
Assessment of English Language Teaching for 21st Century: Teachers' Perspectives on Traditional and Alternative Assessment

Rahmi Fadilah^{1*}, Honesty Yonanda Ayudhia²
Vici Syahril Chairani³ Fauza Afni⁴

¹Tourism Department, Faculty of Tourism and Hospitality, Universitas Negeri Padang, Padang, Indonesia

²English Department, Faculty of Language and Art, Universitas Negeri Padang, Padang, Indonesia

³Cosmetology & Beauty Department, Faculty of Tourism and Hospitality, Universitas Negeri Padang, Padang, Indonesia

⁴Tourism Department, Faculty of Tourism and Hospitality, Universitas Negeri Padang, Padang, Indonesia

Abstract

The study examined English Language Teachers' perspectives on tradition and alternative assessment in 21st century English Language Teaching (ELT). The effectiveness of these approaches in evaluating students in classroom setting is a topic of debate on the limited understanding among teachers regarding the challenges of assessing ELT using alternative method or combination of traditional and the alternative approaches impedes the effective assessment of specific language skills (listening, reading, writing, speaking). The research investigated the teachers' view on the use of traditional and alternative assessment in ELT. A survey involving fifty English teachers was conducted by collecting the data through questionnaire with open ended questions. The findings indicated that many teachers prefer traditional assessments due to their ease and familiarity. However, it was essential to shift these perspectives and encourage teachers to adopt a balanced use of both traditional and alternative assessment based on specific purposes and skill requirements. Conversely, this

^{1*}Corresponding author, email: rahmifadilah@fpp.unp.ac.id

Citation in APA style: Fadilah, R., Ayudhia, H. Y., Chairani, V. S., & Afni, F. (2023). Assessment of English Language Teaching for 21st Century: Teachers' Perspectives on Traditional and Alternative Assessment. *JADEs Journal of Academia in English Education*, 4(1).108-130. <https://doi.org/10.32505/jades.v4i1/6023>

Submitted: May 8, 2023; **Accepted:** Jun 19, 2023; **Published:** Jul 3, 2023

©IAIN Langsa. All rights reserved.

adjustment is necessary to address the challenge associated with assessing ELT in the 21st century, ultimately improving students' English language performance by understanding the pros and cons of traditional and alternative assessment in the classroom; teachers can effectively facilitate the teaching and learning process. Overall, this research emphasizes the important of teacher awareness and implementation of appropriate assessment approaches to meet the evolving needs of English language teaching in the 21st century

Key words: ELT, traditional assessment, alternative assessment, teachers' perspective.

1. INTRODUCTION

There is a shift in the world of education in the 21st century including changes in educational assessment patterns, especially in English language teaching. In recent years, issues related to assessment that teachers face to assess students' ability to use language are related to the use of alternative and traditional assessments. This pertains to how an assessment can assess the entire teaching and learning process. Assessment has evolved with many alternative options, referred to alternative assessment. Alternative assessments emerged because of the doubt that traditional assessments (such as multiple choice, cloze test, true false and so on) can only assess the cognitive part of students and unable to properly assess students' performance in the whole learning process.

As the issue arises, assessment in 21st century must involve the processes as well as the products of learning and integrate the assessment as holistic and complex performance. In addition, assessment design should be flexible; it can be done online and offline. Moreover the key to effective assessment is not only the match between the task and the intended student outcome, but also provide the most comprehensive feed-back for the students and can combine many type of assessment in

learning (Brown, 2004; Dakhi et al., 2020). Given these issues, it is considered that traditional assessments will not be able to cover the needs of assessment; there is a need for alternative assessments to meet these assessment needs.

Current assessment models and methods tend to treat students' knowledge and skills as something fixed, separate, and can be assessed through standardized and individualized written tests. This is contrary to the dynamic, collaborative, situational, and multimodal competencies that students should have to face the demands of work and life in the 21st century (Teo, 2019) . Based on recent research on assessment (Atifnigar et al., 2020; Forutan, 2014; Ghaicha & Omarkaly, 2018; Sa'diyah, 2020), teachers find it difficult to assess students thoroughly. This happens because they feel they are familiar with traditional assessments that are easy to do in the form of multiple choice and essays. In addition, teachers have limited knowledge in conducting good assessments. This will affect the learning process in the classroom, including the assessment process itself.

The use of alternative assessments, however, is still contentious as teachers still feel at ease with traditional assessments that are more convenient, objective and measurable for assessing student performance. This is also a concern for the current researcher, because the way teachers assess students will greatly affect their process and progress in learning language. Competent teachers will be highly invested and sensitive to students' learning needs and problems faced by their students, able to make fair assessments, provide clinical guidance, ensure that students understand what is being taught and also nurture students' interest and perseverance to achieve success (Ismail et al., 2018) . From the explanation above, the researcher wants to know the views of teachers in using

alternative assessments and traditional assessments. This study will answer the following question, "how do teachers view alternative and traditional assessments in English language learning?" It is important to provide teachers with insights to use traditional, alternative or both assessments appropriately according to relevant subjects and skills in order to assess students well in classroom situations.

2. LITERATURE REVIEW

2.1. Assessment in 21st century

Assessment in the 21st century is a type of critical thinking and analytical reasoning that seems to be at the core of assessment (Teo, 2019). Nasab (2015) states that assessment is an integral part of the teaching and learning process, which will determine whether educational goals are achieved or not. Assessment will evaluate the entire learning process. It can be said that assessment cannot be separated from the teaching and learning process. The success of the teaching and learning process will be seen in the assessment process. Boyles in Perry (2018) used the term 21st Century Knowledge, Skills and Abilities (KSAs) and identified proficiency in analytical problem solving, innovation and inventiveness, self-direction and initiative, versatility and accountability, critical thinking, communication and collaboration skills as one of the core sets of KSAs. As Assessment also defines as any method used to better understand the current knowledge that a student has in learning process (Dietel in Dikli, 2003). The focus of assessment is the student. Teachers should use multiple methods in assessment to evaluate the current knowledge that students acquire in the learning process according to 21st century skills. In other words, assessment is a collection of information about what students know and what they can do to get maximum results.

To achieve the essential competencies needed in the 21st century. Three main things must be implemented on a comprehensive basis. First, a curriculum that is more adaptive. Curriculum content development can stimulate thinking and skills related to the challenges of the times. Second, a more participatory learning model, namely the cultivation of a learning model that is directed at developing the ability to be collaborative, interactive, creative, and innovative; and Third, a more meaningful assessment, namely the rigorous contextual assessment model and the demands of higher order thinking skills (HOTS) (Widana, 2018). These three components must be implemented in a simultaneous and integrated manner.

An essential stage in the education process is the assessment of the accumulated knowledge, skills and competencies acquired by learners. Assessment not only measures learner achievement, but also helps to improve the overall learning process. Students can respond in a time-appropriate manner and change the way they learn to enhance their learning outcomes and become more committed and accountable to their learning (Kiryacova, 2020). According to Hamm & Dennis (2009) the teacher has to use different assessment tools for providing a comfortable and stimulating learning environment, evaluating students' individual needs before, during, and after instruction, using evaluation data to carefully plan interesting lessons, selecting and organizing activities for the class, individuals, partnerships, and small groups, also encouraging each student to continue to learn and improve. This is relay suitable with 21st century skill.

2.2. Traditional Assessment and Alternative Assessment

The term traditional means the usual way to assess the students. Dikli (2003) mentions that the most widely used traditional assessment

tools are multiple-choice tests, true/false tests, short answers, and essays. It is very easy to use and to understand by the teacher and the students. Brown (2004) adds that traditional assessments are one-shot (standardized exam), timed (multiple-choice format), decontextualize test items, score suffice for feedback, norm-referenced score, focus on the right answer, summative, oriented to product, non-interactive performance, foster extrinsic motivation. As can be seen, traditional assessment is related with the product of learning in the form of summative score which the teacher focus on the right answer of the students that only can increase the extrinsic motivation of the students in the learning process.

Although traditional assessment is very familiar to teachers, because it is easy and fast to assess, this traditional approach to assessment has some drawbacks, such as the assessment of student work using rubrics often results in low reliability when multiple raters assess student work (Bartholomew et al., 2018). Traditional assessment is an indirect and not-authentic type of testing that is one-shot, pace-based and norm-referenced. These assessments measure what learners can do at a given time. However, test scores cannot tell anything about a student's development. Likewise, they cannot tell apart what difficulties students are having during the test (Almossa & Alzahrani, 2022).

Due to the reason above, there is a movement from traditional to alternative assessments. Alternative assessment presents a new way of motivating and inspiring the students to explore themselves and the world around them (Nasab, 2015). It means alternative assessment give chance for the students to elaborate themselves in order to improve in learning process.

Brown (2004) mentions that alternative assessment is continuous long-term assessment, untimed (free-respond format), contextualized

communicative task, Individual feedback and wash back, criterion-referenced score, open-ended (creative answer), formative, oriented to process, interactive performance, and fosters intrinsic motivation. The theoretical framework for using alternative assessment in the classroom, according to Janisch et al., (2007), includes considering learners as constructors of knowledge, no need to assess only on the product of learning; finding authenticity in materials and activities, for having more interesting and real activity; employing dynamic, ongoing evaluation tools, the focus of assessment is the whole process of learning; and empowering students and promoting students' engagement in learning process.

According to Simonsom et al., (2015) there are three approaches in alternative assessment. First is authentic assessment, it is a simulation of real world, ideally, the student is presented with a task and that is expected to engage in activities that reflect a meaningful activity. The option to use alternative assessment strategies as a means to assess and monitor student learning progress when viable. Unlike traditional tests which are usually given at the end of the learning process and under very limited conditions (Ghaicha & Omarkaly, 2018). In this case this assessment is certainly more authentic. Second, performance-based assessment, it expects learners to perform the skill that they learn and score base on the rubric, they become effectively engaged in their learning and in their assessment process (Gidiotis, 2021). Third, constructivist assessment, it is a student's centre, where these approaches encourage students to choose their own style in learning.

3. METHODS

In order to address the previously raised enquiries, a descriptive study in the form of survey research was employed. The population of the

research was English teacher from elementary until high school. The sample was taking randomly of fifty English teachers. The data was collected by using online platform questionnaires and open-ended questions as the instrument in order to allow for more individualized response. The first part of the instrument consisted of the agreement of the participants to be involved in the research and to fill in the answers in accordance with the actual situation. The data provided by participants is confidential and will only be analyzed for academic research purposes. The second section provided questionnaire items related to the research variables. All variables use a five-point Likert scale. The third section contained open ended questions that allowed participants to write their views in writing. All items were adapted from previous studies that have been tested and have good construct validity.

After the data were collected, the data was analyzed descriptively by using percentage and interpretation of the major idea coming from the open-ended questions. This analysis was carried out by considering the research questions while selecting and selecting data that suits the research needs which are then interpreted in writing to find the results of the research.

4. RESULTS

The following are the findings of the questionnaire

Table 1. EFL Teachers' perception Toward Traditional and Alternative Assessment

Assessment	Statement	Percentage
Traditional Assessment	I am familiar with traditional Assessments	56%
	I often use multiple choice to assess listening skill	59.2%
	I often use multiple choice to assess listening skill	72%
	I often use multiple choice to assess listening skill	44.9%
	I often use true-false to assess reading skill	69.4%
	I often use essay / short answer to assess reading	63.3%
	I often use essay / short answer to assess writing	51%
	I am in giving an assessment, oriented to the product of the assessment itself	46.9 %
	I am using score as feedback	61.2%
	Alternative Assessments	I am familiar with alternative assessment
I often use self and peer assessment in the classroom		45.8 %
I use portfolio to assess student in the classroom		44.9 %
I often use portfolio and journal to assess student in the classroom		51 %
I often use performance based test		67.3 %
I often use cooperative test construction		45.8 %
I often use authentic assessment		64.4 %
I often use long term assessment		55.3 %
I am in giving an assessment, oriented to the process of the assessment itself		51 %
I am using individual feedback in classroom		49 %

For open-ended question, there are five questions in open ended question.

Question 1: What is your view about traditional assessment?

One of teacher mentioned that *“Traditional Assessment is very common in classroom situation. It is very easy to score the students and it helps the teacher to assess the students”* Another teacher mentioned *“Traditional assessment is easy, general and often to use in classroom situation It is much easier and less time consuming when you have so many classes.”* the last teacher mentioned that *“Traditional assessment is helpful for students in beginner level.”*

Question 2: *What is your view about alternative assessment?*

One of teacher mentioned that *“Alternative assessment in classroom context is a little bit difficult to conduct, it is about the time allocation and students’ ability to fulfill that assessment”* Another teacher mentioned *“I think that this is not too easy and also not too difficult. It can assess students in different way. In applying this one, teachers still need to know it very well in order to get what they need in assessing.”* the last teacher mentioned that *“I seldom use alternative assessment since my students are not really familiar with this assessment and I am difficult to conduct the scoring rubric.”*

Question 3: *For what skill that you use traditional or alternative assessment?*

One of teacher mentioned that *“I use it in all of the skill”* Another teacher mentioned *“I use traditional assessment for reading and listening and alternative assessment for speaking and writing.”* the last teacher mentioned that *“I use traditional assessment for assessing students’ performance in receptive skill like reading and listening. In contrast, they use alternative assessment in productive skill like speaking and writing.”*

Question 4: *Do you think that alternative assessment is more subjective than traditional assessment?*

One of teacher mentioned that *“Yes, it is.”* Another teacher mentioned *“Not really, it depends on how we conduct the scoring rubric.”* the last teacher mentioned that *“Yes, because the criteria of scoring is various.”*

Question 5: As a teacher, what is the easier one, alternative or traditional assessment?

One of teacher mentioned that *“Traditional assessment is easier to score than alternative assessment”* Another teacher mentioned *“Traditional assessment is easier since in Indonesia’s curriculum it is really common.”* the last teacher mention that *“I think, alternative is easier because the students is more creative in doing a task and teacher is only a facilitator.”*

As mentioned above, almost all respondents said that traditional assessment is easier to do than alternative assessment. They said that traditional assessments are very easy, common, and often used to assess student performance. Teachers can use very clear grading rubrics to assess students and this mode of assessment is very familiar to students, timesaving, efficient, and fairer. In addition, they also said that traditional assessment is very helpful for teachers especially for elementary or middle school as a beginner level and they use traditional assessments to assess student performance in receptive skills such as reading and listening.

On the other hand, respondents said that they rarely use alternative assessments. The reasons are, firstly, that alternative assessments are time-consuming and can be an obstacle in the learning process, as they are difficult to do in a classroom situation. Secondly, alternative assessment is actually good to know the progress of students in the learning process, but it needs good cooperation between teachers and students to do the assessment well. Third, students and teachers are not familiar with alternative assessment types. This will also make assessing a class with a large number of students difficult. Most of them also mentioned that alternative assessments are sometimes subjective in assessing student performance if both students and teachers do not have clear guidelines for using them. In addition, it is also rather difficult to

create the assessment rubric. It also depends on the school conditions and students' backgrounds. In addition, they use alternative assessments for productive skills such as speaking and writing.

5. DISCUSSION

Even though assessment takes essential component of any learning process, many teachers seem to ignore its multiple implications and advantages. However, Teachers are expected to have a working knowledge of all aspects of assessment to support their instructions, the needs and the expectations of students, parents, and the school community (Macias, 2015). In recent decades, classroom assessment has been getting more attention in education as it can help teachers enhance the quality of learning (Widiastuti et al., 2020). Therefore, in both local and global contexts, researchers and practitioners have tried to find precise and adequate assessment methods to measure and monitor students' progress in learning.

Although assessments are currently used for many purposes in the educational system, their effectiveness and utility must ultimately be judged in order to promote students' learning (Khonamri et al., 2021) That is way the teachers' views about traditional and alternative assessment are important to be investigated since, according to Fatalaki (2015), teachers are the best assessor of the students in the classrooms setting because their knowledge of the students' weaknesses.

Based on the data above, it is clear that the teachers like to give an assessment based on the familiarity of the students and the teacher on that assessment. However, Hamm (2009) mentions that assessment is not only about testing. In the process of learning, the students can do many things, such as create idea, give respond, class discussion, and so on to express their understanding in lesson. That process should be assessed by

the teacher not only as product of the lesson but also as a whole process of learning.

Nasab (2015) discusses that there are three kind of assessment. First, Assessment for learning, it offers a number of opportunities for students to develop their own skills by making evaluations about their own performances, It is like self-assessment which encourages students to assess their own language skills to increase interest in the use of English (Khonamri et al., 2021). Second, assessment as learning, it is about assessment as critical and reflective analysis of the students' own learning. Third, assessment of learning, it is to ascertain what the students know in relation to curriculum outcomes. These three kinds of assessment should become attention to the teacher to assess students' performance in the classroom situation.

Due to the type and function of assessment itself, the use of traditional or alternatives only cannot properly assess student achievement under classroom conditions. It is necessary to collaborate both to obtain a better process and product in English language teaching.

Traditional vs. Alternative Assessment

One of the major disadvantages of alternative assessment is the difficulty of deciding scores to learner performance. There are important points related to subjectivity, reliability, and validity in this assessment method (Al-Mahrooqi & Denman, 2018). Therefore, to facilitate the assessment process with this method and improve the consistency and fairness of assessment, the use of assessment rubrics for teachers is very important (Simonsom et al., 2015). That is way many teachers prefer to use the familiar one, traditional assessment, since they said it is more objective and easier to assign the score. According to Brown (2004), that is adapted from Armstrong, 1994 and Bailey, 1998, the differences between

traditional and alternative assessment can be summarized in the table below.

Traditional Assessment	Alternative Assessment
one-shot (standardized exam),	continuous long term assessment,
timed (multiple-choice format),	untimed (free-respond format),
decontextualize test items,	contextualized communicative task,
score suffice for feedback,	individual feedback and washback,
Norm-referenced score,	Criterion-referenced score,
focus on the right answer,	open-ended (creative answer),
summative,	formative,
oriented to product,	oriented to process,
non interactive performance,	interactive performance,
Foster extrinsic motivation.	Foster intrinsic motivation.

It can be noticed that traditional assessment only measures certain things in the learning process. On the other hand, alternative assessments are more authentic than traditional assessments, as they assess the entire student performance. In addition, traditional assessment gives credit to the product of learning, while alternative assessment focuses on the process. For example, traditional tests, such as multiple choices, teachers only know the learning products from the scores obtained, whereas with self-assessment and peer assessment, teachers can know the overall process of students during lessons in the classroom.

Due to importance of assessment, it has undergone a long way from the traditional assessment to the alternative one (Meihami & Seyyed, 2016). Unlike traditional tests, the alternative assessments encourage students to think critically and make their own conclusions about more complex problems. Rather than asking students to select answers in the form of short answer, essay or multiple choices, these alternative assessments invite students to create extended responses in creative answer, using multiple modes of representation (Al-Mahrooqi &

Denman, 2018). Alternative assessments minimize the limitation of the time; they also encourage students to use creative tools to help them in solving the problems on the assessments. Alternative assessment is more authentic; since it is a judgment from educator or students using specific rubrics not only by the final score at the end of the course (Herman et al, 1997).

Alternative assessment is assumed to differ from traditional modes of assessment. It seeks to make learning more significant and to provide a stronger link between teaching and assessment. Alternative assessment approaches are used to assess the knowledge and skills of students that are not well captured by traditional assessment methods (Dogan, 2011; Putri et al., 2019) .

In addition, according to Harmer (2007), there are two types of language skills; receptive and productive. First, receptive skills is the term used to refer to listening and reading activities where the meaning of the lesson is extracted from the discourse. Receptive skills are passive as students will only acquire language and knowledge through sensing and thinking. The process of acquiring language lessons only occurs up to the comprehension stage. Once they have acquired comprehension, the process will probably stop. Second, productive skills include speaking and writing where students have to produce their own language. In this language skill, students are required to pass through the comprehension stage to the production stage, after they acquire the language; they have to produce the language themselves. Based on the theories and findings above, it can be shown that, teachers use traditional assessments to assess students' performance in receptive skills such as reading and listening. In

addition, they use alternative assessments in productive skills such as speaking and writing.

Advantages and Disadvantages of Traditional and Alternative Assessment

Based on the findings, it is true that teachers should blend traditional and alternative assessments as both have their advantages and disadvantages. For traditional assessments, they are appropriate for measuring receptive skills. It offers a number of advantages as it is quick to administer and score, thus saving time. In addition, the scoring is relatively objective. However, they have the disadvantage of not being able to check students' productive language skills (Kaya & Özkan, 2019; Nasab, 2015).

Teachers, in the findings, also mentioned that traditional assessment is very easy, common, and often used to assess students' performance because they can use very clear assessment rubrics to assess students. In addition, according to them, traditional assessment is very helpful for elementary school or middle school as a beginner level. Then, traditional assessment is very familiar with students, timesaving, efficient, and more equitable.

It is in line with Frank in Chandio & Jafferi (2015) and Putri et al. (2019) mention that Most teachers use paper-and-pencil-based tests (traditional tests such as multiple-choice, true-false, and so on) as assessment tools to measure their students' achievement because they are more familiar, most of the items included in these traditional tests have content validity issues; Thus, it is not difficult to ascertain that the tests are effective if teachers use traditional assessments.

On the other hand, Macian in Derakhshan et al., (2011) discusses about some characteristics of alternative assessment. They are alternative

assessments are multicultural sensitive when properly administered; alternative assessments go beyond the day-to-day classroom activities already in place in a curriculum; alternative assessments allow students to be assessed on what they normally do in class every day; and provide information about both the strengths and the weaknesses of students.

In line with the statement above, Phongsirikul (2018) adds that Alternative assessments demand problem solving and higher-order thinking; involve tasks that are useful instructional activities; focus on the process as well as the product; encourage open disclosure of standards and criteria; and use real-world contexts or simulations. For instance, formative assessment as one of the alternative assessments, according to Dumford & Miller (2018) formative assessment is often conducted during the course of a lesson, thus allowing teachers to provide feedback and make adjustments that will help ensure student success rather than just a summative assessment at the end of the lesson.

From above characteristics, it can be inferred that alternative assessment has its advantages. Nevertheless, there are several disadvantages in using alternative assessment into classroom. Today, alternative assessment is relatively new for most of the teachers; the teachers may face some obstacles of how to implement types or forms of alternative assessment within the constraints of classroom life (Abbas, 2012) .

Since it is still debatable, Hidayati (2016) and Morales & Fernández (2019) mention that alternative assessment as authentic assessment There are several problem to apply this kind of assessment, first, too many assessment formats, it is in line with what teachers mention in open ended question that alternative assessment is a little bit confusing, since it needs the teacher's ability in conducting their own scoring rubric, and

teacher can also find many format on the scoring rubric. Second, the inconsistency in educational regulation, because teacher think that the curriculum changes inconsistent to support them doing alternative assessment, because there is no clear regulation about that. Third, insufficient learning facilities caused inefficiency of using alternative assessment, since the alternative assessment needs learning and classroom situation, which is suitable, the alternative assessment is not really effective in the large class, because the teacher cannot asses the students well.

For example, Brecht&Walton in Abbas (2012) states that performance assessment (as one form of alternative assessment) cannot be assess in the large classroom, it is time consuming, and teacher will be difficult to manage that thing. Another example comes from Epstein in Kavaliauskien'e et al., (2007) mentions that portfolio assessments is not really reliable or fair than traditional way to assess, it also can be time consuming for teachers, teachers must develop their own individualized criteria for making scoring rubric which can be initially difficult or unfamiliar.

Another example which shows the disadvantages of alternative assessment is in the case of teachers' feedback comes from Vasu, et al (2016), teachers' feedback to the students individually in writing class is not really helpful to make students' writing better. Also, Chen &Warren (2005) discuss that peer assessment have problem in students need more guidance in giving feedback to their peers some feel uncomfortable judging their peer's work and some are lack of knowledge on how to assess their peers' work (Nguyen & Phan, 2020).

This is in line with the findings that mention the disadvantages of alternative assessment. First, this assessment takes a long time and can be

an obstacle in the learning process, as it is difficult to do in a classroom situation. Second, it requires good cooperation between teachers and students to conduct a good assessment and seems subjective if there is no clear assessment rubric. Third, students and teachers are not familiar with alternative assessment types. This will also make scoring difficult in a class with a large number of students.

Therefore, based on the findings and existing theories, it is clear that teachers' perspectives regarding the use of alternative and traditional assessments should be clear with the purpose and advantages of both assessments. It would be useful to combine traditional assessments, such as paper-based assessments (multiple choice, true-false, short answer, etc.) and alternative assessments such as authentic assessments (performance-based, portfolio, journal, etc.) appropriately based on courses and skills.

6. CONCLUSION

In 21st century ELT assessment, there is a growing interest in the use of new forms of assessment that differ from traditional forms of assessment. These new alternative forms of assessment provide students with tools that make them more engaged in their learning and give them a better sense of control over their own learning. In this case in the findings of this research, teachers understand more concepts related to traditional assessment. While this traditional assessment has many weaknesses. Teachers' creativity and effort are essential to make the language assessment process successful. Both types of assessment are actually needed in the learning process. Teachers should adjust to the classroom situation and learning objectives to conduct and choose what type of assessment to use to assess students. As a recommendation, explicitly, teachers' perspective should be changed to a better perspective

on assessment. This is beneficial so that teachers and students can do the teaching and learning process well.

References

- Abbas, Z. (2012). Difficulties in Using Methods of Alternative Assessment In Teaching from Iraqi Instructors Points of View. *AL-Fatih Journal*, 48. <http://www.iasj.net/iasj?func=fulltext&aId=39413>.
- Al-Mahrooqi, R., & Denman, C. (2018). Alternative Assessment. *The TESOL Encyclopedia of English Language Teaching*, 1-6. <https://doi.org/10.1002/9781118784235.eelt0325>
- Almossa, S. Y., & Alzahrani, S. M. (2022). Assessment practices in Saudi higher education during the COVID-19 pandemic. *Humanities and Social Sciences Communications*, 9(1). <https://doi.org/10.1057/s41599-021-01025-z>
- Atifnigar, H., Zaheer, Z. ur R., Alokozay, W., & Takal, M. G. (2020). Students' Perception of Alternative Assessment: A Systematic Literature Review. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55-67. <https://doi.org/10.32996/ijllt>
- Bartholomew, S. R., Strimel, G. J., & Jackson, A. (2018). A comparison of Traditional and Adaptive Comparative Judgment Assessment Techniques for Freshmen Engineering Design Projects. *International Journal of Engineering Education*, 34(1), 20-33.
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practice*. Pearson Longman.
- Chandio, M. T., & Jafferri, S. (2015). Teaching English as a Language not Subject by Employing Formative Assessment. *Journal of Education and Educational Development*, 2(2), 151-171. <http://www.doe.iobm.edu.pk/wp-content/uploads/2016/01/section-6-Chandio.pdf>.
- Dakhi, O., Jama, J., & Irfan, D. (2020). Blended Learning: a 21st Century Learning Model At College. *International Journal Of Multi Science*, 1(08), 50-65.
- Derakhshan, A., Saeed, R., & Mino, A. (2011). Alternatives in Assessment or Alternatives to Assessment: A Solution or a Quandary. *International Journal of English Linguistics*, 1(1). www.ccsenet.org/ijel
- Dikli, S. (2003). Assessment at a Distance: Traditional vs. Alternative Assessments. *The Turkish Online Journal of Educational Technology - TOJET*, 2(3). <http://www.tojet.net/articles/v2i3/232.pdf>
- Dogan, M. (2011). Student Teachers' Views about Assessment and Evaluation Methods in Mathematics. *Educational Research and Reviews*, 6(5), 417-431. <http://www.academicjournals.org/ERR>.

- Dumford, A. D., & Miller, A. L. (2018). Online Learning in Higher Education: Exploring Advantages and Disadvantages for Engagement. *Journal of Computing in Higher Education*, 30(3), 452–465. <https://doi.org/10.1007/s12528-018-9179-z>
- Fatalaki, J. A. (2015). Teacher - Based Language Assessment. *International Letters of Social and Humanistic Sciences*, 60, 77–82. <https://doi.org/doi:10.18052/www.scipress.com/ILSHS>.
- Forutan, A. (2014). Traditional Versus Alternative Writing Assessment. *International Journal of Foreign Language Teaching & Research*, 2(7). http://jfl.iaun.ac.ir/article_11667_9a13ffb39e5b12cd9793ac34aa5e8b54.pdf.
- Ghaicha, A., & Omarkaly, E. (2018). Alternative Assessment in the Moroccan EFL Classrooms Teachers' Conceptions and Practices. *Higher Education of Social Science*, 14(1), 56–68. <https://doi.org/10.3968/10161>
- Gidiotis, I. (2021). *Investigating Alternative Assessment Techniques Employed by Greek Primary and Secondary EFL Teachers During Emergency Online Instruction due to COVID-19*. June. <https://ikee.lib.auth.gr/record/332664>
- Hamm, M., & Dennis, A. (2009). *Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment*. Rowman & Littlefield Publishers, Inc.
- Hidayati, N. (2016). The Authenticity of English Language Assessment for the Twelfth graders of SMK (Vacation High school). *Premise Journal*, 5(1). <http://fkip.ummetro.ac.id/journal/index.php/english/article/download/429/390>
- Ismail, S. N., Don, Y., Husin, F., & Khalid, R. (2018). Instructional Leadership and Teachers' Functional Competency Across the 21st Century Learning. *International Journal of Instruction*, 11(3), 135–152. <https://doi.org/10.12973/iji.2018.11310a>
- Janisch, C., Xiaoming, L., & Amma, A. (2007). Implementing Alternative Assessment: Opportunities and Obstacles. *The Educational Forum*, 71. <http://files.eric.ed.gov/fulltext/EJ763213.pdf>
- Kavaliauskien'e, G., Ligija, K., & Lilija, A. (2007). Reflective Practice: Assessment of Assignments in English for Specific Purposes. *IBÉRICA*, 14, 149–166. http://www.aelfe.org/documents/14-08_galina.pdf.
- Kaya, D., & Özkan, Y. (2019). Using Alternative Assessment to Engage Preservice Language Teachers in the Assessment Process: A Case Study in Turkish Higher Education Context. *Reading Matrix: An International Online Journal*, 19(1), 93–113.

- Khonamri, F., Kralik, R., Viteckova, M., & Petrikovicova, L. (2021). Self-Assessment and EFL Literature Students' Oral Reproduction of Short Stories. *European Journal of Contemporary Education*, 10(1), 77–88. <https://doi.org/10.13187/ejced.2021.1.77>
- Macias, D. F. (2015). A Call for Language Assessment Literacy in the Education and Development of Teachers of English as a Foreign Language. *Colomb. Appl. Linguist. J*, 17(2), 302–312. <https://www.researchgate.net/publication/283317148>
- Meihami, H., & Seyyed, A. R. (2016). An Emic Perspective Toward Challenges and Solutions of Self- and Peer-Assessment in Writing Courses. *Asian-Pacific Journal of Second and Foreign Language Education*. [https://doi.org/DOI 10.1186/s40862-016-0014-7](https://doi.org/DOI%2010.1186/s40862-016-0014-7)
- Morales, H. S., & Fernández, L. C. (2019). Authentic Assessment in the Listening Comprehension Classroom: Benefit and Implication. *Gist Education and Learning Research Journal*, 19(19), 6–30.
- Nasab, F. G. (2015). Alternative versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 2(6), 165–178. [http://www.jallr.com/index.php/JALLR/article/viewFile/136/pdf 136.](http://www.jallr.com/index.php/JALLR/article/viewFile/136/pdf136)
- Nguyen, T. T. K., & Phan, H. M. (2020). Authentic Assessment: a Real Life Approach to Writing Skill Development. *International Journal of Applied Research in Social Sciences*, 2(1), 20–30. <https://doi.org/10.51594/ijarss.v2i1.97>
- Perry, M. S. (2018). 21st Century Skills through Film Production in Tertiary Education: A Transformative Assessment in a Literature and Media Course. *3L: Language, Linguistics, Literature*, 24(4), 214–232. <https://doi.org/10.17576/3L-2018-2404-16>
- Phongsirikul, M. (2018). Traditional and Alternative Assessments in ELT: Students' and Teachers' Perceptions. *REFlections*, 25(1), 61–84. <https://so05.tci-thaijo.org/index.php/reflections/article/view/136267>
- Putri, N. S. E., Pratolo, B. W., & Setiani, F. (2019). The Alternative Assessment of EFL Students' Oral Competence: Practices and Constraints. *Ethical Lingua: Journal of Language Teaching and Literature*, 6(2), 72–85. <https://doi.org/10.30605/25409190.v6.72-85>
- Sa'diyah, A. (2020). Alternative Assessment Practices and Difficulties on EFL Students' Speaking Skill. *Proceedings of the International Joint Conference on Arts and Humanities (IJCAH 2020) Alternative*, 491(Ijcah), 810–815. <https://doi.org/10.2991/assehr.k.201201.134>
- Simonsom, M., Smaldino, S., & Susan, Z. (2015). *Teaching and Learning at a Distance, Foundation of Distance Education*. IAP–Information Age Publishing, Inc.

- Teo, P. (2019). *Learning, Culture, and Social Interaction*, 21, 170-178. 170–178.
- Widana, I. W. (2018). Higher Order Thinking Skills Assessment towards Critical Thinking on Mathematics Lesson. *International Journal of Social Sciences and Humanities (IJSSH)*, 24–32. <https://doi.org/10.29332/ijssh.v2n1.74>
- Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020). Dissonances between Teachers' Beliefs and Practices of Formative Assessment in EFL Classes. *International Journal of Instruction*, 13(1), 71–84. <https://doi.org/10.29333/iji.2020.1315a>