

CHAPTER VI: CONCLUSIONS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR THE FUTURE RESEARCH

The previous chapter has described the students' opinions on the implementation of dynamic assessment in reading comprehension and in the teaching reading. It has presented the findings and the discussion of the interview.

This chapter reports the conclusions, limitations of the study, and some recommendations for the future study. Conclusions are built up on the basis of data analysis as discussed in Chapter IV and V. Some limitations of the study are exposed to provide guidance and information to conduct better further research. Then, recommendations are addressed to those who are involved in developing students' reading comprehension performance as well as those who are interested in conducting further research.

6.1 Conclusions

This research was conducted to investigate how the implementation of dynamic assessment affect student reading comprehension performance and to reveal students' opinions through the implementation of dynamic assessment in the reading comprehension performance. Dynamic assessment was infused in the teaching reading to seek the effectiveness of this technique in improving the students' reading skills. This research was conducted in one private university in Bandung and the participants were a reading class of fourth semester students of English Department. In this study, the researcher acted as the teacher (mediator). Based on previous data and discussions, some conclusions could be drawn as follows.

First, the implementation of dynamic assessment did affect the students reading comprehension performance which could be seen from the functions of mediational strategies namely managing the interaction, identifying the problems, overcoming the problems and promoting language development and reading skills competence. These functions were arranged from implicit to explicit based on the strategies given to assist and mediate the students in reading comprehension

performance. These functions had been analyzed in order to reveal the students' problems and development in reading comprehension skills and to promote the use of these skills. In the mediational typology, there were eight moves which are described and illustrated to portray the students' problems and the use of each mediational moves of dynamic assessment in reading comprehension classroom. The implementation of dynamic assessment based on the mediational moves given showed the effect of dynamic assessment in the students' reading comprehension performance.

Then, dynamic assessment was also infused in the teaching reading which was divided into three stages namely pre, while, and post reading activities. Dynamic assessment was mostly applied in while reading activities stage. The mediation provided during the dynamic assessment was focused on the five of reading skills including identifying main ideas, making prediction, making inferences, using context clues to predict the meaning of the words, and reading for details. The tests' results indicate that dynamic assessments improved the students' reading comprehension performances in those skills.

Moreover, based on the data from the interviews, the students showed positive opinions on the implementation of dynamic assessment in their reading comprehension performance. The students stated the mediation provided in dynamic assessment was useful and helpful for them. The mediation revealed their reading problems to comprehend the texts especially English texts and the students also stated that following the mediation added their knowledge of the reading strategies. However, there are some suggestions made related to the improvement of the mediation program applied such as the simplicity of the instruction given and adding games in the activities.

6.2 Limitation of the Study

Several limitations need to be acknowledged and addressed with respect to the present study. They are related to the object of the investigation, the length of the study, and the role of the researcher.

The first limitation of this study is related to the object of the study. This study investigated reading comprehension performance which focused only on the five skills namely identify the main idea, making prediction, using context clues to predict meaning of words, making inference and reading for details. There are many reading skills which were not included in this study such as outlining logical organization of the text, identifying genre of the text and its purpose, and recognizing writer's purpose, attitude and tone. Besides, this study was focused on assessing reading based on the skills which were limited. The result of this study would be much better if all of reading comprehension skills and levels are included. In addition, this study only investigated students' opinion on the implementation of dynamic assessment reading comprehension performance and in the teaching of reading especially excluding the teacher's perceptions. The result of the study could be much better and comprehensive if the teacher's opinions were also investigated.

The second limitation concerns with the length of the study. The time allocated in the mediation program was indeed inadequate as the duration of the mediation students' development in the reading strategies which is in this study was conducted only for eight meetings and 90 minutes for each session. Some of dynamic assessment practitioners state that dynamic assessment needs lots of time in tracking the students' development and it is time-consuming (Deutsch & Reynolds, 2000, Ableeva, 2010 p. 368). Moreover, since the implementation of dynamic assessment only for eight meetings, not all of the students had given mediation in order to develop and improve their reading comprehension skills. The result of the study could be more portrays the students' development if it was conducted in longer periods in each session of the mediation program.

The last weakness of this study is related to the role of the researcher who acted as the teacher as well. In this study, the researcher involved in studying and applying her own teaching and assessing, which could affect the interpretation of the data. Moreover, teacher's role as the interviewer in the interview session revealed another limitation of this study. The interviewees' tendency not to offend

the interviewer who was also the teacher seemed to be greater, and this to some extents has great impact to the results of the study.

6.3 Recommendation for Future Research

Based on the findings of this study and the previously mentioned conclusions, the following recommendations are proposed for future study:

1. That this study is replicated including more reading strategies and skills to more clearly identify students' problems in reading and promote their learning potential especially in reading. It is also recommended to take the teacher's opinions into the study. Teacher's opinion and experience on the dynamic assessment could determine the classroom application.
2. That this study should be conducted in a longer time of mediation program to deeply understand and investigate students' development in reading comprehension performance.
3. That this study should be conducted quantitatively which involved large number of participants or consisted of two classes, control and experiment class, in order to statistically test its effectiveness in promoting students reading potential.
4. That this study is undertaken in various contexts and levels of education to seek its effectiveness in helping students to promote their English as well as their reading abilities and also its applicability as one of classroom assessment.