



## THE EFFECT OF DYNAMIC ASSESSMENT TOWARDS STUDENTS' VOCABULARY MASTERY IN PODCAST FINAL PROJECT

### Abstract

The main concern of this research is the effect of Dynamic Assessment (DA) on students' vocabulary mastery. The purposes of this research are to find out: (1) the effect of DA on students' vocabulary mastery in the podcast final project; (2) students' impression of DA towards their vocabulary mastery; (3) the implementation of DA during English class. This research used a quantitative method with a quasi-experiment design. The participants involved in this study were second-semester students at D3 *Budidaya Ternak* study Program, Faculty of Animal Husbandry, Jenderal Soedirman University. Two classes were used where class F as the experimental class and Class G as the control class. The samples were selected using criteria from purposive sampling. In this research, the data were collected using tests, questionnaires, and observation check-list and then the data were analysed using independent t-test. The results of this research show that DA affects students' vocabulary mastery. It can be seen from the significant value of the independent sample t-test that was 0.000 and lower than 0.05. It can be said that DA has a significant effect on students' vocabulary mastery. The students felt that learning through mediation with DA increased their learning interest. Moreover, students' vocabulary got increased after being treated. The conclusion showed that DA has significant and positive effect on students' vocabulary mastery.

**Keywords:** Dynamic Assessment, Mediation, Vocabulary Mastery

### Introduction

Vocabulary is part of the English language that is related to all the words that have a function to convey the message of a sentence in a language. Vocabulary itself has an important role in a person's fluency in various language skills. According to Brooks and Kempe (2014), vocabulary growth is believed to be the result of learning in language proficiency. However, for foreign language learners, learning vocabulary is not as easy as acquiring the first language. Lutfiyah, Nuraeningsih, and Rusiana (2022) explain that many obstacles cause the mastery of foreign languages for English Foreign Language (EFL) learners at the university level to be less than optimal such as not many English textbooks used, lack in pronunciation skills, having difficulties in writing, and lack of interaction and two-way communication between teachers and students. Widodo, Walyono, Suyatno, and Dewi (2022) mentioned that one of the factors that causes students' vocabulary mastery is not optimal is that the assessment in learning still focuses on the final result displayed through the score of final test rather than on the students' vocabulary mastery process.

Tezcan and Meric (2017) state that assessment is an activity of maturing (collection of information and data), planning, interpreting and drawing conclusions when making decisions about the level of learning outcomes in achieving learning objectives in accordance with the basics (meaning, pronunciation, and spelling) that have been formulated. Sekyi (2016) also explained that assessment is an important part of the learning environment and serves as a means of evaluating students. From those experts' statements, it can be concluded that assessment is a systematic and continuous process to obtain information about student development and performance. Assessment has the learning properties that should be passed by students during a certain period



of study.

Quoted from Hervas (2020), the characteristics of the assessment are as follows: (1) the assessment can be in the form of questions, (2) the assessment can be tasks that the test taker has to perform, (3) the assessment can be used to obtain information about academic or psychological characteristics, (4) it must be the answer or correct way to the test (5) evaluate the process and outcome. Therefore, students' needs in mastering vocabulary which should be focused on emphasizing the learning process itself, an assessment model is needed to encourage students' performance in mastering vocabulary skills. Nazari and Mansouri (2014) stated that in contrast to static assessments which do not include interaction or assistance during assessment, Dynamic Assessment (DA) focuses on future development while offering the necessary assistance and mediation during assessment and emphasizes the importance of social interaction in the student's internalization process. Furthermore, Nazari and Mansouri (2014) explained that the difference between dynamic and static assessment is that DA has a focus on both process and product while static assessment focuses on the product or final result only. Furthermore, in a static assessment, the examinee does not receive mediation, while in the DA concept, the examinee receives the mediation process (the assistance and the feedback offered by the mediator to the learners while engaging in the process of learning). The application of this assessment method is certainly expected to have an impact on students' vocabulary mastery through mediation with the teacher with two-way communication.

Two-way communication helps teacher's measure student understanding through communication made during the mediation process. Having a good foundation of two-way communication between teachers and students and students and the community in the classroom, as a trainer will help teachers deal with problems faced by students in understanding the material in a positive way of communication. This two-way communication is related to sociocultural theory which focuses on change in behavior over time in relation to students' cognitive abilities (remembering, processing information including attention, memory and logical reasoning, and thinking transformation) in learning, remembering, and paying attention which was initiated by Vygotsky (1978) in Poehner (2008) argued that students' cognitive abilities are unstable, always in a state of flux (continual change), and tend to change. From these problems, DA through a mediation approach can be a strategy to give effect to students' vocabulary mastery.

Some similar studies in Indonesia raised the topic of the influence and impact of DA on students' comprehensive reading and speaking abilities such as research by Suherman (2020) with a focus on the effect of DA on the reading ability of EFL students in Indonesia. This study found that student learning motivation was increased during the mediation process. Another study conducted by Pratolo and Zahrani (2020) with a focus on the effect of DA on the performance of speaking skills in EFL students in Indonesia also found that students were engaged in their own self-evaluation on their speaking performance in DA sessions. In this study, two-way communication occurs as an intermediary of interaction between teachers and students. When students encounter difficulties in understanding certain vocabulary, the teacher positions himself as a participant in two-way communication and acts as a mediator in the mediation process. This mediation process between teacher and students is based on a prospective approach which involves looking at something in the future based on the process that occurs in the learning process. In this mediation process, students and teachers will exchange knowledge and understanding regarding vocabulary which is the main topic of learning. Then, the teacher will provide contextual understanding by developing students' critical awareness related to the proper use of vocabulary to students in general and to students who are still lacking in vocabulary mastery in particular. Despite the research above that explore the effect and impact of DA on students' comprehensive



reading and speaking abilities in Indonesia, from 2014 to 2022, the researcher had not found any research that specifically investigated the effect of DA on the vocabulary mastery of university-level students in Indonesia. Reviewing the existing problems, the researcher was going to conduct a study focusing on the effect of DA on students' vocabulary mastery in the podcast final project. This research aimed to find out: (1) the effect of DA on students' vocabulary mastery in podcast final project; (2) students' impressions of DA towards their vocabulary mastery; and (3) the implementation of DA during English class.

## **Theoretical Framework**

### **Dynamic Assessment (DA)**

In learning, students need a process by combining mediation and two-way communication between teachers and students. One approach that adheres to the concept of mediation and two-way communication is Dynamic Assessment. As stated by Shakki, Derakhshan, and Ziabari (2016) Dynamic Assessment (DA) as part of a process-oriented strategy created in cognitive psychology that incorporates the idea of interaction and mediation is known as a reliable method to evaluate students' ability. While Mauludin and Ardianti (2017) explained that DA is a kind of assessment that the main function is to help the students to improve their skills. Nazari and Mansouri (2014) explicated that DA is different from statistical assessment which focuses on the product of the past. It denotes that DA has a focus on future development (Hidri, 2019). This type of assessment offers necessary assistance during the assessment through mediation between teachers and students (Khaghaninezhad, 2015). Besides that, Donato and McCormick (1994) believed that mediation has a very essential and critical role in both generating higher mental abilities and constructing of an activity. In DA, the teacher brings mediated instruction to each individual to explore and improve his understanding of the material rather than focusing on the final score obtained as a representation of his current standard of ability (Khaghaninezhad, 2015). Therefore, it can be concluded that DA is an assessment that provides assistance between the teacher and students and focuses on the student's process of understanding the material.

One of the theories that carry DA is the sociocultural theory of Vygotsky (1978) which states that students learn with the help of others (teachers and peers) in a zone of their limitations called the Zone of Proximal Development (ZPD) (Cabarcas, Caraballo, Barrios, Rossi, & Arroyo, 2020). Podolsky (2012) explained that ZPD is a gap exists between the students' knowledge that has been acquired and the opportunity to get what is provided through guidance and collaboration with more teachers and more capable friends. The ZPD concept is important in the application of DA through a mediation approach because in the mediation process during learning, two-way communication is used by the teacher to provide understanding to students beyond their understanding (Miller, 2015). From this theory, the appropriate approach in this DA is the response - to instruction method to fill the gaps in the static assessment. This method allows the teacher as a mediator to regulate the involvement of students and their responses to the feedback received from teacher during the mediation process in learning.

### **The Concept of Vocabulary**

Asrul and Dahlan (2020) stated that vocabulary is also an important skill for learning to read, speak, write and listen. Without proper vocabulary, people cannot communicate effectively and express their feelings in speech and writing. The more vocabulary people gain, the more they can speak, write, read and listen at their own pace (Rohmatillah, 2014). Hornby (2006) in Tasmia (2019) argued that vocabulary includes all the words that a person knows or uses, and all of them are words of a particular language. From the opinions of experts above regarding the vocabulary, it can be concluded that vocabulary is a collection of words contained in a particular language



that provides an important aspect of a person's ability to master language both written and oral mastery.

Therefore, mastering vocabulary is something crucial in developing students' ability in language especially English (Schmitt, 2020). Moreover, vocabulary is the main aspect of the four basic skills in learning English. Vocabulary is closely related and cannot be separated from English, because without vocabulary, humans cannot communicate well using English (Clouston, 2021).

In learning vocabulary, students are expected to be able to distinguish the types of vocabulary. Hatch and Brown (1995) proposed two types of vocabulary in English; they are receptive vocabulary and productive vocabulary. Receptive vocabulary describes as the terms use to recognize or understand when students are reading or listening (Harmer & Jeremy, 2015). In this study, receptive vocabulary is defined as words that a person can recognize or understand when encountering a written text (Hornby, 2017). While Lavery and Madeline (2017) explained that productive vocabulary is usually used significantly in writing and speaking activities. Although this may seem difficult, at least students need to understand how these words are spoken and written. When these vocabularies have been studied, students are expected to use them correctly. An example is the word *nevertheless*. In its use as a receptive vocabulary or in the context of listening and reading, students are expected to be able to understand the meaning and understand the spelling of the word (Leaver & Skethman, 2018). However, in the context of productive vocabulary, a speaker may use a different word but with the same meaning, for example the word *but* and in productive vocabulary, students are more expected to pronounce or write the word appropriately according to the context of the information to be conveyed (Maskor & Baharudin, 2016). The most important thing in learning vocabulary is that students need to know as much vocabulary as possible in order to improve their ability to the target language, which is English.

## Methodology

The design used in this research is quasi-experimental. The research using quasi-experimental methods prioritizes treatment so that variable X can affect variable Y after being treated in the research sample. Creswell (2016) explained that the quasi-experimental research model is a method to perceive causal relationships. In line with Creswell (2016), Ary, Jacobs, Razavieh and Sorensen (2018) defined that experimental research can be interpreted as a systematic method used to find the effects of certain treatment from controlled conditions. Thus, it can be concluded that experimental research is research that is used to determine the effect of a treatment given systematically on a particular subject.

There were two groups in this study, namely the experimental and control group. The first group referred to as the experimental group was the group that was given special treatment using DA with the mediation method while the second group, namely the control group, still received treatment using conventional methods which was teacher-led instruction. Furthermore, the research process was continued by comparing changes in the results of the pre-test and post-test of the two groups. Best and Kahn (2016) explained that the experimental design can be described as follows:

Table 1. Experimental Design (Best and Kahn, 2016.p.274)

Experimental Design			
E	O1	X1	O2
C	O3	X2	O4



The explanation is as follows:

- E : Experimental group
- C : Control group
- O1 : Pre-test experimental group
- O2 : Post-test experimental group
- O3 : Pre-test control group
- O4 : Post-test control group
- X1 : Treatment (DA)
- X2 : No certain treatment (conventional method)

From the table above, it can be explained that there were two groups in implementing this research, namely the experimental and control groups. The experimental group (E) received treatment in the form of DA (X1). The second group was the control group (C) which did not get treatment using a special method (X2). Nevertheless, both groups received a pre-test (O1) and (O2) as the initial data collection and a post-test (O2) and (O4) as the second data.

This research was carried out at the Faculty of Animal Husbandry, Jenderal Soedirman University. This faculty is located on Jl. Dr. Soeparno No. 60, Karangwangkal, North Purwokerto, Banyumas, and Central Java. The dean of this faculty is Prof. Dr. Triana Setyawardani, S.Pt., MP. Shone (2022) mentioned that the population is the potential members of the research subjects to be studied. In this study, the subjects used as population was the second-semester students in the D3 *BudidayaTernak* study program for the 2022/2023 academic year. This study program was divided into three classes (F, G, and H). The population of this research would be the second-semester students in the D3 *BudidayaTernak* study program for the 2022/2023 academic year, which totals 119 students and consists of 40 students in class F, 40 students in class G, and 39 students in class H. In determining the sample, the researcher considered the following criteria: (1) students who had low vocabulary mastery (40 – 65); (2) students with low levels of interaction with the teacher in the class; and (3) students who had a final project of making a podcast listed in the syllabus. These three criteria were met by looking at the results of the student midterm exams, the results of initial observations made by researchers and observations of the syllabus used by lecturers in teaching D3 *BudidayaTernak* study program students at Jenderal Soedirman University.

Before conducting the research, the researcher gave the consent letter to the students. The purpose of informed consent is to make sure that the participant is completely informed of the purpose, methodology, scope, and significance regarding any potential positive or negative impacts on the participants (Nusbaum, Douglas, Damus, Paasche-Orlow, & Estrella-Luna, 2017). It is significant because it helps the participants to make a decision about whether or not to engage in the research project. The data were collected by using tests, observation check-list, and questionnaires. The numerical data were collected by using tests, processed with independent sample t-test using SPSS Ver.24 and the questionnaire processed with the same tool using descriptive quantitative, while the descriptive data was collected by using observation check-list.

## Findings and Discussion

The data was acquired through the process of carrying out several experiments. The testing process was carried out not once but twice, consisting of a pre-test and a post-test. The researcher used an observation checklist to observe how the treatment was carried out and filled out a





questionnaire at the last session of the research project. This came after the researcher had given participants a pre-test before the treatment and a post-test after the treatment.

Based on data obtained from students regarding the pre-test, it was found that the average student score in the pre-test of the experimental class was 67.3. Students have basic skills related to vocabulary related to appropriateness, cohesion, and choice of words. Nevertheless, they still lack of opportunity to explore and develop their vocabulary is lacking due to their reluctance to discuss with the teacher. Some students also still could not understand place prepositions and using verbs. Besides that, it was found that the average student score in the pre-test of the control class was 67.47. Students have basic skills related to vocabulary related to appropriateness, cohesion, and choice of words. It was just that the lack of opportunity for students to explore and develop their vocabulary was still lacking due to reluctance to discuss with the teacher. Some students also still made mistakes in placing prepositions and using verbs. In general, the problems faced by the control class were similar to those in the experimental class. after carrying out the post-test, the experimental class has an average value of 80.5. This indicated that there was an increase in vocabulary skills when compared to the pre-test scores of the experimental class. This consummation occurred especially in the aspects of appropriateness and choice of words.

The post-test in this study was carried out on June 8<sup>th</sup>, 2023, after students received 4 meetings of treatment. The purpose of giving this post-test is to see and measure how far DA affects students' vocabulary mastery after giving treatment. Eighty students joined the post-test consisting of 40 students from the experimental class and 40 students from the control class. The researcher got the post-test results from the control class with an average value of 72.92. This figure shows an increase from the control class pre-test, namely 67.12. There was a difference in increasing the score between the control class and the experimental class where the average post-test score of the control class was lower than that of the experimental class. The average value of the pre-test and post-test for the experimental class and the control class can be seen as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = mean student grades

$\sum X$  = total students' score

$N$  = total students

Table 2. The Mean Score of Pre-test and Post-test of Experimental and Control Group

No.	Description	Mean
1.	Pre-test of experimental group	Mean = $\frac{2.692}{40} =$ 67.30
2.	Post-test of experimental group	Mean = $\frac{3.220}{40} =$ 80.50
3.	Pre-test of control group	Mean = $\frac{2.699}{40} =$ 67.47
4.	Post-test of control group	Mean = $\frac{2.917}{40} =$ 72.92

Based on the data presented in the table above, it can be concluded that giving DA treatment had an effect on students' vocabulary mastery. This can be seen from the differences in the results of



the pre-test and post-test of the two classes, the experimental and control groups. The pre-test of the experimental and control groups had similar values with a difference of 0.17 points. Notwithstanding that the pre-test scores of the two groups were almost similar, indicating that the vocabulary skills of the two were at the same level, the post-test mean scores of the experimental and control groups had a significant difference with a difference of 7.58 points. This significant difference appeared after giving the DA treatment to the experimental class. Data obtained by researchers from the field showed that there was an increase in the mean scores of students from the experimental group and also the control group. The increase in the mean pre-test and post-test scores of the experimental group was 13.2 points (20%), while the difference in the mean pre-test and post-test scores in the control group was 5.47 points (8%). Besides that, the difference in improvement from the experimental and control classes is 7.73 points (12%). From this explanation it can be concluded that there was a significantly different increase between the experimental class and the control class in vocabulary mastery before and after they were given treatment.

The observation result showed that mediation activity was carried out repeatedly until the sixth meeting. At the third meeting (the first time the treatment was given), the students still felt reluctant to ask questions and give their opinions regarding their understanding of the vocabulary they used from. However, from the fourth meeting (second treatment) until the sixth meeting, students' participation increased and they began to be enthusiastic and comfortable to ask questions and fully involved in mediation activities meeting by meeting where the researcher gave space to the students to explore, ask, and give their opinion, thoughts, and understanding to the materials. Based on the result of the checklist observations, the researchers managed to provide clear instructions that students could easily understand, teach material with various sources of teaching materials, conduct questions and answer sessions with students (after explaining the material), mediate with students for 7 - 15 minutes for each group, show a comfort zone during mediation and be enthusiastic about student questions and their answers, and make students keep paying attention during the class.

The questionnaire was used as a data collection instrument to determine student responses to two-way communication through DA. This questionnaire contained 39 question items, which were divided into 3 sub-topics given to the experimental group after the post-test was carried out. The first sub-topic was about conditions when learning English (1 - 10), the second sub-topic was about the significance of DA on vocabulary mastery in students (11 - 18), and the third sub-topic was about the implementation of DA (19 - 39). This questionnaire was likert scale type where numbers 1 - 5 were provided with an explanation, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree. The students were asked to choose one of the numbers that described the condition they felt about the questions provided in the questionnaire. Below is a table of frequencies and percentages of student answers to the 39 questionnaire statements given. From the results of these questions, it can be concluded that students felt happy participating in learning English and were responsive to the interactions that occurred in the classroom. Students were also enthusiastic and did not feel bored when participating in learning English. Besides that, interaction in the class also occurred well which was marked by high students' participation with the teacher and friends in the class. This indicated that students were not trying to avoid interaction.

From those findings, it can be concluded that dynamic assessment affects on students' vocabulary mastery in their podcast final project. It was supported by the result of the independent sample t-test as follows:

Table 3. The Result of Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vocabulary Mastery Score	Equal variances assumed	1.850	.178	6.367	67	.000	7.984	1.697	2.878	9.122
	Equal variances not assumed			6.367	66.539	.000	7.170	1.697	2.878	9.122

The result of the independent sample t-test can be seen in table 3 where the significance value or Sig.(2-tailed) value was smaller than 0.05 ( $0.000 < 0.05$ ). In testing the data using the independent sample T-test, the results showed that DA had a significant impact on students' vocabulary mastery.

Based on the results of the data from the questionnaire, it can be concluded that students had a positive impression on DA towards the improvement of their vocabulary mastery. This can be seen from the students who feel happy and interested in learning English, students feel free to interact in the class, and they feel that the two-way communication that occurs between the teacher and students helps them to be able to understand the material being taught. In other words, students had a positive impression on the use of DA in English class.

In the implementation of DA, the researcher applied the principle of mediation where interaction through two-way communication requires that the person is involved in close relationships with other people and objects to build a theoretical understanding of each communicative process. Like ZPD, mediation is also an important part of DA. Through ZPD is how individual potential develops while mediation focuses on understanding interactions with other humans. Therefore, in this study, the researcher applied a mediation approach to build a close interaction between the researcher and the students which ultimately led to an increase in the students' interaction as well as their vocabulary mastery.

## Conclusion

This research investigated the effect of Dynamic Assessment (DA) towards students' vocabulary mastery. This study used a quasi-experimental model in second-semester students of the D3 *Budidaya Ternak* study program, Faculty of Animal Husbandry, Jenderal Soedirman University in the 2022/2023 academic year. There were two classes studied, namely class F as the experimental group and class G as the control group, each of which has 40 students. Based on the results of the research that has been carried out which has been described in chapter 4 findings and discussions, the conclusions of this study can be explained as follows:

1. The results of the pre-test and post-test of the experimental and control groups showed that there was a significant difference between the two. This was supported by the post-test results of the control group which had a higher average score (80.50) compared to the post-test average score in the control group (72.92). Furthermore, the improvement between the pre-test and post-test of the experimental group reached 13.2 with a presentation of 20%. This figure has a difference of 8.03 with the improvement pre-test and post-test in the control group which only reached 5.47 with a percentage value of 8%. This indicated that there was a significant improvement in scores in the experimental





group after receiving treatment. After knowing that there was a significant difference between the pre-test and post-test values of the experimental and control groups, the researcher then performed independent sample t-test statistical calculation using IBM SPSS Ver.24. This test is conducted to test the hypothesis. The result of the test was the significance value (Sig. 2-tailed) of the data obtained by the researcher was  $0.000 < 0.05$ . It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. In other words, the implementation of the DA had an effect on students' vocabulary mastery in their podcast final project.

2. Based on the results of questionnaire, it can be said that students' had a positive impression on the implementation of DA towards their vocabulary mastery. This was supported by the results from the questionnaire where 50% of students agreed that learning through DA by means of mediation provides an increase in their learning interest; improve their self-confidence to be involved actively during the English class. This happened because the mediation that existed between researcher and students made the class conditions comfortable. Overall, DA has a positive impact on students related to their involvement in the class and increasing their vocabulary mastery.
3. The application of DA produces a positive impact on students' vocabulary mastery. Implementation in the classroom where the researcher provided an interactive mediation during the lesson was the cause of the positive impact that arises as a result of the treatment. Students stated indirectly through their enthusiasm in feeling happy and excited in learning English. They became more confident in expressing their questions and understanding in front of the class. This indicated that the implementation of DA had a positive impact not only on students' vocabulary mastery but also on their participation in the class.

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