

The influence of assessment for learning, assessment as learning, and assessment of learning on speaking and writing skills in elementary school project-based learning

St Y Slamet¹, Retno Winarni², Ahmad Syawaludin^{3*}, Tri Widiarto⁴, Ali Fakhruhin⁵

^{1,2}Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, Indonesia; st_ys@staff.uns.ac.id (S.Y.S.)
retnowinarni@staff.uns.ac.id (R.W.)

³Faculty of Education, State University of Malang, Malang, Indonesia; ahmad.syawaludin.fip@um.ac.id (A.S.)

⁴Faculty of Education, Christian Satya Wacana University, Salatiga; Indonesia, tri.widiarto@uksw.edu (T.W.)

⁵Faculty of Education, State University of Surabaya, Surabaya, Indonesia; alifakhruhin@unesa.ac.id (A.F.)

Abstract: The implementation of project-based learning needs to be supported by knowledge of various assessment models that can influence students' speaking and writing skills in elementary schools. This research aims to investigate the influence of Assessment for Learning, Assessment as Learning, and Assessment of Learning on speaking and writing skills in project-based learning in elementary schools. This research used a quasi-experimental design with a research sample of 90 students. Data was collected through tests and statistically analyzed by multivariate analysis of variance. The results show that there is a significant influence of the assessment model on students' speaking and writing skills in elementary schools. The research conclusion is that the assessment model has a significantly different influence on speaking and writing skills. Assessment for Learning obtained the highest results compared to other assessment models. This research provides an overview of selecting and implementing the most effective assessment model for elementary school students' language skills through project-based learning.

Keywords: *Assessment as learning, Assessment for learning, Assessment of learning, Speaking skills, writing skills.*

1. Introduction

Language skills play an important role in developing thinking patterns and articulating students' ideas effectively to others. A review of the development of language competence emphasizes that individuals not only need to master receptive language skills such as listening and reading to receive and understand information, but also must master productive language skills, namely speaking and writing to organize and convey the ideas they obtain [1] [2] [3]. Productive language skills refer to students' skills in speaking and writing by creating more meaningful linguistic codes so that they are able to express their thoughts in the form of words. These language skills are essential for social interaction and learning in the classroom and provide a foundation for reading comprehension [4] [5].

Learning for the acquisition of productive language skills is deepened in upper elementary schools [6]. At this age, students are at a critical stage in building the ability to convey their ideas and emotions clearly and effectively [7][8]. Productive language skills help students build more complex cognitive structures as interactions to combine new experiences and knowledge that they previously knew. Furthermore, learning productive language skills prepares students to collaborate actively in a society that continues to develop [9][10].

Developing language skills in elementary schools does not only focus on theory, but also on direct practice. Various innovative approaches have been carried out as an effort to improve productive language skills, for example student language exchange programs at the elementary school level which allow students to interact and communicate orally and in writing with class partners from other schools have proven to be effective in the development of productive language skills [11]. Other efforts to apply the Project Based Learning model have been empirically proven to increase students' speaking and writing performance [12][13][14].

Through challenging projects, students are more motivated to develop their communication skills. Moreover, technology collaboration in learning has also become the main focus in various research such as Mobile-Assisted Language Learning to improve productive and receptive language skills [15].

Apart from curriculum innovation, models and innovative technology in learning, one important aspect that is receiving increasing attention in efforts to improve productive language skills is the accuracy of assessment models. This is based on the achievement of learning outcomes through assessment and the learning process is an inseparable unit [16][17]. Assessment is a tool to assess student progress in learning and determine what learning strategies should be carried out next [18]. Assessment principles can support teachers and students in meaningful assessment and improve the learning experience for students [19]. One form of assessment that is seen to have an impact on productive language skills is Assessment for Learning (AfL). Previous research has reported a lot of empirical evidence that AfL activates the learning process for developing students' skills [20][21][22].

Meanwhile, empirical studies of previous research on assessment in project-based learning do not only use the AfL model. The use of Rubrics of formative assessment offering clear and detailed criteria about what is expected from the assignment has provided better understanding [23]. Other research states that formative assessment has a significant effect on the implementation of project-based learning [24]. The varying effectiveness of each assessment model indicates that it is necessary to investigate the effectiveness of the AfL, AoL, and AaL assessment models to provide a more comprehensive understanding of the influence of each assessment model in project-based learning on students' productive language skills in elementary school.

2. Literature Review

Assessment for Learning (AfL) is an assessment model to improve and investigate the learning process regarding how much knowledge students know and can do, how they feel about the learning process, and what gaps they may have [22] [25]. This process helps them to decide what to do next and how best to achieve the desired learning goals. The essence of AfL is not only assessing learning outcomes, but paying attention to how assessment is used formatively to guide learning instruction [26]. Thus, the application of AfL in learning productive language skills allows teachers to identify students' strengths and weaknesses in language skills, as well as provide appropriate support according to students' individual needs [22][27][28].

AfL is different from other assessment models such as Assessment as Learning (AaL) and Assessment of Learning (AoL). Assessment as Learning (AaL) emphasizes formative assessment that places students as independent assessors [29][30]. In practice, students reflect on their own understanding and identify areas that need improvement so that elementary school students have a tendency towards less accuracy and subjectivity. Meanwhile, AoL is a summative assessment and only evaluates students' final results so it is less responsive to students' needs during the learning process [31]. By comparing other models, it can be seen that the superiority of AfL compared to other assessments is that there is collaboration between teachers and students in self-assessment followed by feedback and follow-up, thereby creating an interactive learning environment [32].

At the elementary school level, through the Merdeka curriculum, language skills learning is implemented using collaborative project-based learning [33]. The concept of collaborative project-

based learning emphasizes students to be actively involved in planning and implementing projects collaboratively [34][35]. In the context of language learning, this approach allows students to learn language through involvement and integration throughout the planning, implementation and evaluation of projects such as creating wall magazines, short stories and simple comics. The teacher directs students during planning and implementing projects in groups followed by joint evaluation regarding the development of students' language skills. This kind of learning design is considered appropriate if it is supported by an assessment model that involves the collaborative roles of teachers and students as per AfL principles. AfL provides continuous feedback that is integrated with the learning process thereby cultivating students as masters of their own learning [22][36]. This real-time monitoring and improvement of learning is in line with a collaborative project approach that emphasizes language skills, critical thinking and collaboration.

3. Methodology

This research is quantitative with a quasi-experimental research design. Quasi-experiments were chosen to control non-experimental variables and use a control group as a comparison to understand the treatment effect. The assessment model in this research is an independent variable, consisting of Assessment for Learning (X1), Assessment as Learning (X2), and Assessment of Learning (X3). Meanwhile, the dependent variable of this research is productive language skills, consisting of speaking skills (Y1) and writing skills (Y2). This research investigates the effect of the assessment model on productive language skills with the design in Figure 1.

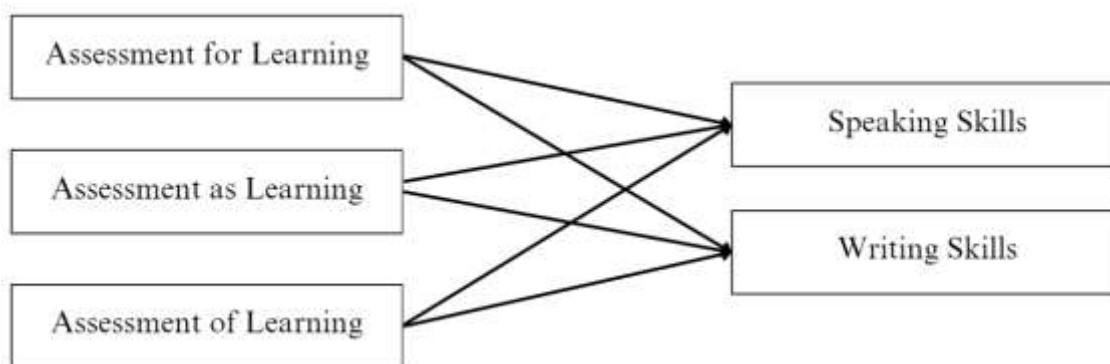


Figure 1.
Research design.

The model diagram in Figure 1 is in accordance with the research objective of investigating the influence of Assessment for Learning, Assessment as Learning, and Assessment of Learning on speaking and writing skills in the implementation of collaborative project-based learning in elementary schools. In this study there were three classes with three different treatments. The first class will be treated by applying AfL, the second class will apply AaL, and the third class will apply AoL. At the end of the lesson, an assessment of speaking skills and writing skills is carried out. The acquisition of speaking and writing skill scores was analyzed quantitatively using statistical tests.

The research was conducted in a location setting in the city of Surakarta, Indonesia. The research population cannot be known with certainty so sampling was carried out using a cluster random sampling technique. The population is divided into several clusters based on classes that implement project-based learning based on the Independent Curriculum. Then random selection was carried out using a random number generator to obtain three classes as research samples. The sample for this research consisted of 90 fifth grade elementary school students. The number of students in each class is 30 people. This research data is primary data in the form of speaking and writing skill scores. In

this regard, the data collection technique for this research uses tests. The speaking and writing skills test instrument developed by the research team taking into account the following aspects.

Table 1.
Aspects of speaking and writing skills assessment.

No	Variabel	Aspek	Deskripsi
1	Speaking skills	Eloquence	Ability to speak fluently without many pauses or interruptions.
		Mastery of the topic	Good understanding of the topics discussed and ability to convey relevant information.
		Clarity and intonation	Ability to speak clearly, using appropriate intonation to emphasize important points.
		Expressions and gestures	Use of appropriate facial expressions and body movements to support oral communication.
2	Writing skills	Text structure	Ability to organize text well, including the use of clear and logical paragraphs.
		Grammar and spelling	Use of correct grammar and correct spelling.
		Cohesion and coherence	Ability to compose sentences and paragraphs that are interconnected well so that the text is easy to understand.
		Creativity	Ability to write in an engaging and creative way using rich and varied vocabulary.
		Use of vocabulary	Choose the right words that fit the context.

Research data was obtained in the form of productive language skills scores. Data analysis techniques use statistical analysis. In connection with this research using three independent variables with two dependent variables, the research hypothesis test uses Multivariate Analysis of Variance (MANOVA) [37]. The analytical prerequisite tests used in this research include tests for normality and homogeneity of the covariance matrix. The MANOVA test will be used to test this hypothesis by considering both dependent variables (speaking and writing skills) simultaneously. If the MANOVA test results show that the null hypothesis is rejected, further analysis (post-hoc) will be carried out to determine which groups are significantly different.

4. Results Discussion

This research was carried out in three public elementary schools located in Surakarta City. The first class has implemented project-based learning with AfL, the second class has implemented AaL, and the third class has implemented AoL. At the end of the lesson, speaking and writing skill scores are obtained. Data obtained from the three research sites were analyzed using the MANOVA test. The description of the research data is presented in Table 2.

Table 2.
Description of speaking and writing skills data.

No	Item	Assessment	Mean	St. deviation	N
1	Speaking skills	Assessment for learning	88.23	1.870	30
		Assessment as learning	84.83	1.577	30
		Assessment of learning	78.70	1.745	30
2	Writing skills	Assessment for learning	82.87	1.995	30
		Assessment as learning	79.63	1.884	30
		Assessment of learning	75.63	1.884	30

The description of speaking and writing skills data in Table 1 shows the mean and standard deviation results of three classes (Assessment for Learning, Assessment as Learning, and Assessment of Learning), each class consisting of 30 students. Before carrying out data analysis tests, researchers carried out prerequisite tests using the normality test and the covariance matrix homogeneity test. In the normality test, researchers are guided by the probability plot technique. It shows that the plotting points in the "Normal P-P Plot of Regression Standardized Residual" image always follow and approach the diagonal line. Therefore, as the basis for decision making in the normality test of the probability plot technique, it can be concluded that the residual values are normally distributed. In this way, the assumption of normality in speaking skills and writing skills is fulfilled. After the data meets the normality test, the covariance matrix homogeneity test is continued and get results as Table 3.

Table 3.
Covariance matrix homogeneity test results.

Item	Statistic
Box's M	4.525
Sig.	0.626

Based on the output in table 3 above, it shows that the covariance matrix between groups is the same (Sig. = 0.626), so it can be concluded that the covariance matrix homogeneity test is fulfilled. In connection with the fulfillment of normality and homogeneity, the MANOVA test prerequisites have been fulfilled. The following MANOVA output to determine whether there are significant differences between groups on the dependent variable is presented in Table 4.

Table 4.
Multivariate tests output.

Effect	Test	Sig.
Assessment model	Pillai's trace	0.000
	Wilks' Lambda	0.000
	Hotelling's trace	0.000
	Roy's largest root	0.000

Based on the multivariate test output, Table 4 shows that Sig. on four test statistics: Wilks' Lambda, Pillai's Trace, Hotelling's Trace, and Roy's Largest Root obtained $0.000 < 0.05$, meaning that there is a significant influence of the independent variables on all dependent variables. Furthermore, to answer the research question "Overall, is there a significant influence of the independent variables on a set of groups of dependent variables?", the researcher conducted a MANOVA test with the results of the MANOVA test which was carried out as follows.

Table 5.
MANOVA output.

Source	Dependent variable	Sig.	Levene's test
Assessment model	Speaking Skills	0.000	0.664
	Writing Skills	0.000	0.930

The MANOVA test results as in Table 5 can be interpreted that the independent variable (Assessment Model) has a significant influence on the two dependent variables (Speaking and Writing) because Sig. < 0.05 . After the MANOVA test shows that there are significant differences between groups (AfL, AaL, AoL), a post-hoc test is needed to identify which pairs of groups have significant differences. Post-Hoc test results are presented in Table 6.

Table 6.
MANOVA output.

Dependent variable	Method	Assessment model (I)	Assessment model (J)	Sig.
Speaking skills	Bonferroni	Assessment for learning	Assessment for learning	0.000
			Assessment of learning	0.000
Writing skills	Bonferroni	Assessment for learning	Assessment for learning	0.000
			Assessment of learning	0.000

The homogeneity test results show Sig. > 0.05 on all variables (Referring to Table 5), then the influence of each independent variable on the dependent variable uses the Bonferroni test. Based on the results of the Post Hoc test, it can be concluded that: (1) in the differences in speaking skills based on the assessment model, the differences are between AfL and AaL, and AfL and AoL; (2) in the differences in writing skills based on the assessment model, the differences between AfL and AaL, and AfL and AoL.

Based on the MANOVA analysis test that has been carried out, it shows that there are significant differences between the assessment models on students' speaking and writing abilities. Each assessment model has a significantly different influence on student performance in both aspects, with "AfL" showing the highest results compared to other assessment models. Overall, this MANOVA test indicates that the assessment method significantly influences the acquisition of speaking and writing skills.

5. Discussion

The results of this research show that there is an influence of the assessment model in project-based learning on speaking and writing skills in elementary schools. However, the Post-Hoc test results show that AfL has a significant influence on speaking and writing skills compared to other models - Assessment for Learning (AfL), Assessment as Learning (AaL), Assessment of Learning (AoL)-. The findings of this research are relevant to other previous research which reported that the application of AfL had a significant effect on the quality of the learning process and increased learning outcomes [18][38][39]. The application of AfL encourages students to become more independent in learning and more focused on the learning goals they want to achieve, so that their learning outcomes increase. In addition, AfL allows teachers to identify students' strengths and weaknesses in language and provide specific guidance to improve their speaking and writing skills [22][40]. This process encourages students to more actively participate and develop their language skills in a meaningful and contextual context.

AfL practices involve students in the assessment process, encouraging them to reflect on their own performance and set clear learning goals. In addition, the application of AfL by teachers is implemented to increase students' motivation and commitment to learning [25][27]. Through reflection and feedback on AfL, students become more aware of their progress and motivated to continue improving their language skills [41][42]. AfL also provides opportunities for students to practice speaking and writing in various types of language products so that they can develop students' self-confidence and better communication skills.

Meanwhile, Assessment as Learning (AaL) uses an approach that focuses on active student involvement. AaL involves students in self-assessment and independent learning as a separate function to improve the learning process [26]. Students are invited by teachers to develop metacognitive skills by reflecting on their own understanding and monitoring their learning progress in mastering speaking and writing skills. The application of AaL allows students to tend to demonstrate assessing behavior and make progress independently in argumentative speaking in all dimensions, including delivery, organization, and use of language [43]. Although AaL can help students become more independent and

responsible for learning, its effect on productive language skills is no more impactful than AfL. This is because AaL emphasizes the process of reflection and self-monitoring rather than practical language training.

The implementation of Assessment of Learning (AoL) places greater emphasis on measuring students' achievement of speaking and writing skills at the end of the learning period [26]. While AoL can provide a general overview of a student's language abilities, this approach tends to lack in-depth and ongoing feedback. Apart from that, previous research states that AoL does not involve reflection on what students already or don't know regarding their learning, so this is one of the reasons for the low learning outcomes from the assessment of learning implementation [39]. Therefore, students do not fully understand the aspects of their speaking or writing skills that need to be improved and how to improve them. In addition, AoL often emphasizes the end result rather than the learning process, making it less effective in encouraging the development of students' productive language skills.

The results of MANOVA analysis have shown that there are significant differences between assessment models in project-based learning on students' speaking and writing abilities. AfL is proven to have a more significant influence on students' productive language skills in elementary schools. The application of AfL in project-based learning not only helps students understand what they are learning, but also sees how they learn and apply speaking and writing skills in real contexts. For example, a project to create a collaborative class magazine provides valuable experience. Students practice working together to write articles for wall magazines, conduct discussions, and compose content, all of which involve speaking and writing skills.

Apart from that, an important thing that plays a role in developing speaking and writing skills is the feedback facilitated through AfL. The feedback provided in AfL is direct and specific so that students can immediately take action to correct mistakes and strengthen skills that have been mastered [22][31][44]. For example, when students make a presentation in front of the class, the teacher gives appreciation in the form of praise for aspects of good speaking. Apart from appreciation, the teacher also provides suggestions for improvement, such as aspects of fluency and intonation that are more varied and better. Thus, continuous and constructive feedback through AfL helps increase self-confidence while improving effective speaking and writing skills [45][46]. This is the advantage of AfL in improving productive speaking skills compared to other assessment models.

6. Conclusion

The application of Assessment for Learning (AfL) in collaborative project learning has been proven to have a significant effect on productive language skills in elementary schools. The effectiveness of AfL is proven to be better than assessment models such as Assessment as Learning (AaL) and Assessment of Learning (AoL). The implications of this research through the application of AfL in project-based learning involve students working in groups which naturally develops their collaboration and communication skills. AfL assesses and provides feedback on how students interact and communicate in groups thereby helping them develop effective speaking skills and good writing abilities.

The findings of this research recommend that teachers should integrate AfL in every stage of PBL, from planning to presentation of the final product. In addition, providing feedback must be specific, constructive, and ongoing to help students understand and improve areas of their language skills that need improvement. Using assessment rubrics with clear and detailed indicators can help students understand the criteria used to assess speaking and writing skills. Therefore, teachers need to develop assessment rubrics based on aspects of speaking and writing skills in elementary schools and adapt their project products.

Copyright:

© 2024 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

References

- [1]. Winarni, R., Slamet, S. Y., & Syawaludin, A. (2022). Indonesian textbook based on character education through active learning for the elementary school students. *Jurnal Ilmiah Sekolah Dasar*, 6(1), 39-47.
- [2]. Sadikov, E. T. (2021). Teaching pragmatic speech acts through the receptive and productive skills. *Academic research in educational sciences*, 2(11), 463-476.
- [3]. Loewen, S., Isbell, D. R., & Sporn, Z. (2020). The effectiveness of app-based language instruction for developing receptive linguistic knowledge and oral communicative ability. *Foreign Language Annals*, 53(2), 209-233.
- [4]. Rustamov, I. T., & Mamazyayev, Z. X. (2022). Development of speaking comprehension in teaching foreign language for professional purposes. *Asian Journal of Research in Social Sciences and Humanities*, 12(2), 227-233.
- [5]. Hulme, C., Snowling, M. J., West, G., Lervåg, A., & Melby-Lervåg, M. (2020). Children's Language Skills Can Be Improved: Lessons from Psychological Science for Educational Policy. *Current Directions in Psychological Science*, 29(4), 372-377.
- [6]. Raufovich, S. R. (2022). Developing the Language Skills. Receptive and Productive Skills. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnalı*, 2(13), 179-183.
- [7]. Khair, U., & Misnawati, M. (2022). Indonesian language teaching in elementary school: Cooperative learning model explicit type instructions chronological technique of events on narrative writing skills from interview texts. *Linguistics and Culture Review*, 6(S2), 172-184.
- [8]. Issa, H. B., & Khataibeh, A. (2021). The Effect of Using Project Based Learning on Improving the Critical Thinking among Upper Basic Students from Teachers' Perspectives. *Pegem Journal of Education and Instruction*, 11(2), 52-57.
- [9]. Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *Journal of English Teaching*, 6(1), 71-85.
- [10]. Tijjsma, G., Hilverda, F., Scheffelaar, A., Alders, S., Schoonmade, L., Blignaut, N., & Zweekhorst, M. (2020). Becoming productive 21st century citizens: A systematic review uncovering design principles for integrating community service learning into higher education courses. *Educational Research*, 62(4), 390-413.
- [11]. Heinzmann, S., Paul, S., Hilbe, R., Schallhart, N., & Cuenat, M. E. (2023). Development of Productive Language Skills Through Language Exchange in Primary Schools in Switzerland—An Exploratory Intervention Study. *European Journal of Applied Linguistics*, 11(1), 98-131.
- [12]. Abdullayev, B. Z. (2024). Methods of teaching the russian language and their application. *Galaxy International Interdisciplinary Research Journal*, 12(4), 536-538.
- [13]. Aldobekhi, S. A., & Abahussain, M. O. (2024). Enhancing English Language Students Productive Skills through Project-based Learning: A Mixed Method Research. *International Journal of Learning, Teaching and Educational Research*, 23(1), 231-257.
- [14]. Aladini, A., & Jalambo, M. (2021). Dramatizing the CLIL to Promote Learners' Speaking Skills and Their Self-efficacy. *Universal Journal of Educational Research*, 9(1), 37-52.
- [15]. Mortazavi, M., Nasution, M. K., Abdolahzadeh, F., Behroozi, M., & Davarpanah, A. (2021). Sustainable Learning Environment by Mobile-Assisted Language Learning Methods on The Improvement of Productive and Receptive Foreign Language Skills: A Comparative Study for Asian Universities. *Sustainability*, 13(11), 6328.
- [16]. Candrasa, L., & Cen, C. C. (2023). The effect of teacher teaching, learning methods and students' perceptions on the student's learning achievement in Medan city. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 9(1), 449-456.
- [17]. Kang, H., & Furtak, E. M. (2021). Learning Theory, Classroom Assessment, and Equity. *Educational Measurement: Issues and Practice*, 40(3), 73-82.
- [18]. Maki, P. L. (2023). *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Routledge: New York.
- [19]. Hill, J., & West, H. (2020). Improving the Student Learning Experience Through Dialogic Feed-Forward Assessment. *Assessment & Evaluation in Higher Education*, 45(1), 82-97.
- [20]. Mulyana, T., Kurniasih, S., & Ardianto, D. (2021). Assessment for Learning: Changes in the Role of Assessment in Learning. *IJORER: International Journal of Recent Educational Research*, 2(5), 580-589.
- [21]. Yusron, E., & Sudiyatno, S. (2021). How is the Impact of Assessment for Learning (AfL) on Mathematics Learning In Elementary Schools. *Jurnal Prima Edukasia*, 9(1), 75-84.
- [22]. Poerwanti, J. I., Slamet, S. Y., Syawaludin, A., Winarni, R., & Sriyanto, M. I. (2020, September). Assessment for Learning (AfL) in Indonesian Learning in Primary Schools: A Case Study. In *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (pp. 1-4).
- [23]. Cifrian, E., Andres, A., Galan, B., & Viguri, J. R. (2020). Integration of Different Assessment Approaches: Application to a Project-Based Learning Engineering Course. *Education for Chemical Engineers*, 31, 62-75.
- [24]. Chanpet, P., Chomsuwan, K., & Murphy, E. (2020). Online Project-Based Learning and Formative Assessment. *Technology. Knowledge and Learning*, 25, 685-705.
- [25]. Hidayat, R., Sujadi, I., & Usodo, B. (2023). Description of Assessment: Assessment for Learning and Assessment

- as Learning on Teacher Learning Assessment. *Journal of Education Research and Evaluation*, 7(4), 654-661.
- [26]. Schellekens, L. H., Bok, H. G., de Jong, L. H., van der Schaaf, M. F., Kremer, W. D., & van der Vleuten, C. P. (2021). A scoping Review on the Notions of Assessment as Learning (AaL), Assessment for Learning (AfL), and Assessment of Learning (AoL). *Studies in Educational Evaluation*, 71, 2-15.
- [27]. Baas, D., Vermeulen, M., Castelijns, J., Martens, R., & Segers, M. (2020). Portfolios as a tool for AfL and student motivation: are they related?. *Assessment in Education: Principles, Policy & Practice*, 27(4), 444-462.
- [28]. Chen, H. (2020). A Contrastive Analysis of Classroom-Based Language Assessments. *English Language Teaching*, 13(5), 110-114.
- [29]. Yan, Z., & Yang, L. (2021). *Assessment as learning: Maximising Opportunities for Student Learning and Achievement*. Routledge: London.
- [30]. Hinduja, P., Thomas, M., & Siddiqui, S. (2020). The effects of assessment as learning (AaL) on ESL students' academic performance and motivation in the light of self-regulated learning (SRL) theory. *FWU Journal of Social Sciences*, 14(4), 26-42.
- [31]. Motsoeneng, T. J., & Moreeng, B. B. (2024). Evaluation of feedback as an assessment for learning strategy in accounting education. *Interdisciplinary Journal of Education Research*, 6, 1-16.
- [32]. Quinlan, K. M., & Pitt, E. (2021). Towards Signature Assessment and Feedback Practices: A Taxonomy of Discipline-Specific Elements of Assessment for Learning. *Assessment in Education: Principles, Policy & Practice*, 28(2), 191-207.
- [33]. Wulandari, T., & Nawangsari, N. A. F. (2024). Project-Based Learning in the Merdeka Curriculum in Terms of Primary School Students' Learning Outcomes. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 5(2), 31-42.
- [34]. Evenddy, S. S., Gailea, N., & Syafrizal, S. (2023). Exploring the Benefits and Challenges of Project-Based Learning in Higher Education. *PPSDP International Journal of Education*, 2(2), 458-469.
- [35]. Andriyani, S., & Anam, S. (2022). Exploring the relationship between project-based learning and collaborative skills: EFL learners' voices. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 7(1), 51-63.
- [36]. Torres-Gordillo, J. J., Guzmán-Simón, F., & García-Ortiz, B. (2020). Communicative Competence Assessment for Learning: The Effect of the Application of a Model on Teachers in Spain. *PLoS one*, 15(5), 1-16.
- [37]. Ntumi, S. (2021). Reporting and Interpreting Multivariate Analysis of Variance (MANOVA): Adopting the Best Practices in Educational Research. *Journal of Research in Educational Sciences (JRES)*, 12(14), 48-57.
- [38]. Arnold, J. (2022). Prioritising students in Assessment for Learning: A scoping review of research on students' classroom experience. *Review of Education*, 10(3), e3366.
- [39]. Ibnu, S., & Marfuah, S. (2020). Students' Result of Learning at Chemistry Department through Assessment of, for, and as Learning Implementation. *International Journal of Instruction*, 13(2), 165-178.
- [40]. Gozali, I., Fitriyah, I., Widiati, U., & Cahyono, B. Y. (2023). Celebrating Mistakes: The Alignment of Assessment for Learning (AfL) and Motivational Strategy (MotS) in a Constrained Context. *Applied Research on English Language*, 12(4), 71-102.
- [41]. Silver, N., Kaplan, M., LaVaque-Manty, D., & Meizlish, D. (Eds.). (2023). *Using reflection and metacognition to improve student learning: Across the disciplines, across the academy*. Taylor & Francis.
- [42]. Irons, A., & Elkington, S. (2021). *Enhancing learning through formative assessment and feedback*. Routledge.
- [43]. Yin, S., Chen, F., & Chang, H. (2022). Assessment as Learning: How Does Peer Assessment Function in Students' Learning?. *Frontiers in psychology*, 13.
- [44]. Treschman, P., Stylianou, M., & Brooks, C. (2024). A scoping review of feedback in physical education: Conceptualisations and the role of teachers and students. *European Physical Education Review*, 1356336X241230829.
- [45]. Okatan, S., & Yumru, H. (2022). A formative approach to translator training. *Bartın University Journal of Faculty of Education*, 11(1), 164-198.
- [46]. Torres, M. L. S. S. (2021). *Assessment for Learning in the English Language Classroom* (Master's thesis, Universidade NOVA de Lisboa (Portugal)).