

ANALYSIS OF AUTHENTICITY OF TEACHERS' MADE ASSESSMENT AND ITS CONTRIBUTION TO STUDENTS' ENGLISH ACHIEVEMENT IN ELEMENTARY SCHOOLS IN BULELENG REGENCY

S. A. M. K. D. Natalia, A.A.I.N. Marhaeni, N. Dantes

Language Education Department, Post-Graduate Program
Ganesha University of Education
Singaraja, Indonesia

e-mail: {dewi.natalia,agung.marhaeni,nyoman.dantes}@pasca.undiksha.ac.id

Abstract

This study aimed at analyzing and investigating the authenticity of teacher's made assessment and its contribution to students' English achievement in Elementary schools in Buleleng regency. The authenticity of teachers' made assessment was seen in terms of teachers' assessment planning, assessment implementation as perceived by teachers, teachers' assessment implementation as perceived by students. This study was also intended in order to know the contribution of those aspects to students' English achievement. The research design for this study was Exploratory Mix-Method design, involving 33 English teachers. The data were collected through documentation, and questionnaires which were analyzed qualitatively and quantitatively. The result of data analysis showed that teachers' assessment planning, assessment implementation as perceived by teachers and students had sufficient level of authenticity. From statistical analysis, it was found that only teachers' assessment planning and assessment implementation as perceived by students which had significant contribution to students' English achievement. However, it was also found that the three aspects were integratedly gave significant contribution to students' English achievement. In conclusion, it showed how the teachers' assessments with its level of authenticity gave contribution to the students' English achievement.

Keywords: teachers' assessment authenticity, students' achievement

INTRODUCTION

In this globalization era, education has become one important aspect in human's life. This globalization era asserted the education to develop the competitiveness and open competition. By this new development, it created a new orientation of education that is to have a meaningful education in every level of education. Dantes (2008) stated that meaningful education can help the people to face the changing in their life while the meaningless education will only be a burden for the people. From this new orientation, it pointed out that education should provide a meaningful knowledge

and experience for the people which are relevant with their daily life. The meaningful education means that gives meaningful learning to students and this meaningful learning should provide the students with opportunities to be actively involved and engaged in the process of learning. Competency as pointed out in curriculum is knowledge, skills, attitude and value which should be mastered by the student which can be shown in solving the problem in real life situation. An individual can be said as competent when he/she has an ability which is reliable to face the demands in real life situation (Dantes, 2008). To assess the

competency, it needs an appropriate way of assessment.

Assessment is not only giving information about students' competency but also giving effect to the development of learning in the classroom. Assessment provides information about how well the students perform in relation to their competency. In collecting the information about the students' competency, it needs a continuous process. To obtain the accurate information, the assessment could not be done only in one time process only. Assessment should be done continuously where the teacher could monitor the students' development before making the decision. By doing this, the result of assessment will be valid to be used as the considerations in making decision. The competency needed by the students is related to what they need in the real worlds. As the result, the assessment should consider the tasks that demand the students to perform the application of their knowledge, skill, and ability in real life situation. The result of this assessment can be used to determine to what extent the students have achieved the learning objectives. Hence, what students had achieved will help them to solve the problem they may face in the real worlds. However, what had been shown lately became a critical issue in assessment practices. In classroom practice, assessment which is appropriate for the learning situation is usually neglected. Teacher tended to choose using the traditional one where the focus most on the students understand, memorize, recall, etc. Practically, teacher should focus on how to activate students' innate capability and bring it to the learning process. Teacher should be able to relate the material with real life situation and have the students perform their competency.

In reality, the students were only given several tasks without having practice how to use the knowledge, ability, and skills they have in the real life context. Consequently, the assessment conducted in learning process could not show what had been expected in doing the meaningful assessment. Most of the

classroom assessments still used the traditional ones. Multiple choice tests become one of the assessment that most frequently used by the teacher. Nitko (2001:145) defined multiple choice tests as tests which consist of one or more introductory sentences followed by a list of two or more suggested responses. It is the type of test where the students only need to cross one correct answer from some choices provided in the test. This objective type test has been shown to be able to measure the cognitive domains but not for the psychomotor and affective domains. Marhaeni (2010) stated that language learning has the purpose of using it for communications, thus, it means that objective tests cannot be the sole type of assessment used to measure competency.

The communicative nature of language learning could not be addressed by the objective type tests when they only measure the product of cognitive ability. As the problems of the implementation of objective type tests may occur, it is important for the teacher to take some consideration on the practice of assessment in teaching and learning process. Marhaeni (2010) stated that when the curriculum itself has been oriented to the competency-based, teacher should reconsider their over-reliance of objective type tests and begin to have more authentic assessment to monitor students' English language development. In this case, teachers should improve the authenticity of their assessments. Dochy, et.al. in Gulikers (2006:12) stated that authenticity is seen as one of the crucial elements of new modes of assessment representative of assessment culture. Gulikers (2006:12) stated two reasons for increasing authenticity of assessment. First, to measure as validly as possible whether a student is capable of functioning the world of work. It deals with construct validity to know whether the assessment assess what it aims to assess. Second reason is to stimulate students towards deeper learning and the development of professional skills. It deals with the effects of the assessment on students learning.

The concept of authenticity may be perceived differently by different people. What one person perceives as being authentic is not necessarily perceived as authentic by someone else. Thus, it is said that authenticity is both dimensional and subjective and practically based on someone's perception in which in this study are teachers' perception and students' perception. It can be said that what students perceive as being authentic is not merely the same as what their teachers see as authentic.

In relation with contextual teaching and learning, teachers need to design an assessment which requires the students to apply their competency in accordance with real-life situation. In this case, authentic assessment covers all the requirements needed in assessing the students' competency. Marhaeni (2010) defined authentic assessment as a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessment can be used to guide curriculum planning to collect and integrate ongoing information about each individual child's strength, interests, and needs. Moreover, authentic assessment allows teachers to develop realistic expectations for learning and to ensure that children are growing and developing on a typical continuum.

In accordance to the support of authentic assessment, there were some studies in assessment which pointed the use of authentic assessment in teaching. The first study was conducted by Rourke and Coleman (2011). They conducted a research in order to know the notion of authentic assessment and the role of e-learning can play as a teaching and learning tool to provide real world relevance to learning in higher education. They argue that educators should consider aligning course assessment to the real world relevance. Azim and Khan (2012) also conducted a research about authentic assessment. In their research, they analyzed the process of implementing authentic assessment as a learning tool in a school context of Pakistan school. In this

research, they found that there were changes in the role of stakeholders, especially the roles of teachers and the students. In the study conducted by Gao (2012), it pointed out that students must be involved in decision about classroom assessment. It is important for the teachers to know what the students perceived about the assessment planning and how the assessment influenced the students in teaching and learning process. It was also stated that the congruence between instruction and assessment enhances students' academic attitudes and efficacies and as the result, correlated significantly with student's academic achievement. From these researches, it described clearly how the implementation of authentic assessment had given good impact to the quality of the teachers' assessment and also to students' English achievement.

Based on those explanations, this present study was conducted in order to describe and find out the authenticity of teachers' made assessment and its contribution to students' English achievement. The authenticity of teachers' assessment is seen from teachers' assessment planning, assessment implementation as perceived by teachers, and teachers' assessment implementation as perceived by students. Specifically, this study will analyze 1) the authenticity of the English assessment used by the teachers in public elementary schools in Buleleng regency seen from the teachers' assessment planning, 2) the authenticity of the English assessment used by the teachers in public elementary schools in Buleleng regency seen from the assessment implementation as perceived by teachers, 3) the authenticity of the English assessment used by the teachers in public elementary schools in Buleleng regency seen from the teachers' assessment implementation as perceived by students, 4) students' English achievement after being taught by teachers' made assessment with its level of authenticity, moreover, this study was conducted to investigate there is significant contribution of 5) the teachers' assessment planning toward students'

English achievement, 6) the assessment implementation as perceived by teachers toward students' English achievement, 7) the teachers' assessment implementation as perceived by students toward students' English achievement, and 8) the teachers' assessment planning, assessment implementation as perceived by teachers and students toward students' English achievement in public Elementary schools in Buleleng regency.

METHODS

The research design of this research is using mix method design, specifically exploratory mixed methods design. It means that the data being gathered first were the qualitative data followed by quantitative data. In this study, the qualitative design will be used when answering the first, second, third and fourth research questions. The quantitative design will be used when answering the fifth, sixth, seventh, and eighth research questions about the contribution of the variables with its level of authenticity towards the students' English achievement. In this study, there were two variables namely independent variable and dependent variable. Independent variable was the authenticity of teachers' made assessment which was seen from three aspects namely teachers' assessment planning, assessment implementation as perceived by teachers, and teachers' assessment implementation as perceived by students. The dependent variable in this study was students' English achievement.

The population of this study is all Elementary schools in Buleleng Regency which in total there are 480 schools. Because of the limitation of the study, the area was divided into three, 1) East, 2) Center/City, and 3) West. In the east area, the district chosen is Sawan, in the center is Buleleng and Sukasada, and in the west is Seririt district. In this study, the sample was English teachers of Elementary school. In Sawan district, there were 10 teachers were being the samples, in Buleleng and Sukasada districts, there were 13 teachers were being the samples, and in Seririt district, there were 10

teachers were being the samples. In total, there were 33 English teachers which were being the samples of this study.

The data were collected through documentation (syllabuses, lesson plans, and teachers' assessment instrument), questionnaires, and interview. The data were analyzed qualitatively to analyze the authenticity of teachers' made assessment. Instruments used in analyzing the data were rubric and questionnaires. Rubric was used to analyze teachers' assessment planning, while questionnaires were used to analyze assessment implementation as perceived by teachers and students. The data were also analyzed qualitatively to analyze students' English achievement after being assessed by teachers' assessment. All the results of the analysis were scored and these scores determined the level of teacher's assessments authenticity and students' English achievement.

The mean score were categorized to determine the level of authenticity of teachers' assessment planning and assessment implementation. The category used was based on the guidelines of data conversion. The guidelines of data conversion can be seen in the following table.

Table 1 Guidelines of Data Conversion

No	Value	Authenticity Level
1	$X \geq 90$	Very high
2	$70 \leq X < 90$	High
3	$50 \leq X < 70$	Sufficient
4	$30 \leq X < 50$	Low
5	$X < 30$	Very low

Moreover, to answer the fourth research question, the same data conversion was also used to determine the level of students' English achievement. The guidelines of data conversion can be seen in the following table.

Tabel 2 The Category of the Level of Students' English Achievement

No	Value	Authenticity Level
1	$X \geq 75$	Very high
2	$58.34 \leq X < 75$	High
3	$41.67 \leq X < 58.34$	Sufficient
4	$25 \leq X < 41.67$	Low
5	$X < 25$	Very low

The result of data analysis and conversion will be provided with more explanations, description and interpretation of the data analysis. These conclusion or verification is used to know the authenticity of assessment used by the teacher and how its authenticity contributes to the students' English achievement. For answering the fifth to eighth research questions, the data was analyzed by using statistical analysis. Those are assumption analysis, Pearson-

product moment analysis, partial analysis, and multiple regression analysis. These statistical analyses were used to know the contribution of teachers' made assessment with its level of authenticity to the students' English achievement.

FINDINGS AND DISCUSION

The data in this study was analyzed qualitatively and quantitatively. The descriptive analysis showed the level of authenticity of teachers' made assessment seen from teachers' assessment planning, assessment implementation as perceived by teachers and students, and also the level of achievement of the students' English achievement in Elementary schools. The information of the authenticity of teachers' made assessment and students' English achievement are summarized in the following table.

Table 3. The level of teachers' made assessment authenticity and students' English achievement

Variables	Mean Score	Criteria
Teachers' Assessment Planning	58.12	Sufficient Level of Authenticity
Assessment Implementation as Perceived by Teachers	61.61	Sufficient Level of Authenticity
Teachers' Assessment Implementation as Perceived by Students	57.07	Sufficient Level of Authenticity
Students' English Achievement	70.44	High Level of Achievement

The table above showed the level of authenticity of the teachers' made assessment in Elementary schools. The level of the authenticity was seen from the mean scores of teachers' assessment planning, assessment implementation as perceived by teachers and teachers' assessment implementation as perceived by students. Moreover, the table also showed the level of students' English achievement in Elementary schools which was taught with assessment with its level of authenticity. In relation to teachers' assessment planning, most of the teachers in Elementary schools showed that they already had a good assessment planning since the local government

already provides them with the documents like syllabus and lesson plan. It was found that most of the teachers' assessments in the assessment planning were relevant with the syllabus. The material in the lesson plan had been adjusted with the standard competency, basic competency, and indicators in the syllabus.

However, in the teachers' assessment planning, some teachers did not provide their planning with a good instrument. It was found that most of the teachers' assessment planning did not provide the assessment with complete instruments like rubrics and blueprint. According to Diaz-Rico (2004:82), a rubric is a scoring guide that provides criteria to

describe various requirements or level of students' performance. The scoring rubrics could help the teacher to score the students' work more accurately, quickly, fairly, and reliably. Without having a scoring rubric, the teachers would not have any guidance in how to give scoring to the students' work. Meanwhile, when there was a rubric, there was no clear criteria and description about the descriptor of the aspects being assessed. Stiggins in Hanna and Detmer (2004:220) stated that scoring criteria is used to ensure that performance ratings reflect the examinee's true capabilities and are not a function of the perceptions and biases of the person evaluating the performance. Thus, it is important to give clear criteria in the rubrics for assessment which could cover the students' competency needed in teaching and learning process.

It was also found that most of the assessments were not students-centered. Students-centered means that the assessment should be planned, done, and assessed by the teacher with optimal participation of the students (Marhaeni, 2010:19). However, from the analysis and interview with the teachers, it was found that all of the teachers never asked or included the students in the process of the planning. It was because the teachers thought that Elementary students have no ability to determine their learning. Another reason was that the assessment planning was made by the government and the teacher did not develop it anymore. As the result, the teacher had no intention to have discussion with the students in planning their learning. In fact, it is important to include the students in the process of planning in order to know the best strategies to teach the students. The students have the role in determining and describing the evaluation criteria. Diaz-Rico (2004:83) stated that planning the evaluation criteria with the students in advance helps teachers become aware if the rubrics should include revised criteria for those at beginning levels of English acquisition.

Some of the assessments had little opportunities for the students to develop their own knowledge. Since the teachers

were teaching students of Elementary level, the lesson plan used by the teachers mostly being focused on the teachers' role as the one who gave information to the students. In accordance with that, Hernandez in Diaz-Rico (2004:104) stated that too often educators assume that students at the beginning level of proficiency in English cannot learn advance skills. As the result, the intellectual level of the curriculum is adjusted downward to teach isolated skills that do not foster the cognitive process necessary for self-directed learning. Ideally, teachers should provide the tasks that promote high-level instruction that will allow English learners to extend their academic potential.

As English covers four language skills, namely listening, speaking, reading, and writing, assessment also should cover the competency that needed by the students in those language skills. From the data analysis, it was found that the teachers mostly focused on speaking and reading. In speaking class, the students were asked to perform a simple dialogue provided by the teachers. The students were rarely given any chance to construct their own dialogue. Ideally, as what stated by Peck in Celce-Murcia (2001:139) activities need to be child centered and communication should be authentic. It means that the students are speaking about something that interest them, for their own reasons, and not merely because a teacher has asked them to. Therefore, teachers should give opportunities for the students to develop their ability in speaking by giving them chances to compose their own conversation, so that the students become more confident and could expand their knowledge. In reading activity, the students were asked to read a text and have the students to answer some questions related to the text. The students were given freedom to answer the questions based on their understanding of the text. Listening and writing became the skills that rarely taught to the students. There was no listening material which could be used by the teachers to teach listening, thus, it made the teachers felt

difficult to teach listening skills to the students.

In the second aspects, it was found that the mean score of the authenticity of teachers' made assessment seen from assessment implementation as perceived by teachers was 61.61 which can be categorized as having sufficient level of authenticity. From the result of teachers' questionnaire, it was found that most of the teachers stated that they knew about the implementation of assessment. However, their knowledge was limited to the implementation of assessment as the way to know about students' score. The teachers also never included the students in the way they planned the assessment. Basically, it is important to include the students in planning the assessment in which it will help the teacher to know the students' preferences, style and strategies in learning. The teacher may know the students' learning styles and know in what way the students learn better. Moreover, the students may become more encourage in learning since they know how they will be assessed.

Moreover, the teachers also showed some limitation of the knowledge about the implementation of authentic assessment in four language skills. The teacher mostly used traditional type of assessment where the teachers assessed the students' competency by using multiple-choice types test. The teachers acknowledged that since their knowledge about English was limited, the easiest way to used in making the test by giving multiple choice type test. Moreover, the teacher also thought that by using multiple-choice type test, the students will be easier to answer the questions. Adeyemo (2011) states that what the teachers perceived play an important role on students' academic achievement, since the teacher is regarded as someone who impacts or gives instructions to students to do something. What the teachers understand about authentic assessment may differ to what the students understand about authentic assessment. Since the teachers are the one who made and develop the assessment, they may do so according to what they may think is

authentic. When talking about authentic assessment, it is important to know what the teachers' role in learning process. Wriath (1993:50) states that it is no longer necessary for the teachers to know everything, but it is the time for the students to take a greater role in their learning so that the students are more encouraged to learn English.

In the third aspect, the teachers' made assessment was having sufficient level of authenticity seen from the teachers' assessment implementation as perceived by students. From the analysis, the students stated that the teachers rarely included the students in planning the assessment. The teachers also rarely taught them something that relate to their daily life. In terms of evaluation, all of the students stated that their teachers never used one score to grade them, there are some scores which were used to determine their grade in English. In the implementation of the language skills, the students had similar response with the teachers. There were some non-authentic assessments being implemented. Additionally, from the four language skills, the students stated that they rarely, almost never, having listening and writing class. The teacher mostly asked them to write some vocabularies related to the topic and asked them to do some exercises. In the school where there was a worksheet given to the students, the students mostly were given task from the worksheet. And it was considered as writing activity. In speaking activity, the students rarely given chance to practice some conversations which can enhance their ability in speaking.

Boud in Gulikers (2006: 80) stated that learning is influenced by assessment in three ways, those are 1) the intrinsic or objective qualities of the assessment; 2) a teachers' interpretation of the assessment material; and 3) students' interpretation of the task at hand and the context of the assessment. It means that the what students perceived about assessment influence the authenticity of the assessment used by the teachers in the learning process. As the authenticity is subjective, it means that what one person believed as authentic may differ with what

other perceived as authentic. It also happens to teachers and students. Since the subject of this study was students of Elementary school, they might have different perspective with the teachers. Therefore, it could not assume that what the teacher perceived as authentic may automatically also perceived as authentic by the students.

Gulikers (2006:93) states that the students' perception of the assessment requirements influence the students' approach in study (how the students learn) and the students' learning outcomes (what the students learn). It means that what and how students perceive about the assessment have a big effect in students' learning. When the students perceived it positively, it may bring a positive influence to their learning. According to Herrington and Herrington in Gulikers (2006), the assessment positively influences the students learning when the students perceive it as relevant or as having a connection to reality. Thus, it is important to consider the students' perception when developing the assessment because these students' perceptions may influence the authenticity of the assessments implemented by the teachers. By increasing the level authenticity of the assessment, it will give more relevant and meaningful learning to the students.

In relation with students' English achievement, it was found that the students' English achievement can be categorized as having high level of achievement. When talking about the students' achievement, there were many aspects which could influence its score. Those factors may influence directly or indirectly to the students. One of the factors found in this study was the types of test used by the teachers in assessing the students' competency. As what had been stated previously, the final test was not made by each school but it was made by the local government. Each school only collected some questions to the local government when later the government will compose a new one by compiling some questions made by the teacher as one whole test. In this case, the type of test used by the local government was

multiple choice items. In this type of test, the students only need to choose one correct answer from the options given. However, this type of assessment was criticized as non-authentic assessment where the students could not express their own ideas or solution.

Hanna and Dettmer (2004:147) state that multiple-choice items are unable to assess some important cognitive attributes. Multiple-choice items do not measure how well examinees can produce, generate, or create, and express their ideas in their own words. Moreover, the teachers gave multiple choice tests for the students to test the four language skills. From the interview with the teachers, they only gave those types for the students. There was no specific assessment to assess students competency in each language skill. Moreover, the students also said that when they took the test, whenever they did not know the meaning of the words in the test, the students would ask the teachers the meaning of the words, and the teacher would tell them about it. As the result, the students could answer the question correctly and got high score from this test. Other factors that influence students' English achievement came from what the teachers and students perceived about the assessment implementation. Gulikers (2006) states that the students would learn better and get benefit from the learning if the learning had closely related to their real life situation. With the teachers' practice experience of assessment, the teacher might lead the students into a good way. However, if what the teachers perceived about assessment was wrong, it will give bad impact on students' learning.

In relation of the contribution of teachers' made assessment to the students' English achievement, the analysis of simple regression, partial correlation, multiple correlation and regression were used in this study. Moreover, in order to know the effective contribution of each independent variable, the calculation was done. The result of statistical analysis can be seen from the following table.

Table 4. The contribution of each variable of teachers' made assessment to students' English achievement

Independent Variables	Dependent Variable	Product-Moment Analysis		Partial Analysis		Multiple correlations and regressions			Effective Contribution (%)
		r	Sig. (r _{table})	t	Sig. (t _{table})	R	F	Sig. (F _{table})	
Teachers' assessment planning		0.556*	0.344	2.791*	2.045				26.15
Assessment implementation as perceived by teachers	Students' English Achievement	0.332	0.344	1.824	2.045	0.662	6.103*	2.93	8.87
Assessment implementation as perceived by students		0.349*	0.344	0.630	2.045				

*significant contribution

The table above showed the result of statistical analysis which was done in this study, those are product-moment analysis, partial analysis, multiple correlation and regression analysis. From the result of product-moment analysis, it was found that there were only teachers' assessment planning and assessment implementation as perceived by students which were giving significant contribution to the students' English achievement. Teachers' assessment planning as one of important aspect in teaching should be planned appropriately. As the students were in their beginning stage of learning English, the teachers should make assessment planning as authentic as possible, so that the students would be able to relate what they were learning to their real life situation. Basic knowledge became more important in building up the students' competency. When the students had their strong and eligible foundation, the students might view the learning in meaningful way. Thus, in creating this strong foundation, the teachers should plan assessments which were relatable with the students' needed in their real life situation in order to make the teaching material were more understandable for the students.

Since the students were the one who undertook the assessment, what the students perceived about the implementation of the assessment might contribute to their achievement. When the teachers implemented the assessment, the students started to make their own

understanding. Elementary school students were in the beginning level of learning English, as the result, the students might accept all the assessment implemented by their teachers and then started to make their own understanding. Gulikers (2006) states that teachers and students may perceive authenticity of assessment in different way. What someone perceived might be different for people of different ages or with different kinds or amount of practical experiences. It means that what the teachers perceive as authentic and what the teachers made use of in the assessment might not also perceive by the students as authentic. Students of Elementary school were in the early stages where they started to learn better when they felt what they were learning had connection into their real life situation (Gulikers, 2006). Thus, what the students perceived about the implementation of assessment gave great contribution to their achievement in learning English.

In multiple regression analysis, it showed that the three independent variables integratedly gave significant contribution to students' English assessment with coefficient correlation was 0.622. It can be seen that the three independent variables gave contribution integratedly to the students' English achievement about 38.7%. From the regression analysis, it was obtained the effective contribution for each variable. Teachers' assessment planning gave 26.15% contribution to the students'

English achievement, assessment implementation as perceived by teachers gave 8.87% contribution to the students' English achievement, and assessment implementation as perceived by students gave 3.66% contribution to the students' English achievement.

The result showed that the biggest contribution was given by teachers' assessment planning; however, assessment implementation as perceived by teachers and students gave low contribution to the students' English achievement. However, the result of partial correlation analysis showed that only teachers' assessment planning which gave significant contribution to students' English achievement. In Elementary schools, the teachers' documents were prepared by the local government, the material and assessment written in lesson plan had been adjusted with the current curriculum. In other schools, some teachers developed the material by considering the current condition of the students and adjusted it with the curriculum. By having the assessment planning in coherent with the students' condition, it will help the students to relate what they were learning with their daily life. Moreover, from the result of analysis, teachers' assessment planning was shown to have sufficient level of authenticity. Those evidences supported the result of analysis that showed the significant contribution of teachers' assessment planning towards students' English achievement.

Most of English teachers in Elementary schools were not from English department, thus they may have little knowledge in teaching English. Moreover, from the result of interview, the teachers stated that they did not really understand about the term authentic assessment. Since English was considered as local content subject, the teachers rarely used the assessment planning they have. These facts supported the result of analysis that showed that there was no significant contribution of assessment implementation as perceived by teachers towards students' English achievement. As the students were Elementary students, there was a tendency that the students were

following what the teachers instruction along the learning process. As the result, when the teachers implemented assessments, the students would only follow it without having any proper knowledge about it

CONCLUSION

From the findings of the data, there are some conclusions which can be made. First, teachers' assessment planning had sufficient level of authenticity. From the result of the rubrics, teachers' assessment planning had fulfilled some criteria related to the authentic assessment. From the result of statistical analysis, it showed that teachers' assessment planning had significant contribution to the students' English achievement. It is important to have a good assessment planning in teaching. When the teachers have already planned appropriate assessment, it is believed that the students can show their competency through the assessment. Second, teachers' made assessment seen from assessment implementation as perceived by teachers had sufficient level of authenticity. However, from the result of statistical analysis, it showed that assessment implementation as perceived by teachers did not give significant contribution to the students' English achievement. Originally, it is important for the teachers to have good understanding about authentic assessment. By having good understanding, it is expected that the authentic assessment will help the teacher to meet the goal of classroom assessment which also will help the students to enhance their achievement. Third, teachers' made assessment seen from teachers' assessment implementation as perceived by student had sufficient level of authenticity. However, from the result of calculation, it showed that teachers' assessment implementation as perceived by students did not give significant contribution to the students' English achievement. It might be influenced by what they perceive in the classroom since the subject of this study was the students of Elementary school. Consequently, what the students perceived about the

assessment implemented by the teachers will influence their achievement in learning process. In conclusion, the teachers' made assessment had been shown to have sufficient level of authenticity. It was seen from three aspects namely, teachers' assessment planning, assessment implementation as perceived by teachers, and teachers' assessment implementation as perceived by students. Integratedly, those aspects gave significant contribution to the students' English achievement. These results showed how the teachers' assessments with its level of authenticity influence the students' English achievement.

In relation to the finding of this study, there are some suggestions proposed for the future studies. Based on the result of this study, it is suggested that seminar or training about how to plan an authentic assessment and the implementation of authentic assessment need to be held in order to enhance the EFL teachers', especially elementary teachers, on their knowledge about authentic assessment. It is important for the teachers in Elementary school to have a meeting and share their experiences and knowledge in doing assessment so that the others can learn and improve their knowledge about authentic assessment. Since the students have important role in learning, it is better if the teachers consider the students' perception in deciding the assessment for the students. Teachers could have discussion with the students. From this discussion, the teachers could learn about the students' learning style and strategy, thus, the teachers could conduct appropriate assessment for the students

REFERENCES

- Adeyemo, Sunday A. 2011. The Effect of Teachers' Perception and Students' Perception of Physics Classroom Learning Environment on Their Academic Achievement in Senior Secondary School Physics. *International Journal of Educational Research and Technology* Volume 2, Issue 1
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. United States of America: Pearson Education, Inc.
- Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Third Edition. United States of America: Pearson Education, Inc.
- Gulikers, J. T. M., Bastiaens, Th. J., & Kirschner, P. A. 2004. A five-dimensional framework for authentic assessment. *Educational Technology Research & Development*, 52: 67-85.
- Gulikers, J. T. Maria. 2006. Authenticity is in the Eye of the Beholder: Beliefs and Perceptions of Authentic Assessment and the Impact on Student Learning. *Interuniversity Center for Educational Research*. 1-160.
- Diaz-Rico, Lynne T. 2008. *Strategies for Teaching English Learners*. Pearson Education, Inc
- Gulikers, J., Bastiaens, Th., & Kirschner, P. 2006. Authentic Assessment, Student and Teacher Perceptions: The Practical Value of the Five Dimensional-Framework. *Journal of Vocational Education and Training*, 58: 337-357.
- Hanna, Gerald S. and Peggy A. Dettmer. 2004. *Assessment for Effective Teaching: Using Context-Adaptive Planning*. Boston: Pearson Education, Inc.
- Johnson, David W. and Roger T. Johnson. 2002. *Meaningful Assessment: A Manageable and Cooperative Process*. United States of America: A Pearson Education Company.
- Marhaeni, A.A.I.N. 2010. *Orasi Ilmiah Pengenalan Guru Besar Tetap Undiksha*.

Moradan, Abbas and S. N. Hedayati.
2011. The Impact of Portfolio and Conferencing on Iranian EFL Learners' Writing Skill. *Journal of English Language Teaching and Learning*, 8: 115-141.

Nurgiyantoro, Burhan. 2008. *Penilaian Otentik*. Cakrawala Pendidikan, 27 (3): 250-261.

Wortham, Sue C. 2008. *Assessment in Early Childhood Education*. United States: Pearson Education