

REFERENCES

- Abdullaeva, B. S., Çakmak, F., & Abdullaev, D. (2024). Paper assessment or online assessment: exploring the impact of assessment modes on EFL students' language learning outcomes and personal development. *Language Testing in Asia*, 14(1). <https://doi.org/10.1186/s40468-024-00309-w>
- Adnan, M. (2020). Online learning amid the COVID-19 pandemic: Students perspectives. *Journal of Pedagogical Sociology and Psychology*, 1(2), 45–51. <https://doi.org/10.33902/jpsp.2020261309>
- Adnan, M., & Anwar, K. (2020). Online learning amid the COVID-19 pandemic: Students perspectives. *Journal of Pedagogical Sociology and Psychology*, 1(2), 45–51. <https://doi.org/10.33902/jpsp.2020261309>
- Alzaid, F., & Alkarzae, N. (2019). The Effects of Paper, Web, and Game Based Formative Assessment on Motivation and Learning: A Literature Review. *ペインクリニック学会治療指針* 2, 1–9. <https://eric.ed.gov/?id=ED594189>
- Aulia, R. P., & Warni, S. (2024). *Students' Perceptions Toward Quizizz as An Assessment Tool in EFL Classroom*. 4(2), 283–294. <https://doi.org/https://doi.org/10.26877/ijre.v4i2.554>
- Azhari, S. C., Siti Fadjarajani, & Ely Satiyasih Rosali. (2023). The Relationship Between Self-Regulated Learning, Family Support and Learning Motivation on Students' Learning Engagement. *Journal of Education Research and Evaluation*, 7(1), 147–158. <https://doi.org/10.23887/jere.v7i1.52481>
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *International Journal of Phytoremediation*, 21(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Brandmo, C., Panadero, E., & Hopfenbeck, T. N. (2020). Bridging classroom assessment and self-regulated learning. In *Assessment in Education: Principles, Policy and Practice* (Vol. 27, Number 4, pp. 319–331). Routledge. <https://doi.org/10.1080/0969594X.2020.1803589>

- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/https://doi.org/10.1191/1478088706qp063oa>
- Chou, C. Y., & Zou, N. B. (2020). An analysis of internal and external feedback in self-regulated learning activities mediated by self-regulated learning tools and open learner models. *International Journal of Educational Technology in Higher Education*, 17(1). <https://doi.org/10.1186/s41239-020-00233-y>
- Creswell, J. W. (2014). *Qualitative-Inquiry-and-Research-Design-Creswell*.
- Dörnyei, Z., & Ushioda, E. (2021). Teaching and Researching Motivation. In *Teaching and Researching Motivation*. Routledge. <https://doi.org/10.4324/9781351006743>
- Fahada, N., & Asrul, N. (2024). Students Perception of Gamified Learning in EFL Class : Online Quizizz for Engagement and Motivation. *Journal Of Education And Teaching Learning (JETL)*, 6(2), 13–22. <https://doi.org/10.51178/jetl.v6i2.1828>
- Fanrong, W., & Bin, S. (2022). Language Assessment Literacy of Teachers. In *Frontiers in Psychology* (Vol. 13). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2022.864582>
- Hanani, M. D. A., Sari, R. H., & Ambarwati, S. (2024). IMPLEMENTATION OF QUIZZIZ AS AN ENGLISH LANGUAGE LEARNING ASSESSMENT TOOL. *Teaching English as Foreign Language, Literature and Linguistics*, 4(2), 70–74. <https://doi.org/10.33752/teflics.v4i2.7481>
- He, J., Wang, Q., & Lee, H. (2025). Enhancing online learning engagement: teacher support, psychological needs satisfaction and interaction. *BMC Psychology*, 13(1). <https://doi.org/10.1186/s40359-025-03016-0>
- Hidayah, T. N., Pambayun, R. N., & Novitasari, D. (2025). Students' Motivation Learning English Foreign Language (Efl) At Junior High School. *Esteem Journal of English Education Study Programme*, 8(1), 463–472. <https://doi.org/10.31851/esteem.v8i1.17899>

- Hosseini, M. M., Egodawatte, G., & Ruzgar, N. S. (2021). Online assessment in a business department during COVID-19: Challenges and practices. *International Journal of Management Education*, 19(3).
<https://doi.org/10.1016/j.ijme.2021.100556>
- Joyce, P. (2018). The Effectiveness of Online and Paper-Based Formative Assessment in the Learning of English as a Second language. *Pasaa*, 55(June), 126–146.
<https://doi.org/10.14456/pasaa.2018.6>
- Keshavarz, M., Ghanbari, N., & Abdolrezapour, P. (2023). *The Effect of Test Delivery Mode (Online Vs . Paper-Based) On EFL Integrated Writing Assessment*. 24(2), 218–234.
[https://www.bing.com/ck/a?!&&p=645a31dd6b289d532278babef5154db5cdfb38305748d002ece5f039b58fb069JmltdHM9MTc2MjkwNTYwMA&ptn=3&ver=2&hsh=4&fclid=2ab3c7a7-d431-625d-0599-d1d9d5cf63a1&psq=The+Effect+of+Test+Delivery+Mode+\(+Online+Vs+.+Paper-Based+\)+On+EFL+Inte](https://www.bing.com/ck/a?!&&p=645a31dd6b289d532278babef5154db5cdfb38305748d002ece5f039b58fb069JmltdHM9MTc2MjkwNTYwMA&ptn=3&ver=2&hsh=4&fclid=2ab3c7a7-d431-625d-0599-d1d9d5cf63a1&psq=The+Effect+of+Test+Delivery+Mode+(+Online+Vs+.+Paper-Based+)+On+EFL+Inte)
- Koivuniemi, M., Järvenoja, H., Järvelä, S., & Thomas, V. (2021). An overview of instruments for assessing and supporting elementary school students' self-regulated learning. *Learning: Research and Practice*, 7(2), 109–146.
<https://doi.org/10.1080/23735082.2020.1859123>
- Latif, M. W., & Wasim, A. (2024). Investigating EFL instructors' approaches to classroom-based assessment culture: an explanatory sequential mixed-method approach. *Language Testing in Asia*, 14(1). <https://doi.org/10.1186/s40468-024-00332-x>
- Martias, D., & Djamil, N. (2023). The Impact of the Learning Environment and Online Learning System using Google Meet on University Students' Motivation. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 247–260.
<https://doi.org/10.35445/alishlah.v15i1.2572>
- Mufidah, I., Romiz Husaini, L., & Caesaron, D. (2022). Improving Online Learning through the Use of Learning Management System Platform: A Technology

- Acceptance Model-Technology Readiness Index Combination Model Approach. *Jurnal Teknik Industri*, 24(1). <https://doi.org/10.9744/jti.24.1.61-72>
- Muho, A., & Taraj, G. (2022). Impact of Formative Assessment Practices on Student Motivation for Learning the English Language. *International Journal of Education and Practice*, 10(1), 25–41. <https://doi.org/10.18488/61.v10i1.2842>
- Muslim, A. B., Hamied, F. A., & Sukyadi, D. (2020). Integrative and instrumental but low investment: The English learning motivation of Indonesian senior high school students. *Indonesian Journal of Applied Linguistics*, 9(3), 493–507. <https://doi.org/10.17509/ijal.v9i3.23199>
- Natasha, H., & Jannah, M. (2024). *AN ANALYSIS OF STUDENTS' MOTIVATION FOR USING ONLINE PLATFORMS IN ENGLISH LEARNING*. 15(2), 13–22. <https://ejournal.uin-suska.ac.id/index.php/jealt/article/view/35352>
- Nicol, D., & MacFarlane-Dick, D. (2006). Formative assessment and selfregulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218. <https://doi.org/10.1080/03075070600572090>
- Niemiec P, R., & Ryan M, R. (2009). Autonomy, competence, and relatedness in the classroom Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133–144. <https://doi.org/10.1177/1477878509104318>
- Nisrina Mahaswary, A., & Ngafif, A. (2025). *The Effectiveness of Quizizz Application in Teaching Reading Comprehension*. <http://Jiip.stkipyapisdompu.ac.id>
- Nurhasanah, N., & Sulistyo, B. (2022). Student's Perception of Using Online Learning Environment in Writing Class During Pandemic Covid-19. *Jurnal Pendidikan Progresif*, 12(1), 138–148. <https://doi.org/10.23960/jpp.v12.i1.202211>
- Nurmalia, E., Tinggi, S., Tarbiyah Az, I., & Tasikmalaya, Z. (2025). *Social Interaction and self-Confidence Development of Students in Discussions-Based and Role-Play Speaking Learning*. 4(4), 92–97. <https://doi.org/10.30596/jcositte.v1i1.xxxx>
- Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa dalam Melakukan

- Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 541. <https://doi.org/10.33087/jiubj.v20i2.932>
- Putra, P. H. (2022). EFL students ' motivation on learning English : What can we learn from them? *Journal of Applied Linguistics and Literature*, 7(1), 215–231. <https://doi.org/http://doi.org/10.33369/joall.v7i1.19867>
- Putri, N. I., & Basikin. (2025). Students' Perspective Towards the Effects of Anxiety in Technology-Based Assessment: A Qualitative Study. *Journal of Educational Sciences*, 9(4), 2313–2322. <https://doi.org/10.31258/jes.9.4.p.2313-2322>
- Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54–77. <https://doi.org/10.1080/00461520.2020.1862657>
- Reeve, J., Cheon, S. H., & Jang, H. (2020). How and why students make academic progress: Reconceptualizing the student engagement construct to increase its explanatory power. *Contemporary Educational Psychology*, 62. <https://doi.org/10.1016/j.cedpsych.2020.101899>
- Ryan M, R., & Deci L, E. (2009). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *International Journal of Design*, 9(1), 2880–2888. http://www.nytimes.com/2008/05/25/us/25aging.html?_r=0%0Ahttp://portal.acm.org/citation.cfm?doid=1541948.1541999%0Ahttp://www.tandfonline.com/loi/ceer20%0Ahttp://dx.doi.org/10.1080/13504620802148881%0Ahttp://www.tandfonline.com/%0Ahttp://www.tandfonline.c
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037//0003-066x.55.1.68>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(xxxx), 101860.

<https://doi.org/10.1016/j.cedpsych.2020.101860>

Salsabillah, A., Mauludiyah, L., & Firdaus, M. (2023). *Student Motivation in Completing Arabic Assignments Using Computer and Paper-Based Assessment Methods : Comparative Study*. 11(2), 167–180.

<https://doi.org/https://doi.org/10.23971/altarib.v11i2.6044>

Sandelowski, M. (2000). Focus on Research Methods Whatever Happened to Qualitative Description? In *Research in Nursing & Health* (Vol. 23). John Wiley & Sons.

Sapriati, A., Rahayu, U., Kismiati, D. A., Zakirman, Z., & Darojat, O. (2024). Interaction patterns in online/distance learning at higher education: a case study of biology education. *Cakrawala Pendidikan*, 43(3), 645–658.

<https://doi.org/10.21831/cp.v43i3.69951>

Sar, H. R. S. K., Sabet, M. K., Mahdavi-Zafarghandi, A., & Hassaskhah, J. (2025). The Effects of E-portfolio, Paper-based and Essay-writing assessments on Iranian EFL Learners' Motivation and Autonomy. *Iranian Journal of Language Teaching Research*, 13(1), 63–90. <https://doi.org/10.30466/ijltr.2025.55609.2829>

Scrimgeour, M. B., & H.Huang Haigen. (2022). *A Comparison of Paper-based and Computer-based Formats for Assessing Student Achievement A Comparison of Paper-based and Computer-based Formats for Assessing Student Achievement*. 34(1). <https://scholarworks.bgsu.edu/mwer/vol34/iss1/5/>

Sofyan, M., Pranata, A., Khofi, A. Z., & Dimastiar, M. A. (2024). *EFFECTIVENESS OF THE QUIZIZZ APPLICATION IN IMPROVING STUDENTS' READING COMPREHENSION AT SMP DARUL FALAH*.

Sun, H. L., Sun, T., Sha, F. Y., Gu, X. Y., Hou, X. R., Zhu, F. Y., & Fang, P. T. (2022). The Influence of Teacher–Student Interaction on the Effects of Online Learning: Based on a Serial Mediating Model. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.779217>

Urhahne, D., & Wijnia, L. (2023). Theories of Motivation in Education: an Integrative Framework. In *Educational Psychology Review* (Vol. 35, Number 2). Springer.

<https://doi.org/10.1007/s10648-023-09767-9>

- Widiastuti, I. A. M. S. (2021). *Assessment and feedback practices in the EFL classroom*. 7(1), 13–22. <https://doi.org/https://doi.org/10.21831/reid.v7i1.37741>
- Wu, Y., Xu, X., Xue, J., & Hu, P. (2023). A cross-group comparison study of the effect of interaction on satisfaction in online learning: The parallel mediating role of academic emotions and self-regulated learning. *Computers and Education*, 199. <https://doi.org/10.1016/j.compedu.2023.104776>
- Xie, Y., Huang, Y., Luo, W., Bai, Y., Qiu, Y., & Ouyang, Z. (2023). Design and effects of the teacher-student interaction model in the online learning spaces. *Journal of Computing in Higher Education*, 35(1), 69–90. <https://doi.org/10.1007/s12528-022-09348-9>
- Yan, Z. (2020). Self-assessment in the process of self-regulated learning and its relationship with academic achievement. *Assessment and Evaluation in Higher Education*, 45(2), 224–238. <https://doi.org/10.1080/02602938.2019.1629390>
- Yan, Z., Li, Z., Panadero, E., Yang, M., Yang, L., & Lao, H. (2021). A systematic review on factors influencing teachers' intentions and implementations regarding formative assessment. *Assessment in Education: Principles, Policy and Practice*, 28(3), 228–260. <https://doi.org/10.1080/0969594X.2021.1884042>
- Yin, Robert K. (2014). Robert K. Yin. (2014). Case Study Research Design and Methods (5th ed.). . *Canadian Journal of Program Evaluation*, 30(1), 108–110. <https://doi.org/10.3138/cjpe.30.1.108>
- Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, S. K. W. (2020). The role of gamified e-quizzes on student learning and engagement: An interactive gamification solution for a formative assessment system. *Computers and Education*, 145, 103729. <https://doi.org/10.1016/j.compedu.2019.103729>
- Zhang, Z., & Crawford, J. (2024). EFL learners' motivation in a gamified formative assessment: The case of Quizizz. *Education and Information Technologies*, 29(5), 6217–6239. <https://doi.org/10.1007/s10639-023-12034-7>