

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions of the researcher on the research findings discussed in the previous chapter. In addition, suggestions related to research results are also presented in this chapter.

#### 5.1 Conclusions

In the previous chapter, it has been described that 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 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 ( $H_0$ ) 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.

## **5.2 Suggestions**

Based on the conclusions described above that DA has an effect on students' vocabulary mastery, the researchers also proposed the following suggestions:

### **5.2.1 For Students**

Students should have a sense of fun in learning English. If students feel happy in learning English, then they will easily absorb the lessons given. Students who are able to absorb learning well will be able to master the vocabulary quickly. Confidence to express opinions, ideas, questions, and understanding is also needed so that students can interact well in class.

### **5.2.2 For the Teachers**

In classroom learning, teachers must be more sensitive to students' moods for learning. Teachers need to make the class atmosphere enjoyable so that students feel comfortable to participate fully during learning. The teachers also need to give feedback to every student who raises questions, opinions or ideas so that students feel that the teacher pays attention to and appreciates every effort that students put out.

### **5.2.3 For Other Researchers**

It is suggested that this research can be a reference for conducting and developing research on similar topics. Future researchers are expected to be able to investigate deeper related to the effect of DA on mastery of English in students with different methodologies and different skills such as speaking, listening, reading or writing.

