

# Dispercentration-Based Diagnostic Assessment Model in Sundanese Language Learning for Junior High School Students in West Java

Usep Kuswari, Ruhaliah, Haris Santosa Nugraha, Danan Darajat  
Universitas Pendidikan Indonesia, Bandung, Indonesia

---

## Article Info

### Article History

Submitted 05-11-2024

Accepted 15-12-2024

Published 30-12-2024

---

**Keywords:** Model; Diagnostic Assessment; Sundanese

---

### Correspondence:

usep.kuswari@upi.edu

---

## Abstract

*This research is based on the fact that the diagnostic assessment model in Sundanese language learning has not yet been touched upon because the Merdeka Curriculum will only be implemented in 2022. This research aims to describe the grid of the Sundanese language diagnostic assessment model, the diagnostic assessment model in Sundanese language learning, and guidelines for assessment models. Diagnostics in Sundanese language learning are based on the Independent Curriculum, which can provide information for schools regarding content, coverage, format, delivery time, and optimal benefits for learning Sundanese language and literature at the junior high school level in West Java. The method used in this research is a development model using the Research and Development type of research, which aims to produce a product in the form of a diagnostic assessment model in Sundanese language learning because of the Merdeka Curriculum and a diagnostic assessment model guide in Sundanese language learning because of the Merdeka Curriculum at junior high school level in West Java. The research results expected from this research are a grid of diagnostic assessment models in Sundanese language learning because the Merdeka Curriculum has been adapted based on diagnostic assessment models in Sundanese language learning in junior high schools, diagnostic assessment models in Sundanese language learning that have been developed and tested, as well as guidelines for diagnostic assessment models in learning Sundanese at junior high school level in West Java. The output of this research is papers submitted at international meetings, articles published in local journals, and IPR drafts in the form of copyrights.*

## INTRODUCTION

Based on the new paradigm of an independent learning-based assessment system, (1) assessment refers to competencies that include attitudes, knowledge, and skills. Assessment is carried out integrated with learning; (2) involving students in carrying out assessments, through peer-to-peer assessment, self-reflection, and providing peer-to-peer feedback; (3) giving feedback is done by describing the best efforts to stimulate a growth mindset and motivate students.

Diagnostic assessments in Sundanese language learning in junior high schools are carried out formally and informally. The statement put forward by Brown (2004, p. 6) that all assessments are formal assessments, but not all formal assessments are assessments. Johnson & Johnson (2002, p. 2) stated, You can have assessment without evaluation, but you cannot have evaluation without assessment.

Assessment means collecting information about the quality or quantity of a student's change. Evaluation of student abilities has a purpose, namely to (1) determine the level of student knowledge and skills, (2) capture progress towards learning goals to help create teaching programs, and (3) provide data to consider the final level of student learning (Johnson & Johnson, 2002, p. 6).

O'Malley (1996, p. 20) stated the quality of profound assessment techniques for Sundanese language and literature learners, namely the purpose of assessment: to obtain student responses from the seriousness of the evaluation; with the approach: of working together in a group of assessment teams with other teachers at the same grade level; administer multiple-choice assessments that include in-class information and record results, providing results in the form of numbers and correctness in the form of percentages; use the end of the Assessment Unit, if available; then identify an assessment tool to use with students, such as writing prompts and creating rubrics.

Creating assessments and checking and reporting assessments will take teachers hours. Well-developed assessments, carried out in a relaxed and calm environment, are valued by students. Well-developed assessments are also an essential tool in student improvement. There are many types of assessment models available in each field of study. Students are provided extensive information about their progress using a variety of Assessment procedures. Assessments also provide teachers with valuable information about teaching strengths and weaknesses. Matched measurements provide a theory-based method for individuals to challenge the validity of assessment scores and a technique for assessment-making organizations to ensure individual control of the quality of their products (Hulin, Dragrow, & Parsons, 1983, p. 150).

Assessment is a systematic process of obtaining and using information to make judgments. The current assessments of Sundanese language and literature are still oriented towards testing language theory and language education theory, not on aspects of communicative language use.

To measure communicative abilities, especially verbal abilities, is no small problem. Experts provide many theories and concepts about what communicative assessment should look like, but what its concrete form should be is still unclear. Like Marrow, (1981) stated several characteristics of language use in everyday language life that are not measured in conventional language assessments. These characteristics are interaction, unpredictability, context, purpose, performance, authenticity, and behavior-based. According to Marrow, these seven things are not measured in conventional language assessments, either disaggregated assessments or integrated assessments.

Another view considers that the development of communicative language assessment (communicative language assessment) is not as fast as the development of communicative language teaching (communicative language teaching), does not mean that efforts to make communicative assessment language are not carried out (Sumardi, Ed.; 1996, p. 95-95). This means that the communicative approach to teaching Sundanese language and literature has not been followed by developing a communicative assessment model for teaching Sundanese language and literature.

All language use is limited by context or situation. The language used in language assessment is sometimes called "unnatural," "non-formal," or even artificial. Therefore, restrictions need to be applied to language use in assessments. There are five types of restrictions imposed by context or situation: (1) restrictions on channels, (2) restrictions on format, (3) restrictions on the organizational characteristics of language, (4) restrictions on propositional and illocutionary characteristics, and (5) restrictions on the time or length of responses.

Finally, the relationship between input and response in language assessments can be categorized into three types: (1) reciprocal, (2) non-reciprocal, and (3) adaptive. Reciprocal language use can be defined as the use of language by an individual to influence another. This definition involves several components, particularly discourse components. Meanwhile, non-reciprocal language use refers to the use of language without interaction between language users, so the use of language remains unaffected. The relationship between input and response is considered adaptive if the response influences the input, but without feedback indicating a reciprocal relationship. In adaptive assessments, specific tasks given to participants are determined by their responses to tasks previously assigned.

All language use is limited by context or situation. The language used in language assessments is sometimes described as "non-natural," "non-formal" or even made up. Therefore, restrictions need to be placed on the use of language in the assessment. There are five types of restrictions by context or situation, namely (1) restrictions on channels, (2) restrictions on format, (3) restrictions on language organizational characteristics, (4) restrictions on propositional and illocutionary characteristics; and (5) restrictions on the time or length of answers.

Finally, the relationship between input and answers in language assessment can be grouped into three types, namely (1) reciprocal, (2) non-reciprocal, and (3) adaptive. Reciprocal language use can be defined as the use of language by an individual to influence another. This definition contains several components, especially the discourse component. Furthermore, non-reciprocal language use is language use without interaction between language users, so that language use is unaffected. The relationship between input and answer is considered adaptive if the answer influences the input, but without feedback indicating a reciprocal relationship. In adaptive assessment, specific tasks given to assessment participants are determined by their answers to tasks given previously.

### **Limitations and Problem Formulation**

According to the researcher's observations, no standard diagnostic assessment model exists in junior high school Sundanese language learning in Western Province. By recommending the use of a communicative approach in teaching Sundanese language and literature in schools, the problem we face is what form of language assessment will be used to measure these communicative abilities? Communicative language assessments (communicative language assessments) measure what and how. This kind of assessment is different from the language assessments we are familiar with, such as multiple choice objective assessments that measure language elements disaggregated (discrete point

assessments).

The problem examined through this research is: What model of Sundanese reading literacy assessment can provide information for schools in terms of content, coverage, format, and delivery time and is optimally useful for learning Sundanese language and literature in West Java? For this reason, this problem is formulated operationally into the following questions.

- a. What is the grid of the diagnostic assessment model in Sundanese language learning to measure the success of the Sundanese reading learning process for junior high school students in West Java?
- b. Diagnostic assessment model in Sundanese language learning, how to measure writing competency for junior high school students, what diagnostic assessment model in Sundanese language learning can provide information for schools, both in terms of content, scope, format and delivery time, and optimal benefits for learning. Sundanese language and literature in junior high school?
- c. How can the independent learning-based Sundanese language diagnostic assessment model or guide be used by students, educators, education staff and parents as reflection material to improve the quality of learning?

### **Research Objectives**

The general aim of this research is to build

- a. diagnostic assessment model in Sundanese language learning that can provide school information regarding content, scope, format, and delivery time. It is optimally helpful in learning the Sundanese language and literature in junior high schools. The specific aim of this research is to describe
- b. a grid of diagnostic assessment models in Sundanese language learning to measure the success of the Sundanese reading learning process for junior high school students in West Java; diagnostic assessment model in Sundanese language learning to measure writing competency for junior high school students in West Java; as well as
- c. guidelines for diagnostic assessment models in Sundanese language learning that can provide information for schools, both in terms of content, scope, format and delivery time as well as optimal benefits for learning Sundanese language and literature in junior high schools?

### **Research Objectives**

This research aims to build a diagnostic assessment model in Sundanese language learning that can provide information for schools, both in terms of content, scope, format and delivery time and is optimally useful for learning Sundanese language and literature in junior high schools. The specific aim to be achieved in this research is to describe

- 1) grid of diagnostic assessment models in Sundanese language learning to measure the success of the Sundanese reading learning process for junior high school students in West Java;
- 2) diagnostic assessment model in Sundanese language learning to measure writing competency for junior high school students in West Java; as well as
- 3) guidelines for diagnostic assessment models in Sundanese language learning that can provide information for schools in terms of content, scope, format and delivery time as well as optimal benefits for learning Sundanese language and literature in junior high schools.

### **Assumptions**

Based on the limitations and formulation above, the assumptions in this research are as follows.

- a. A good language assessment tool must fulfill six requirements: validity, reliability, objectivity, discrimination, comprehensiveness, and ease of administration and scoring.
- b. Language teaching uses a communicative approach, so the language assessment must also use communicative assessment.

**Types, Characteristics, and Functions of Assessment**

Assessment is collecting and processing information to determine students' learning needs, development, and achievement of learning outcomes. Types of evaluation, according to their function, include assessment as a learning process (assessment as Learning), assessment for the learning process (assessment for Learning), and assessment at the end of the learning process (evaluation of Learning).

So far, the implementation of assessments tends to focus on summative assessments which are used as a reference for filling out learning results reports. The results of the assessment have not been used as feedback to improve learning.

One example of applying diagnostic assessment is self-assessment and peer assessment. This assessment functions as self-reflection material, which educators can later use as data/information to confirm student learning outcomes. So that the implementation of the assessment is in line with the objectives to be achieved, educators are expected to pay attention to the characteristics and function of diagnostic assessments in Sundanese language learning. The table below explains this.

Type of Assessment	Function	Techniques	Results/Documentation
Diagnostik (as and for learning)	<ul style="list-style-type: none"> <li>a. Diagnosing students' initial abilities and learning needs.</li> <li>b. Feedback is needed from educators to improve the learning process and make it more meaningful.</li> <li>c. Feedback for students to improve learning strategies.</li> <li>d. Diagnosing students' absorption of material in classroom learning activities.</li> <li>e. Stimulate changes in the classroom atmosphere so that it can increase participants' learning motivation students with positive, supportive, and meaningful.</li> </ul>	<p>Various techniques assessment (practice, product, project, portfolio, written/oral test)</p>	<ul style="list-style-type: none"> <li>1. Learning outcomes products</li> <li>2. Student reflection journal</li> <li>3. Follow-up plan for the assessment results</li> <li>4. Note the results of observations</li> <li>5. Anecdotal notes Values are numbers</li> </ul>

The characteristics of diagnostic assessments in Sundanese language learning are explained as follows:

### Diagnostic Test

- a. Integrated with the ongoing learning process, diagnostic assessment, and learning become one unit. Likewise, diagnostic assessment planning is integrated with learning planning;
- b. Involving students in the implementation (for example, through self-assessment, peer-to-peer assessment, and metacognitive reflection on the learning process);
- c. Pay attention to progress in mastery in various domains, including attitudes, knowledge and skills, learning motivation, attitudes towards learning, learning styles, and collaboration in the learning process, so that appropriate learning methods/strategies and assessment techniques/instruments are needed.

### Assessment Paradigm

Planning and implementing diagnostic and summative assessments should consider the Application of a Growth Mindset. Applying a growth mindset in assessment is expected to build awareness that achieving learning goals is more important than the final result. Educators are expected to be able to apply the idea of implementing a growth mindset, as explained below.

- a. Mistakes in learning are typical. Mistakes stimulate students' brain development if they are received, communicated, and found a way out.
- b. Learning is not about speed but understanding, reasoning, application, and the ability to assess and work in depth.
- c. Positive educators' expectations about students' abilities will greatly influence student performance.
- d. Every student is unique, has a different learning roadmap, and does not need to be compared with his friends.
- e. Conditioning the learning environment (physical and psychological) at school and home will influence the achievement of learning outcomes.

Train and familiarize students with carrying out self-assessments (self-assessment), assessment between friends (peer assessment), self-reflection, and providing feedback between friends (peer feedback).

The correct appreciation/message/feedback influences students' learning motivation. Providing feedback involves describing the best efforts to stimulate a growth mindset, motivate students, and build stakeholder awareness that achieving learning goals takes priority over the final result.

### Types of Diagnostic Assessment

The Diagnostic Assessment Module Unit issued by the Ministry of Education and Culture's Driving School explains that diagnostic assessments are divided into non-cognitive and cognitive diagnostic assessments.

#### Non-cognitive Diagnostic Assessment

The purpose of non-cognitive diagnostic assessment in Sundanese language learning is to find out (a) the psychological and social-emotional well-being of students, to know activities while studying at home, (b) to know the condition of the student's family, (c) to know the student's social background, (d) to know the student's style. Students learning, character, and interests

#### Cognitive Diagnostic Assessment

The purpose of cognitive diagnostic assessment is (a) to identify student competency achievements and (b) to adjust classroom learning to average competency.

#### Non-cognitive Diagnostic Assessment

In non-cognitive diagnostic assessments of Sundanese language learning, Sundanese language teachers' skills of asking and making questions are fundamental. The stages of carrying out a diagnostic non-cognitive evaluation are divided into three.

#### **a. Preparation**

At this stage, Sundanese teachers can prepare tools in the form of pictures that represent emotions to determine students' psychological and social-emotional well-being.

**b. Next**, the teacher can ask questions and let students answer through emotional pictures such as:

1. What are you feeling right now? How do you think about studying at home?
2. Meanwhile, to find out activities while learning Sundanese at home and other topics, Sundanese teachers can ask key questions regarding student activities, for example:
3. What are your activities while studying at home?
4. What are the most enjoyable and unpleasant things about studying at home?
5. What are your hopes?

## **METHODS**

### **Time and Place of Research**

This research was carried out for six months and included planning, implementation, and reporting activities. Various Rubiks are needed to plan and prepare diagnostic assessment tools for Sundanese language learning. The assessment designer can determine these expected answers through the assessment design and can seek to obtain appropriate assessment instructions, task specifications, and input. Thus, this expected response is part of the assessment method. No valid and reliable tool has been found to measure and test Sundanese language skills. Moreover, the Sundanese language competency test is computer-based. The places for data collection were schools in West Java which were chosen randomly.

### **Research Design**

The research method used in this research is a development model using the Research and Development type of research, which aims to produce a product in the form of a diagnostic assessment model for independent learning-based Sundanese language learning at the junior high school level. Educational research and development is a type of research widely used to solve practical problems in education. Borg and Gall (1983: 772) state that educational research and development is a process used to develop and validate educational products.

### **Data Collection Instruments**

Researchers collected the necessary data using assessments and questionnaires. Assessments assess the output of Sundanese language learning, while observations and questionnaires collect data from the Sundanese language learning process.

## **RESULTS AND DISCUSSION**

### **RESULT**

The results of this research include (a) a grid of diagnostic assessment models in Sundanese language learning in junior high schools, (b) validity of diagnostic assessment questions based on expert judgment, and © validity based on test results.

#### **a. Blueprint for Diagnostic Assessment Model in Sundanese Language Learning**

Diagnostic assessment model grid in Sundanese language learning Based on the results of competency mapping and selection of Diagnostic assessment model materials in Sundanese language learning for junior high school students in West Java, the Sundanese Language Competency Test grid can be seen in the following table.

**Table 1 Diagnostic Assessment Grid in Sundanese Language Learning in Middle Schools**

Element	Learning Outcomes (CP)	Form
Listen ( <i>Ngaregepkeun</i> )	Students are able to analyze and evaluate information or messages (feelings, ideas, thoughts, desires, and directions) on certain topics from various types of texts (fiction and nonfiction) that they hear or view, either directly or indirectly, in the form of monologue, dialogue, and talk shows.	<ol style="list-style-type: none"> <li>1. Class discussion</li> <li>2. Drama</li> <li>3. Production</li> <li>4. Oral Test</li> </ol>
Reading and viewing ( <i>Maca jeung Miarsa</i> )	Students are able to explore, analyze, and evaluate information or messages (feelings, ideas, thoughts, and desires) and the structure of text types (fiction and nonfiction) visually and audiovisually to find explicit and implied meaning. Students can read simple words and sentences using Sundanese script according to the rules.	<ol style="list-style-type: none"> <li>1. Reflection</li> <li>2. Journal</li> <li>3. Essay</li> <li>4. Posters</li> <li>5. Written Test</li> </ol>
Speak and Presenting/Presenting ( <i>Nyarita jeung Midangkeun</i> )	Students can convey information or messages (feelings, ideas, thoughts and desires) orally by selecting and using typical Sundanese vocabulary or idioms in the form of monologues and dialogues according to Sundanese etiquette for specific purposes by Sundanese language rules and cultural norms. According to Sundanese language rules and cultural norms, students can converse or discuss various topics actively, participatively, effectively, and creatively.	<ol style="list-style-type: none"> <li>1. Class discussion</li> <li>2. Drama</li> <li>3. Production</li> <li>4. Oral Test</li> </ol>
Write (Write) ( <i>Nulis</i> )	Students are able to convey information or messages (feelings, ideas, thoughts, and desires) in various types of nonfiction written texts by using distinctive vocabulary or Sundanese idioms for specific purposes. Students are also able to convey messages based on sources.	<ol style="list-style-type: none"> <li>1. Reflection</li> <li>2. Journal</li> <li>3. Essay</li> <li>4. Posters</li> <li>5. Written Test</li> </ol>

Diagnostic Assessment collects data on how much students have progressed in mastering targeted competencies. The data obtained will be interpreted carefully so that teachers can decide on practical learning activities for students so they can master the material/competencies optimally. The Diagnostic assessment aims to evaluate students' understanding of lessons, learning needs, and academic progress during the learning process.

Diagnostic Assessment helps Smart Teachers monitor student learning and provide

ongoing feedback. For schools, Diagnostic assessments provide information about what challenges students face in the project learning process so that adequate support can be provided. Meanwhile, for students, the Diagnostic assessment helps them identify strengths and aspects that need to be developed.

Five critical factors can improve learning through diagnostic assessments.

- a. Provide effective feedback for students.
- b. Involve students in active learning.
- c. Organize learning that allows students to get good grades during the assessment.
- d. Introduce the significant influence of assessment on motivation.
- e. Considering students' needs to assess themselves and to understand how to improve their learning outcomes.

### Validity of Diagnostic Assessment of Writing Elements (Nulis)

Results of Judgment Analysis of Diagnostic Assessment of Writing Elements Based on the results of expert judgment analysis, the quality of the Diagnostic Assessment Model questions in Sundanese Language Learning for Middle School Students in West Java can be seen in the following table.

**Table 2 Validation Results of Diagnostic Assessment Model Questions for Writing**

NO	ASSESSMENT ASPECTS	AVERAGE SCORE
<b>1</b>	<b>2</b>	<b>3</b>
1	Instruction: Clarity of test device instructions	3,6
2	a. Material: b. Clarity of indicator formulation	3,5
	c. Clarity of the relationship between types of assessment and indicators.	3,4
	d. Clarity of the relationship between the types of Diagnostic assessment model questions and indicators e. Clarity of the shape of the device with the material being f. tested.	3,4
	g. Clarity of assessment materials with the diagnostic assessment model questions used	3.5
3	Languages spoken: a. Use of standard Sundanese.	3.5
	b. Formulation of communicative language questions	3,4
	c. Use sentences and words that are easy to understand	3,4
4	Writing: a. Assessment rubric	3,4
	b. Use of font size	3,5
	d. Format or layout	3,6
5	Scoring guidelines or rubric	
	a. Assessment rubric	3,6

	b. Description of the assessment rubric	3,6
6	General Assessment: General assessment of diagnostic assessment tools	3,5

Based on the table above, the quality of the Diagnostic assessment model test equipment with criteria of 1.01 – 2.00 is poor, 2.01 -3.00 is sufficient, 3.01 -4.00 is good, or 4.01 – 5.00 is very good. The writing of the test instructions was quite clear, with an average of 3.6.

The clarity of the indicator formulation in the writing test instrument is relatively straightforward, with an average of 3.5. The relationship between the types of Diagnostic assessment model questions and the indicators is relatively straightforward, with an average of 3.4. The clarity of the relationship between the test tool or device type and the indicator is sufficient, with an average of 3.4. The clarity of the shape of the device and the material was rated as adequate with an average of 3.4. The clarity of the materials or assessment material with the Diagnostic assessment model questions used is sufficient, with an average of 3.5. So, the assessment material tested is quite explicit.

The use of language in the writing test is adequate, with an average of 3.5. The language formulation in the writing test is sufficient, with an average of 3.5. The test's use of sentences and words is easy to understand, with an average of 3.4. So, the language used in the test is standard, communicative, and easy for test takers to understand.

Writing procedures such as the use of letters, size of letters, and the layout format of the writing test equipment are classified as sufficient with an average of 3.6. This means that the writing test tool uses a sufficient writing layout.

Based on the data analysis above, the writing test tool is sufficient to be used as a Diagnostic assessment model question.

**a. Test Results on Diagnostic Assessment Model Questions**

The diagnostic assessment model questions were implemented on 45 respondents, including students, exam participants, teachers, and Sundanese language practitioners. The following results were obtained based on trials of diagnostic assessment model questions.

**Table 3 Validity of Life Element Assessment Writing (Trial Result)**

Diagnostic Assessment Questions	N	Calculate r (r-value)	p<0,05	Interpretation
1	45	0,6	0,294	Valid

Based on the results of the correlation test between the expert judgment score and the trial result score using the Moment Product formula, the Diagnostic assessment model questions write a sufficient level of validity, namely r count (0.6) > r table (0.294) in degrees of freedom p<0 .5. This means that diagnostic assessment questions in Sundanese language learning for junior high school students in West Java are valid to be used as diagnostic assessment model questions in Sundanese language learning.

**b. Validity of Speaking Element Assessment Questions (Speaking)**

**Expert Judgment Validation Results**

The following table shows the quality of the speaking element diagnostic assessment questions based on the results of expert judgment analysis.

**Table 3 Validity of Life Element Assessment Questions (Speaking)**

NO	ASSESSMENT ASPECTS	AVERAGE SCORE
1	2	3
1	Instruction: Clarity of test device instructions	2.5
2	Material: a. Clarity of indicator formulation	2.4
	b. Clarity of the relationship between types of assessment and indicators.	2.5
	c. Clarity of the relationship between the types of Diagnostic assessment model questions and indicators	2.3
	d. Clarity of the shape of the device with the material being tested.	
	e. tested.	
	f. Clarity of assessment materials with the diagnostic assessment model questions used	2.4
3	Languages spoken: a. Use of standard Sundanese.	2.3
	b. Formulation of communicative language questions	2.4
	c. Use sentences and words that are easy to understand	2.5
4	Writing: a. Assessment rubric	2.4
	b. Use of font size	2.4
	d. Format or layout	2.5
5	Scoring guidelines or rubric	
	a. Assessment rubric	2.3
	b. Description of the assessment rubric	2.6
6	General Assessment: General assessment of diagnostic assessment tools	3.2

Based on the table above, the quality of the speaking element assessment questions (speaking) can be described as follows.

The clarity of the instructions for the speaking element assessment questions (speaking) was quite clear, with an average of 2.5.

The clarity of the indicator formulation in the speaking element (speaking) assessment questions was shown to be quite clear, with an average of 2.4. Clarity of the relationship between types of questions

The diagnostic assessment w/lts indicators are straightforward, with an average of 2.5. The relationship between the types of speaking diagnostic assessment questions (speaking) and the adequate indicator is clear, with an average of 2.3. The clarity of the question form and material was assessed as sufficient, with an average of 2.4. The clarity of the materials or assessment materials with the element assessment questions used is sufficient, with an average of 2.4. So, the assessment material tested is quite explicit.

The Use of language in the speaking element assessment questions (speaking) is sufficient, with an average of 2.3. The language formulation in the speaking element

assessment questions (speaking) is adequate, with an average of 2.4. The use of sentences and words in the speaking element assessment questions (speaking) is easy to understand, with an average of 2.5. So, the language used in the element assessment is standard, communicative, and easy for examinees to understand.

Writing procedures such as using letters, the size of letters, and the layout format of speaking element assessment questions (speaking) are classified as sufficient, with an average of 2.4. This means the speaking element (speaking) 1 assessment questions use adequate writing grammar.

Based on the data analysis above, the speaking element assessment questions (speaking) have sufficient validity to be used as an element assessment test tool.

### Test Results

The conformity test of the mortgage model with empirical data is based on two indicators: 1) Significance Probability and 2) Root Mean Square Error of Approximant (RMSEA). Based on trial data analyzed using LISREL 8.51, the empirical validity of the speaking element Diagnostic assessment questions is as follows.

**Table 4 Validity Test Result Diagnostic Assesment Tests Talkinh Test Result**

Question	Factor Load Value	P-Value	RMSEA	Df	Chie-Square
Diagnostic Assessment: Speaking	$\lambda > 0,3$	0,965	0,00	1.03	0,029

Validity of the Diagnostic assessment questions for the nyarita (speaking) I element has good validity, based on the factor loading value ( $\lambda$ )>0.3, P-value 0.965, and Chie-Square 0.029 in df 1.03. These results illustrate a match between the Nyarita element diagnostic assessment tool and the speaking skills that will be tested.

### DISCUSSION

#### a Sundanese Language Competency Map

The language competency map in the Diagnostic Assessment Model in Sundanese language learning includes five, namely (1) ngaregepkeun element assessment, (2) maca element assessment, (3) writing element assessment, and (4) nyarita element assessment.

The ngaregepkeun (listening) competency map aims to map the proficiency in understanding information expressed orally through dialogue or monologue. The ngaregepkeun (listening) proficiency map is a proficiency stage in the Diagnostic Assessment of Sundanese language learning, which aims to test participants' listening skills. Participants are shown a dialogue or monologue. In the ngaregepkeun proficiency map there are four dialogue texts and four monologues.

As the name of the listening ability test suggests, the test material submitted is delivered orally and received by the examinee through listening. The problem that immediately arises is what means should be used. Should we use recorded media or have the teacher directly convey (read) orally during the test?

Listening ability can be interpreted as capturing and understanding another language. Therefore, appropriate linguistic material must be in the form of discourse because a discourse must contain information. For listening ability tests, the selection of test topics is more emphasized based on the state of the discourse, both in terms of level of difficulty, content and

coverage, and types of discourse.

The difficulty level of discourse is mainly seen from the vocabulary and structure factors used. The discourse is problematic if the vocabulary used is complex, has multiple and abstract meanings, is rarely used, and has a complex sentence structure. Reasonable discourse to use in listening ability tests is a discourse that is not too difficult or, conversely, too easy.

The content and scope of the discourse usually also influence its difficulty level. If the content is not in accordance with the examinee's interests and needs or with the field being studied, it will increase the difficulty level of the discourse in question.

The discourse that will be tested should contain neutral things so that it is possible to have the same views on the content of the problem. On the other hand, you should avoid discourse that contains the opinions or beliefs of a particular group because it will give rise to differences of opinion or at least more than one correct answer.

## CONCLUSION

The findings of this research can be concluded as follows.

- a. The language competency map in the Diagnostic Assessment for Sundanese language learning includes five competencies: (1) *ngaregepkeun* competency (listening), (2) competency in responding to Sundanese grammatical structures, (3) *maca* competency (reading), (4) writing competency, and (5) *nyarita* competency (speaking).
- b. Diagnostic assessment materials in Sundanese language learning are proficiency tests, not achievement tests. The language proficiency test refers to the criteria for using Sundanese (actual language use situations) faced by test participants. This use includes general life skills, namely the cultural, social, technological, and educational domains, as well as specific skills domains, namely the professional and scientific domains.

## REFERENCE

- NewYork: Wm C. Brown unificationsman *dan evaluasi*. Makalah Azwar, S. (2004). *Dasar-dasar psikometri*. Yogyakarta: Pustaka Pelajar. Baumgartner, . Inc.
- Borg, W.R., & Gall, M.D. (1983). *Educational research: An introduction*. (4th ed). New York & London: Longman.
- Brown, H.D. (2004). *Language assessment: Principle and classroom practices*. NewYork: Longman, Pearson Education, Inc.
- Departemen Pendidikan dan Kebudayaan. (1996). *Kamus besar bahasa Sunda*. Jakarta: Balai Pustaka.
- Djemari Mardapi. (1999). *Pengukuran, penilaiT.A.*, & Jackson, S. (1995). *CoMeasurement for evaluation*. disampaikan pada Penataran evaluasi pembelajaran matematika untuk guru inti matematika tanggal 8 – 23 Nopember 1999 di PPPG Matematika Yogyakarta.
- Djemari Mardapi. (2000). *Evaluasi pendidikan*. Makalah disampaikan pada Konvensi Pendidikan Nasional tanggal 19–23 September 2000 di Universitas Negeri Jakarta.
- Ghani, A.R.A., Hari, S., & Suyanto. (Ed). (2006). *Evaluasi pendidikan: Konsep dan aplikasi*. Jakarta: UHAMKA Press.
- Gronlund, N.E. (1971). *Measurement and evaluation in teaching*. (3rd ed). New York: Macmillan Publishing.
- Gronlund, N.E. (1981). *Measurement and evaluation in teaching*. (4th ed). New York: Macmillan Publishing.
- Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching*. NewYork:

Macmillan Publishing.

- Hulin, C.L., Drasgow, F., & Parsons, C. (1983). *Item response theory: Application to psychological measurement*. Homewood, Illinois: Dow Jones-Irwin.
- Johnson, D.W. & Johnson, R.T. (2002). *Meaningful assessment: A manageable and cooperative process*. Boston: Allyn and Bacon.
- Lynch, B.K. (1996). *Language program evaluation: Theory and practice*. Cambridge: Cambridge University Press.
- Mann, G. (2004). *An evaluation approach towards feedback "betterment" in an initial teacher training in EFL*. Diambil pada tanggal 9 Agustus 2006 dari file://F:\ An Evaluation Approach.htm.
- Ming-Chung Yu. (2006). *On the teaching of L2 sociolinguistic competence in classroom settings*. Diambil pada tanggal 8 September 2006, dari [file:///F:/Asian EFL Journal English Language Teaching and Research Articles.htm](file:///F:/Asian%20EFL%20Journal%20English%20Language%20Teaching%20and%20Research%20Articles.htm).
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- O'Malley, J.M. & Pierce, L.V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Addison Wesley Longman, Inc.
- Sanders, J.R. & Sullins, C.D. (2006). *Evaluating school programs*. (3rd ed). Thousand Oaks: Corwin Press.
- Stern, H. (1983). *Fundamental concept of language teaching*. London: Oxford University Press.
- Stronge, J.H. (2006). *Evaluating teaching*. London: Corwin Press. Stufflebeam, L.D. & Shrinkfield, J. (1985). *Systematic evaluation: A self-instructional guide to theory and practice*. New York: Kluwer Nijhoff Publishing.
- Weiss, C.H. (1972). *Evaluation research: Methods for assessing program effectiveness*. Toronto: Englewood Cliff.
- Wholey, J.S., Harty, H.P., & Newcomer, K.E. (1994). *Handbook of practical program evaluation*. San Fransisco: Jossey-Bass Publishers.
- Worthen, B.R., & Sanders, J.R. (2002). *Educational evaluation: Theory and practice*. Worthington: Charles Publishing Company.

**Copyright holder:**

Usep Kuswari, Ruhaliah, Haris Santosa Nugraha, Danan Darajat (2024)

**First publication right:**

Indonesian Journal of Language and Culture