

Formative Assessment as an Evaluation Tool for Elementary Students' Speaking Skills in Indonesian Language Learning: A Descriptive Qualitative Study

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Article Info

Article history:

Received 2025-07-15
Revised 2025-08-04
Accepted 2025-08-12

Keywords:

Elementary school
Formative assessment
Indonesian lesson
Speaking skills

ABSTRACT

Assessment of speaking skills must be conducted objectively, systematically, and thoroughly to provide students with appropriate feedback that can improve their performance. One recommended form of authentic assessment is formative assessment. This study aims to analyse the implementation of formative assessment in evaluating the speaking skills of fourth-grade elementary school students in Indonesian language learning, using a qualitative descriptive approach with data collected through observation, interviews, documentation, and rubric-based assessment. The participants comprised one teacher and thirty students, with four selected for in-depth interviews. The findings revealed that formative assessment was implemented systematically through criteria-based rubrics, oral and written feedback, observation notes, and student reflection. Most students achieved speaking scores in the good to very good category, particularly in content and fluency. Formative assessment helped students gradually identify their weaknesses, improve their speaking performance, and develop reflective learning awareness. The results of this study support the use of formative assessment as a constructive evaluation approach in elementary-level language learning.

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1. INTRODUCTION

Speaking ability is a language skill that is very important in learning Indonesian in elementary school (SD). Speaking is the ability to express thoughts, feelings, and ideas orally, which requires students to think critically, organise logic, and convey information clearly and concisely. In the Independent Curriculum, speaking skills are included in the basic literacy competencies of the 21st century that must be developed early to form communicative and collaborative individuals [1].

Elementary school students' speaking skills are developed through authentic

activities such as discussions, storytelling, presentations, role-playing, and interactive dialogue. Activities such as group discussions, *storytelling*, simple presentations, *role-play*, and interactive dialogue have proven to be very effective in shaping students' courage to speak in public, improving the regularity of thinking, and strengthening the mastery of spoken language naturally and communicatively. These activities create a participatory and meaningful learning space, where students are positioned not only as the party receiving information, but also as an active part of the communication process. In the context of the Independent Curriculum, this approach is very much in line with the principles of experiential learning and strengthening oral literacy competencies.

However, the success of implementing authentic activities in developing students' speaking skills is highly dependent on the assessment system used. Suppose these activities are not balanced with appropriate assessments, so learning cannot achieve its goals properly. These skills must also be assessed objectively, systematically, and in-depth so students get appropriate feedback to improve their performance. One of the recommended forms of authentic assessment is formative assessment, which is an instrument that presents criteria and levels of performance in the aspects of the skills being measured [2], [3].

Formative assessment is a part of the comprehensive assessment method. Teachers use assessment information to find and use assessment information to maximise what each student needs [4]. Formative assessments are becoming a very relevant instrument to use. Formative assessments allow teachers to assess student performance systematically, objectively, and in a structured, based on predetermined criteria and indicators. In addition to helping teachers make fair assessments, rubrics also clarify the expected aspects of their speaking skills for students. Formative assessments are not just used as assessment tools, but as learning tools because they can motivate students to understand the intended standards and direct them to do self-reflection [5], [6], [7].

Although various approaches have been taken in learning speaking skills, implementing formative assessments at the elementary school level often has various problems. Many teachers do not fully understand the concept of formative assessment in a practical way and how to integrate it effectively in experiential learning [8]. In addition, the limitations of technical guidelines and assessment instruments to adjust the character of the growth and development of elementary school students are obstacles in measuring students' speaking performance objectively and comprehensively.

Several studies that use formative assessments state that formative assessments can positively influence student learning outcomes. However, not many studies have specifically evaluated the practice of formative assessment in the context of speaking learning in grade IV of elementary school. Consistent use of formative assessments can improve student engagement, learning motivation, and academic outcomes [9]. Other research that has been conducted suggests that formative assessment is best thought of as an ongoing process to inform and support teaching and learning [10], [11], [12]. Other research states that teachers who have adopted formative strategies report that they better understand the learning needs of their students directly, which allows them to tailor teaching as needed [13]. Judging from various studies that have been carried out, it can be identified that formative assessment positively influences students.

However, although formative assessments are recognised to have an important contribution to the development of students' speaking skills, there are still a number of obstacles in their practice at the primary school level. The problems that arise include the low understanding of teachers of the application of formative assessments as a whole, the lack of technical guidance following the developmental characteristics of elementary school-age children, and the lack of optimal integration of formative assessments in experiential learning. In addition, the lack of studies that specifically evaluate the implementation of formative assessments in the context of speaking learning in grade IV of elementary school raises the need for more in-depth research. Therefore, it is important to analyse how formative assessments are applied by teachers in assessing students' speaking skills and how they impact students' speaking performance and learning awareness reflectively. Therefore, this study's implementation aims to analyse the use of formative assessments to assess speaking skills in Indonesian learning in Grade IV elementary school.

2. METHOD

The method used in this study is qualitative descriptive, intending to describe the use of formative assessments in assessing the speaking ability of elementary school students in Indonesian learning. This approach was chosen because qualitative research allows researchers to explore phenomena in depth in their natural context, particularly in understanding the processes, practices, and meanings involved in using formative assessments by teachers. This approach is particularly relevant for examining complex and quantitative pedagogical aspects, such as teacher-student interaction, feedback quality, and the development of students' speaking skills.

The research will be implemented at SD Negeri Sapta Marga, which is located in Aceh Tamiang Regency, Aceh Province. The research was conducted in the Even semester of the January-March 2024/2025 Academic Year. The study used subjects from grade IV Indonesian teachers and grade IV elementary school students, with 30 people. Data were obtained using documentation study techniques, interviews, and observations. Observation and interview techniques were chosen because they both allowed researchers to obtain rich and contextual data. Observation provides an opportunity to see firsthand how formative assessments are applied in learning practice and how students respond to and participate in speaking activities. Meanwhile, interviews allow for in-depth information from teachers and students regarding perceptions, experiences, and challenges faced in the speech skills assessment. These two techniques complement each other in comprehensively describing the classroom dynamics and the effectiveness of formative assessments.

The validity test of the data was carried out using three techniques, namely: 1) triangulation technique, which is by comparing data obtained from observations, interviews, and documentation to ensure the consistency of findings, 2) member check, which is providing provisional results to the research subjects (teachers and students) to reconfirm their accuracy, 3) trail audit, which is the systematic recording of the entire research process, including interview transcripts, field records, and data analysis processes, so that they can be tracked transparently by other parties.

The data was analysed using the Miles & Huberman interactive model through three stages: data reduction, data presentation, and conclusion/verification. The instruments used are observation sheets, interview guides for students and teachers, formatting of formative assessment documents, and speaking ability assessment rubrics (referring to fluency, pronunciation accuracy, sentence structure, and content relevance). The instrument grid can be observed in Tables 1 to 5. Data analysis used reduction, presentation, and conclusion or verification techniques.

Table 1. Observation Sheet Grid

No	Observed Aspects	Indicator	Observation Techniques	Rating Scale
1	Application of Formative Assessment	The teacher provides oral/written feedback as students speak	Direct observation	Yes/No
2	Use of Assessment Rubrics	Teachers use rubrics when assessing students' speaking performance	Observation of documents and processes	Yes/No
3	Student involvement in formative assessments	Students are allowed to reflect on themselves	Classroom observation	Yes/No
4	Teachers' responses to student performance	The teacher gives constructive suggestions or questions	Direct observation	Yes/No

Table 2. Interview Instrument Grid for Teachers

No	Aspects	Question Indicator
1	Understanding of formative assessments	What do you understand about formative assessments in speaking learning?
2	Formative assessment implementation strategy	What are the forms of formative assessment that you usually use?
3	Impact of formative assessments	How does formative assessment affect students' speaking skills?
4	Obstacles in implementation	What are the challenges that you face in implementing formative assessments?

Table 3. Interview Instrument Grid for Students

No	Aspects	Question Indicator
1	Experience with formative assessment	Have you ever received comments or suggestions from your teacher while speaking?
2	Response to feedback	How do you feel when receiving feedback from your teacher?
3	Changes in speaking skills	Do you feel your speaking ability has improved after receiving feedback?

Table 4. Document Analysis Grid

No	Aspect	Question Indicator
1	Assessment rubric	Contains criteria and indicators for evaluating speaking skills
2	Feedback form	Contains constructive suggestions from the teacher to the student
3	Teacher's observation notes	The teacher records students' speaking performance and progress
4	Student reflection	Students write their feelings or evaluations regarding their performance

Table 5. Speaking Formative Assessment Grid

No	Assessed Aspect	Indicator	Poor (1)	Fair (2)	Good (3)	Excellent (4)
1	Fluency	Student speaks without frequent pauses or hesitation	Frequently pauses and hesitates, hard to understand	Some pauses, still understandable	Fairly fluent, minor hesitation	Fluent and smooth, easy to understand
2	Pronunciation	The student pronounces words correctly and clearly	Many mispronunciations affect meaning	Some mispronunciations	Fairly accurate pronunciation, few errors	Very clear and accurate pronunciation
3	Sentence Structure	Sentences are logically structured with correct grammar	Disorganised and incoherent sentences	Somewhat disorganised, several incorrect parts	Fairly coherent and logical sentences	Very logical, coherent, and grammatically correct
4	Content and Relevance	Content is relevant and informative to the topic	Content is off-topic and unclear	Content is somewhat relevant	The content is quite relevant and informative	Content is highly relevant and informative
5	Eye Contact and Expression	Student maintains eye contact and uses appropriate expression	No eye contact, flat expression	Occasional eye contact and expression	Good eye contact, supportive expression	Intense eye contact and expression that support the message

3. RESULTS AND DISCUSSION

3.1. RESULT

This study aims to analyse the use of formative assessments by teachers in assessing the speaking ability of grade IV students in Indonesian learning activities. Research data was obtained through interviews with students and teachers, classroom observations, the assessment of speaking skills through rubrics, and the documentation of assessment tools. The following results are presented based on each instrument. The observation process was carried out in six meetings on the Indonesian learning process on the topic "Conveying Experience Stories". After that, interviews were conducted with students and teachers. The results of observations can be observed in Table 6, the results of interviews with teachers can be observed in Table 7, the results of interviews with students can be observed in Table 8, the results of document analysis can be observed in Table 9, and the results of formative assessment of speaking can be observed in Table 10.

Table 6. Observation Results

Observed Aspect	Findings
Implementation of formative assessment	The teacher actively gave oral feedback after students delivered spoken stories. For example: "Your sentence is good, but try to pronounce the beginning more clearly."
Use of assessment rubric	The teacher recorded students' speaking results using a rubric covering five aspects: fluency, pronunciation, sentence structure, content, and expression.
Student involvement in formative assessment	The teacher gave students opportunities for self-assessment after performing, using reflective questions such as: "What did you do well? What can be improved?"

Table 7. Interview Results with Teacher

Observed Aspect	Findings
Understanding of formative assessment	"I use formative assessment to monitor students' progress and give immediate feedback."
Strategy for implementing formative assessment	"Usually, after a student performs, I give comments and record them on the rubric."
Impact of formative assessment	"They begin to understand their weaknesses. I noticed many students started improving their speaking."
Challenges in implementation	"Time is limited, so I cannot always give feedback to every student immediately."

Table 8. Interview Results with Students

Observed Aspect	Findings
Experience with formative assessments	<p>Student 1: "When I finished telling the story, the teacher said it was good, but the pronunciation should be clearer. I am happy to be told, so I know what is missing."</p> <p>Student 2: "I once said the wrong thing when I told the story, the teacher immediately said to try to repeat it with the correct sentence."</p> <p>Student 3: "Usually after performing, I am asked to rate myself. I like it because I think I am good at where I am."</p> <p>Student 4: "When I was nervous, and a bit stammered to talk, Mrs. Teacher said it was okay, just try to repeat it slowly."</p>
Response to feedback	<p>Student 1: "I was embarrassed but knew I had to learn more."</p> <p>Student 2: "If you are told directly, it feels easier to understand than if it is just a number value."</p> <p>Student 3: "I am happy to see my grades. I was also told to practice pronunciation."</p> <p>Student 4: "I am afraid when I am told that I am wrong. "But the teacher is good, so I am not angry."</p>

Observed Aspect	Findings
Changes in speech	<p>Student 1: "Now I am more courageous. I also trained at home to make it smoother."</p> <p>Student 2: "I am now more careful when I speak. It could have been clearer in the story."</p> <p>Student 3: I am not very fluent yet, but now I can be calmer when moving forward. It is not too exciting."</p> <p>Student 4: "I still like to be nervous, but now I am a little braver."</p>

Table 9. Document Analysis Results

Document	Findings
Assessment rubric	<ol style="list-style-type: none"> There are five assessment aspects (fluency, pronunciation, sentence structure, content, and expression) using a 1–4 scale. The teacher provides scores and brief notes for each student. Actively used during classroom instruction. Additional notes include “expression still lacking” or “content is already good.” Supports objective and comprehensive assessment.
Feedback sheet	<ol style="list-style-type: none"> The teacher provides individual feedback, such as: “Good job, but try to practice the pronunciation of the letter ‘r.’” The feedback is clear, focused, and personalised.
Teacher’s observation notes	<ol style="list-style-type: none"> The teacher records students’ progress in each session: “Today, (student’s name) was more fluent than last week, and their expression also improved.” The notes indicate improvement or decline in performance. Example: “Today’s speech was more expressive than last week’s.”
Student reflection	<ol style="list-style-type: none"> Most students can assess themselves honestly using simple language, yet it reflects self-awareness. Some students wrote reflections such as: “I still feel nervous when speaking. I need to practice at home,” or “I enjoy speaking in front of the class, but I need to speak more clearly.”

Table 10. Speaking Formative Assessment Results

Score Category	Score Range	Number of Students	Percentage
Excellent	17–20	6 students	21.4%
Good	13–16	14 students	50.0%
Fair	9–12	7 students	25.0%
Poor	8	1 student	3.6%
Total	—	20 students	

3.2. Discussion

The Role of Feedback on Learning Reflection

The observation results showed that teachers carried out formative assessments actively in learning speaking skills. The teacher provides immediate feedback after the students have delivered the story orally through positive comments or suggestions for improvement. Teachers also use assessment rubrics as a guideline in evaluating student performance.

This follows the concept that formative assessment is not just a measuring tool, but a process that occurs during learning to gather information and improve teaching [6], [14]. Observations show that teachers assess and guide students through reflective questions, verbal correction, and motivational encouragement.

Observations also show **the active involvement of students in the assessment process**. Teachers open up spaces for students to respond to their own and friends' performance, a reflection and collaboration-based learning practice [15], [16]. These findings align with the Independent Curriculum principles, emphasising active student participation and humanised, student-centred learning.

Interviews with teachers revealed that formative assessments help students recognise their weaknesses and gradually improve their speaking skills. Teachers recognise the importance of constructive feedback and try to convey it in language that builds student confidence. The teacher stated that formative assessment is an important part of Indonesian language learning, especially for speaking skills that are performative and develop gradually. Teachers admitted that using formative assessments is not just to give assessments, but to give direction and motivation to students. He said the assessment was carried out by providing direct feedback when students spoke in front of the class, recording scores and notes on the rubric, and conducting informal reflections at the end of the lesson.

Teachers also emphasise the importance of providing specific and constructive feedback. He avoids negative, demeaning comments, preferring to provide positive sentences with suggestions for improvement, such as: "*The expression is great, but it can be clearer when speaking*". This statement shows that teachers understand the basic principles of formative assessment as an ongoing process that aims to help students learn better. In this context, teachers **play an active role in** shaping meaningful **learning** experiences through feedback.

The results of interviews with students show that they have a reasonably good awareness of the feedback given by the teacher. Students with high abilities feel that the teacher's comments help them significantly improve their speaking quality. For example, a student said that after correcting his pronunciation, he tried to practice at home so that the next time he performed, he could be better. Students with moderate abilities also appreciate the feedback, although they admit that nervousness often hinders speech. Some students admitted to being more careful and structuring sentences better because they knew they would be judged based on certain aspects.

Meanwhile, students with low abilities admitted initially feeling afraid or embarrassed when they received corrections. However, they still showed encouragement to try again because the teacher encouragingly delivered the correction. This proves that the style of delivering feedback significantly affects student admissions, especially those who are not yet confident.

The interview also revealed that formative assessments positively impact student confidence. When students feel that the teacher is paying attention to their efforts and providing constructive comments, they become more open to retrying and correcting their mistakes. This shows the role of formative assessment as a tool for intrinsic motivation, especially in public speaking activities [17], [18], [19]. In addition, some students began to

show early metacognitive awareness. They can name certain aspects that are strengths or weaknesses in their speaking ability. For example, "*I am still too fast when telling stories*" or "*I still like to be nervous, but now I am a little braver.*" This kind of reflection is a form of students' cognitive involvement in the learning process that does not necessarily arise without formative assessments.

¹³ **The Role of Assessment Rubrics in the Learning Process**

Assessment documentation **is important** in describing teachers' formative assessment process in the classroom. From the four documents analysed, it was found that there was an integration between assessment tools, their implementation practices, and their function in encouraging the development of speaking skills of grade IV students. Teachers' assessment rubric covers five important aspects of speaking skills: fluency, pronunciation, sentence structure, content and relevance, eye contact, and expression. Each aspect describes scores 1–4, arranged in stages, allowing teachers to conduct fairer and more standardised assessments.

Rubrics record students' grades and are equipped with small qualitative notes, such as: "*It is still too early to speak, but the content is clear.*" "*Starting to be confident, need pronunciation practice*". This shows that teachers score and use it to give feedback and design subsequent learning. The consistent use of rubrics in three meetings also shows that teachers know the importance of *continuous assessment*, not just the final assessment. This certainly has implications for increasing the validity of assessments, becoming the basis for providing personalised and meaningful feedback, and encouraging student openness in receiving student evaluation results.

The feedback sheet contains the teacher's comments on the student's performance results. The format used is focused but straightforward, usually consisting of two parts: what needs improvement and what is already good. For example, "*you have dared to appear and tell interesting stories, but still lack eye contact with other friends in the audience*". Feedback is direct, honest, yet constructive. This is especially important for students whose speech skills are still low. The teacher emphasises the positive side first, then conveys suggestions for improvement. Good feedback should be able to "fill the gap" between the student's current condition and the expected performance target. The implications of using this feedback sheet include that students understand concretely what aspects they need to improve, build confidence and awareness to learn, and teachers can design individual reinforcement based on this feedback.

Teachers' observation notes are written narratively during or after the learning process. Not only does it record deficiencies, but these records also show the teacher's attention to the development or changes students experience over time. Example of a "*today is more expressive than ever*" note. Notes like this give an idea that teachers are not just observing the results, but also the ongoing learning process. This reflects the concept of *assessment as learning*, assessment being part of the learning experience itself [20], [21], [22]. The implications of this observation record certainly strengthen the teacher's professionalism in making data-based decisions, become an archive of student development that can be consulted again, and provide opportunities for follow-up or small groups.

Student reflection is carried out through a simple sheet containing two questions, including what has been done well and what needs to be improved. Most students can fill in reflections with simple sentences, but reflect on their self-awareness of their strengths and weaknesses. Example: *"I can tell a story to the end, but my voice is quiet"*. Reflection like this is an early form of metacognition, which is important in the formation of an attitude of independent learning and personal responsibility for academic development [23], [24], [25]. The implications of this reflection can increase students' active participation in the assessment process, encourage the formation of a reflective and open learning attitude, and help teachers understand students' learning perceptions.

This study's formative assessment of speaking skills was carried out through applying a criteria-based assessment rubric with five main aspects: fluency, pronunciation, sentence structure, content and relevance, eye contact, and facial expressions. Each aspect is graded with a score range of 1–4, so the maximum total score is 20 points per student. Based on the assessment results, it is known that most students (70%) are in the good to very good category, which shows that speaking learning with formative assessment support has succeeded in encouraging quite optimal oral performance. Only a few students are in the poor category and show progress monitored through the teacher's records.

The assessment was carried out in stages in six meetings. The results showed improved scores in 23 out of 30 students due to improved fluency and sentence structure. This follows the basic principles of formative assessment, which are continuous and pay attention to students' individual development over time [26], [27]. The teacher also provides consistent written and verbal feedback after each performance, which drives students to improve on their next performance.

The findings of this study show that formative assessments play a positive role in developing the speaking skills of elementary school students, both through improving oral performance, reflective awareness, and learning motivation. However, these findings must be viewed critically, considering the results of other studies showing different results.

Research conducted by [28] found a discrepancy between teacher and student perceptions of formative assessment practices, especially related to the understanding and use of feedback. Students in these contexts often do not understand the meaning of teacher feedback or do not find it relevant for performance improvement. This is a reminder that the effectiveness of formative assessments is highly dependent on the quality of two-way communication between teachers and students, not just on the existence of rubrics or feedback formats used. Other research was also conducted by [29]. In the context of mathematics in elementary schools, it is revealed that specially designed formative assessment strategies can improve students' self-assessment skills, but their implementation faces technical challenges and adaptation to classroom realities.

The findings show that the effectiveness of formative assessments depends on the regular use of rubrics or feedback and the quality of teacher-student interaction, student involvement in the assessment process, and the ability to follow up on assessment results in subsequent learning.

Theoretically, this article enriches the literature on formative assessment practices in the context of basic education in Indonesia, particularly in developing speaking skills.

This article adds empirical evidence that formative assessments can foster metacognitive awareness and students' intrinsic motivation in learning to speak. Practically, this article provides concrete examples of assessment rubric designs, feedback strategies, and forms of student reflection that teachers in elementary schools can adopt. Teachers can use the rubric format and reflective assessment techniques shown in this study as a professional development model.

4. CONCLUSION

This study shows that formative assessments in speaking learning of grade IV elementary school students can improve students' oral performance, build confidence, and foster reflective awareness. Teachers use criteria-based rubrics, oral/written feedback, and observation notes to assess and guide students continuously.

This research contributes to developing speech assessment strategies based on reflection and active learning at the elementary level. Planned and communicative formative assessment practices have proven effective in fostering students' speaking skills. Teachers must be trained on rubric design and feedback strategies that encourage reflection and student motivation. These findings can be adopted as a model for speaking assessment at various elementary levels.

Further research is suggested to explore the integration of digital technology-based formative assessments and their application in the context of differentiated learning for students with diverse abilities.

This study was limited to one school and one teacher as the main subject, so the results could not be generalized widely. In addition, the duration of the observation included only six meetings. Further studies are recommended to be conducted over a more extended time and involve a variety of school contexts, as well as to evaluate the long-term impact of formative assessments on students' speaking abilities and metacognitive skills.

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