THE EFFICACY OF DYNAMIC ASSESSMENT TO IMPROVE THE STUDENT'S READING COMPREHENSION: THE CASE OF ELEVENTH GRADE STUDENTS IN SMA NEGERI 2 REMBANG

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Abstract

The application of dynamic assessment in reading comprehension in the English classroom of the senior high schools eleventh grade was the main emphasis of this study. The author applied a quasi-experimental research design, followed by a qualitative research design, to achieve this goal using a mixed method methodology. There were 71 students in that took part in the study. The author employed an open questionnaire in experimental class and a reading comprehension test to get the data. Following data collection, the author used SPSS 22 to evaluate the quantitative data, including mean score, descriptive statistics, and tests for normality. The open questionnaire was analyzed using thematic analysis. The results of the research show that the experimental class's students reading comprehension is higher than that of the control class students. Additionally, according to data from the tests of normality, children in the experimental class who were exposed to dynamic assessment showed greater gains in their reading comprehension. The students in the experimental class also express some favorable opinions on dynamic assessment. Dynamic assessment is seen as entertaining, collaborative, effective, and improving learning motivation. This result has demonstrated that the use of dynamic assessment in reading comprehension lessons is advantageous and worthwhile.

Keywords: Dynamic Assessment, Reading Comprehension

Introduction

Indonesia's government started using wisdom for teaching and learning procedures that can be finished without delay and in an arbitrary length of time in 2020 as a result of COVID 19. Because of this, SMA N 2 Rembang does not always do its best when choosing new pupils using a technique known as zoning. It is true that teaching kids using the questioned strategy is unsuccessful. One of the subjects addressed in SMA N 2 Rembang is teaching English, a language that students find difficult to learn. As a result, many eleventh graders who are currently enrolled in English courses find it challenging, particularly in the course's grammar and vocabulary sections. The author, who once instructed apprentice 3 at SMA Negeri 2 Rembang, saw that pupils' comprehension abilities for interpreting narrative texts were

underutilized during her internship there.

Reading comprehension is an important skill that has an impact on academic success and lifelong learning. Reading comprehension, according to (Aritonang et al., n.d.), involves a complex process in which the reader can identify basic information and be able to forecast, deduce, argue, and recognize the points of view of writers in addition to being able to receptively digest that information. Many students, however, struggle to use these skills, which can lead to poor academic achievement and a lack of interest in the learning process. However, a lot of students struggle with employing these skills, which can lead to poor academic achievement and a lack of interest in the learning process.

Dynamic assessment, which involves identifying a student's learning potential and providing them with individualized interventions to help them reach it, has come to be seen as a viable substitute for traditional assessment techniques. Dynamic assessment, according to (Daneshfar, 2018), is a procedure for carrying out a language test to look into and emphasize the specific learner's skills and room for improvement. Students' reading interest and comprehension could be improved by the use of dynamic assessment.

The author is interested in learning how well dynamic assessment might improve the reading comprehension of eleventh-grade students at SMA Negeri 2 Rembang. We will employ a pre-test and post-test approach to analyze changes in students' reading comprehension levels prior to and following participation in dynamic assessment interventions. The study will use a quasi-experimental design to compare the performance of students who receive dynamic assessment to those who receive traditional teaching assessment. The result of the dynamic assessment procedure on students' motivation to learn will also be looked into in this study.

The findings of this study can provide insight into the benefits of using dynamic assessment as an intervention strategy to improve student learning outcomes in high school settings. In order to improve student motivation, engagement, and learning outcomes, the study can also help in the development of fact-based teaching and learning approaches. This study will contribute to the development of effective teaching and learning strategies that will improve Indonesian students' reading comprehension and motivation. The results of this study will also shed insight on the benefits of dynamic assessment for improving students' reading comprehension in related contexts.

Literature Review

Dynamic Assessment (DA) is a more recent idea in the field of language acquisition that seeks to replace the traditional evaluation with the idea that assessment and instruction are two sides of the same (Rahman et al., 2022). The term "dynamic" should probably only be applied to methods where the interaction is more in-depth, where there is actual teaching going on (instead of just providing answers, but rather cognitive tools), and where there is a conscious, deliberate effort made to bring about a change in the subject. Further, (Soto et al., 2019) Reading comprehension accuracy for text-based questions, which rely on a cursory understanding of texts, was positively related to students' performance on those questions, while performance on inference-based questions, which demand a deeper comprehension of the text because they call for connecting what is read with prior knowledge of the topic, was significantly positively related to reading comprehension accuracy for those questions. According to (Allinder, 2016), efficacy is an important concept for teachers and teacher educators, both teaching and personal efficacy appear to be related to how teachers perceive their roles, conduct instruction, and interact with students).

Efficacy in education is a complicated idea that may be seen from a number of angles. It

generally refers to how well an educational program or intervention accomplishes the stated objectives or results. Assessment is a process that uses to improve students' quality after evaluation (Rahayu, 2022). In addition, (S. A. Smith, 2020) explained dynamic assessment is a method form, or both of assessment theoretically rooted in the work of developmental psychologist, Lev Vygotsky. Furthermore, (E. H. Smith et al., 2021) Reading comprehension is a condensed version of traditional, passage reading comprehension assessments. Reading comprehension abilities can be enhanced with the use of effective reading education and interventions.

This study differs from earlier research, numerous earlier studies have concentrated only on quantitative data to examine the effects of implementing dynamic assessment on English classroom students' reading comprehension. Additionally, earlier studies have also covered the use of dynamic assessment as a technique to enhance students' reading comprehension. The study also studies how students' perceptions are affected by the use of dynamic assessment in reading comprehension and how students can inspire others through their reading comprehension. According (Rahayu, 2022) using dynamic assessment to reading comprehension as an intervention strategy to improve student learning outcomes in high school settings and to improve student motivation, engagement, and learning outcomes, the study can also help in the development of fact-based teaching and learning approaches.

Method

The author uses a mix method in this study employed a mixed method to analyze the test score reading, the quantitative method was used in this study. An open questionnaire was used in the qualitative method to examine students' perceptions. According to (Creswell, 2014), research design: Qualitative, quantitative, and mixed methods approaches. The research design is a critical aspect of the research process because it shapes the quality and validity of the results and conclusions. It is important for the study to carefully select and implement an appropriate research design to ensure the accuracy and reliability of their findings.

Mixed methods research (also called mixed research in this article) is becoming increasingly articulated, attached to research practice, and recognized as the third major research approach or research paradigm, along with qualitative research and quantitative research (Johnson, 2007). The reading test and an open-ended questionnaire were the instruments the author employed in this study. A reading test served as a tool for determining students' reading comprehension skills. The use of an open questionnaire helped this study better understand how students felt about their treatment's use of dynamic Assessment.

In collecting the data, the author did these following steps first, the author got the approval to research. The author accomplished this by asking for permission to conduct research in SMA N 2 Rembang. Second, Two classes are chosen by the author. The author chooses two research categories in this step. Third, The author test reading ability. Students of class XI IPS 1 and class XI IPS 2 were given a reading test by the writer. Fourth, In the pretest, the author included a reading test and then the author used dynamic assessment to manage students in the XI IPS 1 class. Next, in the posttest, the author administered the reading test and the author provided the post-test score. Last, The author provided the open-ended survey. The author provided the experimental group with an open-ended questionnaire. In this study, method data analysis is used to assess the qualitative data gathered from students' perceptions. Additionally, using

SPSS 22, the quantitative analysis looked at the reading exams from the pretest and posttest.

Finding and Discussion

1.1. Reading Comprehension Achievement of Students Who were Exposed with Dynamic Assessment

The teaching-learning processes in experimental class used dynamic assessment methods. The reading pre-test in the experimental class was administered by the author. The pre-test reading exam was the basis for the author's division of the thirty students into three groups. According to their pre-test results, the author separated the thirty students into three groups. The scores of students in the experimental class are shown in this table.

Table 1: Students' Pre-Test Score in Experimental class

Students' Code	Students' Pre-Test Score	Score's Categories	
E-1	74	C	Average
E-2	54	E	Bad
E-3	56	D	Poor
E-4	70	C	Average
E-5	74	C	Average
E-6	80	B	Good
E-7	76	B	Good
E-8	58	D	Poor
E-9	76	B	Good
E-10	78	B	Good
E-11	64	C	Average
E-12	76	B	Good
E-13	78	B	Good
E-14	58	D	Poor
E-15	70	C	Average
E-16	62	C	Average
E-17	74	C	Average
E-18	78	B	Good
E-19	70	C	Average
E-20	68	C	Average
E-21	72	C	Average
E-22	78	B	Good

E-23	82	B	Good
E-24	64	C	Average
E-25	54	D	Poor
E-26	58	D	Poor
E-27	76	B	Good
E-28	78	B	Good
E-29	54	D	Poor
E-30	60	C	Average
E-31	64	C	Average
E-32	68	C	Average
E-33	70	C	Average
E-34	82	B	Good
E-35	62	C	Average
Mean score	69.03	C	Average

The high-level group included twelve students. There were sixteen students in the average level group. There were seven students in the low-level group. The average results of the pre-test in the experimental class were displayed in this table. The score at level C, or average level, is shown in this table 4.1 as being 69.03.

The author administered the reading test as part of the post-test in the experimental class at the employing dynamic assessment as treatment. The post-test was used to gauge the performance of the experimental class's students. Table in below displays the test results for the experimental class.

Table 2: Students' Post-Test Score in Experimental class

Students' Code	Students' Post-Test Score	Score's Categories	
E-1	78	B	Good
E-2	90	A	Excellent
E-3	92	A	Excellent
E-4	90	A	Excellent
E-5	76	B	Good
E-6	74	C	Average
E-7	94	A	Excellent
E-8	78	B	Good
E-9	74	C	Average
E-10	90	A	Excellent
E-11	80	B	Good

E-12	94	A	Excellent
E-13	86	A	Excellent
E-14	84	B	Good
E-15	82	B	Good
E-16	86	A	Excellent
E-17	84	B	Good
E-18	90	A	Excellent
E-19	86	A	Excellent
E-20	96	A	Excellent
E-21	90	A	Excellent
E-22	88	A	Excellent
E-23	82	B	Good
E-24	92	A	Excellent
E-25	84	B	Good
E-26	94	A	Excellent
E-27	86	A	Excellent
E-28	82	B	Good
E-29	88	A	Excellent
E-30	80	B	Good
E-31	94	A	Excellent
E-32	90	A	Excellent
E-33	94	A	Excellent
E-34	82	B	Good
E-35	78	B	Good
Mean score	85.94	B	Good

The results of the post-test for students in the experimental class were displayed in this table. The reading test's post-test mean score was also shown in this table above.

1.2. Reading Comprehension Achievement of Students Who were Exposed without Dynamic Assessment

In teaching the control class, they are Not Exposed with Dynamic Assessment. The author administered the reading test as part of the pretest in the control group. The control class received the same treatment as well, the students in the control class were pretest using a reading test. The reading test administered as part of the pretest in the control class was the same as the reading test administered as part of the pretest in the experimental class.

This table displayed the results of the control class pre-test.

Table 3: Students' Pre-Test Score in Control Class

Students' Code	Students' Pre-Test Score	Score's Categories	
K-1	56	D	Poor
K-2	48	E	Bad
K-3	54	E	Bad
K-4	58	D	Poor
K-5	62	C	Average
K-6	54	E	Bad
K-7	58	D	Poor
K-8	70	C	Average
K-9	74	C	Average
K-10	58	D	Poor
K-11	68	C	Average
K-12	56	D	Poor
K-13	74	C	Average
K-14	78	B	Good
K-15	52	E	Bad
K-16	56	D	Poor
K-17	74	C	Average
K-18	60	C	Average
K-19	66	C	Average
K-20	62	C	Average
K-21	46	E	Bad
K-22	62	C	Average
K-23	80	B	Good
K-24	52	D	Poor
K-25	58	D	Poor
K-26	68	C	Average
K-27	56	D	Poor
K-28	76	B	Good
K-29	66	C	Average
K-30	68	C	Average

K-31	56	D	Poor
K-32	68	C	Average
K-33	66	C	Average
K-34	70	C	Average
K-35	64	C	Average
K-36	56	D	Poor
Mean score	62.50	C	Average

The pretest results for the control class were shown in this table. Table in displays the score at the C level and the value of 62.50. The average reading comprehension skill level in the English class. The author then provided certain tasks or formal tests that included narrative text material. The author administered the reading test to the students in the control class during the most recent meeting. The purpose of the posttest was to evaluate either the students' achievement in reading comprehension or their grasp of the subject matter. Table in displays the student's post-test results.

Table 4: Students' Post-Test Score in Control Class

Students' Code	Students' Post-Test Score	Score's Categories	
K-1	70	C	Average
K-2	72	C	Average
K-3	78	B	Good
K-4	80	B	Good
K-5	70	C	Average
K-6	72	C	Average
K-7	68	C	Average
K-8	84	B	Good
K-9	88	A	Excellent
K-10	70	C	Average
K-11	82	B	Good
K-12	72	C	Average
K-13	84	B	Good
K-14	88	A	Excellent
K-15	76	B	Good
K-16	64	C	Average
K-17	80	B	Good
K-18	66	C	Average
K-19	72	C	Average

K-20	74	C	Average
K-21	60	C	Average
K-22	64	C	Average
K-23	88	A	Excellent
K-24	68	C	Average
K-25	74	C	Average
K-26	72	C	Average
K-27	64	C	Average
K-28	86	A	Excellent
K-29	70	C	Average
K-30	78	B	Good
K-31	66	C	Average
K-32	78	B	Good
K-33	74	C	Average
K-34	82	B	Good
K-35	68	C	Average
K-36	70	C	Average
Mean score	74.22	C	Average

There were no appreciable differences in the test's outcome, as shown in this table, which displayed the average post-test scores in the control class. The score of level C, or average level, is shown in this table 4.4 as 74.22.

1.3. The Difference in Reading Comprehension Beetween a Student who are Exposed Dynamic Assessment at Those who are not Exposed with Dynamic Assessment

Descriptive statistic analysis is used in the measurement to determine whether the addition of dynamic assessment significantly affected reading comprehension in the experimental and control courses. In this descriptive analysis of our research data, the quantity of data, maximum value, minimum value, average value, and standard deviation are all provided. Table in displays the findings of the descriptive statistics analysis.

Table 5: Description of Experimental Class and Control Class
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experimen	35	54	82	69.03	8.763
PostTest Experimen	35	74	96	85.94	6.240

PreTest Control	36	46	80	62.50	8.597
PostTest Control	36	60	88	74.22	7.586
Valid N (listwise)	35				

According to the Deskriptive Statistics, the minimum pre-test score for the experiment was 54, the maximum was 82, and the average score was 69.03 with SD of 8.763, while the minimum post-test score for the experiment was 74, the maximum was 96, and the average score was 85.94 with an SD of 6.240. To continue, the Pre-Test grade level control minimum is 46, the maximum is 80, and the grade level average is 62.50 with an SD of 8.597. Finally, the Post-Test Kelas Control Minimum Score was 60, the Maximum Score was 88, and the Average Score for the Kelas was 74.22 with a Standard Deviation (SD) of 7.586. This table shows that the average value of the experimental class exposed to dynamic assessment in reading comprehension is higher than the average value of the control class. After measuring the descriptive data, there is a significant difference between the pre-test scores and post-test scores between the experimental class and the control class.

There is a substantial difference between the pre-test and post-test scores in the classes Experimental and Control after analyzing the descriptive statistical data. The Kolmogorov-Smirnov normalcy test using for both the control class and the experimental class. In this table provides descriptive data for significant differences as shown below.

Table 6: Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
student learning result	PreTest Experimen	.143	35	.066	.928	35	.024
	PostTest Experimen	.142	35	.071	.952	35	.133
	PreTest Control	.144	36	.057	.969	36	.397
	PostTest Control	.143	36	.060	.957	36	.171

The Kolmogorov-Smirnov normalcy test on SPSS 22 illustrates this in light of the normalcy Test. the results of the significance value (sig) for the pre-test Experimental Class score of 0.066, on the significant value (sig) of the post-test Experimental Class score of 0.071. While the results of the significance value (sig) for the control class's pre-test were 0.057 and the results of the significance value (sig) for the Control Class post-test were 0.060, respectively. As a result, it can be said that there is a sizable difference between pupils in the experimental class who are dynamic assessment and those in the control class who are subjected to regular learning.

1.4. Perception of Students Who are Exposed with Dynamic Assessment

In this study, the experimental class received open-ended questionnaire questions from the author. The open questionnaire consists of six questions, six of which are in English and six of which are in Bahasa. Students' opinions of the teaching-learning techniques used in dynamic assessment were included in the six questions.

Table 7: Transcript and Code

Transcript	Code
Q: Apa pendapat kamu tentang itu penilaian dinamis untuk pembelajaran reading? (What do you think about dynamic assessment for reading learning?)	
S2: "Learning English with dynamic assessment is easier and more fun, so there is a new atmosphere during the teaching and learning process in class".	Dynamic Assessment (DA) makes it easier to understand and enjoy learning in class
S10: "Learning dynamic assessment in my opinion is very effective because it can improve learning abilities that are fun".	
S21: "Learning English using Dynamic Assessment (DA) is not monotonous because it is easy to understand".	
S35: "I think learning dynamic assessment is very fun because it can improve reading comprehension easily."	
S30: "Learning English is easier to understand, because you can gain a lot of knowledge without having to think twice about sources from books or the internet, which incidentally use English.	
Q: Bagaimana cara guru dalam menggunakan penilaian dinamis untuk meningkatkan pemahaman membaca dan motivasi siswa dalam pembelajaran	

reading? (How do teachers use dynamic assessment to improve reading comprehension and students' motivation in learning reading?)

S1: "The experience that I got when applying dynamic assessment in class, I can do and cooperate with Dynamic Assessment (DA) assignments leads to the application of cooperative learning in groups".

S20: "According to my experience in applying dynamic assessment can improve the quality of learning in assessing assignments in groups".

S17: "Based on my experience in applying dynamic assessment to make reading learning more interesting, effective and effective so that students feel more comfortable in finding important information in reading texts."

S15: "The experience I get when applying dynamic assessment in class is because the learning process gets better, students become more active in answering questions, students are active in reading activities, students are brave and enthusiastic students are active in carrying out orders teacher to rewrite the contents of the reading conclusion.

S11: "According to my experience in implementing dynamic assessment it can increase enthusiasm in discussing and assessing assignments in groups. "

S9: "With the application of dynamic assessment I get a very important learning experience because it can broaden

Dynamic Assessment (DA) leads to the of collaborative, cooperative and effective learning.

knowledge which makes me not feel burdened."

Q: Menurut anda dalam penerapan penilaian dynamic pada proses pembelajaran reading, apakah hal tersebut bisa menambah keinginan anda untuk belajar membaca? (In your opinion, in the application of dynamic assessment in the reading learning process, can this increase your desire to learn to read?)

S8: "That's true because I am motivated to learn by applying dynamic assessment because it is easy to understand the context of English texts.

Dynamic Assessment (DA) can increase learning motivation because it is easy to understand

S3: "Yes, in my opinion, applying dynamic assessment can increase my vocabulary according to my ability level.

S14: "I answered yes because the application of dynamic assessment can improve reading skills or reading skills that are easy to understand in the context of English texts

S32: "That's true because with the application of dynamic assessment it is easy to understand the level or level of reading skill

S34: "Yes, applying dynamic assessment is very effective in improving my reading skills, much better and easier

Q: Apakah menurut anda penilaian dinamis dapat diterapkan pada mata pelajaran lain selain membaca? (Do you think dynamic assessment can be applied to other subjects besides reading?)

S23: "Dynamic assessment is an appropriate and useful tool in improving skills, especially in terms of reading and engagement in class. For this reason, it is important for English educators to

Dynamic Assessment (DA) can be learning that develops efficiently and dynamically

develop efficient learning by implementing dynamic assessment in it.

S22: "Assessment of attitudes is also a standard in making decisions on student attitudes or behavior. Attitude assessment is useful as part of learning to reflect or reflect the understanding and progress of individual student attitudes.

S33: "in my understanding Dynamic assessment is the integration of assessment and instruction in teaching activities to understand students' abilities by actively supporting their development which is conceptually based on sociocultural theory.

S28: "In my opinion dynamic assessment is done in stages for example in the classroom to enhance learning as well as promote student learning potential. In addition, dynamic assessment can be used as a tool to identify students' learning problems.

S5: "Dynamic assessment can also be used as a tool to identify student problems in learning.

S6: "Based on my opinion, dynamic assessment is very broadly open to other language skills such as listening, speaking and writing.

Q: Pengalaman apa yang anda dapatkan ketika guru menerapakan penilaian dynamic untuk maningkatkan reading comprehension and motivation anda? (What experiences did you get when the teacher used dynamic assessment to increase your reading comprehension and motivation?)

S13: "These assessments and observations can also be used as evaluation material. This assessment is used to improve the quality of learning and motivation of students in learning at school.

S25: "Assessment of students' attitudes is related to students' motivation and interest in participating in teaching and learning activities. Each learner has various kinds of responses to the learning activities he/she participates in. Also through the assessment, the teacher will assess how students' motivation and interest in learning are shown from when learning activities take place.

S29: "The teacher has a good role during the implementation of dynamic assessment in class. When studying in class, the teacher helps students who do not understand the purpose of teaching in the assessment."

S18: "Students' responsibilities are seen from when they take part in learning, readiness for exams, participating in school activities, and in doing assignments from the teacher. This attitude can be observed and becomes a benchmark in assessing students' attitudes, whether they are enthusiastic and have integrity or are lazy in learning

S27: "The importance of teachers to develop an interest in learning English is very much needed, teachers are

The teacher acts as a motivator, clarifier, facilitator, dynamist in implementing Dynamic Assessment (DA)

considered as a source of knowledge and learning resources by students .

Q: Bagaimana cara meningkatkan motivasi membaca pemahaman pada diri anda sendiri dalam penerapan penilaian dinamis (How to increase motivation to read and understand yourself in the application of dynamic assessment?)

S19: "Knowing the great benefits of reading, of course knowledge and insight. This collection of knowledge and insight is a source of knowledge that will lead me to wisdom. When I keep thinking about the benefits reading will bring me, I get excited.

S4: "Allocate a Special Time for Reading, that way the interest in reading that has been hidden so far begins to develop and become a habit. In fact, I read almost every day.

S12: "finding the right books, if you have found them you will have no trouble finding similar books that can keep you excited about reading so that you are able to foster even greater interest in reading.

S26: "forced oneself to read because viewing reading as something unimportant, usually people don't do it right away and then completely forget about it without realizing their latent interest.

S7: "Indirectly reading about book reviews, understanding of reading will be even better. I know that for sure because I really feel the difference in focus between reading with writing a review and reading without writing a review.

There are many ways to implement Dynamic Assessment (DA) to increase student motivation

This study focuses on the implementation and description of students' perceptions of dynamic assessment in reading comprehension in the English class of SMA N 2 Rembang eleventh grade. The aim of this study was to evaluate students' reading comprehension skills between the experimental class, which had dynamic assessment, and the control class, which underwent regular learning. According to (Suherman, 2020), dynamic assessment is a learning assessment that focused on student development by creating the collaboration between teacher (served as mediator) and learners with the primary goals of discovering learners' problems and offering relevant solutions. In the second finding, students in the experimental class who are subjected to dynamic assessment show a noticeable improvement. The results of the pre- and post-tests serve as evidence. The final finding is that there is a substantial difference between the experimental class and the control class. The results of both classes' tests serve as evidence.

Conclusion

The author calculated the average score for the control class, which did not get a dynamic assessment. The control group's pre-test score was 62.50. Scored at 74.22 on the posttest was the control class. There was a marginal improvement between pre-test and post-test results. This demonstrates that regular learning cannot help students' comprehension skills. The control class performed worse on the reading comprehension test than the group that received a dynamic assessment. Used dynamic assessment in the classroom to uncover students' opinions about learning English. Student perceptions such as; learning English with dynamic assessment is fun, dynamic assessment leads to the application of cooperative learning, and the application of dynamic assessment increases students' motivation to learn in class, and there are also many ways to improve reading comprehension by applying dynamic assessment.

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