



# ASSESSMENT AND LEARNING TECHNOLOGIES IN ACTION

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## 01 INTRODUCTION

Online news media like Kompas.com significantly influence public language usage. However, frequent language errors in such media can impede students' comprehension and mastery of proper Indonesian. This research explores how digital assessment tools and learning technologies can be employed to identify, evaluate, and correct language errors in Kompas.com articles. The goal is to transform these findings into effective teaching materials for high school students. This study bridges the gap between real-world language use and classroom instruction by integrating technology in language learning and providing practical, data-driven teaching materials based on authentic media texts.

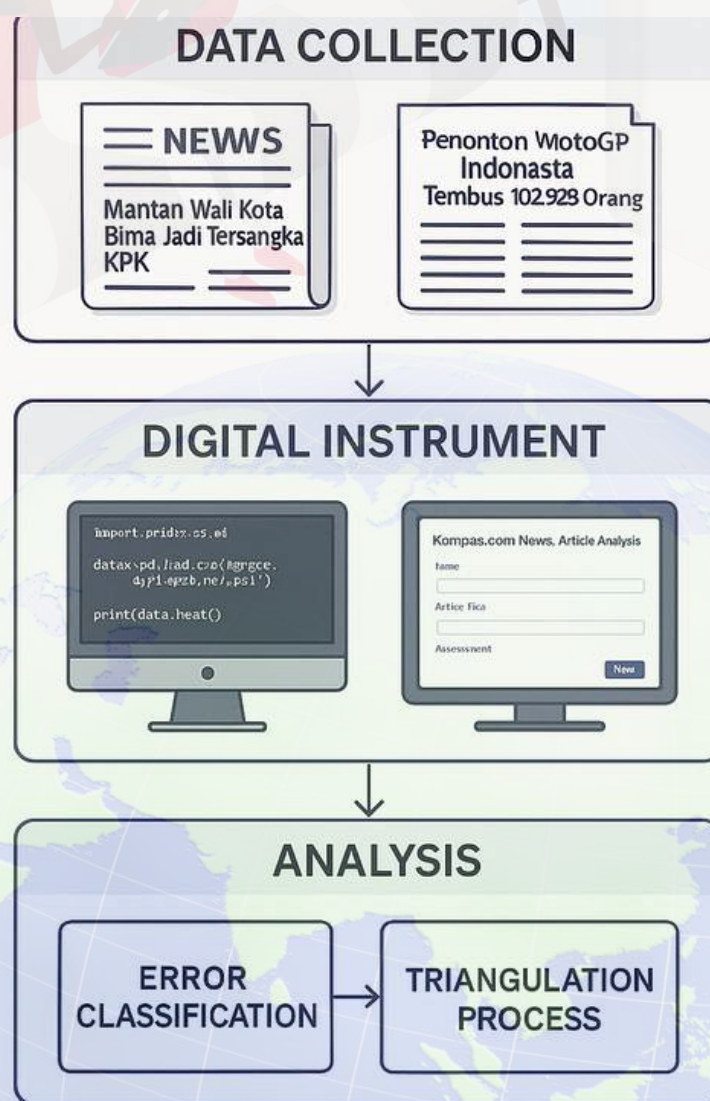
## 02 OBJECTIVE

The creation of a digital assessment tool to analyze language errors in Kompas.com news articles enhances language learning. By using technology for error analysis in high school Indonesian classes, educators can provide authentic learning materials and digital feedback, aiming to improve students' news writing skills and deepen their understanding of language nuances.



## 03 METHODOLOGY

This qualitative descriptive approach involves collecting data from news articles on Kompas.com and employing reading and note-taking techniques. A digital tool prototype using Python/NLP integrates with platforms like Google Forms for student exercises. Analysis includes error identification, classification, digital annotation, and triangulation for data validity.

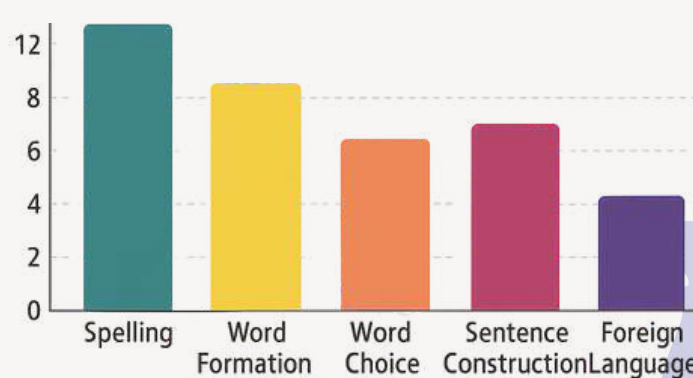


## 04 RESULTS



Poster Fun!

- Types of Language Errors Identified:
- Spelling Errors: e.g., "menetapkn" → "menetapkan"
- Word Formation Errors: e.g., "jumpa pers" (informal) → "konferensi pers" (formal)
- Word Choice Errors: e.g., "minim" → "sedikit"
- Sentence Construction Errors: e.g., run-on sentences, lack of coherence
- Foreign Language Usage: e.g., "sport tourism" not italicized
- Digital Assessment Implementation:
- Students used an online tool to identify and correct errors in sample news texts.
- Immediate feedback provided via automated system.



## Grammar Police!

menetapkn → menetapkan  
jumpa pers → konferensi pers

Kompas.com

## 05 ANALYSIS



The error analysis process began with errors being identified and classified through a digital tool. Students then engaged in peer reviews and collaborative corrections using platforms like Google Docs and Kahoot! quizzes. To further support this process, data visualizations, such as bar charts and flowcharts, were utilized to highlight error patterns and track progress. Key visuals included a flowchart that digitally mapped the workflow from error identification to classroom application and a humorous meme or cartoon featuring a "Grammar Police" character correcting a headline from Kompas.com, as demonstrated in the accompanying Python script.

## 06 CONCLUSION

Key findings reveal common language errors in Kompas.com articles, mainly in spelling, word formation, and sentence structure. Digital tools effectively identify and correct these errors, providing feedback that improves student learning. Using technology, like automated feedback and gamified quizzes, enhances engagement and writing skills. The study suggests using real-world errors as teaching materials and recommends incorporating digital tools into high school Indonesian language curricula. Future research could focus on AI-driven error correction and adaptive learning systems.

## Reference

