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The Efficacy of Portfolio Dynamic Assessment Model for Language Learning: A Case Study in Universitas Negeri Surabaya

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Research Article

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Abstract

Background/purpose. The purpose of this study was to analyze the efficacy of the dynamic assessment (DA) Portfolio model for language learning in higher education. This study was conducted in the Indonesian Syntax classroom at Universitas Negeri Surabaya (Unesa).

Materials/methods. The learning topics selected in this study were syntactic functions concluding subject; predicate; object; and adverb. The participants of this study were Unesa students in the Indonesian Language and Culture Study Program. DA was conducted with the train-within-test designs. Tests were used in data collection techniques. Descriptive statistics were used for data analysis.

Results. DA was conducted on the topic of syntactic functions in Indonesian sentences. There are four sub-topics, namely subject, predicate, object, and adverb. In the four topics, two topics at the beginning required intervention because students' test scores were low, namely a mean score of 47.18 on the subject and 40.26 on a predicate. After that, there was an increase in scores to 67.44 and 79.74. The last two topics have met the learning targets, namely 67.18 on objects and 85.13 on adverbs so no additional intervention is needed. This can be influenced by student interaction on the two previous topics. DA by integrating tests and interventions. This intervention is in the form of feedback and reinforcement of the material.

Conclusion. DA Portfolio model in language learning in higher education is effective in improving students' language skills. This can be seen in the students' language skills improvement which are controlled according to the learning targets on each topic.

1. Introduction

The learning assessment perspective, which is associated with the cognitive development of students in language skills improving in the classroom, is considered an effective assessment and in accordance with the characteristics of language learning, namely process-based learning. One of the process-based learning assessments is dynamic assessment (DA). In recent decades, DA has been considered an interesting learning assessment approach to be implemented in the classroom (Özturan & Gürdal, 2022). DA is not focused on the end of learning but is carried out during learning. DA is carried out simultaneously in the learning process to determine student development from the beginning to the end of learning. In this process, teachers can monitor student development in real-time and can carry out several interventions that are adjusted to student development (Nasiri, 2020).

DA can be applied because of the matching characteristics between DA and learning processes. Language learning and DA have similarities, namely being process-based. Language learning is also oriented toward the students' development of language skills. It is also in accordance with the principles of DA. Several studies have confirmed that DA can be implemented in language learning, such as second or foreign language (Jeon, 2023; Lantolf & Poehner, 2011; Poehner & Infante, 2016; Tavakoli & Nezakat-Alhossaini, 2014), reading comprehension learning (Antika, 2014), listening skills learning (Ableeva, 2010), and others.

In Indonesia, DA is widely used in primary and secondary education, especially in EFL classrooms. This is influenced by EFL in primary and secondary education developing, English language skills as a foreign language (Ebadi & Bashir, 2021; Ebadi & Rahimi, 2019; Estaji & Ameri, 2020; Kazemi et al., 2020). In the implementation, students are required to develop their English language skills simultaneously so that DA topics are very appropriate to these conditions. However, research on DA in language learning in higher education in Indonesia is still limited. Therefore, in-depth research is needed on the DA Portfolio in language learning in higher education with case studies in Indonesia. In this study, language learning at Surabaya State University (Unesa) was used as a case because Unesa has a high reputation for developing language learning and teaching in Indonesia.

This study focuses on the efficacy of the DA Portfolio in a case study of language learning at Unesa. This study was conducted in the Indonesian Syntax classroom. The DA Portfolio in question is a tiered assessment of the development of students' competencies in mastering syntactic functions which include subjects, predicates, objects, and adverbs which are studied in stages. Furthermore, this study was conducted by analyzing the efficacy of the DA Portfolio in language learning with a case study at Unesa.

2. Literature Review

2. 1. The Concept of Dynamic Assessment (DA)

DA is derived from the Socio-cultural Theory (SCT) proposed by Lev Vygotsky (1989). In the SCT theory, it is stated that a person's cognitive abilities and mental conditions develop because they are influenced by participation in social activities and interactions with others. Human cognitive development occurs when external factors are transformed in the human mind psychologically, resulting in increased cognitive and mental strengthening. This can be seen in the cognitive development and mental conditions in children that occur from experiences of social interaction with adults (Nasiri, 2020). In class, students can learn and improve their cognition through social interactions with teachers and other friends. Furthermore, psychologically, each student constructs knowledge from the results of the interactions they have had.

If the psychological process of students is based on the results of social interactions that take place continuously, a complete understanding and learning objectives will be achieved. The

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achievement of these learning objectives is carried out with an assessment related to the mastery of the topics taught to students. DA as a type of learning assessment should be considered to assess and monitor students' cognitive development in a gradual, valid, and comprehensive manner (Harun et al., 2024). DA is intended as a type of assessment that is carried out integratively with instruction in learning that is oriented towards the process of student knowledge development. This means that DA is oriented towards an alternative form of learning evaluation that focuses on the student learning process that is integrated into the learning process.

DA is used to identify student competencies in learning in a gradual, interactive, and process-oriented manner (Jeltova et al., 2007). One example of its application is a gradual assessment of students learning a foreign language from the beginning of learning to the end of the program. In the process, teachers can consider the methods, teaching materials, and learning media used based on the assessment results at each stage. In addition, teachers can also monitor students' language development so that it can be controlled and improved according to learning objectives.

If traditional assessment is done by giving tests, assignments, and certain commands to students, DA is done through an interactive process between the assessor and the assessee. Another difference is also in scoring. Traditional assessment is oriented towards giving scores that indicate student abilities. DA is oriented towards the development of student abilities that are integrated into the learning process. Thus, DA not only evaluates student abilities but also provides intervention and confirmation in the learning process so that students can improve their abilities (Cotrus & Stanciu, 2014).

2. 2. The Implementation of DA

In its implementation, DA can be done with several approaches, namely 1) test-teach-retest, 2) learning test approach, 3) Graduated prompt approach, and 4) Testing-the-limits approach (Jeltova et al., 2007). Test-teach-retest is oriented to the implementation of the initial test, then learning, then retesting. This approach is almost the same as pretest-teaching-posttest. The results of the pretest can be used by teachers to identify students' initial abilities so that they can modify teaching materials and learning methods so that students' abilities can increase from the initial results. The learning test approach is carried out with 1) student cognitive analysis, 2) construction of a sequence of skills needed by students, 3) providing systematic feedback and continuous learning instructions, and 4) adaptive testing at each stage of learning. The graduated prompt approach is carried out with a pretest, providing instructions, posttest, and posttest with the help of instructions. The testing-the-limits approach is done by giving limited tests that are intended to provide modalities for students to improve their learning skills.

On the other hand, there are two implementation formats of DA, namely the test-train-test and the train-within-test designs (Dörfler et al., 2009). Understanding of the two formats can be seen in Figure 1.

From Figure 1 below, the test-train-test design is carried out by giving a test followed by teaching, then ending with a posttest. The design is like an experimental research design with one group pretest-posttest design. Train within test design is carried out by giving test 1 (item 1) followed by an analysis of the results of test item 1. If the results of item 1 are satisfactory (correct), test 2 (item 2) can be given. However, if students make a lot of mistakes, intervention (giving feedback or in-depth explanation) is given to correct student errors (Dörfler et al., 2009).

The second design (train within test design) is used in this study because the topics in the language learning class are delivered continuously. This is in accordance with the principle of DA, which emphasizes the process of developing student knowledge. The second design also maintains connectivity between tests and interventions so that the relationship between assessment and

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learning is carried out in an integrated manner (Haywood & Lidz, 2007; Kafipour & Khoshnood, 2023; Kazemi et al., 2020; Kumar et al., 2023).

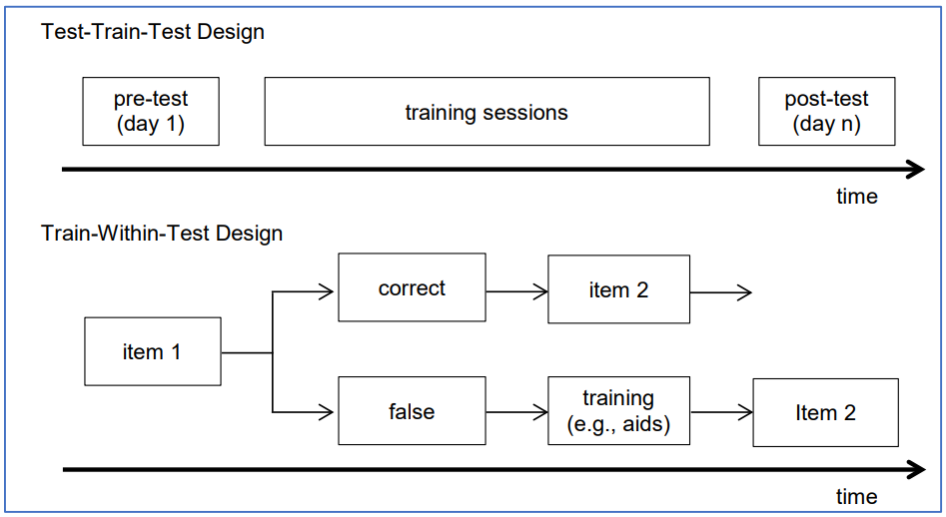

Figure 1. The Test-train-test and The Train-within-test Designs Pada Dynamic Assessment

3. Methodology

3. 1. Research Design

This study uses a quantitative method because it is oriented toward providing intervention through the implementation of the DA Portfolio model in language learning in Indonesian Syntax classes at Unesa. The data collected were in the form of student learning outcomes, which reflected the development of their language skills after being given treatment. Data analysis was carried out using descriptive statistical techniques to describe and conclude the results of the study based on the distribution of student scores in detail and systematically.

The DA Portfolio design used in this study is training within the test. Data were obtained from tests on each topic in learning Indonesian syntax, which included 1) subject topic, 2) predicate, 3) object, and 4) description in Indonesian. These topics are presented periodically. Interventions are carried out on each topic after the test is given. The emphasis of the intervention can differ between topics because it is adjusted to the results of the test given. If the average result of the test given on a topic is below standard, the intervention given can be higher than other topics, and a retest can even be carried out to ensure that the test results are above standard. The standard value determined in learning Indonesian Syntax is 65. This means that if the average value on a topic is below 65, high intervention is given, a retest is given to ensure that the topic is mastered by students. The research design can be seen in Figure 2.

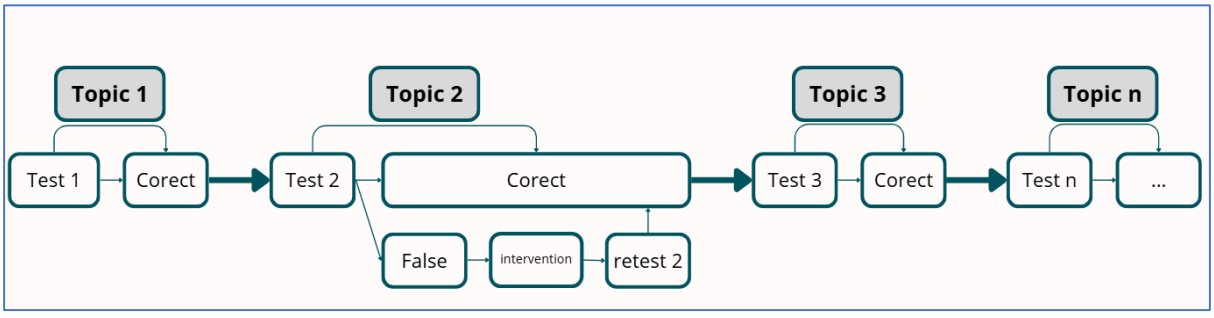

Figure 2. Research Design of Portfolio Dynamic Assessment Model for Language Learning with Train Within Test

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3. 2. Participants

Participants in this study were selected using the proportional sampling method. This method is used to ensure that the sample taken represents the entire population with the appropriate proportions, both in terms of gender and other relevant characteristics. This technique is considered logical because it can provide an even and representative distribution of the population of students in the Indonesian Language and Literature Education Undergraduate Study Program who are taking the Indonesian Language Syntax course.

This study involved 39 third-semester students in the Indonesian Language and Literature Education Undergraduate Study Program at Surabaya State University (Unesa). All participants were in the age range of 18 to 19 years and had similar cognitive levels. They also had the same educational history, where in the previous semester, they had taken Linguistics, Phonology, and Morphology courses. The following is the distribution of participant data based on gender and age in Table 1.

Table 1. Details of Participants

No	Gender	Age		Total
		18 years	19 years	
1	Male	2	5	**7**
2	Female	5	27	**32**
Total		**7**	**32**	**39**

3. 3. Instrument

The research instrument is in the form of a test sheet to measure students' ability to analyze the given topics. The test is in the form of a list of sentences. Students are tasked with analyzing syntactic functions based on the given sentences. The test for each topic can be seen in Table 2.

Table 2. Details of Research Instrument

Test	Topic	Orientation	Number of Sentences	Criteria
1.1	Subject	Subject Identification	ten sentences	Mean score ≥ 65
1.n	Subject	Subject Identification	ten sentences	Mean score ≥ 65
2.1	Predicate	Predicate Identification	ten sentences	Mean score ≥ 65
2.n	Predicate	Predicate Identification	ten sentences	Mean score ≥ 65
3.1	Object	Object Identification	ten sentences	Mean score ≥ 65
3.n	Object	Object Identification	ten sentences	Mean score ≥ 65
4.1	Adverb	Adverb Identification	ten sentences	Mean score ≥ 65
4.n	Adverb	Adverb Identification	ten sentences	Mean score ≥ 65

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Test sheets and meetings can be more than planned above because they depend on the achievement of test results on each topic. This happens if on a topic the average score obtained by students is below 65, intervention and retest can be given again to improve students' understanding of the topic. Meanwhile, the sentences submitted to students on the test can be major, minor, intervention, and other sentences.

3. 4. Procedure

The DA model in this study was carried out with two activities, namely gradual tests and interventions on four topics, namely topic 1: subject, topic 2: predicate, topic 3: object, and topic 4: adverb. The tests were carried out with a focus on analyzing the subject, predicate, object, or adverb in 10 selected sentences from various news sources and online articles for each topic. The results of the tests were used as a reference for providing interventions to improve low test scores. The intervention was carried out by reinforcing material that students had not mastered in terms of explanations, providing examples, and discussing cases. In addition, interventions were also carried out in terms of providing feedback, which was carried out by reviewing students' answers to questions on the previous test. This was implemented in order to improve students' mastery of the material.

3. 5. Data Analysis

Data analysis was conducted by analyzing the development of students' abilities in mastering the syntactic functions of the Indonesian language. Descriptive statistical calculations on the test results in each topic were used to analyze the data in this study. The descriptive statistics are oriented towards calculating the average, percentage, and frequency distribution of students' test scores on each topic. The statistical calculations used SPSS 21.0. Furthermore, the descriptive statistical results of a particular topic were compared with the descriptive statistical results of other topics. In addition, the comparison of scores on the last test, namely the identification of syntactic functions in general, was also compared with the results on previous topics to analyze the efficacy of the DA Portfolio in language learning in the Indonesian Syntax class.

4. Results

To analyze the efficacy of the DA Portfolio in language learning, documentation of the test results on topics 1-4. In accordance with the Train Within Test design, each topic is tested, and then the test results are analyzed. If the test results are <65, intervention is carried out to improve student understanding; then a retest is carried out. If the score is ≥ 65, the next test and topic can be carried out. This section presents the test result Portfolio on each topic as follows.

4. 1. DA in The Topic 1: Subject

On the subject matter of topic 1, a 1.0 test was conducted to analyze students' abilities on the subject. The results of the 1.1 test can be seen in the descriptive statistics in Table 3 below.

Table 3. Descriptive Statistics of Score Test 1.1 in Topic 1: Subject

	N	Minimum	Maximum	Mean
Test 1.1	39	10.00	80.00	47.18
Valid N (listwise)	39			

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From Table 3 above, it is found that the minimum score obtained by students on topic 1: Subject in Indonesian sentences is 10, while the maximum score is 80. These results indicate that no students have scored 90-100. The average score of students on test 1.1 is 47.18, so it can be said that additional intervention is needed on topic one subject because the average score on topic 1: Subject <65.

The intervention on Topic 1: Subject carried out is the provision of material about the subject in Indonesian sentences. The emphasis on the subject material carried out includes emphasizing that the subject refers to the word or phrase that is the center of the sentence, and not all words or noun phrases occupy the subject. This means that verbs, adjectives, and numerals can occupy the subject in Indonesian sentences.

Intervention is also carried out by providing feedback on question items that the majority of students make mistakes. This aims to provide confirmation and improve students' understanding of the subject in Indonesian sentences. The intervention functions as a control of students' mastery of Topic 1: Subject so that students truly master the subject in Indonesian sentences.

After the intervention was carried out, test 1.2 was conducted toassure the development of students' competence in Topic 1: Subject. The results of test 1.2 can be seen in the descriptive statistical results in Table 4.

Table 4. Descriptive Statistics of Score Test 1.2 in Topic 1: Subject

	N	Minimum	Maximum	Mean
Test 1.2	39	50.00	80.00	67.44
Valid N (listwise)	39			

From the table above, after the intervention in the form of strengthening the concept of subject in Indonesian sentences and providing feedback from students' answers on test 1.1, there was an increase in the score on test 1.2. The minimum score was 50, and the maximum score was 80. The average score on test 1.2 was 67.44. These results indicate that the learning intervention based on the results of test 1.1 had an impact on increasing student competence on Topic 1: Subject because on the second test (1.2), the average score obtained was 67.44. Analysis of the increase in results from test 1.1 to 1.2 can be seen in the frequency distribution of test scores 1.1 and 1.2 in Diagram 1 below.

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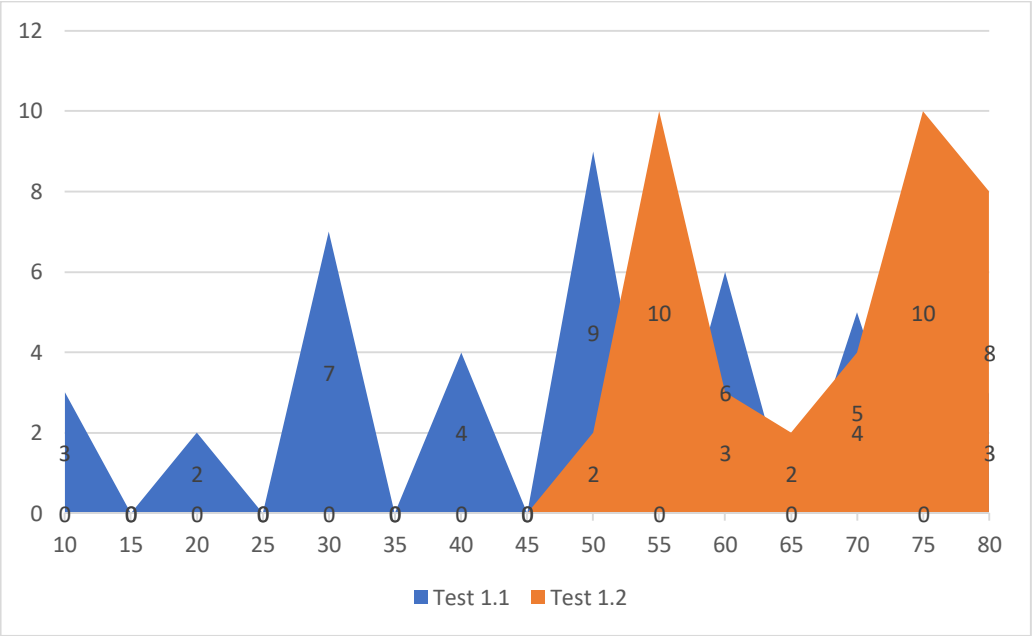

Diagram 1. Frequency Distribution Score Test 1.1 dan Test 1.2

From Diagram 1 above, it can be seen that students' abilities in Topic 1 have increased. The range of scores 10—50 is still obtained by students in test 1.1, but in test 1.2, the scores in that range are no longer there. There are several increases in the frequency of scores from test 1.1 to 1.2, namely at a score of 55 from 0 frequency in test 1.1 to 10 frequencies in 1.2; at a score of 60 from 3 frequencies in test 1.1 to 6 frequencies in 1.2; at a score of 75 from 0 frequencies in test 1.1 to 10 frequencies in 1.2; and at a score of 80 from 3 frequencies in test 1.1 to 8 frequencies in 1.2. These results indicate an increase in the frequency of scores in the range of 55 and above. Based on the description above, learning in Topic 1: Subject can be said to be successful (correct) so that it can be continued to Topic 2: Predicate by conducting test 2.1.

4. 2. DA in The Topic 2: Predicate

The predicate material for Topic 2 was delivered after ensuring that the average score on the test in Topic 1: Subject was above 65. Test 2.1, which measures students' abilities on the topic of predicates in Indonesian sentences can be seen in Table 5.

Table 5. Descriptive Statistics of Score Test 2.1 in Topic 2: Predicate

	N	Minimum	Maximum	Mean
Test 1.1	39	20.00	60.00	40.26
Valid N (listwise)	39			

From Table 5 above, it is found that the minimum score obtained by students on topic 2: Predicate in Indonesian sentences is 20, while the maximum score is 60. These results indicate that no students have scored 70-100. The average score of students on test 2.1 is 40.26. These results are below those of test 1.1 on Topic 1: Subject. From the average score of test 2.1, it can be said that additional intervention is needed on Topic 2: Predicate because the average score on test 2.1 is <65.

The intervention on Topic 2: Predicate that is carried out is also the same as the type of intervention carried out on Topic 1: Subject, but the emphasis on the content is different. The

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emphasis on the predicate material carried out includes an explanation that not all noun words or phrases occupy the predicate. This means that nouns, adjectives, and numerals can occupy the predicate in Indonesian sentences.

Intervention by providing feedback is also carried out on Topic 2: Predicate. Feedback was given on the majority of incorrect question items. After the intervention was conducted, test 2.2 was conducted. The results of test 2.2 can be seen in the descriptive statistical results in Table 6.

Table 6. Descriptive Statistics of Score Test 2.2 in Topic 2: Predicate

	N	Minimum	Maximum	Mean
Test 1.2	39	50.00	100.00	79.74
Valid N (listwise)	39			

From Table 6 above, there is an increase in the score on test 2.2. The minimum score is 50, and the maximum score is 100. The increase is very significant. The average score on test 2.2 is 79.74. These results indicate that the learning intervention based on the results of test 2.1 has an impact on improving student competence on Topic 2: Predicate because in the second test (2.2), the average score obtained is 79.74. Analysis of the increase in results from test 2.1 to 2.2 can be seen in the frequency distribution of test scores 2.1 and 2.2 in Diagram 2 below.

Diagram 2. Frequency Distribution Score of Test 2.1 dan Test 2.2

Diagram 2 shows there is a shift in frequency in the value zone <50 to >65. This shows that the increase in student mastery of Topic 2: Predicate is high. This means that the intervention, in the form of repeating the material and feedback on several questions in Test 2.1 about predicates in Indonesian sentences, is very effective. From these results, Topic 2: Predicate can be said to be successful (correct) so that it can be continued to Topic 3: Object by conducting test 3.1.

4. 3. DA in The Topic 3: Object

In Topic 3: Object, test 3.1 was conducted to evaluate the ability to analyze objects in Indonesian sentences. The results of test 3.1 can be seen in Table 7.

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Table 7. Descriptive Statistics of Score Test 3.1 in Topic 3: Object

	N	Minimum	Maximum	Mean
Test 1.1	39	30.00	80.00	67.18
Valid N (listwise)	39			

Table 7 displays that the minimum score obtained by students on Topic 3: Object in Indonesian sentences is 30, while the maximum score is 80. The average score of students on test 3.1 is 67.18. The results above are from Topics 1 and 2. At this stage, it can be said that students already know the pattern in learning the function of Indonesian sentences.

From the average result of test 3.1 (67.18), it can be said that Topic 3: Object was successful (correct) so that it can be continued on Topic 4: Description by doing test 4.1. With the success of Topic 3: Object, further study and emphasis on intervention on the topic is not needed. Thus, Topic 3: Object only lasts one meeting.

4. 4. DA in The Topic 4: Adverb

In Topic 4, Adverbs are taught by giving test 4.1 to students. The test is used to measure students' ability in analyzing the description aspect in Indonesian sentences. The results of test 4.1 can be seen in Table 8.

Table 8. Descriptive Statistics of Score Test 4.1 in Topic 4: Keterangan

	N	Minimum	Maximum	Mean
Test 1.1	39	20.00	100.00	85.13
Valid N (listwise)	39			

Table 8 shows that the minimum score obtained by students on Topic 4: Description in Indonesian sentences is 20, while the maximum score is 100. The average score of students on test 4.1 is 85.13. The results above are from Topics 1, 2, and 3. These results provide reinforcement that students have mastered the function of Indonesian sentences after DA was carried out through the Train Within Test design.

From the average results of test 4.1 (85.13), it can be said that Topic 4: Description was successful (correct). With the success of Topic 4: Description, further study and emphasis on intervention on the topic are not needed. Thus, Topic 4: Description only lasts one meeting.

4. 5. The Portfolio DA Model for Language Learning on The Indonesia Syntax Classroom in Unesa

The DA model Portfolio in language learning in the Indonesian Syntax class at UNESA is shown by the documentation of the scores from the tests given on each topic. The DA model Portfolio in language learning in the Indonesian Syntax class at UNESA can be seen in Chart 1 below.

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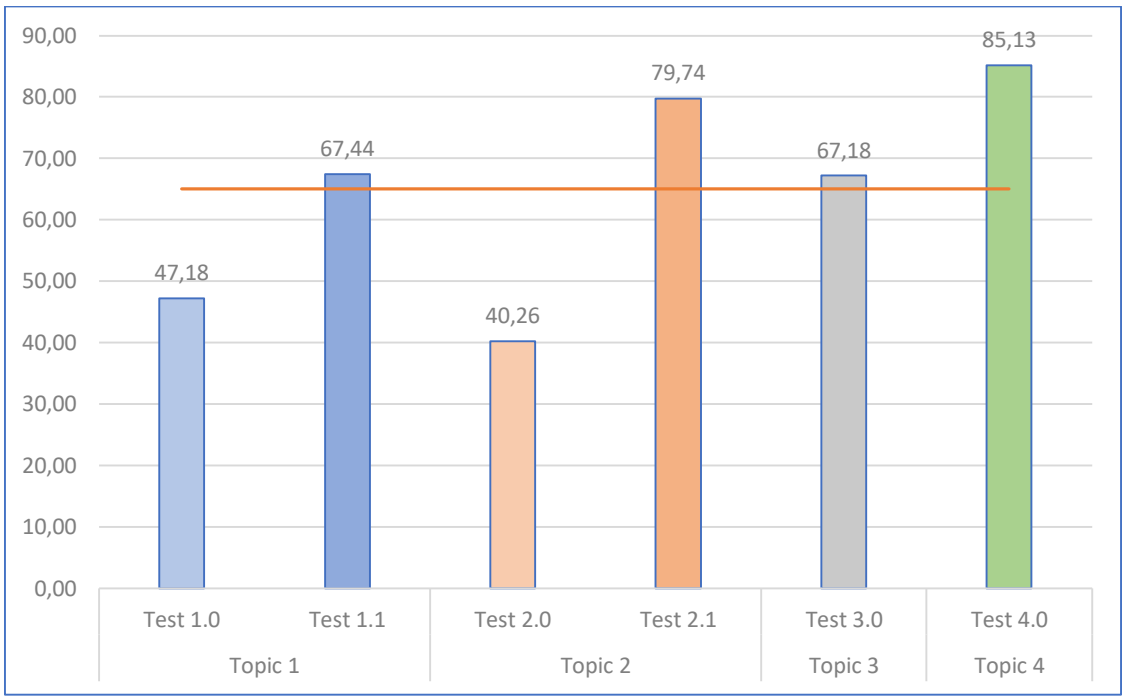

Figure 3. Bagan 1 Portfolio DA Model of Language Learning

From Chart 1, Topic 1 and 2 were conducted by giving two tests because the test at the beginning of the topic was below the minimum value standard determined. In Topic 1: Subject, two meetings were held with an emphasis on intervention on the Subject topic because in test 1.1, students did not master the subject well. Intervention was also carried out by providing feedback from the test given as an evaluation and confirmation to students.

The addition of tests and interventions in Topic 1: Subject was carried out as a form of control over improving students' abilities in syntactic functions in Indonesian, especially in the Subject topic. This was done because students' mastery of the subject can be said to be low. The delivery of Topic 2: Predicate is also the same as Topic 1: Subject because in test 2.1, the average score of students was also low, so additional intervention was carried out. The consequence is the addition of meetings because of the addition of intervention to improve and correct errors in the previous test.

At the Topic 3 and 4 stages, students' abilities in analyzing Indonesian sentence functions, especially objects and descriptions, have started to improve. This can be seen from the achievement of average scores on tests 3.1 and 4.1 which are above average. Therefore, no additional intervention and feedback are needed to increase or improve the scores on tests 3.1 and 4.1.

5. Discussion

The research results, found that DA had a significant impact on supporting the development of student competencies in language learning, especially in Indonesian syntax classes. These results support several research findings which state that DA has a significant impact on language learning (Kazemi et al., 2020; Khoshsima et al., 2016; Kumar et al., 2023). These studies confirm that the use of DA in language learning facilitates teachers to monitor results in real-time so that teachers can carry out additional interventions to control the development of student knowledge.

At the higher education level, the implementation of DA in language learning has also begun but is still limited to the EFL context (Ableeva, 2010; Anam et al., 2023; Antika, 2014). (Anam et al., 2023) confirmed that DA has a significant role in developing the English Grammar Mastery of Indonesian EFL Learners in Unesa. These results are also in line with the results of this study. However, DA research on language learning in higher education is still limited to EFL classrooms. This research can

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also be used to confirm that DA research on Indonesian Syntax at Unesa can be done. The results of this study are also not different from previous studies that link DA and EFL in higher education.

The stages in DA implementation can refer to several designs, such as the test-train-test and the train-within-test designs (Dörfler et al., 2009) or test-teach-retest, learning test approach, graduated prompt approach, and testing-the-limits approach (Jeltova et al., 2007). From these designs, DA implementation by considering the existence of teaching or intervention needs to be considered. DA implementation is not only oriented to the pre-posttest but also considers the implementation of teaching as one of the stages in DA implementation so that DA implementation is truly integrated with instruction in learning (Cotrus & Stanciu, 2014).

From this study, the train-within-test designs are highly recommended to be considered in the implementation of DA in language learning in higher education. In addition to giving tests, providing additional interventions to improve and enhance students' abilities is allocated when the test results are low. This shows that there are activities to control students' abilities so that they remain under control. Interventions can be carried out by lecturers by strengthening and adding materials.

In addition, interventions can also be carried out by providing feedback from question items on the previous test. This feedback is very functional in providing additional information for students so that they do not repeat mistakes (Er et al., 2021; Grigorenko, 2009; Kafipour & Khoshnood, 2023). This can also be seen from the results of this study on Topics 1 and 2. In test 1.1, the average student score was 47.18. After being given additional intervention and feedback, it became 67.44. In test 2.1, the average student score was 40.46. After being given additional intervention and feedback, it became 79.74. This shows that providing feedback can improve and enhance students' abilities in the Indonesian Syntax classroom.

Portfolios in the DA model in language learning can be done by referring to the implementation design of the DA model in language learning. In the train-within-test designs, Portfolios are carried out by documenting test scores from the beginning to the end of the learning plan. With the train-within-test designs, the number of test documents increases according to the needs of the learning process. More than one test is needed on certain topics. Sometimes, there are topics that only require one test. This depends on the results of students' abilities on the test on a particular topic.

In essence, the DA model Portfolio in language learning it has high efficacy (Bai et al., 2022; Torabi & Safdari, 2020; Zhang et al., 2023). This is also confirmed by the results of this study. In addition, the benefits of the DA Portfolio are regular and complete documentation of students' cognitive development artifacts in language learning. This can be used as data in learning evaluations and reference materials for improving future learning.

6. Conclusion

Based on the results of the study above, the conclusion of this study is that the DA model Portfolio in language learning in higher education can be said to be effective in improving students' language skills. This can be seen in the development of students' language skills, which are controlled according to the learning targets for each topic. DA can be done by integrating tests and interventions. Tests are used to measure students' abilities. The provision of intervention depends on the test results at the beginning of the topic. The intervention can be in the form of providing feedback and providing material reinforcement. Of the four topics, the first two topics require additional meetings to provide intervention because the students' test scores are low. Meanwhile, the last two topics have met the learning targets. This can be influenced by student interaction in the previous two topics.

Based on the results of this study, it is suggested that the DA model also be applied to language learning contexts that have gradual learning specifications, such as academic writing topics, text

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writing, and language skill learning, such as speaking, writing, listening, and reading. This gradual learning requires a systematic approach, where tests and interventions can be applied to identify and address learning gaps in a sustainable manner. For example, in the topic of academic writing, students can be directed through the planning stage, drafting the framework, drafting the content, and revision based on the feedback provided. Thus, this model can support the achievement of more optimal learning outcomes in language learning.

However, this study has several limitations that need to be considered, especially in the application of the DA model to process-based topics and learning that emphasizes interaction between lecturers and students. The application of this model takes a relatively long time because of the testing process, analysis of test results, provision of interventions, and further evaluation. In addition, the effectiveness of this model is highly dependent on the level of student participation and the involvement of lecturers in providing appropriate interventions. Therefore, careful time planning and support from all parties involved are needed to ensure the success of the application of the DA model.

7. Suggestion

Suggestions from the results are as follows:

The implementation of DA in language learning should be well planned because the implementation of DA takes longer than other assessments. DA is very good for use in topics that are tiered and gradual because the position of DA is carried out in an integrated manner with the learning process. Language learning is basically process-based. This integration needs to be well planned to ensure that the DA Portfolio can be said to be valid and reliable.

Future studies can adapt the methodology used in the study, especially in the implementation of with the train-within-test designs. This design is highly recommended because it can be implemented simultaneously. However, this design also has weaknesses, including the time required cannot be predicted because it follows the performance results of students in each topic.

Declarations

Author Contributions. All authors contributed to this research. Margana contributed to the literature review. Ari Purnawan contributed data and subsequently analyzed it. Yuyun Yulia contributed to the managed the writing of the article and prepared the paper for submission.

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