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## **FORMATIVE ASSESSMENT IN SUNDANESE LANGUAGE LEARNING FOR MIDDLE SCHOOL STUDENTS IN WEST JAVA**

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### **Abstract**

*The background of this research is the untouched assessment model of student-friendly learning of the Sundanese language. Therefore, Student Friendly Assessment is very important because 1) increases learning motivation: When students feel understood and acknowledged for their diverse potential, their learning motivation increases. 2) Student-friendly assessments can help create a positive and inclusive learning environment, will also help create a safe learning environment because student-friendly assessments help create a safe learning environment, where students feel comfortable participating, sharing opinions, and asking questions without fear judged. 3) Improving Teaching Effectiveness: Through student-friendly assessments, teachers can identify students' strengths and weaknesses more comprehensively. Thus, teachers can adapt teaching methods to suit individual needs. 4) Flexibility in Implementation, it is important to provide a variety of ways for students to demonstrate their understanding. It is carried out by taking into account a variety of written and unwritten formative assessments, such as unwritten assessments in the form of class discussions, plays, project products, presentations, and oral tests, while written tests include reflections, journals, essays, posters, and written tests. The purpose of this research is to describe the latticework of student-friendly assessment models of learning Sundanese learning assessment models in learning Sundanese, as well as guidelines for formative assessment models in student-friendly learning of the Sundanese language that can provide information for schools, both in terms of content, coverage, format and time of delivery as well as optimal benefits for learning Sundanese language and literature at junior high school level in West Java. The method used in this research is a development model using the Research and Development research genre which aims to produce a product in the form of a student-friendly assessment model of learning Sundanese and an assessment guide for learning Sundanese language and literature at junior high school levels in West Java. The expected results of this study are the adjusted student-friendly Sundanese learning assessment grids based on the Sundanese language learning assessment model in junior high school, student-friendly assessment models in Sundanese language learning that have been developed and tested, as well as guidelines for formative assessment models in learning Sundanese at junior high school level in Jawa Barat.*

## INTRODUCTION

In the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 21 of 2022 concerning Educational Assessment Standards in Early Childhood Education, Basic Education Levels, and Secondary Education Levels in Article 5 it is stated that: Selection and/or development of assessment instruments as intended in Article 3 paragraph (1) letter b is implemented by Educators by: a. consider the characteristics of students' needs; and b. based on the assessment plan contained in the learning plan. Likewise, the principle of assessment in the independent curriculum states that assessment should include various forms of tasks, instruments, and techniques that are per the targeted learning objectives. Teachers are given broad autonomy in planning and using types and techniques of assessment by considering; Subject Characteristics, Student Characteristics and Abilities, Learning Achievements, Learning Objectives, and Available Supporting Resources.

The current learning assessment system in Sundanese language subjects must refer to and be based on independent learning. In the Merdeka Curriculum, assessment is an integrated part of the learning process, facilitating learning, and providing holistic information as feedback for educators, students and parents, so that it can guide them in determining further learning strategies. Assessment in Sundanese language learning in junior high schools must refer to a new paradigm learning system, namely that assessment is an integrated part of the learning process, facilitates learning, and provides holistic information as feedback for educators, students and parents, so that it can guide them in determine the next learning strategy; assessments are designed and carried out in accordance with the assessment function, with the freedom to determine the technique and time for carrying out the assessment to effectively achieve learning objectives; assessments are designed fairly, proportionally, validly and reliably to explain learning progress and determine decisions about next steps; reports on learning progress and student achievements are simple and informative, providing useful information about the character and competencies achieved as well as follow-up strategies; and the results of Sundanese language learning assessments are used by students, educators, education staff and parents as reflection material to improve the quality of learning. Based on the new paradigm of an independent learning-based assessment system, namely (1) assessment refers to competencies which include the domains of attitudes, knowledge and skills.

Assessment is carried out integrated with learning; (2) involving students in carrying out assessments, through self-assessment, peer assessment, self-reflection, and providing peer feedback; (3) giving feedback is done by describing the best efforts to stimulate a growth mindset and motivate students. Formative assessments in Sundanese language learning in junior high schools are currently carried out both formally and informally. In accordance with the statement put forward by (HD, 2004, p. 6; Lynch, 1996; Pendidikan, 1990) 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. Assessment 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 (Gall et al., 1996; Johnson & Johnson, 2002, p. 6; Yu, 2006). A Sundanese language and literature teacher must seriously assess students. Likewise, a researcher must

seriously carry out his research. To achieve maximum results, a teacher or researcher must have goals, approaches and comments in conducting assessments.

(O'malley & Pierce, 1996, p. 20) stated about the quality of serious assessment techniques for Sundanese language and literature learners, namely the purpose of assessment: to obtain student responses from the seriousness of the assessment; with the approach: 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.

Formative assessments aim to monitor and improve the learning process, as well as evaluate the achievement of Sundanese language learning objectives. In accordance with its objectives, formative assessments can be carried out at the beginning and throughout the learning process. Through this assessment, teachers can identify students' learning needs, obstacles or difficulties they face, as well as obtain information on student development. This information is then used as feedback for both students and teachers. For students, formative assessments are useful for reflection, by monitoring their learning progress, the challenges they experience, and the steps they need to take to continuously improve their achievements. This is an important learning process to become a lifelong learner. For teachers, formative assessments are useful for reflecting on the learning strategies they use, as well as for increasing their effectiveness in designing and implementing learning. This assessment also provides information about students' needs in language learning.

So that assessments can be useful for students and teachers, several things that teachers need to pay attention to when designing formative assessments include (a) formative assessments that do not have high stakes. Formative assessments are designed for learning purposes and should not be used to determine report card grades, promotion decisions, graduation, or other important decisions; (b) formative assessment can use various techniques and/or instruments. An assessment is categorized as a formative assessment if the aim is to improve the quality of the learning process; (c) formative assessment is carried out simultaneously with the ongoing learning process so that formative assessment and learning become a unity; (d) formative assessments can use simple methods, so that feedback on the results of the assessment can be obtained quickly (e) formative assessments carried out at the beginning of learning will provide information to teachers about students' learning readiness (Mann, 2004).

Based on this assessment, Sundanese language teachers need to adjust/modify their learning implementation plans and/or differentiate Sundanese language learning to suit students' needs. The assessment instruments used can provide information about strengths, things that students still need to improve, as well as reveal ways to improve the quality of writing, work or performance that is given feedback. Thus, the assessment results are not just a number.

Meanwhile, in the education of students at the SMP/MTs level, formative assessments are used to determine students' developmental achievements and not as evaluation results to determine grade promotion or graduation (Mardapi, 1999, 2000). The summative assessment takes the form of a learning results report which contains a report on learning achievements

and can be supplemented with information on the child's growth and development in learning Sundanese. Summative assessments can be carried out after learning ends, for example at the end of a scope of material (can consist of one or more learning objectives), at the end of the semester, or at the end of a phase. Meanwhile, specifically at the end of the semester, summative assessments are optional. Summative assessments can be carried out at the end of the semester if the teacher feels they still need confirmation or additional information to measure the achievement of student learning outcomes. On the other hand, if the teacher feels that the assessment data obtained during 1 semester is sufficient, then there is no need to carry out another assessment at the end of the semester. What needs to be emphasized is that for summative assessment, teachers can use various techniques and instruments, not only in the form of tests, but can use observation and performance (practice, producing products, carrying out projects, or creating portfolios). Feedback from this final assessment (summative) can be used to measure student development, to guide teachers in designing activities for the next lesson.

In the Independent Curriculum, teachers are expected to prioritize formative assessments more, to get feedback and know students' progress. However, summative assessments are also still used to determine the achievement of Sundanese language learning objectives.

## **LITERATURE REVIEW**

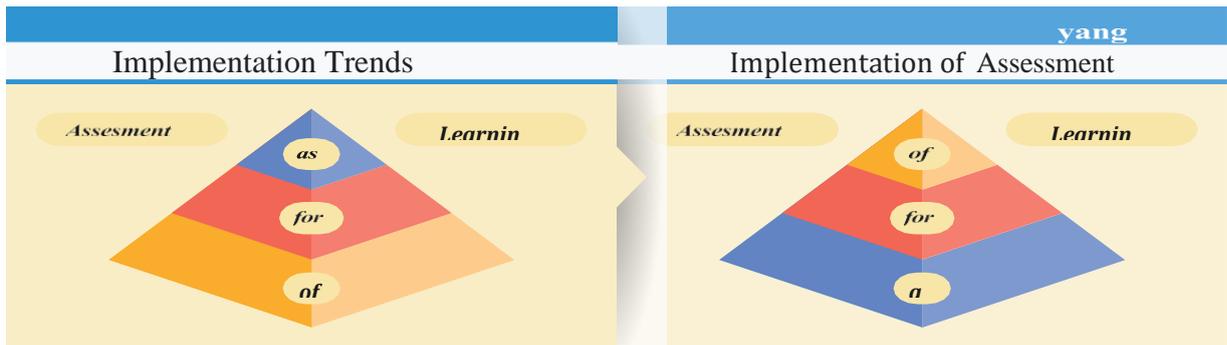
### **Types, Characteristics, and Functions of Assessment**

Assessment is the process of collecting and processing information to determine students' learning needs, development, and achievement of learning outcomes. Types of assessment 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 (assessment of learning) (Ghani & Hari, 2006).

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

In the new learning paradigm, educators are expected to focus more on formative rather than summative assessments and use the results of formative assessments to continuously improve the learning process, as shown in the picture below.

The difference between assessment as and for learning is that assessment as learning involves students more actively in the assessment activities. Students are given the experience to learn to be assessors of themselves and their friends. Self-assessment and peer-to-peer assessment are examples of assessment as learning. In assessment as learning, students should be involved in formulating procedures, criteria and assessment rubrics/guidelines so that they know exactly what must be done to obtain maximum learning outcomes.



One example of implementing formative assessment is self-assessment and peer assessment. This assessment functions as self-reflection material, which can later be used by educators as data/information to confirm student learning outcomes. So that the implementation of assessments is in line with the goals to be achieved, educators are expected to pay attention to the characteristics and functions of formative and summative assessments. The table below explains this.

Type of Assessment	Function	Technique	Results/Documentation
Formatif ( <i>as and for learning</i> )	<ul style="list-style-type: none"> <li>a. Diagnosing students' initial abilities and learning needs.</li> <li>b. Feedback for educators to improve the learning process to 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. Driving change classroom atmosphere so that it can improve participant learning motivation</li> </ul>	Various techniques assessment (practice, product, project, portfolio, written/oral test)	<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</li> <li>6. Values are numbers</li> </ul>

The characteristics of formative and summative assessments are explained as follows:

### FORMATIF

- Integrated with the ongoing learning process, so that formative assessment and learning become a unity. Likewise, formative assessment planning is integrated with learning planning;
- Involving students in the implementation (for example through self-assessment, peer assessment, and metacognitive reflection on the learning process);
- 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.

#### a. Formative Assessment Paradigm

Planning and implementing formative assessments in Sundanese language learning must pay attention to the Application of a Growth Mindset. The application of a growth mindset in assessments is expected to build awareness that the process of 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 normal. Mistakes will stimulate students' brain development if accepted, communicated, and a solution is found.
- b. Learning is not about speed but understanding, reasoning, application, and the ability to assess and work in depth.
- c. Educators' positive 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-assessment, peer assessment, self-reflection and providing peer feedback. The right appreciation/message/feedback influences students' learning motivation. Providing feedback is carried out by describing the best efforts to stimulate a growth mindset, motivate students, and build stakeholder awareness that the process of achieving learning goals takes priority over the final result.

(Nunan, 1992; Phillips & Phillips, 2016) also stated, "evaluation is a systematic process with several important parts". Likewise, (Worthen & Sanders, 1973, p. 129) stated "Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives". The relationship between measurement and evaluation can be seen from the explanation of (Gronlund, 1985, p. 6) as follows: Evaluation = Quantitative description of students (measurement) + Determination of value (value judgment), Evaluation = Qualitative description of students (not measurement) + Determination of value (value Judgment) (Hulin et al., 1983).

(Weiss, 1972, p. 6) stated that evaluation is a comparison of "what is" with "what should be". Although the researcher himself remains unbiased and objective, the researcher focuses on phenomena that demonstrate whether the program is achieving its intended goals. In simple terms, (Azwar, 2007, p. 7) states that the characteristics of evaluation are: "(1) It is a comparison between measurement results and a norm or criterion; (2) The results are qualitative; and (3) The results are expressed evaluatively". Evaluators need a variety of skills to be more effective in evaluating. Apart from that, they should be good analytical experts so that they do not misinterpret the meaning contained in the phenomena that become the data. They should also have marketing skills. They must communicate the value of evaluation to

policy makers and managers who may not realize the benefits of systematic evaluation assistance. In this way, policy makers and managers will benefit from the evaluation so that they will find a way out of the problems they face. In accordance with what was stated by (Scheirer et al., 1994, p. 591) as follows.

“Evaluators need a variety of skills to be effective. They should be good analysts. They should be gifted at listening. Evaluators should also possess marketing skills. They must communicate the value of evaluation to policy-makers and managers who may not appreciate the benefits to be derived from systematic evaluation efforts”.

Formative and Summative Assessment Forms in Oral Sundanese Language Learning (Stern, 1983)

### **Class discussion**

- Develop students' communication skills in public and express opinions.
- Train students to learn to be democratic, listen and accept the opinions of others who may differ from them, and also respond to these opinions in a polite and sympathetic way.

### **Product**

- Create products (digital, literary works, etc.)
- Develop Sundanese language creativity
- Instill an understanding of a language event

### **Oral test**

- Oral question and answer quiz
- Confirm student understanding
- Implement feedback

### **Drama**

- Develop students' acting and communication skills.
- Encourage students to see a problem from a different perspective so that it can foster students' empathy and critical thinking.

### **Presentation**

- Develop communication skills
- Encourage students to understand the presentation to

## **RESULT AND DISCUSSION**

### **Research Result**

The results of this research include (1) a map of Sundanese language competencies: *ngaregepkeun* (listening), responding to Sundanese grammar rules, *maca* (reading), *nulis* (writing), and *nyarita* (speaking) for a formative assessment model in Sundanese language learning for junior high school students in West Java; (2) materials or formative assessment model materials in Sundanese language learning for junior high school students in West Java; (3) the grid of the formative assessment model in learning Sundanese for junior high school students in West Java, and (4) the results of the expert judgment of the formative assessment model in learning Sundanese for junior high school students in West Java.

### **1. Sundanese Language Proficiency Map**

#### **a. Ngaregepkeun (Listening) Element Skills**

The listening competency map aims to map the proficiency in understanding information expressed orally, either in the form of dialogue or monologue. The listening proficiency map is a proficiency stage in the formative assessment model in Sundanese language learning for junior high school students in West Java which aims to test participants' listening skills. Participants are shown a dialogue or monologue. In the listening 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 auditory means. The problem that immediately arises is what means should be used, should we use recorded media or be directly conveyed (read) orally by the teacher during the test.

Listening ability can be interpreted as the ability to capture and understand 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 focused on the state of the discourse, both in terms of level of difficulty, content and coverage as well as types of discourse.

The level of difficulty of the discourse is mainly seen from the vocabulary and structures used. If the vocabulary used is difficult, has multiple and abstract meanings, is rarely used, plus the sentence structure is complex, the discourse is considered discourse with a high level of difficulty. Good discourse to use in listening ability tests is discourse that is not too difficult, or conversely too easy.

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

The discourse that will be tested should contain things that are neutral 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 views or beliefs of a certain group because it will give rise to differences of opinion or at least more than one correct answer.

The ngaregepkeun proficiency competency map for the formative assessment model in Sundanese language learning for junior high school students in West Java can be seen in the following table.

Tabel 1 *Ngaregepkeun Skills Map*

NO.	TYPES OF DISCOURSE	THEME	Title
1	Monologue	Culture	<i>Adat Istiadat dina Ngalamar</i>
		Sport	<i>Piala Dunya Mugj Janten Conto</i>
		Social	<i>Hukuman</i>
		Religion	<i>Dyukur Ni'mat</i>
2	Dialog	Culture	<i>Latihan Kabaret</i>
		Sport	<i>Badminton</i>
		Social	<i>Aki-Aki Hade Budi</i>
		Religion	<i>Indung jeung Anak</i>

### b. Maca Skills (Reading)

Reading competency is language proficiency in a formative assessment model in Sundanese language learning for junior high school students in West Java to test reading proficiency. The reading competency map looks at reading ability from the way examinees process discourse in three main abilities, namely: (a) the ability to search for and find information (retrieving information), (2) the ability to develop meaning obtained from the information they find and create inference using one or more pieces of information, as well as (3) the ability to reflect and evaluate the content of discourse with daily experience, previously acquired knowledge, and the development of ideas from the information obtained.

The reading context is related to the purpose of preparing the discourse, both from the author's perspective and from the general interest. This reading context includes: (1) reading for personal purposes, (2) reading for public purposes, (3) reading for work purposes, (4) reading for educational purposes.

The reading proficiency competency map for the formative assessment model in Sundanese language learning for junior high school students in West Java can be seen in the following table.

Tabel 2 Reading Proficiency Map

THEME	TITLE
Culture	<i>Ngabuburit</i>
Sport	<i>Penca Silat</i>
Social	<i>Midangdam Jurnalisme Ngatik Ngadidik</i>
Religion	<i>Kakuatan jeung Kamampuh Diri</i>
Technology	<i>Nyieun Bantre tina Apel</i>

### c. Writing Skills (Writing)

Writing proficiency is a test stage in the formative assessment model in Sundanese language learning for junior high school students in West Java to test the proficiency of Sundanese speakers in conveying ideas in writing using guided techniques. In each writing question there is a highlight sentence and a picture, diagram, or figure that supports the information contained in the highlight sentence. Test participants are asked to describe and develop the prominent sentences and images contained in the questions in writing in 200 words.

### d. Speaking Element Competency

Speaking competency is a test stage in the formative assessment model in Sundanese language learning for junior high school students in West Java to test the speaking skills of Sundanese speakers in conveying ideas orally using guided techniques. In each speaking question there is a highlight sentence and a picture, scheme or chart that supports the information contained in the highlight sentence. Test participants are asked to describe and develop the standout sentences and images contained in the questions orally within 10 minutes (Stronge, 2005).

## Grid Model of formative assessment in Sundanese language learning

In this chapter we describe (a) a grid of formative assessment models in Sundanese language learning for junior high school students in West Java; (b) a formative assessment model in Sundanese language learning for junior high school students; and (c) a Sundanese language formative assessment guide based on the Merdeka Curriculum for students, educators, education staff and parents as reflection material to improve the quality of learning.

### Formative Assessment Grid in Sundanese Language Learning in Middle Schools

ELEMENTS	ELEMENTS OF LEARNING OUTCOMES (CP) FORM	ELEMENTS of Learning Outcomes (CP) form
Listening	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 non-fiction) that they hear or view, either directly or indirectly, in the form of monologue, dialogue and talk show.	<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 (Maca jeung Miarsa)	Students are able to explore, analyze and evaluate information or messages (feelings, ideas, thoughts and desires) and the structure of text types (fiction and non-fiction) visually and audiovisually to find explicit and implied meaning. Students are able to 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 (Nyarita jeung Midangkeun)	Students are able to 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 certain purposes in accordance with Sundanese language rules and cultural norms. Students are able to converse or discuss in Sundanese about various topics actively, participatively, effectively and creatively, according to Sundanese language rules and cultural norms	<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)	Students are able to convey information or messages (feelings, ideas, thoughts and desires) in various types of non-fiction written texts by using distinctive vocabulary or Sundanese idioms for specific purposes. Students are 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>

Formative assessment is the process of collecting data regarding the extent to which students have progressed in mastering targeted competencies. The data obtained will be interpreted carefully so that teachers can decide on effective learning activities for students so they can master the material/competencies optimally. The purpose of formative assessment is to evaluate students' understanding of lessons, learning needs, and academic progress during the learning process.

Formative assessments help Smart Teachers monitor student learning and provide regular, ongoing feedback. For schools, formative assessments function to provide information about what challenges students face in the project learning process so that adequate support

can be provided. Meanwhile, for students, formative assessments function to help them identify strengths and aspects that need to be developed.

## 2. Validitas test asesmen formatif pembelajaran bahasa sunda

### a. Results of Judgment Analysis on formative assessment for sundanese language

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

Table 3 Validation Results of Formative Assessment Model Questions

NO	ASSESSMENT ASPECT	SCORE AVERAGE
1	Instruction:	3,6
	Clarity of test device instructions	3,5
2	Material:	3,4
	a. Clarity of indicator formulation	3,4
	b. Clarity of the relationship between types of assessment and indicators.	3.5
	c. Clarity of the relationship between the types of formative assessment model questions and indicators	3.5
	d. Clarity of the shape of the device with the material being tested.	3,4
	e. Clarity of assessment materials with the formative assessment model questions used	3,4
3	Language:	3,4
	a. Use of standard language.	3,5
	b. Communicative language formulation	3,6
	c. Use sentences and words that are easy to understand	
4	Writing:	3,6
	a. Use of letters	3,6
	b. Use of font size	3,5

Based on the table above, the quality of the formative 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, and 4.01 – 5.00 is very well can be described as follows.

The clarity of the indicator formulation in the writing test instrument is quite clear, with an average of 3.5. The clarity of the relationship between the types of formative assessment model questions and the indicators is quite clear, with an average of 3.4. The clarity of the relationship between the type of test tool or device 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 materials with the formative assessment model questions used is sufficient, with an average of 3.5. So, the assessment material tested is quite clear.

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

he use of writing procedures such as the use of letters, size of letters, and the layout format of the writing test equipment is classified as sufficient with an average of 3.6. This means

that the writing test tool uses adequate writing layout.

Based on the data analysis above, it can be concluded that the writing test tool can be said to be sufficient to be used as a formative assessment model question.

### b. Test Results

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

Tabel 4 Validity Test Results of Formative Assessment Tests for Sundanian Language Learning Speaking Test Results

Question	Nilai Muatan Faktor ( $\lambda$ )	P-Value	RMSEA	Df	Chie-Square
FORMATIVE ASSESSMENT LEARNING SUNDANESE: <i>Nyarita</i>	$\lambda > 0,3$	0,865	0,00	1.03	0,0229

The validity of the formative assessment questions for the nyarita (speaking) element I 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 that there is a match between the formative assessment questions on the elements of Nyarita and the speaking skills that will be tested.

## Discussion

### Sundanese Language Competency Map

The language competency map in the Formative 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, either in the form of dialogue or monologue. The ngaregepkeun (listening) proficiency map is a proficiency stage in the Formative Assessment in Sundanese language learning which aims to test 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 auditory means. The problem that immediately arises is what means should be used, should we use recorded media or be directly conveyed (read) orally by the teacher during the test.

Listening ability can be interpreted as the ability to capture and understand 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 focused on the state of the discourse, both in terms of level of difficulty, content and coverage as well as types of discourse.

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

The content and scope of the discourse usually also influence the level of difficulty of the

discourse, if the content of the discourse is not in accordance with interests and needs, or is not in accordance with the field being studied by the examinee, it will increase the level of difficulty of the discourse in question.

The discourse that will be tested should contain things that are neutral 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 views or beliefs of a certain group because it will give rise to differences of opinion or at least more than one correct answer.

The competency map for responding to Sundanese grammatical rules is the participant's proficiency in the Formative Assessment in Sundanese language learning to see the test participant's response to rule errors in using Sundanese. In each question item there are two parts in bold and underlined. Participants were asked to respond to these two parts. The wrong part is replaced with the answer option below it, the correct part is ignored or left alone

Maca (reading) competency is language proficiency in the Formative Assessment in Sundanese language learning to test reading proficiency. The Maca (reading) competency map looks at reading ability from the way examinees process discourse in three main abilities, namely: (a) the ability to search for and find information (retrieving information), (2) the ability to develop meaning obtained from the information they find and create inference using one or more pieces of information, as well as (3) the ability to reflect and evaluate the content of discourse in relation to daily experience, previously acquired knowledge, and the development of ideas from the information obtained.

The reading context is related to the purpose of preparing the discourse, both from the author's perspective and from the general interest. This reading context includes: (1) reading for personal purposes, (2) reading for public purposes, (3) reading for work purposes, (4) reading for educational purposes

Writing competency (writing) is a test stage in the Formative Assessment in Sundanese language learning to test the proficiency of Sundanese speakers in conveying ideas in writing using guided techniques. In each writing question there is a highlight sentence and an image, diagram, or table that supports the information contained in the highlight sentence. Test participants are asked to describe and develop the prominent sentences and images contained in the questions in writing in 200 words.

## **CONCLUSION**

Based on the results of data analysis in Chapter IV, the findings of this research can be concluded as follows.

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

## **SUGGESTIONS**

Based on the conclusions above, this research provides the following suggestions.

- a. Because this research is in the initial stage, it is necessary to develop maps, materials and Formative Assessment grids in Sundanese language learning in various phases.
- b. Maps, materials and Formative Assessment grids in Sundanese language learning still need to be validated and socialized to Sundanese language users.

c. This Formative Assessment Model in Sundanese language learning can be used as a parameter for testing Sundanese language proficiency.

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