Formative Assessment in An Online Class of Language Learning: Literature Review

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INFO ARTIKEL	ABSTRAK
	Abstract: Such published research provided the concept of formative assessment but the current practices of assessment for language learning digital based were weak. Therefore, this study intended to analyse and synthesize the results of relevant literature from any previous research to build a conceptual framework of using formative assessment and feedback in the digital age to promote a greater impact on reading achievement at elementary school. The literature selection was carried out using Publish or Perish (PoP) and screened by Convence.org program to records the eligible' literature. A total of 8 articles were included in the analyses. The analyses of the text revealed that technology plays a role in enhancing communication and feedback among teachers, students, and peers, even though parents. In an online class of language learning, teachers could conduct an assessment interactively with various learning activities and such various digital-based instruments. It provided teachers current information about students' reading development through dynamic formative feedback cycles including teaching, assessing, and adjusting diverse instruction to meet students' need in learning. **Abstrak:** Penelitian yang dipublikasikan tersebut memberikan konsep penilaian formatif tetapi praktik penilaian saat ini untuk pembelajaran bahasa berbasis digital masih lemah. Oleh karena itu, penelitian ini dimaksudkan untuk menganalisis dan mensintesis hasil literatur yang relevan dari penelitian sebelumnya untuk membangun kerangka konseptual menggunakan penilaian formatif dan umpan balik di era digital untuk mempromosikan dampak yang lebih besar pada prestasi membaca di sekolah dasar. Seleksi literatur dilakukan dengan menggunakan Publish or Perish (PoP) dan disaring oleh program Convence.org untuk mencatat literatur yang memenuhi syarat. Sebanyak 8 artikel dimasukkan dalam analisis. Analisis teks mengungkapkan bahwa teknologi berperan dalam meningkatkan komunikasi dan umpan balik antara guru, siswa, dan teman sebaya, bahkan orang tua. Dalam pembelajaran bahasa kelas online, guru dapat melakukan penilaian secara interaktif dengan berbagai kegiatan pembelajaran dan berbagai instrumen berbasis digital tersebut. Ini memberikan informasi terkini kepada guru tentang perkembangan membaca siswa melalui siklus umpan balik formatif yang dinamis termasuk mengajar, menilai, dan menyesuaikan instruksi yang beragam untuk memenuhi kebutuhan siswa dalam belajar..

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The results of the PISA (Program for International Students Assessment) study show that the literacy skills of Indonesian children are ranked 74th out of 79 countries included in the PISA survey (Hewi, Salih, & IAIN Kendari, 2020). The results of another study on the Reading Literacy Activity Index (Alibaca Index) published by the Ministry of Education and Culture (Kemendikbud) show that the dimensions of the reading culture of our students are still relatively low (28.50). This condition shows that students' interest in reading needs to be encouraged to increase (Solihin, Lukman Utama, 2019). Through habituation, development, and literacy learning efforts, it is hoped that students' literacy skills will increase (Anindya et al., 2019). In the context of learning, the "how" dimension is one of the important aspects to help students realize their learning goals. To understand and discover a set of knowledge and conceptions, students must be able to set their learning goals based on their needs. Therefore, teachers must be able to know what needs to be taught, when it is taught, and what learning approach to take according to the needs of students. Information about student learning can be identified by conducting effective assessments. Furthermore, the curriculum design for primary and secondary education levels stated by the Ministry of Education and Culture, it is explained that the achievement of 21st century skills cannot be separated from authentic assessment that could be conducted by formative assessment, integrating 4C (Critical Thinking, Collaboration, Communication, and Creativity) into learning, and scientific approach.

Otherwise, a rapid changing of digital era and the industrial revolution 4.0 also impacted to the educational practice, particularly in attempting assessments. While technology is becoming prevalent in teaching and learning process at the industrial era 4.0, it also should be integrated into assessment because an effective assessment affected to improve stcudents' achievement and lead a student's-centered calss room. In this case, teachers can take advantage of digital platforms such as features in Microsoft Teams to interact synchronously (Mardiati et al., 2021), to give students opportunity in answering teacher's questions in an online classroom, and gave them a direct feedback.

Many studies on assessment in learning have been carried out and arise since assessment for learning is apart of lifelong learning. In the context of Indonesia, a policy about "merdeka belajar" also focused on addressing assessment for learning. In fact, the assessment results are often not used as a basis data for learning improvement but it is often interpreted as an activity of giving tests and giving grades to students. Whereas, assessment should also be able to capture what student's need on their learning as a reflection for them (Poerwanti, 2012). For teachers, assessment is necessary to make the right decisions in developing student competencies. As Howard Gradner says that assessment is an effort to obtain information about the skills and potential of individuals. One of the assessments that teachers can carry out on an ongoing basis in the learning process is formative assessment. Formative assessment is a process that engages teachers and students during instruction in gathering, interpreting, and using evidence about what and how students learn to facilitate students' learning in the future (William, 2011). The term "formative assessment" is often used interchangeably with "Assessment for learning" (Antoniou & James, 2014). In this study, the terms formative assessment and assessment for learning are also used as terms with the same meaning, so the articles that are analyzed do not distinguish the mention of assessment for learning." as well as "Formative assessment".

The idea of the urgency of formative assessment refers to Bloom's concept stated the impact of assessment in learning through feedback. Ausubel's conception also stated that the most decisive factor in learning is what students already know, and the teacher ensures this and facilitates learning in an appropriate way (William, 2011). Formative assessment allows students to identify their learning goals and provides space for students to build their own knowledge through a learning process that encourages students to become independent learners. The impact, of course, will help students become lifelong learners. Many studies on formative assessment have been carried out, but critical thinking regarding how to practice formative assessment in language learning is still rarely conducted.

The delivery mode of languages and communication skills are one of the 21st century skills needed by students in facing global challenges. At the basic level of education, especially in the early grades, students learn to read while at the next level in high grade, "reading to learn". Students need to have literacy competencies, especially reading as the main foundation to help students find the information they need (Bailey & Heritage, 2008). In order to learn, Bahasa is "penghela-medium" to understand such knowledge implemented on the latest curriculum in Indonesia, 2013 Curriculum (Rahmawati, 2015). Therefore, an effective teacher needs to have knowledge and innovation in facilitating the development of students' reading skills. Teachers need to know and map the level of students' reading skills so that the material delivered is in accordance with the student's learning speed. For example, students with the ability to read at the pronunciation stage, of course have difficulty in following learning materials about reading comprehension because they are not yet fluent in reading. With the right form of assessment, of course, the condition of the diversity of students' reading levels can be mapped by the teacher so that the follow-up steps in learning are in accordance with the needs of students. Various literatures found as review material in this study focused more on studies related to assessment of language competence, especially reading competence.

The results of the study show that classroom-based assessment using a formative assessment model has a positive impact on students' reading success (Bailey & Heritage, 2008), although the assessment is still difficult for teachers to implement (Westbroek et al., 2020). Dylan William on his research entitled Teachers Developing Assessment for Learning: Impact on Students Achievement describes how the use of formative assessment has a positive impact on higher quality learning, even though various problems are still faced by schools in its implementation. This study examines the achievement of high school students working in a classroom where teachers take the time to develop a formative assessment strategy for six months (William*, Lee, Harrison, & Black, 2004). To calculate the effect, a previous achievement measure and at least one comparison group were used for each class. The results show that the average effect size that supports the intervention is 02.32, which means that there is an impact or influence of formative assessment on student learning.

In relation to the framework above, the purpose of this research is to analyse and synthesize the relevant previous research results to build a conceptual framework for formative assessment that is adaptive to the development of students in the global era. This research is also important as part of a preliminary study in building a theoretical basis that underpin a theory of assessment model in an online language class. Therefore, the purpose of this study is to comprehensively reveal educational theories about the conceptual framework of formative assessment and its relevance to the development of students' language skills at primary education.

METHOD

This research is a literature review with the main topic of formative assessment in the development of language skills. Literature review is a systematic, explicit, evaluative research method to identify and synthesize research works and ideas that have been produced by previous researchers and practitioners (Xiao & Watson, 2017). The research design is divided into several steps: (1) selecting topics to be reviewed, (2) screening (choosing relevant articles), (3) analyzing and synthesizing literature, and (4) organizing preview writing (Ramdhani et al., 2014). In detail, these steps are described as follows:

The first step is to screen scientific articles that are relevant to the topic in this research by determining search keywords and then searching for the results through the Publish or Perish (PoP) program. PoP is a software program that retrieves and analyzes academic citations using a variety of data sources, including Google Scholar (Hudha et al., 2020). Articles that have been published and indexed by Google Scholar (GS) are analyzed and reviewed based on the keywords entered in the PoP with a limitation on the year of publication and the keywords "Formative assessment", "Feedback", "Language Learning", "e-learning", and "Elementary Schools" with a maximum number of articles that can be taken from GS is 500 articles. The article is then saved using the *.ris file format. The literature data was then re-selected using the covidence.org application using inclusion and exclusion criteria, with the search flow and literature selection process as illustrated in the following flow Fig. 1.
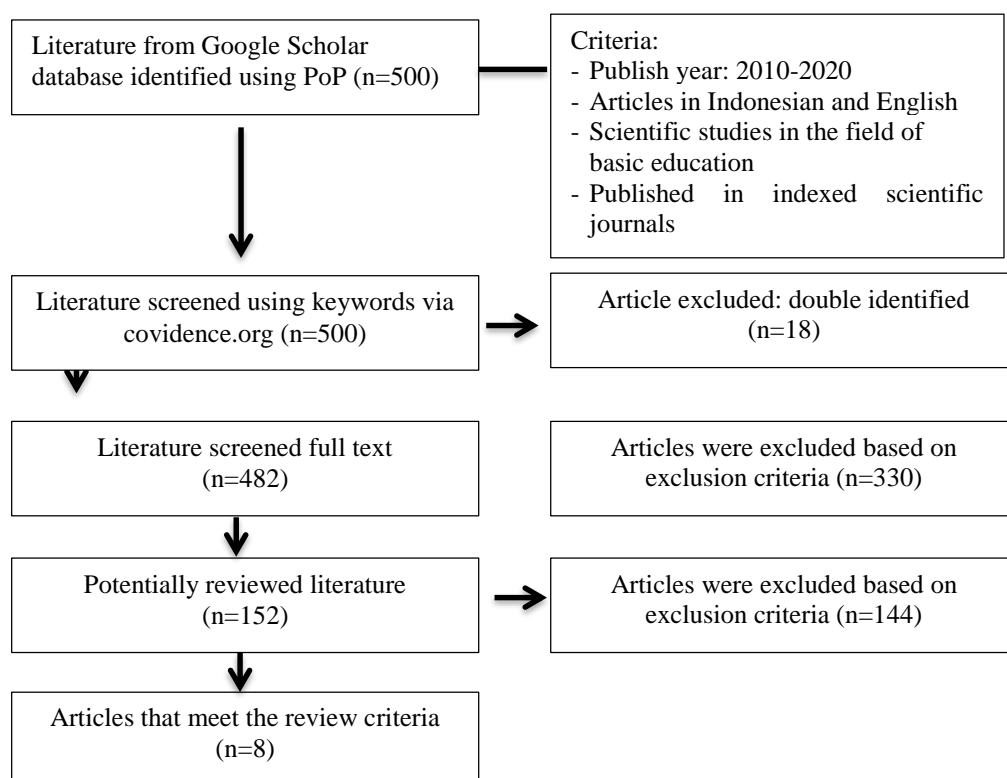

Figure 1. Flowchart of the literature selection process

The next step is to doanalysis and synthesis of qualitative findings. The themes in these relevant articles are compared and summarized between one another to get new theories and concepts or a deeper and more comprehensive level of understanding. The final stage is to organize the writing of the preview by compiling the main ideas/main topics from the various articles reviewed.

One of the techniques used in this synthesis process is to use a synthesis matrix referring to key studies on certain topics (Ramdhani et al., 2014). The matrix is a final summary that represents the results of the extraction of information from the analysis and synthesis processes in the literature review as outlined in the form of a table (Miles et al., 2014). Synthesis matrix is a table/ diagram to classify the different arguments from the article being reviewed to examine their similarities and uniqueness to get a conclusion (Murniati et al., 2018).

RESULTS AND DISCUSSION

Keywords, articles, important points that become triggers in building the concept of formative assessment models in e-learning-based language learning are studies of important concepts and aspects of formative assessment, principles of formative assessment, and formative assessment steps in language learning, and formative assessment of digital-based reading competence.

Table 1. Summary of Literature Review Results on Formative Assessment in Language Learning

Title, Author and Year	Aim	Method	Finding
A Meta Review of the Student Role in Feedback (Van der Kleij et al., 2019)	This study examines the evolution and reconceptualization of students' roles in providing feedback.	This research is literature research published since 1969, 68 articles were reviewed, coded, and analysed systematically	Recent studies on formative assessment recommend the importance of the active role of students in the process of providing feedback in learning. The results showed that there were 4 categories of student roles in the process of providing feedback, namely: (1) transmission model (students do not play a role), (2) information processing model (minimal student role), (3) communication model (communicative model involving some students), and (3) dialogic model (students have an important role), and (4) limited student roles (information processing model).
Short and Long Term Effects of Assessment based Differentiated Reading Instruction in General Education on Reading Fluency and Reading Comprehension (Förster et al., 2018).	Knowing the differences in student learning progress with language learning interventions with formative assessment models in improving reading fluency	This research was experimental for 2 years, which was conducted in an elementary school classroom in Germany with a sample of 28 third grade students who were divided into a control group and a treatment group.	This study examines the short-term and long-term effects of the combined Learning Progress Assessment (LPA) as a tool for teachers to continuously monitor their students' progress with different reading instructions to meet students' individual needs in reading fluency and reading comprehension. The results showed that students in the treatment group showed higher growth in reading fluency than students in the control class ($d = 0.30$). The results of this assessment are then used as a basis for teachers to carry out differentiated learning.
Formative Assessment in the Digital Age" Blogging with Third Graders (Stover et al., 2016)	Developing a reading assessment model through digital-based formative assessment	Not described the research method used.	The findings of this study indicate that digital-based assessments can be carried out using blogs, especially for assessing students' reading skills in elementary schools (SD). At the initial stage, the teacher categorizes students' reading skills based on the results of running records and agreements with students. The online books club platform provides a space for teachers to assess students' reading comprehension skills using digital-based books and provide feedback. The results of these assessments can be stored as teacher data to provide different instructions according to the level of students' reading progress. Through this process, students can learn at their own ability and reflect on their learning. As a result, students develop into independent readers.

Title, Author and Year	Aim	Method	Finding
Integrating Data-based Decision Making, Assessment for Learning and Diagnostic Testing in Formative Assessment (Van der Kleij, Vermeulen, Schildkamp, & Eggen, 2015)	This study examines the theoretical differences and similarities among the three approaches to formative assessment currently most frequently discussed in the educational research literature	Discourse analysis	The results show that there are three formative assessment approaches that are most often used as references in formative assessment, namely Data-based Decision Making, Assessment for Learning (AfL-Assessment for Learning), and Diagnostic Testing (DT-Diagnostic Test). Next, the differences and similarities in the application of each approach are explored. The results of the analysis of this study indicate that although there are differences between the theoretical foundations of DBDM, AfL, and DT, the combination of these approaches in conducting formative assessments can create a more informative learning environment to optimize student learning.
The Effect of Role Playing Learning Model Based on Performance Assessment on Indonesian Language Lessons for Fifth Grade Elementary School Students (Sukreni, Nyoman Ganing, Putra, Teacher Education & Basic, 2014)	Knowing the significant difference in the speaking skills of the fifth-grade students of SD Gugus Captain Japa who took the Role-Playing Learning Based on Performance Assessment with the students who took the conventional method of learning.	Experimental research with Non-equivalent Control Group Design, with the research population of all fifth-grade students of SD Gugus Captain Japa, with a sample of 37 students out of a total of 442 students.	Through the application of a role-playing learning model that uses integrated performance assessment in learning. During the learning process, the teacher conducts a performance assessment using an assessment rubric to see the development of students' speaking skills in role playing. The data from statistical analysis showed that the average value of students' speaking skills in the experimental class was higher than the control class (77.61>68.32). Based on the results of the t-test analysis, the data obtained that t-hitung g = 3.43 > t-table = 2.00, at a significance level of 5% so it can be concluded that there is an influence of the role-playing learning model based on performance assessment on speaking skills in Indonesian lessons for fifth grade students of SD Gugus Captain Japan school year 2013/2014.
Digital Documentation: Using Digital Technologies to Promote Language Assessment for 21st Century(Pellerin, 2012)	Describe how the use of digital technology contributes to the collection of student portfolios and promotes the emergence of new ways of formative assessment that support 21st century language learning.	*Collaborative Action Research,* with a total of 16 teachers at the Elementary Education level in the Calgary region, Alberta	The findings of this study indicate the role of technology such as the iPod and iPad in assisting the documentation of digital-based student learning portfolios in language learning in French. The use of digital technology has become a new tool in formative assessment that informs the well-documented learning process. In addition, the use of digital technology allows students to be actively involved in the learning process and their own assessment to improve the assessment of 21st century language learning.
Development of an Authentic Assessment	Generate authentic assessment models and guidelines	The research used is development research	The knowledge of teachers about authentic assessment is still lacking

Title, Author and Year	Aim	Method	Finding
Model for Indonesian Language Subjects in Elementary Schools, (Poerwanti, 2012)	who can contribute to? improving the quality of language learning processes and outcomes Indonesian in SD	which is designed by using research procedures proposed by Borg and Gall	(85%) and 15% are not familiar with authentic assessment at all. This is due to the lack of concrete examples that are directly related to the basic competencies listed in the curriculum. Teachers still tend to use traditional assessment methods, which are not measuring how people speak, but rather measuring linguistic aspects. Authentic assessments that measure students' language performance are not carried out due to limited knowledge and abilities.
Promoting Formative Assessment in an Online Teaching and Learning (Vonderwell & Boboc, 2013)	To provide an overview of the formative assessment model in online learning	Study of literature	This research is to describe formative assessment techniques in student-centred online learning. The evaluation process in online classes needs to adapt to a digital-based learning environment where teachers and students are not physically close, there are two things that become recommendations in carrying out formative assessments, namely there needs to be a clear description of what is important in student learning and how a learning approach should be. In online learning, the design of assessment activities can be maximized by utilizing student learning data.

The table above is a summary of the profile of the articles studied and a summary of the research results. The topics that become the main study of the literature are as follows:

Definition of the Concept of Formative Assessment

In the research of Van der Kleij, et.al found various terms of formative assessment, namely assessment for learning (assessment for learning) and diagnostic tests (diagnostic testing) (Van der Kleij et al., 2015). Although in many other references it is found that the mention of diagnostic tests is different from formative assessments, but diagnostic tests here are intended as part of formative assessments to obtain initial data regarding students' abilities. The mention of this term has theoretical implications for the definition of formative assessment as all forms of assessment aimed at supporting student learning. Formative assessment in this context is considered as the "big umbrella" of all types of assessments that aim to help students achieve their learning outcomes (Briggs et al., 2012; Van der Kleij et al., 2015).

Formative assessment is a process that engages teachers and students during instruction in gathering, interpreting, and using evidence about what and how students learn to facilitate further student learning (Bailey & Heritage, 2008; Black & William, 2009; Brookhart, 2011). Formative assessment can also be interpreted as a planned and ongoing assessment process to increase students' understanding of expected learning outcomes and encourage students to become independent learners (Wright et al., 2018). Learning, in essence, is to provide a real experience that is fun and meaningful for students. Therefore, the success of learning must also be able to measure the real experiences of students on an ongoing basis which can be done through formative assessment. Overall, in this study, the researchers agree that the definition of formative assessment includes at least the core points, namely: (1) formative assessment provides information on student learning achievement, (2) continuous feedback, either during the assessment or after, (3) involving students in the assessment process, and (4) providing space for students to become independent learners. Referring to these core components, the definition and mention of formative assessment may vary, but must include the core points as stated above.

In its implementation, formative assessments need to involve teachers, peers, and students as learners and ensure that each is aware of their position (Table 2). Thus, formative assessment is an assessment carried out by teachers and students during learning activities by providing feedback to improve the achievement of learning outcomes that are in accordance with students' needs.

Table 2. Aspects of Formative Assessment

	Starting Position	Position in Learning	Follow Up Steps
Teacher	Clarifying learning objectives and sharing learning success criteria	Building effective class discussions, preparing activities, and giving appropriate assignments	Provide feedback for follow-up steps
Friends of the same age	Understanding learning objectives and sharing learning success criteria	Student activation as a learning resource for others	
Student (student)		Student activation as a determinant of their own learning	

Adapted from William & Thompson, 2008 (Wright et al., 2018)

From the table above, it appears that the implementation of formative assessment involves the roles of teachers, students, peers, and also parents. The teacher's role in formative assessment is to help students understand whether they need to make changes to what they have learned in class or not. In this case, the feedback models that can be used by teachers are: (1) transmission model (students do not play a role), (2) information processing model (minimal student role), (3) communication model (communicative model involving some students), and (3) dialogic model (students have an important role) (Van der Kleij et al., 2015). Giving feedback needs to involve the role of teachers, students, and peers, all of whom can be connected online through features prepared by teachers such as using blogs, discussion forums, virtual classrooms and labs, chat rooms, and others. Through digital platforms, students can interact and connect with their friends to support each other and connect with their peers to develop their language skills, especially reading skills.

Formative Assessment Techniques

The principles that must be met in formative assessment are comprehensive, coherent, and sustainable (Bailey & Heritage, 2008). There are several techniques that can be used in formative assessments, namely quizzes, daily tests, assignments, questions and answers, and observations (Mahendra et al., 2020; Mubarok, 2020). In addition, teachers can also use anecdotal notes and sticky notes (Education Assessment Center Team, 2019).
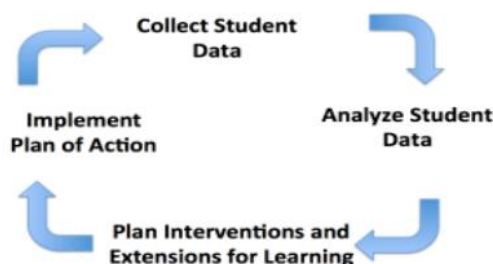

Figure 2. Formative assessment cycle (McCarthy, 2017)

An effective formative assessment cycle can be carried out by the following steps:

1. Collecting experience data and student learning outcomes
2. Analyze what students already know and what they don't know
3. Reflect and plan intervention steps
4. Implement interventions.

In the implementation of formative assessment, feedback is a crucial aspect to help students reflect on the learning process they have done. In addition, this feedback helps teachers to determine follow-up steps from learning by paying attention to student needs (Bennett, 2011; Van der Kleij et al., 2015). Broadly speaking, the results of research in this literature study related to providing feedback focused on identifying the characteristics of effective feedback (Hattie, Gan, & Brooks, 2017; Van der Kleij, Feskens, & Eggen, 2015). In formative assessment, giving feedback followed by a positive response from students will help students find the weaknesses and strengths of their learning and determine follow-up steps.

To draw conclusions about how well students have made progress (mastering competencies), educators generally compare the mastery that students have achieved with predetermined criteria (criterion-referenced formative assessment). However, there are several educators who compare it with the student's initial mastery (student-referenced formative assessment). To be able to provide appropriate feedback and action, educators can use these two approaches.

Formative Assessment in Language Learning: An Online Based Environment

Based on the findings in some of the literature in this study, language tests should be carried out as naturally as possible, meaningful, interesting, and relevant to students' lives so that assessment becomes a process that involves performance that reflects how students achieve competence in learning (Mubarok, 2020; Poerwanti, 2012;(Brown, 2004). Putri et.al, on their research gave an example of learning to read, there is a child when reading at the beginning of the paragraph he does not understand, but when the next friend is asked to comment on the paragraph, the child understands the contents of the reading better (Putri et al., 2021). The story contains the meaning that peers have an important role in helping students as learners to improve their reading comprehension skills.

This finding is in line with the concept of assessment for learning which is oriented towards the efforts of educators to obtain feedback (data/information) regarding the effectiveness of the learning that has been implemented. Feedback can also be in the form of data/ information regarding the gap between students' mastery of a competency and the mastery that is expected to be achieved (Hughes, 2010). Putri, et.al., on a research about Students' Perceptions of Teacher Feedback in EFL English Class and Their Self-Regulated Learning after Receiving Feedback (Princess et al., 2021), stated that the feedback given by the teacher in learning English is correlated in improving student learning outcomes. After receiving feedback, students more easily identify their weaknesses and strengths in learning English. This condition has implications for increasing students' ability to develop self-regulated learning such as setting goals, monitoring their learning progress, motivating themselves, seeking help, adopting, and evaluating themselves in learning English. Another finding in formative assessment in language learning is related to digital-based formative assessment, especially with the development of new literacy (Stover et al., 2016).

Moreover, the presence of the 4.0 era which encourages the use of technology in learning has implications for the need for the reconstruction of the roles of students and teachers as well as communication patterns that are built in learning practices (Vonderwell & Boboc, 2013). Teachers also need to identify an effective assessment model to be carried out in online-based learning. This is important considering that assessment is an integral part of learning, including online learning so that formative assessment models which are usually effectively used in face-to-face learning must also be adapted for online learning to monitor student learning journeys, provide reflective feedback to encourage meaningful learning.

According to Prescott et.al (Prescott, 2017) the development of student learning in online learning is the main predictor in identifying the development of students' reading skills (Macaruso et al., 2020).Therefore, formative assessment in online-based language classes is a necessity. Various research results that are the focus of this study suggest that in online classes, formative assessment needs to be adapted by considering the existing learning environment. This is in line with the results of research by Selma et.al which shows that e-learning has implications for changing the role of teachers in providing instructions and involvement of students in the learning process and providing feedback (Kacetl & Semradova, 2020). In other words, teachers must be able to organize their educational instruction according to the immediate environment, available materials, and the special needs of students (Stiggins, 2006; Lingam & Lingam, 2016).

Both synchronous and asynchronous online classes, teachers can take advantage of formative assessment to help students understand what is important to them. Teachers can use two main questions in this assessment: 1) What is the most important thing you learned today, and 2) what questions would you like to study further (Vonderwell & Boboc, 2013). These two questions are an effective reflection model to help students get feedback on what they have learned. In the context of language learning, an important point that students need to master is metacognitive skills, which are needed to understand the text, identify key concepts and ideas built in a text, make appropriate conclusions, and relate them to their previous knowledge. This process needs to be surpassed by students through proper learning and mentoring from teachers because students have different learning experiences, sufficient vocabulary, content knowledge, use of comprehension strategies, and decoding abilities in early grades. Therefore, assessment is an important part of effective learning in language classes, including in online classes of learning,

Teachers can use assessment data as a consideration in designing different instructions for different students' reading abilities. Some of the activities that teachers can do to conduct formative assessments include: 1) asking students to determine whether the learning objectives have been achieved at the meeting, 2) building interactive dialogues and/or discussion forums to identify what competencies need to be improved –In online classes, teachers can take advantage of the online chat feature, 3) make observations during online meetings, 4) prepare online learning journals for individual students, and others. In essence, learning activities should be designed by teachers to help students identify their understanding and how to follow through.

In the online class of language learning, especially the development of reading skills, an effective teacher take role in integrating formative assessment with various learning activities. The results of the study indicate that effective teachers in language learning, especially the development of reading skills, require teachers' knowledge of reading content and what students' need to become successful readers (Bailey & Heritage, 2008). Teachers are expected to be able to evaluate students' learning progress continuously and provide feedback and appropriate instructional instruction in accordance with the diverse needs of students. Various instruments that can be used by teachers in formative assessments in online classes are the provision of a reflective journal feature, providing a column to help students determine the achievement of their learning goals, as well as using

the online chat feature. The teacher can also make observations during the learning process, the results of which can be recorded in the form of anecdotal notes(Stover et al., 2016).

CONCLUSIONS

Many studies on formative assessment have been found in various scientific articles which indicate that the development of theory and practice of formative assessment has been carried out. However, practices related to formative assessment in language competency development are still rarely found so that the use of assessment as part of learning is still not maximally implemented. Moreover, the development of learning in the digital era also needs to be balanced with an assessment model that is adaptive to the development of the global era so that it is implemented and accommodates the characteristics of students as digital natives. Digital-based formative assessment in language learning can use various digital platforms that provide initial assessment features, interaction columns for teachers, students, and peers, effective feedback with a dialogic model, Teachers used e-mail, texting, online forums, Web sites, and virtual classrooms to communicate.This assessment model is integrated in learning with a cycle of teaching, assessing, and giving different instructions to meet students' need and support them as self-regulated learners.

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