Dynamic Assessment Approach to Enhance the University EFL Students' Ability on Listening to Learn

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Abstract. The University students' problems in learning listening give an impact on students' learning and achievement. This research objective is to scrutinize the role of Dynamic Assessment (DA) approach in enhancing the University students' ability in listening to learn. Previous researchers argue that DA Approach motivates students' critical thinking and activate students' prior knowledge in listening comprehension class. By using a *quasi-experimental* design, an author wants to find out whether DA is effective or not in enhancing the students' competence in listening class. The experimental and control class was designed to apply the treatment activities in listening to learn class. 40 participants of EFL students at private University in Semarang were divided into 20 in the experimental class and 20 for the control class. The data for investigation was taken from pre-test and posttest for both classes. DA Approach was applied in experimental and traditional approach was in control class. The SPSS used to analyze the data to see the descriptive analysis that is significance or not. Then, the result displayed based on SPSS tabulation that DA Approach was significant for EFL students in listening to learn ability.

Key words: Dynamic Assessment; EFL Students; Listening to learn

INTRODUCTION

The development of integrated technology greatly impacts the ability to master English and its teaching, both listening, reading, writing and speaking English skills (Bindu, 2016; Mafuraga et al., 2017; Sangra & Gonzalez-Sanmamed, 2010). The very initial ability that needs to be mastered is listening. Why listening is so important, this is because this first skill is a source of information and initial knowledge (Tyagi, 2013; Ramadhianti & Somba, 2021). Information is a very vital source because with information, someone will try to understand it and to improve their knowledge.

Listening skills are a detailed and complicated process because listeners must have sufficient ability to understand the information obtained (Rost, 2015), so that they can be used to communicate effectively and interactively through symbols and codes that are heard (Wang, 2020). So that with the ability to capture information in the form of symbols, codes and sounds, listeners will process creating meaning and then the process of communicating it properly and precisely.

This stage of the listening process, especially English which is a foreign language for Indonesian children from kindergarten to university level, is a stage of the listening process by processing different understandings of meaning. So that at every level of learning to listen to English, according to (Bingol et al., 2014) there will be obstacles faced by listening learners, one of which is the length of the text that is heard which greatly affects the level of understanding of each listener.

These problems occur in the scope of listening learning for students and English Education Study Program of EFL students, especially in learning Listening Comprehension. At each university, they can study this course in semesters 2,3 or 4 in the English Language Education Bachelor Program. The difficulties faced by University students throughout the Listening Comprehension learning process were aspects of the audio content they heard, aspects of the speaker conveying information, aspects of the listeners themselves, namely concentration and focus (Hamouda, 2013), as well as environmental aspects during the Listening Comprehension learning process (Bingol et al., 2014).

In the English Education Study Program at a number of universities, both public and private, students may enroll in the Listening Comprehension course from semesters 1 through 4, or even 5. According to research done by, the majority of students encounter similar challenges (Purwanto et al., 2021). According to this survey, the most common barriers and challenges for

students were their limited knowledge of English vocabulary, the pace at which foreign speakers deliver information, the speaker's accent, and finally, their inattention to what they were hearing.

Meanwhile, the Dynamic Assessment (DA) approach or the dynamic assessment that the author offers is an approach model that was introduced first based on Vygotsky's theory through the Zone Proximal Development (ZPD). According to Ebadi, Saman & Vakili (2015) that dynamic assessment is an assessment approach that is able to change students' abilities after learning to listen through the materials and training delivered. Meanwhile, Mediated Learning Experience (MLE) is an interaction that occurs between teachers and students in a comfortable and conducive atmosphere to solve information problems heard by students during the listening process in order to create new learning experiences (Seabi, 2012). The combination of the DA approach and the MLE method is expected to be an approach model to minimize student problems in the Listening Comprehension class.

With various student problems in the Listening Comprehension process, the researcher intends to develop a stage design in the form of a dynamic assessment approach model with the mediated learning experience method (MLE) for English Language Education students to provide new model innovations to facilitate the process of understanding. The information content that the students hear in English is an audio information in both short or long text. Researchers will answer research problems as follows: Is the dynamic assessment with experiential learning mediated through an effective intervention approach in learning Listening Comprehension in students of English education study programs. By this research question, it is hoped that the emergence of innovative new approach models will provide benefits for Listening Comprehension lecturers to be applied in the learning room, as well as for students and students it will be easier to understand the content of English information they hear.

Listening Comprehension learning is a compulsory skill course that must be possessed by students majoring in the English Education Study Program at any University. Listening Comprehension according to (Vandergrift, 1999) is a passive skill but requires an active process from students and a complex and complex process. Listening requires a process in it, namely

Bottom Up and Top Down processes as part of learning Cognitive Constructivism (Topolovčan & Matijević, 2017). The bottom-up process is the process of listening by learners starting at the word level, then sentences to meaning. While the Top Down process is a process where the learner needs to be raised first the experience that has been previously obtained in accordance with the topic to be heard. Learners can share experiences, expectations, comments, and opinions. By combining the two processes above, it will increase the learner's ability in Listening Comprehension and Critical Thinking skills (Sulistyowati, 2019).

So that in this learning process a teacher needs to create a listening learning atmosphere that is able to create learning where students can be more active in finding things, solving problems, collaborating and being able to think critically about everything that students do and hear (Gilakjani & Ahmadi, 2011). The Listening Comprehension learning process includes four components, namely an understanding of the differences in the sounds heard, an understanding of unfamiliar vocabulary, an understanding of the meaning of the information and an understanding of the content of the information that the students hear (Ahmadi, Seyedeh, 2016).

In addition, research on listening comprehension learning has also been carried out among researchers at home and abroad. According to research by (Pratiwi & Andriyanti, 2019; Reza, Zia Shah; YS, Syamsul Bahri; Erdiana, 2019; Jamal, 2020; Toni, Agus; Susilowati, Rini; Sartipa, 2020 and Hardiyanto et al., 2021) among others, factors that affect the difficulty of learning to listen generally include the learner's physical environment. According to additional research by Diora & Rosa (2020); Megasari (2021); other people, such as their reluctance to approach the lecturer with questions, the lecturer's explanations being delivered too quickly, and the lecturer's lack of encouragement are also some other aspects of learners' difficulty in listening. The research from Hadist et al., (2022), likewise confirms the finding that the most important difficulty factor is the element of poor audio recording quality with an indistinct speaker's voice.

Some of the studies above only explain the factors that influence listeners in the Listening Comprehension learning process, not yet on solving the problems needed to minimize the difficulty factor in learning. Some of the components of the Listening Comprehension

learning process mentioned above, along with their difficulties, will certainly end in the lecturer's achievement in determining the results of the learning assessment for students after completing the lesson. In language skills, listening is the first skill for language acquisition in learning English. After listening, reading, speaking and writing are the continuing skills although all integrated skills. According to Brown, H (2004) that the assessment of listening skills begins with the specification of goals or criteria adapted to variations in performance in listening skills.

Over the past few years, several studies have struggled to recognize and investigate several factors that effect performance variations in the assessment of listening comprehension tests such as research (Ashraf et al., 2016; Hashemi Shahraki et al., 2014; Révész & Brunfaut, 2013; Tavakoli et al., 2012). However, from these studies, only a few have paid attention to the diagnostic and dynamic assessment of listening skills. This assessment of listening skills is considered a judgment that haunts language learners (Bloomfield et al., 2010). Recently, there has been the application of a dynamic pedagogical assessment approach that originated from Vygotsky's theory, namely Socio Cultural theory (SCT) which is a new evaluation tool that opens new horizons in learning and assessing listening comprehension (Hashemi Shahraki et al., 2014). This Dynamic Assessment for listening comprehension is not an assessment to replace another assessment, but as a complementary assessment.

The results of the application of the dynamic assessment from the research of Nazari (2012); Hidri (2014); Hashemi Shahraki, et al., (2015) that dynamic assessment can be used as an assessment of the development of individual learners who are more effective for different learning needs. Learners are also able to construct meaning independently after working together in class through this approach. This dynamic assessment is also well suited for language learning assessments for all language classes that focus on the learner's potential rather than on ultimate achievement. In addition, dynamic assessment is also able to recognize various kinds of problems or difficulties faced by learners during the listening process (Mehrnoosh & Rassaei, 2015). In the dynamic assessment process during listening, there is a mediation process that is able to diagnose the development of the ZPD of learners and is able to build learning experiences during the listening process at micro and macro levels (Hashemi Shahraki et al., 2015; Poehner et al., 2014; Shabani, 2014; Taheri, 2016).

The results of the research of several researchers above regarding dynamic assessments that in this assessment there is a mediation technique. Mediation in dynamic assessment is the contact that occurs between the facilitator and the learner during the learning process. Izadi et al.(2018) research provides in his research that mediation can further increase learning support to improve listening skills. This mediation has two types of approaches, namely the interactionist approach and the interventionist approach (Mehrnoosh & Rassaei, 2015). Through mediation between teachers and students with an interventionist approach in dynamic assessment during the listening learning process, this is what researchers will design as a model in solving difficulties and problems faced by learners in the English education study program during the Listening Comprehension education process.

METHODS

Participants

In this study, the authors noticed that there are quite a lot of differences in scores between class E1 and class E2 in listening learning. There are forty students in the third semester English education study program, of which twenty E1 classes are the control class and twenty E2 are the experimental class.

Instrumentation

The data was gathered using a pretest and a posttest. Prior to the trial, both the experimental group and the control group performed a pre-test to assess their listening act abilities. The pre-test covered a single listening topic. All of the participants were used to the static, or conventional, way that the pre-test was managed. The three-session treatment regimen began after the pre-test. During each period, the researcher acted as a teacher, introducing a subject for listening and giving criticism. After three therapy sessions, the speaker controlled a post-test to the audience. The post-test covered the same listening topic as the pre-test.

Research Procedures

This study implemented a quasi experimental study to find out that DA approach could improve the students' capability in listening to learn. Ary, Donal; Cheser Jacob, Lucy; Surensen, Chris;

Razavieh (2010) writes that Quasi experimental s a research design in which two groups are designed in control and experimental to be compared in a real situation. Then the writer in this study conducted treatment for four weeks.

Both groups were tasked with listening to the character attributes the topic throughout the first week. Each participant in this activity received a paper sheet containing fifteen questions on the subject that needed to be heard. They were instructed to listen to the audio and locate solutions in accordance with the listening topic that was provided. Then, as the pretest data, the responses to the listening exercise were computed. The control group's students received typical instruction in listening to learn during the second week. The speaker simply explained how to respond to the fifteen questions on the theme of character traits using the traditional approach in this case. They next took a listening exam to gauge their understanding of the material. Based on the information in an audio, they had to respond. The teacher and the students did not converse or mediate during the listening and response procedure.

Following the pre-test, the DA was utilized in the experimental group. The sandwich format of the DA was employed. The mediation was conducted in this fashion after the pre-test and before the post-test. The students were given a test to gauge their grasp of how to respond to the listening questions after the explanation. The students received assistance throughout the test in the form of clues, enlightenments, stimuli, ideas, and primary questions. During this test, the instructor looked about and noted how each student was doing. When a teacher noticed that a student was having trouble answering questions while listening to the audio, they provided some tips and explanations on how to resolve the issue.

When the teacher saw that some students had written their replies to the comprehension questions inaccurately, she promptly provided corrections and advice on how to fix the mistakes. The lecturers urged the students to form groups and discuss the challenges they encountered after the meeting. These issues were assessed in order to enhance their subsequent listening practice.

The students were given different questions in the third week, although it was still about the same subject. The approach used in the control group was the same as it was the week before. Professors did not administer the tests; the lecturer did. The experimental group, however, undertook mediation. This week, in a slight departure from the former week, the lecturer required the pupils to answer the questions on their own when they encountered difficulty. In the preceding class, the lecturer observed the students alone, then made an effort to identify any flaws or mistakes, the students made when responding to questions regarding the subject. The lecturer in this class allowed the students to ask some questions about listening to acquire "Character Traits" responses in addition to simply observing the students. The instructor provided several students with cues, advice, prompts, and leading questions. A posttest was given to both groups in the fourth week. To eliminate any subjectivity, the pretest and the posttest outcomes were manually corrected for. Two different raters each looked at one of the outcomes. SPSS was used to examine the data after it was gathered.

RESULTS AND DISCUSSION

The SPSS program was used to review the study's data, and it was then analyzed using a table of paired-sample statistics for experimental and control groups.

Table 1. Statistics on Paired Sample

		Mean	N	Std.Deviation	Std.Error Mean
Control	Pretest	69.3778	20	6.62226	1.53455
	Posttest	75.9333	20	9.23645	2.45677
Experimental	Pretest	74.3667	20	7.16587	1.92356
	Posttest	86.9000	20	5.97860	1.67874

The table shows that the Mean pretest score for the experimental group was 74.3667 while the mean pretest score for the control group was 69.3778. This result shows that the two groups are very different from one another. The average score of the treatment group is about 86.9000 on

the posttest, compared to 75.9333 for the control group. There was a substantial improvement between the pretest and posttest scores in the control group, rising from 69.3778 to 75.9333. The experimental group also shows a significant change between the pretest and posttest, varying

from 74.3667 to 86.9000.

The paired-samples t-test was used to determine whether the difference between the control group and the experimental group was significant. The outcomes of control and experimental groups' paired-sample t-test are displayed in Table 2.

Table 2. The Result of Paired Sampe T-test

	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Control	7.64886	8.23477	1.78254	3.655	.003
Experimental	13.63444	4.54561	1.26012	10.788	.001

The results show a substantial improvement in the control group, with an importance value of 0.003 (p<0.05). Contrarily, the experimental group's significance level is 0.001 (p<0.05). This result shows that the experimental group has made more enhancement than the control group. This indicates that the Dynamic Assessment-based treatment in the experimental group is more effective than the treatment in control group.

This result is in line with other studies that demonstrated the benefit of the dynamic assessment in enlightening students' listening comprehension skills. This effectiveness is based on the strategy for the beneficial mediation and intervention in teaching and learning process that Dynamic Assessment employs. Dynamic Assessment helps students understand the content better since it gives them the chance to express what they have comprehended and have not throughout the test's administration. By consulting this problem, the students can directly and accurately establish the solution.

DA is centered on the growth of the learning process and it aids in recognizing the students' developing skills (Izadi et al., 2018 and Taheri, 2016). This identification is made during the mediation process when test instructions during the second and third weeks of testing provide hints or clues. By determining how many clues the students require, this approach aids teachers in assessing the level of their students' comprehension. The students' present skill level improves with less hints. Due to the fact that each student has a varied understanding level, the lecturer can effectively assist each individual.

Additionally, DA assists each student in identifying their individual learning styles and listening capabilities. EFL listening is seen as difficult because learners must first locate the content idea in the source language before responding to comprehension questions in the target language. Their accuracy in the target language is lacking since the target language has a distinct structure and lexicon. As a result, the

teachers' guidance enables the students to identify their areas of weakness and limited listening skills. It is possible to properly provide the appropriate treatment to improve their capacity by recognizing their potential. Additionally, this self-rating gives the students the chance to become independent in the improvement of their own talents (Shokoufeh. & Ebadi, 2019 and Diora & Rosa, 2020).

Last, but not least, using DA helps pupils feel less anxious. Throughout the examination process, students frequently experience anxiety and nervousness. According to the DA approach, lecturers should intervene in each student's assessment process to encourage them. Since they can seek assistance if they run into difficulties throughout the testing process, this exercise helps pupils to feel at ease. Some kids might be reluctant to share their difficulties, but when the mediation method is used, the teachers actively engage the students, making it easier for students to do so.

CONCLUSION

Based on the results, it can be said that DA implementation has at least three positive effects on students' ability to listen and learn. First off, DA aids teachers in compiling data regarding pupils' comprehension of the listening process. The teachers can determine the pupils' skill level by interacting with them. Second, DA assists pupils with self-evaluation or self-rating of their listening process. Direct engagement with the teacher gives the pupils some useful feedback that helps them develop their skills. Last but not least, as DA is primarily concerned with assisting students in finding solutions to problems during the listening to learn process, DA enables students to lessen their anxiousness. Thus, it can be said that DA significantly contributes to the improvement of pupils' aptitude. It should be noted, nevertheless, that a variety of factors influence pupils' success in the classroom. Therefore, additional research involving a variety

of other factors is required to determine the other functions of DA in enhancing students' listening comprehension of audio content.

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