

DYNAMIC ASSESSMENT IN THE WRITING FOR ACADEMIC CONTEXTS COURSE

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ABSTRACT

This study, focusing on the use of dynamic assessment (DA) in the Writing for Academic Contexts course, aimed to describe the use of DA in the Writing for Academic Contexts course and student scores after the application of DA. The study was conducted at the English Language Education Study Program, Faculty of Languages and Arts, Yogyakarta State University, from March 2022 to September 2022. The study involved two groups of the Writing for Academic Assignments course. The two groups were selected using a cluster sampling technique from eight groups in the English Language Education Study Program. The selected classes were Classes E and O, each consisting of 20 students so that in total there were 40 students as research subjects. The research data were in the form of quantitative data collected through assessment instruments, consisting of writing assignments and assessment rubrics. Writing assignments included writing comparison and contrast, chronological order, and cause and effect essays. For each type, students wrote two essays, one before the feedback and one after the feedback so that each student wrote 6 essays. Because there were 40 students, there were 240 essays as data sources. The data were analyzed using descriptive quantitative techniques to calculate the minimum score, maximum score, mean and standard deviation and paired samples t-test to compare writing scores before and after the feedback. The analysis was carried out using the IBM SPSS version 25. In general, the feedback as part of a dynamic assessment was able to increase the scores of all types of essays. This was indicated by the means after the feedback. The results of the descriptive statistical analysis showed that the means of all types of essays after the feedback tended to be higher than those before the feedback. However, not all of the increases were statistically significant.

Kata Kunci: Dynamic Assessment, Writing for Academic Contexts