMATIVE ASSESSMENT PRACTICES IN ENGLISH LANGUAGE CLASSROOMS

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ABSTRACT

Formative assessment has been recognised as a crucial strategy in enhancing teaching and learning in English as a Foreign Language (EFL) classrooms. Few studies have specifically investigated teachers' perceptions of different types of formative assessment techniques in an EFL setting in secondary schools in Bengkulu, Indonesia. This study was designed to explore teachers' perceptions of formative assessment practices. This study used descriptive quantitative survey design with 34 active English teachers as samples selected using purposive sampling technique. The researcher used a 40 item questionnaire to gather data, adapted from the research conducted by Kausar (2023) on eleven formative assessment techniques. The data were also analyzed using descriptive statistics such as means, standard deviations, and percentages, to find the level of teachers' perception. The findings showed that teachers' attitudes towards formative assessment practices were mostly positive. Techniques such as questioning, classroom discussion, feedback, encouraging positive behaviour, personal experience activities, portfolios, one-minute papers, and appraising good values were perceived as effective in promoting student engagement and learning. However, several techniques, including multiple-choice questions, think-pair-share activities, and storytelling, received moderate responses due to challenges related to student pressure, memorization, participation, and attention management during classroom implementation. This study provides contextual information on formative assessment in EFL classrooms in Indonesia, specifically in Bengkulu province, where there are few empirical studies. The results indicate the necessity of designing and implementing targeted professional development strategies to enhance teachers' ability and capacity for the effective and sustained implementation of formative assessment techniques to aid student learning and academic performance.

Keywords: Formative assessment, Classroom assessment, EFL classroom, Teachers' perception, Indonesia.

INTRODUCTION

Formative assessment has been growing in significance in the teaching and learning processes, especially in the EFL classroom. It creates a continuous monitoring system that enables teachers to detect students' learning progress and to adapt the learning approach. In the EFL setting, where formative assessment is emphasized with the aim of providing personalized learning, working in groups and continuous feedback to facilitate students' deeper understanding and language competence (Alharbi et al., 2021; Derakhshan & Ghiasvand, 2022; Treve, 2021), formative assessment has become a hot topic in the field. Based on the previous studies, formative assessment has been found to have positive effects on the engagement, motivation, participation in class, and self-regulated learning in language classrooms (Maeyasningrum & Matra, 2025; Rana & Rana, 2025; Wijaya, 2022). Formative assessment has become more prominent in the ongoing shift to student-centered learning in both educational research and in the classroom.

Teachers' assessment literacy and classroom practices have strong associations with the effectiveness of formative assessment. Formative assessment techniques (FAT) are significant in supporting students' learning

process for teachers to monitor and give students feedback, encourage students to reflect on their learning, and foster interactive learning activities (Ghozali & Tyas, 2022; Li & Gu, 2023; Widodo & Chakim, 2023). Golzar et al. (2022) and Kausar et al. (2023) in previous literature stated that formative assessment comes in myriad forms including questioning, formative feedback, peer assessment, self-assessment, portfolios, storytelling, one-minute papers and think-pair-share activities. These methods enable teachers to monitor and support students' learning in the moment and throughout the semester. In addition, formative assessment is also considered as a process with a circular form, with teachers first setting learning goals, then gathering evidence of learning, interpreting students' learning, and giving follow-up learning. Furthermore, formative assessment is seen as a circular process in which teachers first define learning objectives and then collect evidence of learning, interpret students' learning, and give follow-up learning (Shi, 2022; Wijaya, 2022). Teachers' perceptions are therefore crucial in determining the interpretation and implementation of the concept of formative assessment in the

classroom, since teachers' perceptions will affect formative assessment.

Formative assessment is thought to encourage active learning and meaningful classroom interaction as well as supporting student academic achievement. The studies conducted found that the regular application of formative assessment practices in the learning process by the teacher led to more active and motivated students in learning (Amelia et al., 2023; Bindiya & Fediyanto, 2023). Students are encouraged to take an active role in learning through classroom discussion, questioning and reflective tasks which enable them to be more aware of their learning journey. Moreover, formative assessment helps teachers determine students' strengths and weaknesses more accurately, and tailor their teaching methods to individual students' needs (Li & Gu, 2023). Contextual factors like teacher competence, institutional support, classroom setting, and students' preparedness to engage in learning activities also affect the effectiveness of implementing formative assessment practices (Abdullahi, 2024; Akoyt, 2024; Rachmawati et al., 2022).

Although the advantages of formative assessment have been well established, some investigations have

shown problems in the implementation of formative assessment practices in EFL classrooms. The implementation of formative assessment may be less effective due to the following factors: large classes, short teaching time, weak teacher training in assessment, and the lack of institutional support (Abdullahi, 2024; Akoyt, 2024; Taufiqulloh et al., 2023). Students may feel under pressure in some classroom contexts, may be afraid to give their opinion, or may memorize without really understanding. These results suggest that the effective adoption of a formative assessment approach needs to be aligned with the assessment methods used, a supportive classroom setting, and adequate teacher preparation. Since teachers' beliefs and experiences shape the implementation of formative assessment techniques in teaching, it is important to understand how teachers perceive them.

Previous studies in the field of digital formative assessment in the context of EFL in Indonesia have concentrated on the theme of assessment literacy (Amelia et al., 2023), the digital formative assessment tools (Bindiya & Fediyanto, 2023), or the students' perceptions of assessment practices (Rachmawati et al., 2022). Many other studies have addressed broader topics of formative assessment implementation in the educational context

and the difficulties teachers encounter with assessment (Ghozali & Tyas, 2022; Suherman et al., 2025). Few studies, however, have specifically investigated the teachers' perceptions of multiple forms of formative assessments in secondary school EFL classrooms in Bengkulu, Indonesia. The few previous studies that have investigated the effects of local classroom contexts, school contexts, and instructional challenges on teachers' implementation of formative assessment practices have focused mainly on the classroom and school context. The gap shows that there is a need to further study to get contextual evidence about teachers' perceptions and experiences in implementing formative assessment techniques in Bengkulu classrooms.

The purpose of this study was to find out the teachers' perceptions of the effect of formative assessment techniques on the students' learning in EFL classrooms in secondary school in Bengkulu. The study used a questionnaire

.METHODS

Research design

The research design was a quantitative study with a descriptive survey design. A quantitative approach was used and descriptive survey design

designed by Kausar et al. (2023) which contain eleven formative assessment techniques namely questioning, feedback, portfolios, one-minute papers, storytelling, think pair share. This study is expected to provide empirical insights into the implementation of formative assessment techniques in Indonesian EFL classrooms since there were limited empirical studies in the context of Bengkulu by analyzing teachers' perceptions of these techniques. Furthermore, the findings will contribute to the practical suggestions that can be made to improve teachers' assessment use, to be able to support teachers' literacy in formative assessment, and to be able to support future teachers' professional development programs in the field of EFL.

Therefore, the research question is formulated as follows:

1. What are teachers' perceptions of the influence of formative assessment techniques on students' learning and academic achievement at the school level in Bengkulu?

was applied in this study to investigate the teachers' perception of the techniques of formative assessment in EFL classroom. A quantitative approach was chosen because it allows pattern of participants' perception

to be collected in an objective manner systematically and analyzed with statistical procedures in a neutral way (Creswell, 2014). This approach was considered appropriate because the study aimed to identify and describe teachers' perceptions regarding the influence of formative assessment techniques on students' learning and academic achievement without manipulating any variables.

Survey design was employed to collect information regarding teachers' attitudes, beliefs, and perceptions in a given educational setting. According to Cohen, Manion, and Morrison (2018), survey research is suitable for collecting standardized data from a group of participants efficiently within a limited period of time. Likewise, Fowler (2014) indicates that survey techniques can be used to collect quantitative data that can be statistically analyzed. Based on this, the descriptive survey design was determined to be suitable for this study since it was used to give a general information of the participant about the perception of teachers on the implementation of formative assessment in Bengkulu EFL classrooms.

Population and sample

The Population of this study was all school teachers in the Bengkulu. The sample for this research were 34 teachers. The participants were selected using purposive sampling because the study required respondents who had direct experience in classroom assessment and the implementation of formative assessment techniques.

Purposive sampling was considered appropriate because it allows researchers to select participants based on specific criteria relevant to the objectives of the study (Memon, 2025). The criteria for participants involved in the study were that they were active English teachers, active teachers of classroom assessment and familiar with formative assessment techniques. Although the sample size was relatively limited, it was considered sufficient to provide contextual insights into teachers' perceptions of formative assessment practices in Bengkulu EFL classrooms.

Instruments

The researcher used questionnaire for this research. A survey questionnaire was used to gather the data based on the eleven formative assessment techniques as adopted by Kausar (2023). The

questionnaire consisted of 40 items covering eleven formative assessment techniques, including questioning, multiple-choice questions, think-pair-share, discussion, feedback, portfolios, storytelling, and one-minute papers.

The questionnaire used a Likert scale to assess teachers' agreement that the use of formative assessment techniques has a significant effect on students' learning and academic performance. The instrument was fully adopted from other studies, therefore the validity and reliability have been proven in the previous studies. So, the researcher did not make any changes in the original questionnaire. The questions in the questionnaire assessed the perception of the teachers to the impact of the formative assessment strategies on student learning and achievement in school. The respondents were questioned to give their degree of concurrence with each statement.

Data collection was conducted by administration using the WhatsApp (WA) and Google Forms. The use of WhatsApp as a method of distribution made it possible to directly communicate with the teachers and provided the respondents with the ability to access the questionnaire

on the personal device. In the meantime, Google Forms has offered a viable and effective tool of gathering and structuring digital data. They all had the questionnaire filled out at their own will and anonymity to provide confidentiality and comfort in answering.

Data analysis

The questionnaire responses were analyzed using descriptive statistics to describe teachers' perceptions of formative assessment techniques and their influence on students' learning and academic achievement. The analysis used means, standard deviations, and percentages for each questionnaire item to reveal the patterns of responses and the degree of agreement among respondents. The data was processed, organised and systematically analysed in the form of tables and descriptive narration using the software package Microsoft Excel and SPSS. The responses were examined before analysis was carried out to ensure that data were complete and consistent.

Descriptive statistical analysis was considered appropriate because the purpose of the study was to describe and interpret teachers' perceptions rather than examine causal relationships or test hypotheses between variables. The

interpretation of perception levels followed the classification proposed by Ajbour (2020), in which mean scores were categorized into low, moderate, and high levels. This classification aided in the interpretation of teachers' attitudes towards formative assessment practices.

RESULTS AND DISCUSSION

Results

The results from this study found the perceptions of 34 English teachers concerning formative assessment techniques and their impact on students' learning and academic achievement in EFL classroom in Bengkulu. The results were derived from the answers to the questionnaire which had eleven categories of formative assessment techniques. The level of teachers' perceptions towards each technique was determined using means and standard deviations. The results were classified in three groups: high, moderate, low using the mean score classification.

The results of the teachers' perceptions of the 11 formative assessment techniques are summarized in Table 2. As for the overall result, all formative assessment categories obtained

Table 1 Level of formative assessment

Range of Mean	Level	Attitude
2.33 or less	Low	Negative Attitude
2.34 – 3.66	Moderate	Neutral Attitude
3.67 or more	High	Positive Attitude

high level, where teachers have good perception about the implementation of formative assessment in classroom learning activities.

Table 2 Summary of Teachers' Perceptions of Formative Assessment Techniques

No.	Formative Assessment Technique	Mean	Std. Deviation	Level
1	Asking Questions	4.23	0.96	High
2	Multiple Choice Questions	3.74	0.98	High
3	Think-Pair-Share	3.74	0.96	High
4	Discussion	3.79	0.84	High
5	Encouraging Positive Behavior	4.18	0.74	High
6	Feedback	4.19	0.77	High
7	Personal Experience	4.13	0.62	High

8	One-Minute Paper	4.04	0.70	High
9	Portfolio	4.13	0.74	High
10	Appraising Good Values	4.12	0.65	High
11	Storytelling	3.68	0.92	High

Table 2 shows that all formative assessment categories were at the high level where teachers generally showed positive perceptions towards the implementation of formative assessment techniques in classroom learning activities. Asking Questions had the highest mean score ($M = 4.23$), followed by Feedback ($M = 4.19$) and Encouraging Positive Behavior ($M = 4.18$). These results suggest that the teachers highly appreciated formative assessment aspects of classroom interaction, feedback and tracking student learning progress. Moreover, teachers perceived that learning activities involving personal experience, portfolio, appraising good values, and one-minute paper had relatively high mean scores, which indicated that the teachers also felt that these activities were important for supporting student engagement and participation in learning activities.

Although all categories remained within the high level, several formative assessment techniques obtained relatively

lower mean scores compared to other categories. Storytelling earned the lowest mean rating ($M = 3.68$), and Multiple Choice Questions and Think-Pair-Share each received a mean rating of 3.74. The results of these findings indicated that there are still some difficulties that may occur in classroom implementation of these methods of formative assessment, particularly in terms of students' confidence, concentration, and participation in learning activities. However, the overall findings still indicate that teachers generally perceived formative assessment as an important strategy for supporting students' learning and classroom engagement. The following tables provide a detailed description of the categories which received the highest and lowest mean scores in this study.

The first category discussed in this study is Asking Questions, which obtained the highest overall mean score among the eleven formative assessment categories. This category examines teachers' perceptions toward the use of questioning techniques in monitoring students' understanding and supporting classroom interaction during learning activities.

Table 3 Asking Questions (Items 1–4)

No	Item	Mean	Level
1	When I asked questions students actively seek to understand the subject	4.12	High
2	I always ask questions to assess the progress of students	4.35	High
3	Students relate new knowledge to previous knowledge when asked	4.09	High
4	I usually ask questions to assess student progress	4.35	High

Table 3 indicates that the Asking Questions category had 100% of the items at high level. Items 2 and 4 (M = 4.35) had highest mean scores, suggesting that teachers often used questioning activities to measure students' learning progress in classroom instruction. Meanwhile, Item 1 (M = 4.12) and Item 3 (M = 4.09) also received high scores, showing that teachers believed questioning techniques encouraged students to understand lesson content actively and connect new information with prior knowledge.

The results of this study showed that the teacher's perception of the questioners as effective techniques to support classroom interaction and that the student is more involved in learning activities. The results also indicated that teachers believed that questioning was a

key element of formative assessment because it enabled them to assess students' understanding first-hand in the classroom. Overall, the results demonstrate that questioning techniques played an important role in helping teachers monitor learning progress and encourage students' active participation in EFL classrooms.

In contrast to Asking Questions, Storytelling obtained the lowest mean score among the eleven formative assessment categories. This category emphasizes teachers' perceptions about the use of storytelling activities in facilitating students' understanding of lesson contents and involvement in learning activities within the classroom.

Table 4 Storytelling (Items 38–40)

No	Item	Mean	Level
38	Students focus on unrelated parts of tasks	3.29	Moderate
39	Students reproduce teacher's message	3.94	High
40	Students understand topics better through storytelling	3.79	High

From Table 4, it can be seen that teachers generally gave positive feedback to stories as a formative assessment. Items 39 (M = 3.94) and 40 (M = 3.79) were at the high end, suggesting that the teachers thought that storytelling was

effective to facilitate understanding of topics covered in a lesson and to remember important messages in the learning activities in the classroom. This result indicates that storytelling helped to improve students' understanding and make them engaged with learning in the classroom during instructional process.

However, Item 38 obtained a moderate score ($M = 3.29$), suggesting that some students tended to become distracted or focus on unrelated aspects during storytelling activities. The overall mean score for storytelling was also the lowest amongst the other formative assessment categories. The results of this study suggest that storytelling can be used as a media that helps the students to understand the lesson contents, but it could still be difficult to hold students' attention and concentration during the storytelling activity in the classroom. So, teachers will need to mix storytelling with more interactive activities to keep students to participate and focus on the learning classroom.

The results of this study showed that teachers in Bengkulu perceived positively about the formative assessment technique in EFL classroom in general. The majority of the categories of formative assessment had high mean

scores, particularly Asking Questions, Feedback, Encouraging Positive Behaviour, Personal Experience, and Portfolio. The results indicate that teachers felt that formative assessment facilitated students' participation, reflection, engagement and learning in the classroom.

Meanwhile, there were some moderate responses related to the formative assessment technique that might still experience difficulties in the learning process, such as in terms of students' confidence, concentration, and participation in class when carrying out learning activities in Storytelling and collaborative learning activities. Despite this, the results of the overall study showed that teachers had positive attitudes toward formative assessment as a part of classroom instruction that helps students' academic achievement and learning development in EFL classrooms in Bengkulu.

Discussion

The result of this study indicates that the perception of the teachers in Bengkulu regarding the use of formative assessment techniques in EFL classroom is positive. The mean scores for most of the categories of formative assessment were high, reflecting that teachers viewed

formative assessment as a key classroom strategy to support student learning, participation and engagement. Such results indicate that teachers not only saw formative assessment as a means of evaluating students' performance, but also as a means of monitoring students' learning process and enhancing classroom interaction during teaching. The positive perceptions found in this study were confirmed by other studies that indicated the positive effect of formative assessment on improving the quality of learning and engagement in the classroom (Maeyasningrum & Matra, 2025; Younas et al., 2025). The results of the study showed that formative assessment is one of the parts that is important in the teaching and learning process in EFL classrooms in Bengkulu.

A major finding in this study is the level of perception with regard to Asking Questions, Feedback, and Encouraging Positive Behavior. The highest mean scores were recorded in the following categories indicating that teachers' attitudes toward the use of formative assessment in the classroom were high for questioning, classroom interaction and learning feedback. It seemed that teachers thought questioning was an effective tool to check students'

understanding and to motivate students to be active in learning activities in the classroom. Similarly, it was considered important that feedback enabled teachers to help students to improve and to track learning progress over time. This is in line with the studies by Kausar et al. (2023), Li and Gu (2023), and Suherman et al. (2025), which highlighted that questioning and feedback are key components of formative assessment practices. The results also indicated that teachers in Bengkulu were aware of the need to keep interactions and communication in the classroom as a means to support students' learning development process.

The results also indicate a positive attitude towards the formative assessment techniques associated with reflection and active learning, such as One-Minute Paper, Portfolio and Personal Experience. High scores in these categories reflect teacher assessment of students' learning better results when they are involved in the classroom learning and self-reflection. Learning activities that enabled students to relate the classroom to their own experiences and understanding seemed to be valued by teachers. The result is consistent with the previous study by Rana and Rana (2025)

and Saeed et al. (2025) that said reflective learning activities facilitate students to be aware of themselves and responsible to their learning. The findings in the Bengkulu EFL context can imply that the Bengkulu EFL teacher has become aware of the necessity of implementing activities in the classroom based on student-centered learning to make the classroom engaging and participate.

Although the overall findings were positive, several formative assessment techniques obtained relatively lower mean scores, especially Multiple Choice Questions, Think-Pair-Share, and Storytelling. The results suggest that a few of the formative assessment activities may still pose practical difficulties in the classroom in its practical implementation. For instance, the moderate response in regards to pressure placed on students during Think-Pair-Share indicates that some students may struggle in collaborative classroom interactions due to anxiety or lack of confidence. Likewise, the moderate response for Storytelling suggests that there are students who are easily distracted and do not concentrate on learning activities. The results indicate that besides the formative assessment techniques

themselves, the receptivity, classroom climate and involvement of students in the teaching process may also affect the effectiveness of the techniques.

The problems found in this study are similar to those obtained by previous researchers from other studies, conducted by Widodo and Chakim (2023) and Taufiqulloh et al. (2023), which showed that the collaborative and open-ended formative assessment activities can be problematic if students lack confidence or are not actively involved in the classroom. Moreover, some other factors such as classroom management, difficulty of the tasks, and communication skills of the students might affect the implementation of formative assessment in EFL classrooms. These results suggest a general preference among the teachers for formative assessment practices, but some of the practices were still relatively underdeveloped in terms of instructional support and classroom management to enhance students' engagement and participation in learning activities.

Another significant finding of this study is the strong positive perception regarding the feedback practices. Feedback was one of the highest mean scores in all formative assessment

categories suggesting that feedback was seen as a key component of classroom teaching. Feedback was seen to assist students to improve their work, to grasp lessons and to track their learning progress better. The discovery is in line with the claims of Li and Gu (2023) that feedback is one of the crucial components of formative assessment, as it enables students to recognize learning gaps and boost their academic achievement. The strong perception towards feedback can also be attributed to the awareness of teachers that continuous communication and guidance is significant for students' learning development in class.

In addition, teachers also demonstrated positive attitudes with respect to the use of formative assessment tools with respect to positive learning values and favorable learning environments. The mean score of Encouraging Positive Behavior and Appraising Good Values were relatively high, where teachers think that formative assessment is able to help develop positive classroom behaviors and the learning motivation of students. Teachers seemed to be aware of the importance of having supportive interaction with students and good communication that

can impact the engagement in the learning activity. This result aligns with Younas et al. (2025), which noted that students' academic engagement and participation are related to positive emotional support and classroom relationships. Thus, the results showed that formative assessment practices in Bengkulu classrooms not only had a connection to students' academic achievement but also a connection to students' attitudes and classroom interactions.

The results of this study support the previous studies concerning the positive role of formative assessment in classroom activities and further give contextual examples from the case study of Bengkulu EFL context. Teachers predominantly expressed positive attitudes towards formative assessment, as it facilitated the classroom interaction, learning monitoring and the engagement of students in the course of teaching. There are, however, a number of moderate answers regarding collaborative and open-ended tasks that suggest there are some issues to address related to students' confidence, concentration and participation in the classroom. The results indicate that teachers require further professional development and support to

be able to use formative assessment

strategies in other classroom settings.

CONCLUSIONS

This study examined the perceptions of teachers about formative assessment techniques and how they affect students' learning and academic achievement in EFL classroom in Bengkulu. The results showed that teachers' perceptions of the implementation of practices of formative assessment in the learning activities in general were positive. The mean scores for all categories of formative assessment were high, suggesting that teachers believed using formative assessment was a valuable approach to enhancing classroom interaction, tracking student learning progress and increasing student engagement in class instruction. Teachers valued formative assessment practices involving interaction, reflection and continuous learning support with high mean scores for the categories of Asking Questions, Feedback, and Encouraging Positive Behavior, among the eleven categories.

Results also indicated positive perceptions of formative assessment techniques related to reflective learning activities and student-centered learning

activities by teachers, including Personal Experience, Portfolio, and One-Minute Paper. The results showed that teachers felt that formative assessment enabled students to be more active and to be more involved in classroom learning activities. But, there were several formative assessment techniques that achieved relatively low mean scores, such as Multiple Choice Questions, Think-Pair-Share and Storytelling. The results indicate that there are still some classroom challenges that affect students' confidence, concentration, and participation which affect the implementation of the formative assessment activities in the EFL classroom.

This study provides contextual evidence on teachers' perceptions of formative assessment techniques in the Bengkulu EFL context as the studies on formative assessment in Bengkulu are still limited. The results indicate that teachers need more professional assistance and training to be able to use the formative assessment method more effectively in various classroom contexts. However, the study had limitations in the number of

participants and the data used were obtained from questionnaires. Finally, future studies are recommended to include larger samples and consider other

approaches such as interviewing teachers or observing teachers in class to gain deeper understanding on how formative assessment is implemented in EFL classes

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