Original Research Article

Students' Perception of Alternative Assessment: A Systematic Literature Review

Hamza Atifnigar[1]*, Zia ur Rahman Zaheer[2,] Wahidullah Alokozay[3] & Ghazi Mohammad Takal[4]

[1]Laghman University, Faculty of Literature and Humanities, English Language Department, Laghman Afghanistan
[2]Baghlan University, Faculty of Literature and Humanities, English Language and Literature Department, Baghlan Afghanistan.
[3]Paktia University, Faculty of Languages and Literature, English Language Department, Nangarhar Afghanistan
[4]Ghazni University, Faculty of Languages and Literature, English Language Department, Ghazni Afghanistan
Corresponding Author: Hamza Atifnigar, E-mail: hamza.honaryar@gmail.com

ARTICLE INFO	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. One hundred and seventeen (n=117) journal articles were searched through different search engines, and only twenty-six (n=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 (n=10) quantitative researches, six (n=6) qualitative, seven (n=7) mix-mode, and one (1) review paper. The overall respondents of the studies were two thousand eight hundred and seven (n=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 findings reveal that the learners have a positive perception of implementing the alternative assessment. Furthermore, the findings of some studies revealed that 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.

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, quizzes, and 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 students' performance where summative assessment is gradually changed to formative assessment (alternative assessment) (Safi, & Kumar, 2019; Charvade, Jahandar & Khodabandehlou, 2012).

The alternative assessment provides a secure link between instruction and assessment that form part of a feedback loop that assists teachers to monitor and modify instruction according to the results of student assessment (Tsagari, 2004). Recently, there has been a great expansion in the role of assessment in language instruction and education at large (Asassfeh, 2019).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). 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. Traditional assessment can be reffered to the informarmal assessment as (Telaumbanua, Yohannes, et al.2019), carried out their research and discovered that 13 Kris Bales Creative Informal Assessment's Techniques practically "better progress" the 2nd Year PNP ED Class II. In support, Belle (1999) indicated that a 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. Particularly, "Computer-based exams, in replacement for the traditional paper-based exams, have become a booming trend that is endorsed by many educational institutions and universities all over the world; this endorsement has been a direct outcome of the advancement in computer technology and the rapid spread of the internet" (Jabsheh, 2020).

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 are only focusing on the score, which is not useful. At the same time, 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 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, the alternative assessment provides a means of assessing valued skills that cannot be directly assessed with traditional tests. They facilitate a more realistic setting for student performance than traditional tests. They focus on student performance and the quality of work performed by students (Janisch, Akrofi and Liu 2007). 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 his students need and able to do with the task. The following are the research questions of this study.

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

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 based on authenticity in their use of language. Nasab (2015) mentioned two approaches in alternative assessments, which are performance assessment and portfolio assessment. These categories resemble the sorts of assessments stated by Brown and 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 encountered in their daily lives, and that is one reason why alternative assessment produces meaningful classroom activities.
According to Brown and Hudson (1998), the following are the twelve characteristics of alternative assessments:

a. Require students to perform, create, produce, or do something;
b. Use real-world contexts or stimulations;
c. Are nonintrusive in that they extend the day-to-day classroom activities;
d. Allow students to be assessed on what they normally do in class every day;
e. Use tasks that represent meaningful instructional activities;
f. Focus on processes as well as products;
g. Tap into higher level thinking and problem-solving skills.
h. Provide information about both the strengths and weaknesses of students;
i. Are multi-culturally sensitive when properly administered;
j. Ensure that people, not machines, do the scoring, using human judgment;
k. Encourage open disclosure of standards and rating criteria; and
l. Call upon teachers to perform new instructional and assessment roles.

Students Perception of Alternative Assessment

In recent years, the assessment method collection in use, especially in higher education, has widely 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. By these concepts, the current evaluation context is made up. An essential part of this review is students' perception of these new 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 essential 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 (Entwistle, 2000; Marton & Säljö, 1997; Ramsden, 1988). This part of the review attempt to gain insight into the relations between the approaches and learning practices.

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. At the same time, other studies have suggested some recommendations regarding alternative assessment application.

Researches Methods

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 2.1.1: Research Method

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

Wherever Times is specified, Times Roman, or New Times Roman may be used. If neither is available on your word processor, please use the font closest in appearance to Times that you have access to. Please avoid using bitmapped fonts if possible. True-Type 1 fonts are preferred.

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 2.1.2: 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, it is indicated that 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.

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.

Main findings 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 students' perception in their learning environment.

Table 3.1.1: 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 students	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.
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 favorably 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 Tavakoli And Dariush Nejad Ansari (2010)	The Impact Of Portfolio Assessment On Iranian EFL Students' Essay Writing: A Process-Oriented Approach	Mixed-method	61 students	Iran	language assessors have proposed a number of alternative assessment 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 (2009)	Student perceptions of a portfolio assessment process	Quantitative/Descriptive Questionnaire	Unknown	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 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.

Siow and Lee-Fong (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 (2012)	The effect of self - assessment among Iranian EFL learners	Quantitative	120 undergraduates senior EFL students of English majors at the Islamic Azad University, Ilam Branch.	Iran	The results indicated a significant effect of self-assessment initiatives in enhancing the students' willingness and ability to 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 (2012)	An Investigation Into Learners' And Teachers' Attitudes Towards Learners' Self-Assessment	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.

	According To CEFR1 Scales			
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

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				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 Subject.	Qualitative questionnaire and interview	Unkown	Tawangmangu 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

Justification to the Alternative Assessment

After reviewing plenty of research papers on the definition, characteristics, and students' perception of alternative assessment, we have come out with different resources. At the first stage, one hundred and seventeen (n=117) journal articles and publications have been searched and collected about alternative assessment and student perception. Ninety-six (n=96) 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 assigned 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 and Abofazli (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. 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. 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. Besides, Monib, Karimi, and Nijat, (2020) found in their review that most of the studies centered on the portfolio, peer/self-assessment contributing much to student's performance and achievement. 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 the leading role of alternative assessment. Furthermore, it provides the opportunity for students to write in different types with editing and revising before the final evaluation for different purposes, and readers bestow the achievement of students. It provides students chances to choose those written tasks, which are useful for their portfolio and sagacity of control, which help them in selecting and revising their tasks before putting them in their portfolio. Reflection and self-assessment are the primary and essential characteristics, which assist learners in evaluating their last works and find their improvements such as linguistic accuracy or how to improve an argument.

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 (Fajarsari, 2016; Irawan, 2017; Stanikzai, 2019; Cornelius and Oliver, 2014); Ibberson, 2014; Karim and Abolfazli, 2014; Linda, Plessis, Imelda Koen and 2016) indicated that students' perceptions were positive toward alternative assessment. Also, 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 (Suwaed, 2018; Bachel 2017; Siow and Lee-Fong, 2015; Byrnes, H. 2002; Kuisma,2007; Mien, David, and Marieke, 2008).

Marissa (2018) conducted a study and found that marked student portfolio as an essential assessment for their learning process and their learning method became amended and innovative. Simultaneously studies conducted by (Marissa, 2018; Beri, and Stanikzai, 2019); Karim and Abolfazli, 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. It was found that most students marked self-assessment as practical techniques of assessment for learning the English language. Because self-assessment provides 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 results specified that students' attitudes toward alternative assessments were more favorable compared to the traditional method of assessment and were more inspired. Besides, Hamid Gholami (2016) conducted a study, and the resulted showed that students' attitude was satisfied toward alternative assessment and found written tasks essential 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 essential step for students' orientation carrier performance and provides the opportunity to learn deeply for their coming long-life. In support, study conduct by Ibberson (2012) explicated that learners' and teachers' perceptions and attitudes were positive toward self-assessment. However, some learners marked self-assessment difficult, and some of the teachers indicated that retroactive assessment might be a 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). Also, Also, Siow and Lee-Fong (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 critical for the learning process. Further finding explicated that peer and self-assessment enable 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) conducted a study, which supported the alternative assessment from the student's perspective and students. It was found to be more motivated by alternative assessment types. However, it pointed out that alternative assessment is a little challenging for them because it needs more time and experience to have more honest opinions about alternative assessment. While Mohammad, Nabi (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. Kuisma (2007) compiled research to find students perceptive toward alternative assessment. Kuisma 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. In line with the student's achievement in language learning, all of the methods of alternative assessment reviewed in studies were considered cooperative in enhancing students' development in foreign language learning (Monib, Karimi, & Nijat, 2020).

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 research, and the results revealed that alternative assessment does not directly affect students' daily works, engagement, and intrinsic motivations. However, it's increased students' motivation to how their works 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 following learning tasks. Davis, Ponnamperuma and Ker (2019) compiled another research 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.

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 essential 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. Nevertheless, 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 favorable 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 teacher's 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 perceptions 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.

Acknowledgment

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