



Evaluation and Assessment of the Indonesian Language in Elementary Schools: Language Content Analysis

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ABSTRACT

Evaluation and assessment are an important part of teaching, aiming to measure students' understanding and monitor their progress in children's language learning. This study examines the purpose and function of evaluation carried out by teachers in monitoring student progress, especially in the context of the content structure and language vocabulary used by students in elementary schools. The method used is language content analysis, focusing on daily tasks involving the preparation of sentence structure and vocabulary selection. The subject of the research is grade V students at UPT SPF SD Inpres Tamalanrea 5 Makassar, with a qualitative approach. The results of the study show that evaluation plays a role not only in providing information about student progress, but also as a tool to improve the quality of learning and encourage students and teachers to continue to improve the learning process for better achievement of goals. The contribution of this research is to provide insight into how evaluation based on sentence structure analysis, vocabulary construction, and grammatical stimulates the improvement of students' language skills in elementary school, as well as provide a deeper understanding of how evaluation can be optimally integrated in learning activities to encourage the development of students' language skills.

Informasi Artikel

Kata Kunci:
Evaluasi dan Penilaian; Bahasa Indonesia; Sekolah Dasar; Analisis Konten Bahasa

ABSTRAK

Evaluasi dan penilaian merupakan bagian penting dalam pengajaran, bertujuan untuk mengukur pemahaman siswa serta memantau perkembangan mereka dalam pembelajaran bahasa anak. Penelitian ini mengkaji tujuan dan fungsi evaluasi yang dilakukan oleh guru dalam memantau kemajuan siswa, khususnya dalam konteks struktur konten dan kosakata bahasa yang digunakan oleh siswa di sekolah dasar. Metode yang digunakan adalah analisis konten bahasa, fokus pada tugas harian yang melibatkan penyusunan struktur kalimat dan pemilihan kosakata. Subjek penelitian adalah siswa kelas V di UPT SPF SD Inpres Tamalanrea 5 Makassar, dengan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa evaluasi berperan tidak hanya dalam memberikan informasi mengenai kemajuan siswa, tetapi juga sebagai alat untuk meningkatkan kualitas pembelajaran serta mendorong siswa dan guru untuk terus meningkatkan proses pembelajaran demi pencapaian tujuan yang lebih baik. Kontribusi riset ini adalah memberikan wawasan tentang bagaimana evaluasi yang berbasis pada analisis struktur kalimat, konstruksi kosakata, dan gramatikal sehingga menstimulasi peningkatan kebahasaan siswa di sekolah dasar, serta memberikan pemahaman lebih dalam mengenai bagaimana evaluasi dapat diintegrasikan secara optimal dalam kegiatan pembelajaran untuk mendorong perkembangan keterampilan berbahasa siswa.



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INTRODUCTION

The learning process plays a very important role in the world of education, because through learning, students can develop and update knowledge that is useful for their future (Moiseenko, 2014; Su-Chiao & Yu-Liang, 2015). Along with the development of science, learning methods have also undergone significant changes, ranging from simple approaches to those that utilize technology (Barnes-Holmes et al., 2004; Rimmer et al., 2022) These changes aim to create a more effective learning experience and relevant to the needs of the times. In the context of education, the quality of learning is greatly influenced by various factors, one of which is the evaluation system applied.

Education not only focuses on the mastery of knowledge, but also on the development of character and life skills, which need to be assessed comprehensively (Huang & Wang, 2022; Kain et al., 2024). In this case, language assessment and evaluation in elementary school is very important, because it not only measures students' cognitive abilities, but also other aspects such as the development of communication skills, vocabulary comprehension, and language structures used in daily life (Ahmed Alismail, 2023).

Education is a process that is carefully designed to create a learning environment that supports the development of students' potential as a whole. Schools, as educational institutions, have a very important role in ensuring the realization of quality formal learning, which in turn contributes to improving the quality of education (Johnson et al., 2022). Improving the quality of education involves various important factors, including the role of teachers, teaching materials, teaching methods, and available supporting facilities (Liao et al., 2023). Efficiency in the learning process will have a direct impact on achieving better quality education. The success of learning is highly dependent on teacher competence which directly affects student development (Koivuhovi et al., 2024).

Evaluation has a very important role in improving the quality of learning (Lidice & Saglam, 2013). Through the assessment of learning outcomes and processes, teachers can obtain accurate data to make informed decisions in planning next steps. Some teachers tend to ignore evaluation and only focus on achieving curriculum targets, without paying attention to the overall development and progress of students (Ma et al., 2024).

It is crucial for educators to realize that evaluation is not only part of the learning process (Liu et al., 2024) but it is also an essential instrument in improving the quality of education. Proper evaluation can provide a clearer picture of student development, especially in the linguistic aspect. In this context, assessment of sentence structure, vocabulary comprehension, and communication skills is essential to measure students' language skills at the elementary school level. Through planned evaluations and based on in-depth content analysis, teachers can more accurately identify students' needs and development in linguistic aspects, so that they can provide more effective interventions to support their progress.

Without adequate assessment and evaluation, the achievement of learning goals for students cannot be measured clearly. The results of the appropriate evaluation and assessment become the basis for decision-making for the next learning steps. This evaluation, in particular, can include crucial linguistic aspects, such as understanding sentence structure and vocabulary, which are important indicators in measuring a child's language proficiency in primary school (Kelley et al., 2024).

This study draws on previous studies as a basis for comparison to provide deeper insights into ongoing research. One of the relevant studies is conducted by Zhang et al. (2023), with the title "Teaching with social context in instructional video facilitates second language vocabulary learning". The results of this study show that the approach used refers to linguistic elements that are carried out through several systematic steps, namely: (1) setting assessment objectives for the test of sound, vocabulary, and sentence structure; (2) determining the substance of linguistic elements by considering grammatical aspects; (3) choosing materials that are relevant to the learning topic; (4) formulate the form of the question that includes the determination of the sound of the word, the structure of the sentence, and the difference of the word, by providing a short answer or relevant pictures; (5) compiling questions with a balanced distribution of difficulty, namely 30% easy questions, 40% medium questions, and 30% difficult questions; (6) designing a structured question grid; and (7) compose test questions with clear, straightforward, and unambiguous language, so as to focus on the core of the problem to be measured. This study makes a significant contribution to understanding the application of content analysis related to structure and vocabulary as an important part of measuring language proficiency at the elementary school level.

The second research conducted by [Folse \(2023\)](#) with the title "Teaching academic writing: practical techniques in vocabulary and grammar" provides important insights into writing skills as part of language skills. The results of this study highlight that writing is a skill that not only involves aspects of language use, but also content processing. One of the challenges faced in writing activities is a basic understanding of the writing ability itself. Writing, as an activity of expressing ideas, ideas, thoughts, or feelings in the form of linguistic symbols, involves various technical aspects, such as the use of punctuation, spelling, diction selection, vocabulary, sentence structure, paragraph development, and thorough processing of ideas.

In addition, writing also involves the ability to describe and reconstruct ideas to be expressed clearly. The writing process is highly dependent on the basic knowledge possessed by the writer, including the skill in choosing and using the right vocabulary, the correct application of punctuation, and a deep understanding of the message to be conveyed through writing. This research is relevant to the importance of assessment and evaluation in measuring children's language skills, especially in the context of elementary school, where analysis of sentence structure, vocabulary, and language use is a key element to assess the development of students' writing skills.

The third research conducted by [Arman et al. \(2013\)](#) with the title "Syntactic phrase chunking for Indonesian language" shows important findings related to the structure and linguistic elements in popular scientific articles. The results of this study reveal that: (1) the ten popular scientific articles analyzed have a complete structure, including opinion statements, arguments, and reaffirmations of opinions; (2) the articles contain linguistic elements that support the mastery of basic competencies, such as adverbs, conjunctions, and relevant vocabulary, which play a role in supporting the achievement of basic competencies 3.11 in grade XII; and (3) the entire article meets the criteria for teaching materials based on the analysis of the applicable text and curriculum, so that it is suitable as an alternative teaching material.

This research has important relevance in the context of language assessment and evaluation, especially in measuring students' language skills in elementary schools. Analysis of sentence structure, the use of appropriate vocabulary, and other linguistic elements such as adverbs and conjunctions are crucial aspects that can be used as indicators in measuring children's language development, both in learning to write and understanding texts. Proper evaluation of these elements will help in designing measurement instruments that are more comprehensive and relevant to learning needs at the primary school level.

Language competency assessment is closely related to understanding the language system, structure, vocabulary, and other important aspects that make up the language itself ([Kralova et al., 2022](#)). Understanding language competence is crucial because it can affect a person's ability to use language effectively and appropriately. Therefore, in this study, the researcher focuses on studying and developing innovations in assessment techniques that emphasize structural and vocabulary aspects through linguistic tests. It is hoped that the results of this study can provide a useful reference

for educators in choosing the right assessment technique to measure structural and vocabulary aspects in language learning in elementary schools.

A number of previous studies have focused on the development of the Indonesian curriculum in elementary schools, as well as the exploration of innovative teaching methods that aim to improve students' understanding of language materials. However, assessment and evaluation still have a very important role in measuring the extent of student development related to the understanding of the material. Therefore, this study aims to delve deeper into the objectives, functions, and tools used in the evaluation and assessment process, especially those related to the measurement of structure and vocabulary in the linguistic context in elementary schools.

This research is expected to make an important contribution in developing an understanding of Indonesian language evaluation and assessment in elementary schools. Thus, the results of this study are expected to be the basis for designing more effective strategies in evaluating students' language skills, especially those related to structure and vocabulary.

METHOD

The research method used in this study is Content Language Analysis, which is a research approach that focuses on in-depth analysis of the content of written or printed information. This study aims to draw conclusions based on data that has been collected and analyzed systematically. Data collection was carried out through analysis of the structure of language content contained in students' daily assignments in Indonesian subjects. The approach used is qualitative, involving three research subjects, namely AKJ, BM, and MHR, who are grade V students at UPT SPF SD Inpres Tamalanrea 5 Makassar. The data analysis technique focuses on reviewing students' daily assignments in writing sentences, with special attention to the application of the correct language structure in accordance with the SPOK rules (Subject, Predicate, Object, Description), as well as the selection of appropriate and contextual vocabulary.

The analysis of language content found through daily tasks that involve the preparation of effective sentences according to the structure of SPOK as well as the determination of the right vocabulary, is very important to measure students' linguistic competence. This evaluation not only serves to assess students' technical ability to use language in accordance with grammatical rules, but also to explore their understanding of effective sentence structure and the application of appropriate vocabulary.

RESULT AND DISCUSSIONS

A. Result

1. Language Content Analysis Based on Language Structure Test

The structural test is related to the structure of the system in language, namely the rules used to speak or write correctly so that the language used does not deviate, both in terms of structure and meaning. In the study of grammar, structure is often associated with SPOK rules. The main aspect that is observed in this grammar is the grammatical changes in the words that are influenced by the position factor or position of the word. When the position or structure of words changes, the meaning will also change.

a. Morphological Structure Test

The discussion of structural tests and grammatical changes in words is very relevant to morphological measurements through verb selection. As explained, the structure test is related to the rules in language that ensure sentences are formed correctly, both in terms of structure and meaning. In this case, the right choice of verbs plays a crucial role in determining whether the sentence structure conforms to the correct grammatical rules. In the study of morphology, verbs can undergo a change in form through affixation (addition of prefixes, suffixes, or other forms) that affect the meaning and function of words in a sentence (Jo et al., 2024). For example, changing the form of a verb such as 'eat' to eat or eat not only changes the shape of the word, but also affects the overall structure of the sentence. These verbs can affect the position or position of the subject, predicate, object, and adverb in the sentence, which is part of the SPOK rule.

Morphological measurements in the structure test aim to test the extent to which learners understand the grammatical changes that occur in verbs and how these changes affect sentence structure (Zheng et al., 2024). For example, the wrong choice of verbs in the wrong context will lead to a change in meaning that can make the sentence ungrammatical. On the contrary, the selection of the right verb in accordance with the rules of morphology will support the formation of the correct sentence structure, which is in accordance with the rules of SPOK and the meaning in question. Thus, the measurement of morphology through the choice of verbs is very important in the structure test, because the grammatical changes in the verb play a direct role in forming correct and meaningful sentences. Students' ability to choose the right verbs and understand morphological changes in verbs will affect the accuracy of the resulting sentence structure.

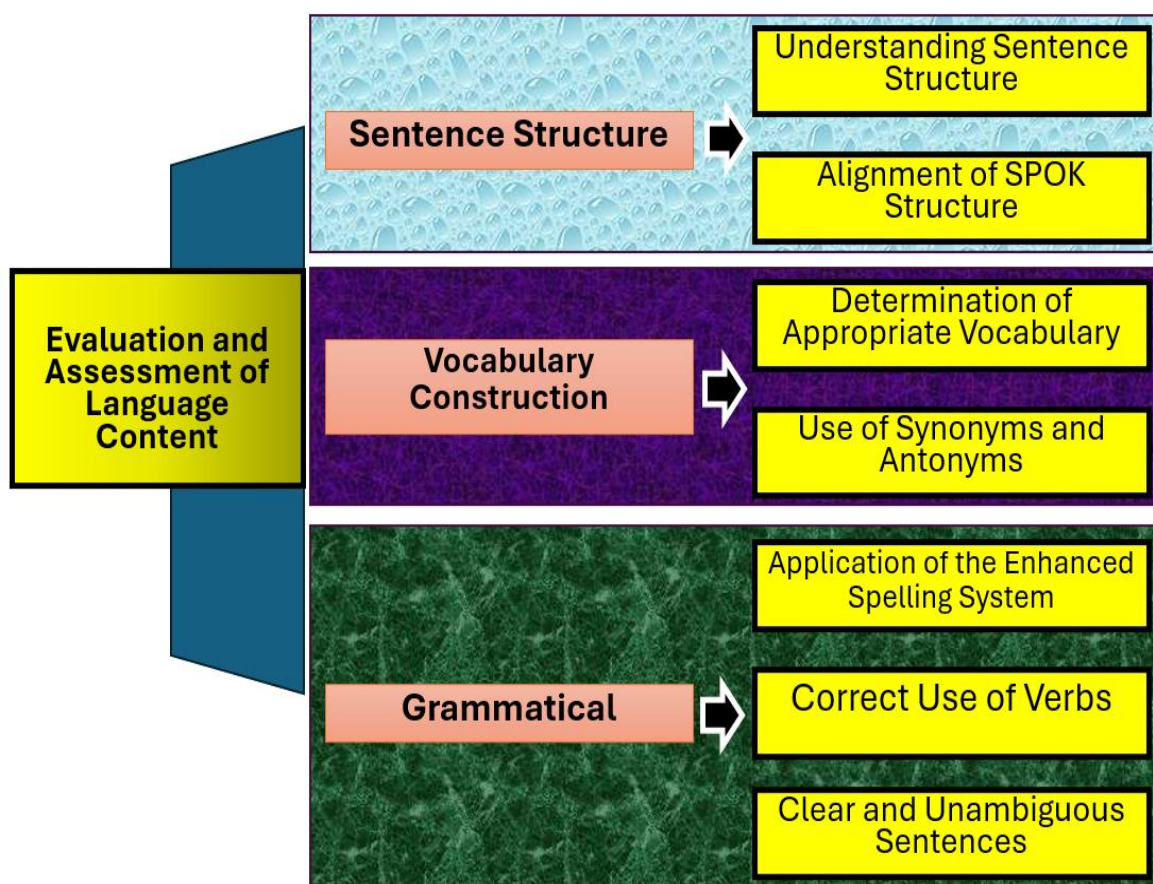


Figure 1. Validation of Language Assessment

Table 1. Language Content Structure Test Based on Verb Adjustment and Determining Verbs

Students Subject	Forms of Language Assessment and Evaluation	Assessment and Evaluation of Language Structure
AKJ	I was reading a book in the library.	Morphology used: <i>reading</i> (base verb + prefix me-), which indicates an action is in progress.
BM	He had eaten the fried rice before leaving for school.	Morphology used: <i>eat</i> (base verb + prefix me-), which indicates an active verb form that has occurred in the past.
MHR	The book has been read by many people.	Morphology used: <i>read</i> (base verb + prefix di-), which indicates the passive form of the verb "read".

b. Sentence Structure

The sentence structure test requires a comprehensive grammatical understanding, although only certain parts are tested, because the meaning of a sentence is formed through the relationships between words. There are various forms of tests that can be used to measure mastery of sentence structure, one of which is to test students' ability to change sentence patterns into different patterns.

Table 2. Sentence Structure Test

Forms of Language Assessment and Evaluation	Assessment and Evaluation of Sentence Structure	Language Content Analysis
Dad went to the market.	Structure: Subject (Father) + Predicate (go) + Description (to the market).	Simple sentences
Budi reads books.	Structure: Subject (Mind) + Predicate (reading) + Object (book).	Sentences with direct objects
We play in the park every afternoon.	Structure: Subject (We) + Predicate (play) + Description (in the garden every afternoon).	Sentences with time captions
The cat slept under the table.	Structure: Subject (The cat) + Predicate (sleep) + Description of the place (under the table).	Sentences with place captions
Do you like ice cream?	Structure: Question (Whether) + Subject (you) + Predicate (like) + Object (ice cream).	Question sentences
Please take that ball!	Structure: Command word (please) + Predicate (take) + Object (that sphere).	Command sentences

These sentences use a simple SPOK structure. The simple structure of the SPOK means that the sentence follows a basic pattern that is easy to understand and does not involve complicated elements. By using this structure, sentences become clear and easy to understand, which is perfect for children's reading books so that they can understand and structure sentences well.

2. Vocabulary Mastery Test

The sentence structure test requires a complete grammatical understanding even though only certain parts are tested because the meaning of the sentence is formed by the links between words. Many forms of tests that allow it are presented to test the mastery of sentence structure, one of which is by testing how students change one pattern to another, and this can happen if supported by good vocabulary mastery.

Table 3. Construction and Vocabulary Mastery Test

Forms of Language Assessment and Evaluation	Assessment and Evaluation of Vocabulary Mastery	Language Content Analysis
Choose the most appropriate words to fill in the following points: "In the morning, the air outside is very ____." a. hot b. cold c. cloudy d. sunny	Word Meaning Comprehension Test	This test measures the ability of students to choose the right vocabulary based on the context.
Look for synonyms of the word "happy" : a. happy b. sad c. anger d. confused	Synonymous Test	This test measures students' understanding of the meanings of similar words (synonyms).
Choose the most appropriate word to complete the following sentence: "The child ____ a book on the table." a. read b. write c. keep a. Drawing	Proper Word Choice Test	This test measures students' ability to choose words that are in accordance with the context of the sentence.
Read the following text, then answer questions related to the vocabulary used in the text. "Ali is a diligent child. Every day, he always helps his mother clean the house. He is very ____ and smart." a. lazy b. diligent c. fussy d. stupid	Test of Vocabulary Mastery in Reading Texts	This test measures students' ability to understand the meaning of vocabulary based on the context in a text.

Through the previous vocabulary assessment example, students are indeed required to choose or use the appropriate vocabulary in the sentence presented. This aims to make the sentences formed perfect, both in terms of grammar, meaning, and context suitability.

a. Choosing the Right Vocabulary

In vocabulary assessment, students are required to choose the right words to complete sentences. Choosing words that don't fit will change the meaning of the sentence or make the sentence feel unnatural or inappropriate. Therefore, students must consider the meaning and function of the word in the context of the given sentence.

b. Contextual Suitability

Students need to understand the context of the sentence well. The chosen vocabulary must support the meaning that the writer or speaker wants to convey in the sentence. Vocabulary that doesn't fit the context can cause confusion or make the sentence sound inappropriate or ambiguous.

c. Perfect Sentence Structure

In vocabulary assessment, in addition to choosing the right words, students must also ensure that the chosen vocabulary can compose sentences according to the correct grammatical rules. For example, choosing a verb that corresponds to the subject or choosing the right adjective to describe the object in the sentence.

B. Discussions

Assessment is a structured process involving data collection, analysis, and interpretation to determine the extent to which a student or group of students has achieved the learning goals that have been set, both in terms of knowledge, attitudes, and skills (Al-Akbari et al., 2024). Thus, assessment can be concluded as a systematic procedure that includes the collection, analysis, and interpretation of data used to draw conclusions regarding student achievement towards the specified learning objectives. In the context of policy decision-making of an educational program, Hernández-Ocampo et al. (2024) states that the assessment is systematic and systemic, which is achieved through the collection of accurate and reliable data or information.

Sentence structure tests not only measure comprehension of certain parts of a sentence, but also demand a more comprehensive understanding of the overall sentence structure (Busse et al., 2021). Even though only some elements are tested, an understanding of the complete structure of the sentence is necessary because the meaning of the sentence is formed from the relationship between words (Yıldırım & Topkaya, 2020). Therefore, sentence structure tests are designed to assess how well learners understand and master the relationships between elements in a sentence, such as subjects, predicates, objects, and captions (Thompson & Childers, 2021).

In addition, in testing the mastery of sentence structure, one form of test that can be presented is to test the ability of students to change one sentence pattern to another. This ability reflects the extent to which learners understand the flexibility of language structure and can apply it in different contexts (Kwangmuang et al., 2024). However, to change sentence patterns appropriately, students need to have a good vocabulary

mastery. The broad vocabulary allows them to choose the right words according to the sentence pattern they want to form, so this test not only measures their understanding of grammatical structures, but also measures students' ability to apply vocabulary appropriately in the context of sentences (Cakiroglu & Kuruyer, 2021).

Without vocabulary, sentences cannot be formed. Thus, sentences are structures that require vocabulary. Vocabulary is basically a word, but it acquires a contextual meaning depending on the context of the conversation. Vocabulary is very closely related to morphological changes. In addition, vocabulary is also related to phonological sound aspects, because each vocabulary is spoken with a specific sound in spoken language. Indonesian has a very large number of vocabulary, but only some of it is actively used in daily communication, while the rest are rarely used (Morgan et al., 2024). To be able to communicate effectively, it is necessary to master an adequate amount of vocabulary. The more vocabulary mastered, the wider and more complex the information that can be received and conveyed (Lanauze & Snow, 2023). Therefore, a good vocabulary mastery test should consider context, as vocabulary usually has a certain meaning when used in a specific context. Based on this explanation, the language competency test can be mapped into several aspects, namely the structure related to the nahwu rule, the vocabulary related to the sharaf rule, and the sounds and meanings produced.

1. Vocabulary and Word Limitations

According to Djiwandono, vocabulary can be understood as a collection of words in various forms, both stand-alone basic words and words that have undergone changes through affixes, as well as combinations of words that have similar or different meanings (Cockerill et al., 2024). Vocabulary plays an important role in second language learning, as expressed by Lin (2015), Because vocabulary is needed to communicate meaning and convey ideas through receptive and productive skills. Cameron added that the main focus in language learning at the elementary level is vocabulary development, which aims to improve students' language skills. Therefore, effective methods need to be developed to support children in learning languages (Shahiwala et al., 2024).

The explanation of the expansion of meaning shows that the meaning of a vocabulary does not always correspond to its original meaning. This is in accordance with Teng's opinion which states that vocabulary is bound to the context of its use (Teng, 2024). Thus, vocabulary includes not only lexical meanings, but also meanings that appear in certain contexts, which makes those meanings different from those contained in dictionaries. Horn explained that vocabulary is a collection of words that make up a language, both in oral and written form (Silverman et al., 2019).

As expressed by Chowdhury et al. (2024), A person's ability to understand the four language skills is highly dependent on vocabulary mastery. Therefore, vocabulary plays a very important role in the mastery of the four language skills. However, language learning does not only include memorizing vocabulary, because knowing many words is not enough to master the language in depth.

2. Vocabulary Selection

There are three points of view in categorizing vocabulary according to [Andreani & Ying \(2019\)](#). First, the linguistic point of view and language activities, which consist of grammatical elements, treatment targets, and the range of meaning.

- a. The point of view of the target of treatment refers to the way language users position vocabulary. In this case, vocabulary is only understood for its existence without being intended to be used in expressions, both orally and in writing. In other words, the vocabulary is accepted as passive knowledge, not as an active communication tool. Language users recognize these words, but do not apply them in everyday conversation or writing.
- b. The point of view of grammatical elements is related to the position of vocabulary in sentence structure or *al-sum*. It refers to how a vocabulary functions in relation to other words in a sentence to form a whole meaning. In this context, each vocabulary has a certain role, whether as a subject, predicate, object, or adverb, which supports each other to build a clear meaning and in accordance with the applicable grammatical rules.
- c. The point of view of the range of meaning refers to how broad or limited the meaning of a vocabulary is, which is greatly influenced by the situation and conditions of use in the field. When vocabulary is used in a certain context, such as in the scientific field, its meaning will be narrower and more specific. For example, vocabulary in technical terms in the fields of medicine, sociology, or anthropology only applies in that context and does not have a broader meaning outside the scope of that science. Therefore, the understanding of vocabulary does not only depend on its form and meaning, but also on the context in which it is used, be it in sentence structure, purpose of use, or a certain scientific field.

3. Konstruksi Kosakata

In terms of mastery function, vocabulary tests can be divided into repressive mastery and productive mastery. Repressive mastery refers to the ability to understand vocabulary, without having to use it in oral or written expressions. This test measures the extent to which a person is able to recognize or identify the meaning of a word when hearing or reading it. On the other hand, productive mastery measures a person's ability to use vocabulary in communication, both verbally and in writing. This test better assesses how well a person can apply vocabulary in coherent and appropriate expressions according to the context.

In terms of communication function, vocabulary test questions can be categorized into discrete, integrative, and communicative. Discrete tests separate linguistic elements and test them separately, without paying attention to the relationships between them. This type of test measures the comprehension of words individually without relating them in a broader context. Integrative tests, on the other hand, test several linguistic elements simultaneously, but only in linguistic and non-situational contexts. This test assesses the ability to combine various linguistic elements in a single

structure, although still in the realm of the language itself, not in a situational context. The communicative test, which is more complex, involves the use of vocabulary in the context of more tangible and practical communication, where language is used to meet real communication needs ([Gonzalez et al., 2024](#)).

Talking about integrative and communicative tests, vocabulary test questions are often related to the existence of texts. Language texts, as described, serve as a place to accommodate and concretize the role of vocabulary contextually. In this case, the text serves as a medium to show how vocabulary is used in a broader situation. Thus, the ideal vocabulary test should start from the text and discourse. This is similar to the reading competency test, where the vocabulary test not only tests the comprehension of words separately, but also in a more comprehensive context, so that the understanding of the discourse tested becomes more in-depth and contextual.

The importance of the presence of text in a vocabulary test is to ensure that the assessment is not only focused on the understanding of words, but also on how they are understood and used in a broader and contextualized communication situation ([Troia et al., 2022](#)). In this way, vocabulary testing will better describe the real ability to speak and communicate. Assessment and evaluation in Indonesian learning in elementary schools is closely related to the analysis of content structure and vocabulary, which serves to measure students' mastery of these two important aspects of language. Content structure in language refers to students' understanding of the correct sentence structure, while vocabulary refers to the mastery of words and meanings used by students in communicating.

These two elements are fundamental parts of language learning, especially in the early stages of education in elementary schools ([Sharifi et al., 2015](#)). In the context of children's language learning in elementary school, a thorough assessment and evaluation includes these two aspects. As explained in the theory of assessment and evaluation, the main purpose of assessment is to collect data on student outcomes and learning processes in a systematic manner, both in terms of knowledge, skills, and attitudes.

Language assessment in the form of sentence structure and vocabulary tests will help teachers to assess the extent to which students understand and can apply the correct sentence structure and use vocabulary appropriately in various communication contexts. For example, in learning Indonesian in elementary school, students are taught to recognize and understand the basic rules of the language, such as the structure of SPOK. Evaluation of sentence structure can be done by giving assignments that ask students to form sentences with the correct rules. Meanwhile, vocabulary mastery can be evaluated by testing how students use relevant words in the sentences they make, as well as how accurately they understand the meaning of those words in different contexts. This test, which involves sentence structure and vocabulary, tests students' ability to connect elements of language to form effective communication, which in turn demonstrates their understanding of language structure.

This has great relevance to children's language learning in elementary school. Children at this age are in the stage of forming the basics of language, where their understanding of sentence structure and vocabulary greatly affects their future communication skills. By using tests that test mastery of sentence structure and vocabulary, teachers can obtain accurate data on the extent to which students can use Indonesian in more complex situations (Sugaya et al., 2019). For example, if students have difficulty forming the correct sentences or choosing the right vocabulary, then a more focused approach on practicing sentence structure or introducing more vocabulary can be implemented.

Educators need to understand that evaluation is not only carried out at the end of the lesson, but also throughout the learning process (Ardasheva et al., 2018). Effective evaluations should be conducted fairly and include all learners, ensuring that each individual obtains assessments that are appropriate to their development. A proper and systematic evaluation process not only improves the quality of learning, but also creates a more supportive learning atmosphere for students. Therefore, it is very important for teachers to review and re-understand the concepts, objectives, principles, types, techniques, and evaluation tools used, as well as their role in the learning process, especially at the elementary school level. Thus, a thorough evaluation can provide a clearer picture of the development of students' abilities, especially in linguistic aspects such as sentence structure, vocabulary, and communication skills, which are very important in measuring children's language skills in elementary school.

Assessment and evaluation are fundamental aspects that help teachers to measure the extent to which students understand and master linguistic aspects, such as sentence structure and proper vocabulary use (Poláková, 2022). In the context of this study, a well-designed evaluation can provide deeper insights into the development of students' language skills, especially in terms of their ability to construct sentences that conform to grammatical rules and enrich vocabulary used in oral and written communication.

Effective evaluation, as revealed in this study, requires teachers to have competence in designing and executing learning that includes not only teaching the material, but also skills in evaluating students' progress in terms of language. Assessments that focus on sentence structure and vocabulary can help teachers get a clear picture of students' level of language proficiency and determine the next steps in the learning process. This is also related to the application of the concept of complete learning, where students can master every aspect of language thoroughly.

In addition, the evaluation serves to encourage students to continue to strive to improve their language skills. With assessments that focus on structural and vocabulary aspects, students can be provided with specific feedback, which can motivate them to improve and develop their language skills further. Therefore, through a proper evaluation system, teachers can ensure better quality of language learning and provide more accurate results regarding students' language skills, which in turn will improve the quality of education in primary schools as a whole.

CONCLUSIONS

Assessment and evaluation based on content structure and vocabulary construction are very relevant to children's language learning in elementary school because it allows teachers to monitor the development of students' language skills comprehensively. This evaluation not only helps teachers to find out the extent to which students master the basic aspects of the language but also provides direction for the improvement and development of a more effective language learning process. These assessments and evaluations provide important feedback for teachers to design more effective learning approaches. With data obtained from the analysis of sentence structure and vocabulary, teachers can determine the right teaching method to improve students' language mastery. Assessments, which focus on content structure and vocabulary construction, help teachers to identify which areas need to be improved or further developed in the teaching and learning process. The end of this study requires that assessments that prioritize sentence structure and vocabulary should not only rely on written tests, but can also use various other assessment instruments, such as direct observation, project assignments, and portfolios. This approach can provide a more holistic picture of students' language proficiency, as well as allow students to demonstrate their language skills in a broader context.

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