Students' perception of alternative assessment: A qualitative meta-analysis

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Abstract

Many studies have been conducted on the implementation of alternative assessments on students. However, this study is carried out to explore definitions, characteristics and students' perceptions of alternative assessment at university and school level. A total of one hundred and seventeen (117) journal articles were searched through different search engines, and only twenty-six (24) recent and relevant publications published between years 2002 to 2018 were included in this study and remaining are excluded. Among inclusions, there were ten (10) quantitative researches, six (6) qualitative, seven (7) mix-mode and one (1) review paper. The overall respondents of the studies were two thousand eight hundred and seven (2807). Most of the studies were carried in Asian countries such as Indonesia, Iran, Turkey, Malaysia, Bosnia, Thailand and Egypt and some of the studies were conducted in the USA, UK, Scotland, and Netherlands. The finding reveals that the learners have a positive perception of implementing the alternative assessment. Furthermore, the findings of some studies revealed alternative assessment is preferable while other researches indicated the alternative assessment favorably. Besides, some studies have suggested some recommendations for the implementation of alternative assessment.

Keywords: Alternative assessment, students' perception, definitions, characteristics

1. Introduction

In the history of teaching and learning, assessment is one of the vital techniques of evaluations, which plays an essential role in terms of rating, leveling, and identifying students' improvements. Instructors use different assessments such as standardized tests, contained mid-term exams, final exams, tests, quiz and so on to find out learners' knowledge in a specific field. In 21-century old traditional methods of evaluations have been changed to assessment and use as a technique to improve students' performance. Besides, in the field of education, different innovation has been created to assess

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students' performance where summative assessment is gradually changed to formative assessment (alternative assessment) (Charvade, Jahandar & Khodabandehlou, 2012).

It is believed that alternative assessment provides a strong link between instruction and assessment by forming part of a feedback loop that enables teachers to monitor and modify instruction according to results of student assessment (Tsagari, 2004). Language assessors have proposed several alternative assessment options including self-assessments, portfolio assessment, student-designed tests, learner-centered assessment, projects and presentations that "can be used with great success in today's language classrooms" (Coombe, Folse & Hubley, 2007, p.xx). The traditional assessment focused on pencil and paper-based tests, which usually ask students to read or listen to the text carefully and answer the specific questions. Besides, traditional assessment is a conventional method of testing which usually focused written documents like exam, quiz, and tests to find out students' performance. In support, Belle,(1999) indicated that standardized test name is also used for traditional assessment which uses true/false, multiple-choice, matching, short-answer, fill-in-the-blank, and essay to find out students' performance.

On the other hand, Nasab, (2015) explicated that alternative assessment is the procedure or technique which can be used or followed in the specific context for instructions and daily activities of the class and school to know students' performance and knowledge. Furthermore, they said that standardized tests only focusing on the score, which is not useful while alternative assessment, produce information, which is easy and useful to interpret and understand the progress of students' tasks. Brawley (2009) indicated that alternative assessment focusing on constructivist learning rather than testing and said that any type of assessment refers to alternative assessment rather than standardized tests. In the modern era of teaching and learning, teachers evaluate students by using alternative assessment to collect data regarding students' performance and progress from different sources to achieve their objectives. In support, alternative assessment provides a means of assessing valued skills that cannot be directly assessed with traditional tests. They provide a more realistic setting for student performance than

traditional tests. They focus on student performance and the quality of work performed by students (Janisch, 2007). On the other hand, to find out students' perceptions toward alternative assessment, this systematic review was conducted because Lui (2006) pointed out that student perception is an influential factor for finding successful assessment in the class.

Two reasons can show us the importance of students' perception toward assessment, especially alternative assessment. First, according to Mussawy (2009), students' perception is important because it will affect their learning approach that will affect in turn the extent to which students are successful in their classroom. The second not only students but it will also assist teachers in finding correct assessment to apply in the classroom and it has affected students if teachers know what's students need and able to do with the task. The following are the research questions of this study.

1. What are the students' perception of alternative assessment?
2. What are the definitions, terms, and characteristics of alternative assessment?

1.2 Characteristics of alternative assessment

Alternative types of assessment present new ways and approaches where learners are motivated and inspired to learn as well as evaluating students' language ability on a basis of authenticity in their use of language. Reeves (2000, as cited in Nasab, 2015) mentioned two approaches in alternative assessments which are performance assessment and portfolio assessment. These categories resemble the sorts of assessment stated by Brown & Hudson, 1998. The two essential features of performance assessments are performance and authenticity. The term authenticity encourages and motivates the students to carry out tasks based on what they have actually encountered in their daily lives and that is one reason why alternative assessment produces meaningful classroom activities.

According to Brown & Hudson (1998) the following are the twelve characteristics of alternative assessments:

1.   Require students to perform, create, produce, or do something;

2.   Use real-world contexts or stimulations;

3.   Are nonintrusive in that they extend the day-to-day classroom activities;

4.   Allow students to be assessed on what they normally do in class every day

5.   Use tasks that represent meaningful instructional activities;

6.   Focus on processes as well as products;

7.   Tap into higher level thinking and problem-solving skills.

8.   Provide information about both the strengths and weaknesses of students

9.   Are multi-culturally sensitive when properly administered;

10. Ensure that people, not machines, do the scoring, using human judgment;

11. Encourage open disclosure of standards and rating criteria; and

12. Call upon teachers to perform new instructional and assessment roles.

1.3 Students Perception of Alternative Assessment

In recent years, the assessment method collection in use, especially in higher education, has largely expanded. According to Sambell (1997), the conventional, evaluation setting has been formally enriched by the new modes of assessment which characterized by both the multiple-choice examination and the traditional evaluation by essay. Furthermore, in higher education most recently the portfolios, self and peer assessment, simulations and other innovative methods were introduced in higher education contexts and by these concepts, the current evaluation context is made up. An important part of this review is students' perception of these recent formats and the more common multiple-choice and essay examinations.

In evaluation practices, the assessment and the learners' approaches to learning as educators have an important influence on the students' learning. The nature of the learners' learning and acquiring is very close and related to the students' approach to learning. How a student thinks about learning and studying determines how he tackles assignments and evaluation tasks. Conversely, the experience of evaluation and

assessment of the learners' determines how the student approaches (future) learning. Assessment is logically and empirically one of the defining features of students' approaches to learning (see Entwistle & Entwistle, 1991; Marton & Säljö, 1997; Ramsden, 1997). In this part of the review, an attempt is made to gain insight into the relations between the approaches and learning practices.

2. Methodology

This systematic review aims to find students' perceptions of alternative assessment. The research papers are collected from different reliable search engines, for instance, Google Scholar, Academia.edu, Google, Research Gate, and Electronic database. The journal articles cited in this review paper are published between the years 2002 and 2018. The terms students' perceptions, learners' attitudes, alternative assessment, peer assessment, portfolio assessment, and students' attitudes were searched to find out the most relevant and recent publications. At the first stage, one hundred and seventeen (117) publications including journal articles, peer reviews, thesis, and book chapters were collected than twenty-four (24) of publications were screened for this study to be reviewed. Furthermore, the studies were summarized, analyzed, synthesized and tabulated regarding the students' perception of alternative assessment in the United States, Iran, Indonesia, Turkey, Malaysia, Bosnia, and Egypt as indicated in Table 3.1.1. The findings of the research revealed that the students' perception in most of the countries were positive and are eager to implement alternative assessment inside the classroom where they keep portfolios while other studies have suggested some recommendations regarding alternative assessment application.

2.1 Research design

The following table indicates the summary of research methodology used in the collected papers. From the collected resources one, of them is quantitative research design, four of them were from the qualitative and three are mixed-method design.

Table 1: Research Method

Research Design	Frequency	Percentage
Quantitative	10	41.66%
Qualitative	6	25%
Mixed-Method	7	29.16%
Review Paper	1	4.16%

2..3 Summary of respondents in the review

The following table shows the summary of the respondents, the countries where the studies been conducted, total respondents, undergraduate and school students involved in the studies.

Table 2: Summary of respondents

Countries	Total respondents	University students	School students
USA	960	897	63
Iran	312	263	49
Turkey	99	0	99
Bosnia	122	122	0
Indonesia	502	40	462
Malaysia	62	0	62
Libya	38	38	0
Netherlands	110	110	0
Scotland	Unknown		
U.K	22		
Japan	405	405	0
South Africa	175	175	0
Thailand	5 teachers		
Scotland	Unknown		
Overall	**2807**	**2050**	**735**

As it can be seen in the table 2.1.2 about the number of the participant involved in the collected papers. As, mentioned earlier, twenty-four (24) journal articles have been selected for the review of this study. The overall respondents involved in the studies are

two thousand, eight hundred and seven (n=2807). Among the participants, two thousand and five (n=2050) are undergraduate students and seven hundred and thirty five are school students (n=735). The rest of the respondents in some studies as indicated in the table twenty-two (n=22) were unknown.

3. Findings

The following table shows results of the review articles on alternative assessment and student's perception from 2004-2018 which is based on the objectives of this study. It covers alternative assessment, characteristics, and student perception of alternative assessment in their learning environment.

3.1 Main finding of the study

The following table shows results of the review articles on alternative assessment and student's perception from 2004-2018 which is based on the objectives of this study. It covers alternative assessment, characteristics, and student perception of alternative assessment in their learning environment.

Table 3. Finding of Reviewed Articles

Author(S) And Date	Study	Method	Participant	Location	Findings
Karim Sadeghi & Zainab Abolfazli Khonbi (2014)	Iranian university students' experiences of and attitudes towards alternatives in assessment	Mixed Method	82 Undergraduate student	Iran	Self- and peer-assessment, as well as the teacher-assessment group, had positive attitudes toward their assessment experiences. The experimental group significantly outperformed the control group on the post-test and that students in the former group had positive attitudes toward self-assessment.
Joanl. Herman,	American Students'	Mixed method	800 students from 16 school	California USA	Study results show that students find alternative

Davina C D . Klein & Sara T. Wakai (2006)	Perspectives on Alternative Assessment: do they know it's different?				assessment items more interesting and challenging than multiple-choice items; students try harder on these items; and they recognise that open-ended items require them to think harder, explain their thinking and communicate their understanding of mathematical knowledge.
M. Ona Irawan (2017)	Students' Perceptions On Traditional And Alternative Assessment	Qualitative	462 18 of students interviewed the rest take part in questionnaire	Indonesia	The result showed that the alternative one gives more positive value on students' perception than traditional one. Based on the research findings, some recommendations for the faculty as policy maker, the students, and the lectures are finally presented
Robin Barnard Bachel (2017)	Alternative Assessments and Student Perceptions in the World Language Classroom	Mixed-method	32 students	United States	The results indicated that the experimental group students favourably perceived the alternative assessments types, chose Formative Assessment as their most preferred and Task-based Assessment as the least desired, and scored equally as well as the control group students on the final exam.
Behrooz Ghoorchaei, Mansoor	The Impact Of Portfolio Assessment On	Mixed-method	61 students	Iran	language assessors have proposed a number of alternative assessment

Tavakoli And Dariush Nejad Ansari (2010)	Iranian EFL Students' Essay Writing: A Process-Oriented Approach				options including self-assessments, portfolio assessment, student designed tests, learner-centred assessment, projects and presentations that "can be used with great success in today's language classrooms" (Coombe, Folse & Hubley, 2007, p.xx).
Linda Ayu Fajarsari (2016)	Students' perceptions To Alternative Assessment In English Learning At Sma Kristen Satya Wacana Salatiga	Qualitative	40 students	Indonesia	Students had positive perceptions to AA. They believed that alternative assessments is important to increase their English skills and ability, motivate them in learning English, and help them in individual learning, moreover in cooperative learning process. Alternative assessments bring some difficulties for students with lack of proficiency or students who hard to share their ideas in many aspects
Sanja Josifovic Elezovic (2011)	University students' attitudes towards alternative assessment in FLT	Qualitative	122 students	Bosnia	This research confirms numerous benefits of alternative assessment application at university level, supporting beliefs of other researchers that using alternative assessment techniques to assess student learning can lead to increased self-reflection,

					higher cognitive skills development, improved intrinsic motivation, creativity, communication, cooperation, integration of language skills and enhanced overall student performance.
Hameda Suwaed (2018)	EFL Students' Perceptions of Using Portfolio Assessments:	Mixed method	38 Libyan EFL students enrolled in second-year courses in the Department of English.	Libya	The results indicated that the participants generally preferred to be evaluated by portfolio assessments. Most of them believed that portfolio assessments improved their writing and enhanced their motivation. However, some participants preferred traditional pen-and-paper tests.
Mien Segersa *, David Gijbelsb And Marieke Thurlingsc (2008)	The relationship between students' perceptions of portfolio assessment practice and their approaches to learning	Quantitative	110 applied science students	Netherlands	The results indicate that, when implementing portfolio assessment, feedback is essential. Moreover, it seems not to be the assessment design, but rather how it is implemented, and how students' learning is stimulated through the assessment, that influences the quality of learning
Margery H Davis, Gominda G Ponnamperuma & Jean S Ker	Student perceptions of a portfolio assessment process	Quantitative/Descriptive Questionnaire	Unkown	University of Dundee Medical School, Scotland	A major finding is that students perceived that portfolio building heightened their understanding of the exit learning outcomes and

(2009)				enabled reflection on their work. Student reactions to the portfolio process were initially negative, although they appreciated that senior staff took time to become familiar with their work through reviewing their portfolios. Student attitudes became more positive over the 4 years as the process evolved.
Lee-Fong Siow (2015)	Students' Perceptions on Self- and Peer Assessment in Enhancing Learning Experience	Quantitative	62 students	Malaysia	The results show that both self-and peer-assessments were perceived as enabling students to become more critical, work in a more structured way and think more deeply. Peer-assessment was especially highly regarded, as students felt they learned more from the given feedback and became analytical after the peer-assessment. Although most of the students felt that both the self- and peer-assessments were time consuming, they would love to have peer-assessment in their future assignment.
Hiwa Weisia* , Mohammad Nabi Karimib	The effect of self - assessment among Iranian EFL learners	Quantitative	120 undergraduate senior EFL students of English majors	Iran	The results indicated a significant effect of self-assessment initiatives in enhancing the students' willingness and ability to

(2012)			at the Islamic Azad University, Ilam Branch.		engage in a self-assessment and in creating positive outlooks toward English language learning. The implications of self-assessment in ELT are discussed.
Heidi Andrade* And Ying Du (2007)	Student responses to criteria referenced self-assessment	Qualitative Interview	14 students	University at Albany, USA	There were indications that some students sensed a tension between their own standards for good work and some of their teachers' standards. There was no evidence of differences in the responses of male and female students.
Bahar Kizilkaya (2014)	Students' Attitudes Towards Alternative Assessment: A Survey-Based Study On Alternative Assessment	Quantitate Descriptive	99 students from grade 9th, 10th and 11th high school	Istanbul Turkey	The results showed that students supported the alternative types of assessment and students were found to be more motivated by alternative assessment types. However, they seemed to need more time and experience to have stronger opinions about alternative assessment.
Hana Ibberson (2014)	An Investigation Into Learners' And Teachers' Attitudes Towards Learners' Self-Assessment According To CEFR1 Scales	Mixed method	20 English learners and 2 teachers in the UK.	University of Essex, UK	The findings suggest that both the learners and the teachers had positive attitudes towards SA regardless of the forms of SA; however, some learners found it difficult to do SA and the teachers were also concerned that the immediate retrospective SA might be difficult for some

					learners to do.
Simon Cornelius Oliver Kinghorn (2014)	Student Attitudes Towards Self And Peer Assessment In Japanese University First Year Efl Classes	Quantitative Descriptive	405 students from engineering, economics, sociology, law, literature, policy and commerce	Japan	Research has shown that new Learners who have little experience with the new evaluation method are also able to evaluate self and peer evaluation. I knew I had a positive idea. They are also happy with peer evaluations, Be sceptical of their ability to assess their linguistic abilities I also understood.
Hamid Gholami (2016)	Self-Assessment and Learner Autonomy	Quantitative Quasi experimental	49 control group 25 and experimental group 24	Iran Islamic Azad University, Kermanshah,	To study the participants' attitudes toward self-assessing themselves, the researcher asked the participants to write about their experience. The content analysis of the participants written experts indicated their positive attitudes toward using the technique.
Linda A Du Plessis Imelda Koen (2016)	Portfolio Assessment of Information Technology Students at a University of Technology: a case study	Qualitative a case study	175 students	South Africa Vaal University of Technology (VUT)	Portfolios influenced the perceptions of IT students regarding assessment, as challenges, motivated and motivational tools. Students realised that portfolio assessment is a positive step towards career orientation Student performance, portfolio assessment challenged students to take a deep approach to learning and provided them with a tool to facilitate lifelong learning.

Raija Kuisma (2007)	Portfolio assessment of an undergraduate group project	Quantitative descriptive	Unknown	University of Brighton, UK	Portfolio assessment of learning involves the students themselves reflecting on and evaluating their learning and also allows teachers to evaluate individual students' learning in group tasks. In this paper, the implementation of the portfolio assessment, the criteria for the assessment of the portfolios and the students' opinions on the portfolio assessment are discussed.
Roxanna M. Krawczyk (2017)	Effects of Grading on Student Learning and Alternative Assessment Strategies	Mixed-method	2 teachers and 13 students	USA Minnesota	The results showed that while the alternative assessment model did not have a direct impact on students' daily engagement or intrinsic motivation, it did increase students' understanding of how their work correlated to a final grade in the unit, and it created opportunities for students to make connections to their learning and thus more actively plan their future work.
Siti Nur Rohmah (2018)	The Students' Perception On Self-Assessment In English Language Subjec.	Qualitative questionnaire and interview	Unkown	Tawangma ngu Indonesia	The result of the study shows that almost all of the students' said that it is important to apply self-assessment in English language subject, because self-assessment helps them to realize which part of

					subject matter they understand, the difficulty they faced, and the efforts they should make to improve their understanding.
Marissa Phongsirikul (2018)	Traditional and Alternative Assessments in ELT: Students' and Teachers' Perceptions	Qualitative	Students and 5 teachers. T	Thailand	Findings showed that both teachers and students generally place a higher value on traditional assessment tools especially in terms of their validity and reliability. However, they expressed ideas indicating the possibility of using alternative assessment tools as assessment tools and catalysts for learning motivation in other English skill courses
Byrnes, H. (2002). (2002)	The role of task and task-based assessment in a content-oriented collegiate foreign language curriculum	Review	Unknown	United States	Assessments were created with communication in a real-world context, or as close to real-world as possible, at the forefront while still addressing the content needs of the textbook. The assessments were all writing assignments

3.2 Justification to the Alternative Assessment

After reviewing plenty of research papers on the definition, characteristics, and students' perception of alternative assessment. At the first stage one hundred and seventeen journal articles and publications have been searched and collected about alternative assessment and student perception then ninety-six of them were excluded

due to their relevancy to this study and twenty of them were included. Initially, Panadero et al. (2016) defined it as a "wide variety of mechanisms and techniques through which students describe (i.e., assets) and possibly assign merit or worth to (i.e., evaluate) the qualities of their learning processes and products" (p. 804). Language assessors have proposed several alternative assessment options including self-assessments, portfolio assessment, student-designed tests, learner-centered assessment, projects and presentations that "can be used with great success in today's language classrooms" (Coombe, Folse & Hubley, (2007)). Similarly, Karim & Zainab Khonbi (2014) have utilized self- and peer-assessment in their published article. Mien, David, and Marieke (2008) marked alternative assessment as a portfolio assessment. Another potential alternative assessment is Task-based Assessment. According to Byrnes (2002), Task-based Assessment focused on language use and meaning that is contextualized communicatively, typically through writing. The purpose of Byrnes' research was to promote a shift from grammar-based instruction through a different assessment approach. Byrnes created rubrics to evaluate students' work to ensure consistency and use as a guideline for students while they worked. Assessments were created with communication in a real-world context, or as close to real-world as possible, at the forefront while still addressing the content needs of the textbook. The assessments were all writing assignments. Besides, Elezovic (2011) indicated several advantages of alternative assessment in his researcher. Self-assessment can optimize self-reflection, higher cognitive skill improvement, enhancing intrinsic motivation, creativity, communication, collaboration, and integration of language skills.

On the other hand, Hamp-Lyons and Condon (2000) cited in Hameda (2018) that portfolio is the assortment and collection of written tasks, which plays main role of alternative assessment. Furthermore, it provide opportunity for students to write in different types with editing and revising before the final evaluation for different purposes and readers showcases the achievement of students. It provides students chances to choose those written tasks, which are useful for their portfolio and a sagacity of control, which help them in selecting and revising their tasks before putting them in their portfolio. Reflection and self-assessment are the main and essential characteristic, which

assist learners to evaluate their last works and find their improvements such as linguistic accuracy or how to improve an argument.

3.3 Students' Perception of alternative assessment

Most of the information and literature, which retrieved from different studies conducted at universities and schools, showed proof of student's perception of alternative assessment. Furthermore, different researches compiled by (Ayu Fajarsari, 2016; Irawan, 2017; Oliver Kinghorn, 2014); Hana Ibberson, 2014; Karim Sadeghi & Zainab Abolfazli Khonbi, 2014; Linda A Du Plessis Imelda Koen, 2016) indicated that students perceptions were positive toward alternative assessment. In addition, the studies signposted that students attitudes were positive toward alternative assessment and they feel innovative, reflective, communicative which affect their learning quality in the real world context (Hameda Suwaed,2018; Robin Barnard Bachel 2017; Herman, Davina & Sara T. Wakai,2006; Lee-Fong Siow, 2015; Byrnes, H. 2002; Raija Kuisma,2007; Mien Segersa, David Gijbelsb, and Marieke Thurlingsc, 2008).

Marissa Phongsirikul (2018) conducted a study and found that student marked portfolio as an essential assessment for their learning process and their learning method became amended and innovative. Simultaneously studies conducted by (Marissa Phongsirikul, 2018; Karim Sadeghi & Zainab Abolfazli Khonbi, 2014; Bahar Kizilkaya, 2014 shaded lights that students perceptions were positive and were more motivated toward alternative assessment. Rohmah (2018) completed a study on students self-assessment and found that most students marked self-assessment as pragmatic techniques of assessment for learning the English language because self-assessment provide them chances to find their subject matter, the difficulty they face and the struggle which should be created to overcome those difficulties and upgraded their understanding and knowledge.

Irawan (2017) found in his study that most of the learners had a positive attitude toward the alternative assessment and pointed it to students' designed tests, learner-centered assessment, projects, and presentations. Furthermore, the result specified that student attitudes compared to the traditional method of assessment were more inspired.

In addition, Hamid Gholami (2016) conducted a study and the resulted showed that students' attitude was satisfied toward alternative assessment and found written tasks important techniques for their learning process as an alternative assessment. Inline, Plessis and Koen (2016) amassed a study on portfolio assessment and found that students' perceptions were impacted by portfolio assessment. Furthermore, the result indicated that portfolio assessment is an important step for students' orientation carrier performance and provide them opportunity to learn deeply for their coming long-life. In support, a study conduct by Hana Ibberson (2014) explicated that learners and teachers perceptions and attitude were positive toward self-assessment, however some learners marked self-assessment difficult and some of the teachers indicated that retroactive assessment might be difficulty for some of the learners.

Kinghorn (2014) revealed in his research that students who have small expertise could be able to evaluate themselves and others. Another study was conducted by Fajarsari (2016) and found that students' perception was positive toward alternative assessment. The further finding indicated that students believed alternative assessment assist them to increase their knowledge, English skills, individual learning, and cooperative learning. Other researches also indicated that students' perceptions were positive toward portfolio, which is the type of alternative assessment and pointed that portfolio, improves their language skills especially writing (Hameda,2018; Bachel, ,2017). In addition, Lee-Fong Siow (2015 conducted a study to find out students' perceptions about self and peer assessment and as a result students marked self and peer assessment more important for the learning process. Further finding explicated that peer and self-assessment enables students to think critically and develop their work accurately. They also pointed out that peer assessment improves their learning process because they get feedback from their colleagues, which makes them analytical and would love to have peer assessment in their future studies.

Kizilkaya (2014) complied with a study, which supported the alternative assessment from students perspective and students were found to be more motivated by alternative assessment types, however, pointed that alternative assessment is a little challengeable for them because it needs more time and experience to have stronger

opinions about alternative assessment. While, Weisia , Karimib (2012) completed a study that indicated a significant effect of self-assessment creativities in improving the students' readiness and aptitude to engage in a self-assessment and in generating positive viewpoints toward the English language learning. Raija Kuisma (2007) compiled research to find students perceptive toward alternative assessment and find that alternative assessment was marked by students positively because portfolio assessment, which is the type of alternative assessment, engaged students to themselves reflecting on and evaluating each other works and allows teachers to evaluate individual students' learning in-group tasks. On the other hand, some of the researchers showcased that integrating alternative assessment has some of the obstacles which should be brought into consideration. Krawczyk (2017) conducted a research and the results revealed that alternative assessment does not directly affect students daily works, engagement, and intrinsic motivations, but it increased students motivation how their work correlated to a final grade in the unit, and provide chances for students to be connected to their learning works and dynamically plane for their coming learning tasks. Another research was compiled by Davis, Ponnamperuma, & Ker (2009) which illustrated that student's perspective was negative toward portfolio and pointed that seniors supervise seized periods to become acquainted with their work through reviewing their portfolios. Andrade and Du (2007) also explicated that some proofs indicated that learners feeling the tension to evaluate their work with teachers' standards.

4. Conclusion

This study was aimed to explore empirical studies on students' perception of alternative assessment published from 2004-2018. After critical reviewing abundant of the publications, nine (n=9) of them resulted that students had positive attitudes toward alternative assessment, four (n=4) of them perceived alternative assessment as a motivating factor in enhancing their ability, one (n=1) cited as an important technique and remaining in numbers (n=7) concern on students' communication, reflectivity, willingness, critical work, influenced the quality of learning and so on. Whereas, three (n=3) of the studies indicated negative attitudes of students of alternative assessment.

Also, there are various terms of alternative assessment found in the review which is: self-assessment, peer-assessment, portfolio assessment, students' test assessment, and student-centered test assessment. But mostly, portfolio assessment has been tremendously used has possessed equal utility, specification, criteria, purpose, and functions. Alternative assessment is a developed technique in which the teacher has opportunities to assess or test the strengths and weaknesses of the student in a different context and situation.

Besides this, most of the students had a positive view and perception toward alternative assessment, particularly university and school learners. Students prefer alternative assessment more than any other assessment method; the student is feeling motivated, heightened, communicative, reflective, critical thinker when assessed through alternative assessment. Students believe that they can enhance their quality of learning and willingness and ability to engage in a self-assessment and in creating positive outlooks toward English language learning subjects. On the contrary, some of the researches indicated that student has negative views on alternative assessment, for example, they are feeling tenses between their teachers standard and their desires, and such assessment model did not have a direct impact on students' daily engagement or intrinsic motivation that's why they are demotivated at the initial steps but after engaging and several tests they solved such problems.

Finally, it is suggested that due to limited access to the publication from the relevant addresses may impact the support of this systematic literature review. There are publications and resources which are inaccessible or even locked, or the terms which are employed as alternatives to the alternative assessment could be limited to support this research. One of the limitations for the review due to none existence of publication to a specific context that's why we have included both university and school student's perception toward alternative assessment entailing all the subjects they learn. Future studies can focus on a specific context or specific class of the students that cater to a more extensive image of alternative assessment. It is hoped that the findings of the review will be helpful materials for educators, and researchers in their field education.

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