TEACHER MADE ASSESSMENT AUTHENTICITY IN SENIOR HIGH SCHOOLS AND ITS CONTRIBUTION TO STUDENTS' ENGLISH ACHIEVEMENT

I G.A.P.N.S. Paragae, A.A.I.N. Marhaeni, N. Dantes

English Education Department, Post Graduate Program
Ganesha University of Education
Singaraja, Indonesia

e-mail : sari.paragae, marhaeni, dantes @undiksha.ac.id

Abstract

The present study aims at analyzing the authenticity of teacher made assessment in State Senior High Schools in Buleleng Regency in terms of assessment planning, assessment implementation as perceived by teachers and students and the students' English achievement. It also investigates assessment contribution to students' English achievement. The mixed method design research took 32 English teachers and 32 classes of students as the sample. The data were gained by collecting assessment documents, administering questionnaires and interview. The study found that the assessment have high authenticity level of planning, high authenticity level of implementation as perceived by teachers and high authenticity level of level implementation as perceived by students. The students' achievement after being assessed by using their teacher made assessment is considered high. The study also confirmed that there is a significant contribution of the authenticity of teacher made assessment to students' English achievement. More specifically, assessment implementation as perceived by students gives the highest contribution.

Keywords: authenticity, teacher made assessment, English achievement

INTRODUCTION

In the last decade of the previous century, the educational culture changed from knowledge-based towards competency-based education. The educational goal also changed into developing competent students. Realizing the importance of competency, Indonesian government changed the Curriculum 1994 which is material-based into *Kurikulum Berbasis Kompetensi* or Competency-Based Curriculum (CBC) and *Kurikulum Tingkat Satuan Pendidikan* or School-Based Curriculum (SBC). The change of the educational curriculum is in the purpose of meeting the future requirements by putting the students' competency as the emphasis.

Based on the regulation of the Ministry of National Education number 23 year 2006, for Senior High School, the purpose of the education is to develop the intelligence, knowledge, attitude, skill to live independently and to continue the education to the higher level. In other words, the students in Senior High School have to be able to solve their problem that they face in their life by performing and applying their knowledge.

To measure the achievement of the students, assessment should be conducted. Assessment provides information about

how well the students perform in relation to their competency. Assessment is also capable of improving the effectiveness of instruction, since based on the information gathered, teachers can decide and plan the next instructional process to be more effective.

In Indonesian past curriculum which is material-based, the assessment used in English subject was usually dominated by paper and pencil test, especially multiple choice test. However, in line with the curriculum change which necessitates students' competency, the paper and pencil test especially objective test are considered not to be able to accommodate the competency assessment (Grondlund and Linn, 1990:177; Nitko, 2001:148). The need of using English in real life situation as required by the standard of graduate competency necessitates the education especially English teaching to be assessed in authentic ways. The authenticity of the education especially assessment is promoted by many experts the entire world (Whitelock et. al, 2012; Frey et. al., 2012; Marhaeni, 2010; Imansyah, 2012, etc). The authenticity of assessment represents the degree of corespondence between the assessment and the real life needs. Similar to what exists in real life, the students are always required to develop products and/or perform realistic tasks in order to demonstrate their mastery.

Segers in Gulikers et. al. (2006) state that the authenticity in assessment exists along the continuum. It is because there are variations of task that is not traditional and not too authentic. The authenticity continuum shows that assessments can extent the gap between artificial or situated on one hand and decontextualized or authentic the other hand. Therefore, ideally, the teachers should put effort to create and use the assessment to be as authentic as possible. Marhaeni (2010: 18) puts forward several characteristics of authentic assessment: (a) competency-based, (b) individual, (c) student-centered, (d) unstructured and open-ended, (e) contextual, (f) integrated in learning process, and (g) on-going. In Indonesia, the use of authentic assessment in SBC has been supported by many

experts by many experts (Marhaeni, 2008; Nurgiyantoro and Suyata, 2010; Muslich, 2011) and the people who had conducted study on authentic assessment (Sudira, 2010; Imansyah, 2012). It is emphasized that authentic assessment is very suitable to be implemented in recent curriculum because it is based on contextual teaching and learning is what is required.

Based on the demand of the curriculum, English teachers are moving from using traditional assessment toward the authentic assessment. Gradually, more teachers use assessment which is authentic. Preliminary observation to several English classes in Senior High Schools in Buleleng Regency shows that several assessment practices which are authentic have been used, such as dialogue, role play, and presentation. However, there are still found several problems in the planning and implementation of authentic assessment by English teachers. First, the authentic assessment used is not maximal. It is proved by the unwell-constructed assessment instrument and the unclear criteria of assessment. Second, most of the teachers still do not give chance for the students to do self or peer assessment that may help them to do reflection on their own ability. Third, the choice of the assessment practice which is not very appropriate to assess the expected competency. Based on those problems, it is urgent to analyze the authenticity of the assessment used by teacher in English subject.

In relation to the authenticity of the assessment used by teacher, achievement is one factor that cannot be neglected since it is influenced by the quality of the assessment itself. Many educators have claimed that assessment-related activities used in the classroom convey important information about what is valued there, and hence have an influence on students' achievement goals (Harlen & Crick, 2003, Alkharusi, 2008). Students' achievement has been regarded as important achievement-related outcomes to be promoted in the classroom learning process (Harlen & Crick, 2003). A study conducted by Alkharusi (2008) showed that class contextual features and teachers' teaching

experiences and assessment practices interacted significantly with students' characteristics in influencing students' achievement goals.

Some research has been conducted investigating the effect of authentic assessment toward students' English achievement. However, they only looked at its effect toward students' ability at the theory level. Sudira (2010) investigated the effect of performance assessment toward students' writing ability. This study only tested whether the authentic assessment have significant effect toward writing ability. Wijayanti (2011) also conducted a study on portfolio assessment and she found that the writing competency of the students assessed by portfolio is higher than those assessed by traditional assessment method. This study is also only to test theory. Based on the previous studies presented, there is an urgent need to investigate the real authentic assessment conducted by teachers including the assessment planning as well as its implementation to solve the problems.

In relation to the education which requires the assessment with the high level authenticity, it is important to reveal the authenticity of teacher made assessment planned and implemented by English teacher. Besides, since authenticity is sometimes relative, it is also important to look at the authenticity of teacher's assessment as perceived by teachers and students. It is also important to evaluate how much the teacher made assessment with its level of authenticity contributes to students' achievement in State Senior High School in Buleleng Regency.

RESEARCH METHODS

The study used mixed method design. It was started with qualitative data and then collected the quantitative information to explain the relationship found in the qualitative data. The data for the authenticity of teacher made assessment planning was gained though documentation by collecting teachers' assessment planning such as lesson plans, assessment task and assessment instruments. The data was scored by making use of rubric. The data

for the authenticity of teacher made assessment implementation both as perceived by teachers and students was gathered by administering questionnaire. The data for the students' English achievement was collected by asking for students' score on achievement test conducted by their teachers.

To find out the authenticity of the assessment, the data for the assessment and students' English achievement were described qualitatively. The qualitative data analysis used the category for the conversion of the authenticity of assessment and students' English achievement. It is used to determine the authenticity of the assessment and the level of the students' achievement. The category for the authenticity and students' English achievement are presented in table 1 and table 2.

Table1. Data Conversion for the Score of Authenticity

No	Value	Criteria
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

Table 2. Data Conversion for the Score of English Achievement

No	Value	Criteria
1	$X \geq 75$	Very high
2	$58.35 \leq X < 75$	High
3	$41.665 \leq X < 58.35$	Sufficient
4	$25 \leq X < 58.35$	Low
5	$X < 25$	Very low

The contribution of the authenticity of teacher made assessment to students' English achievement was answered quantitatively. The data analysis covers the descriptive analysis, assumption analysis and hypothesis testing by using simple correlation, multiple correlation and partial correlation analysis.

FINDINGS AND DISCUSSION
The Authenticity of Teacher Made Assessment Planning

The mean of the authenticity of teacher made assessment planning in this study was 79.81. Therefore, the English teachers in State Senior High Schools in Buleleng Regency can be categorized to have a high level of authenticity for their teacher made assessment planning.

The assessment planning was very relevant to the syllabus, proved by the assessment planned which could cover the standard of competency, basic competency and indicators required very well. It was also relevant to the instruction since the assessment was conducted at the appropriate time and with an appropriate time allotment and it assessed the competency that the students had learnt.

In relation to the characteristics of the authentic assessment, the assessment planned by the teachers was very good in fulfilling the characteristics of authentic assessment: competency-based, individual, student-centered, unstructured and open-ended, contextual, integrated in learning process, and on-going. However, the assessment instruments planned did not have good quality, proved by the absence of blueprint, low quality of rubric and low quality of the test.

For the relevance of assessment with the nature of language skill, it can be concluded that the assessments used to assess the four language skills had high level of authenticity. However, for speaking and reading skill, assessment in the form of objective test which has very low level of authenticity was still planned to be used. It indicates that the teachers were still reliable to objective test which is material based. Grondlund and Linn (1990:177) explains that, like other paper and pencil test, objective test measures whether the students know or understand what to do when confronted with a problem situation, but it cannot determine how the students actually will perform in that situation. It is supported by Nitko (2001:148) who states that the problem that the students solve in this type of test tend to be very structured and closed. It will give the students impression that there is single correct answer to all problem in subject area. Besides, it will also block students' creativity and idea to solve the problem in their own way. This model of assessment is considered not relevant to the requirement to put forward the authenticity in the assessment to make the students competent in using what they have learnt in the real life.

The Authenticity of Teacher Made Assessment Implementation as Perceived by Teachers

The mean of the authenticity of teacher made assessment implementation as perceived by teachers was 70.31. Thus, the English teachers in State Senior High Schools in Buleleng Regency can be categorized to have a high level of authenticity for the teacher made assessment implementation as perceived by teachers.

In teacher's perception, they always used the assessment which was based on competency and gave freedom to the students to use their creativity and high order thinking in accomplishing the task. The questionnaire also shows the implementation of ongoing assessment proved by the teachers who always did the individual assessment continually to see the progress of the students in the form of formative and summative assessment.

The assessment implementation had low level of authenticity seen from the characteristic of student-centered. The students were only sometimes asked to do peer and self assessment. They were also rarely engaged in preparing the assessment planning. The teachers argued that they were the most appropriate person to plan the assessment. However, in another description for the students' involvement, it is found that the teachers also often gave clear explanation to the students about the criteria of the assessment they used to assess the students.

For the assessment strategies implemented, it can be concluded that the strategies which have both low and high level of authenticity were used. Some assessment strategies with low level of

authenticity which were still used were answering objective test, making sentence based on the word provided by the teachers, arranging the jumble words into good a sentence, arranging jumble sentences into a good paragraph, and filling the completion text. However, the strategies with higher level of authenticity were also used with higher intensity, such as summarizing the passage, giving opinion to the text the read, and make diagram based on the text they read, making important note based on the text heard, interpreting and giving opinion about what they heard, and retelling the information they heard, retell the story orally, delivering presentation, playing games requiring the students to speak in English, having discussion in English, answering oral questions in English, etc.

The analysis found several different points found in the assessment implementation as perceived by teachers when it is compared to the analysis of assessment planning. The difference are in the points of (1) the assessment at the end of each lesson which were not often conducted in the implementation, (2) peer and self assessment which were not conducted as often as the planning, and (3) the use of language assessment strategies which shows different result. The three different results of the assessment planning and implementation as perceived by teachers occurs as the consequence of the limitation of the study which only used the sample of lesson plans for each skill. Another reason for the difference is that the difference between the assessment planned and the assessment implemented by teachers in the classroom.

The Authenticity of Teacher Made Assessment Implementation as Perceived by Students

The authenticity of teacher made assessment implementation as perceived by students the in State Senior High Schools in Buleleng Regency was high. It is due to the mean of the score of the authenticity (70.53).

The English teachers in State Senior High School are perceived to have a high level of authenticity based on the

characteristics of authentic assessment except for the criteria of student-centered. Similar to the result found in the assessment implementation as perceived by teachers, the assessment implementation as perceived by students found that the students were never involved in planning the assessment that their teachers used.

There are also several different points between the authenticity of assessment implementation as perceived by teachers and as perceived by students. First, the perception of what the teachers think to be relevant to students' real life was different to the perception of the relevant to the real life based on the students. It is supported by Gulikers (2006) who 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 started to learn better when they felt what they were learning had connection into their real life situation (Gulikers, 2006). Second, students' perception of peer and self assessment was different to the teacher's perception. The students needed to have a more intensive peer and self assessment than what their teachers gave to them. It is in the purpose of enabling them achieve the benefit of peer and self assessment: reflection to their own competency.

The Students' English Achievement

From the data it is found that the mean of students' English achievement score after being assessed by their teacher made assessment with its own level of authenticity was 61.2188. The mean is located in the interval of $58.35 \leq X < 75$. Therefore, the score of the English achievement of the students of Senior High Schools in Buleleng regency can be categorized to be high.

The high achievement owned by the students was because of the achievement test which was constructed by their own

teacher. Thus, the teachers can specify the task or items to the material they have taught. The students were also accustomed in accomplishing the achievement test since they also needed to accomplish the similar task in the teaching and learning process. It is in line with what is proposed by Brown (1983:208) that achievement test measures what a person has learnt. In other words, it measures learning that has occurred as a result of experience in a relatively circumscribed learning situation, such as in a classroom or training program, and when the focus is on what has been learnt. It is also supported by Omaggio (1986:8-9) who adds that a valid achievement test will not ask the students to do task that have not been covered during the course of instruction.

The achievement test was conducted at the end of the semester to assess the students' achievement in mastering the competency in one semester. It is supported by Anderson (1993:44) who states that when teacher want to take a decision based on students' achievement, the information should be collected as near to the decision as possible (e.g. final examination are administered in close proximity to end of term grades).

Despite of the high category owned by the score of students' English achievement, actually the mean score was still lower than the minimum score of competency that the students should achieve, or what is known as KKM (*Kriteria Ketuntasan Minimal*) in Indonesia which is for English subject range between 70 to 75. For this case, the teachers argued that they constructed the test one level above students' competency to be able to differentiate the students' competency well. For the students who got the score below the KKM, the remedial test consisting of the easier items would be administered to the students.

The Contribution of Teacher Made Assessment Planning to Students' English Achievement

Based on the hypothesis testing, it is found that there is a positive significant correlation of the authenticity of teacher made assessment planning to students'

English achievement with correlation coefficient (r) 0,444 with ($r^2 = 0.197$). The correlation coefficient (r) was bigger than value of r_{table} with 32 sample with α=0.05 (0.349). Therefore, the correlation is significant with α=0.05. It means that the better the authenticity of teacher made assessment planning, the better the students' English achievement with the contribution of 19.7%.

In planning the lesson, the teachers considered the purpose of learning. They determined what kind of teaching and learning process as well as assessment which would be implemented to achieve the goal. More specifically, the process of assessment planning involved choosing the kind of assessment used, determining the criteria used, constructing assessment instruments involving the blueprint, task, test and rubric.

By planning the assessment, the teacher could think carefully on the best way to assess students, the task given to the students, and to the criteria used to assess the students. When the criteria were well constructed and based on well preparation, the assessment would be more objective that may increase the quality of assessment. The students would also be benefited by knowing and understanding the criteria which may lead them to perform based on the expected criteria. Thus, the well planned assessment may enhance the learning process that leads the competency achievement.

The result of the present study emphasizes the importance of assessment planning in instructional process which contributes to the success in competency achievement. It is supported by Hanna and Dettmer (2004:120) who emphasizes that to achieve better instruction by means of better students' assessment, teachers need to assess with care and forethought. Poorly constructed classroom measures or inappropriate kinds of assessment can undermine other facets of learning. Well balanced, carefully crafted achievement measures enhance students' learning. .

The Contribution of Teacher Made Assessment Implementation as

Perceived by Teachers to Students' English Achievement

Based on the hypothesis testing, it is found that there is a positive significant correlation of the teacher made assessment implementation authenticity as perceived by teachers to students' English achievement. The correlation coefficient (r) is 0.439 is bigger than value of r_{table} with 32 sample with α=0.05 (0.349) with ($r^2 = 0.192$). Therefore, the correlation is significant with α=0.05. It indicates that the better the authenticity of teacher made assessment implementation as perceived by teachers, the better the students' English achievement in State Senior High Schools in Buleleng Regency with the contribution of 19.2%.

Teacher made assessment implementation authenticity perceived by teacher contributed to the students' English achievement due to several reasons. First, assessment with high level of authenticity was able to engage the students to perform their competencies, to be involved in the assessment (planning and implementation) and improve their higher order thinking. In assessment planning and implementation,, the students are involved in deciding what type of assessment used, what task they want to perform and what criteria used to assess the performance. It also enhances students' high order thinking which may lead them to the more creative person in and beyond the classroom. This finding support the statement of Azim and Khan (2012) which draws attention to the process of using authentic assessment as a learning tool in a school in Pakistan. They revealed considerable improvement in high order skills of the students. They were actively engaged in planning, collecting information and disseminating it to the community.

Second, when the teachers gather the information about the students' individual achievement continuously, they can diagnose the problem that may happen in the teaching and learning process. Then, they can quickly overcome it in the next lesson. Besides, the individual assessment causes the students to be more responsible. It is because they cannot rely to their friends anymore, since they are assessed based on their own achievement. Huerta and Marcias (2002:342) explaines that authentic assessment has power to tell a story, it can provide clear picture of each students' development which can be used to determine growth, areas of weakness and the areas of strengths. Thus, the teachers are supplied with enough information about the students' individual competency that the students put more effort to increase their own competency.

Third, the use of the assessment which required them to perform something based on the real life makes the students understand the importance of the competency. They realize that a number of task given by their teachers such as performing conversation, writing letter to pen friend, inviting someone, making phone call, etc. are the competencies they need outside the class. Thus, they put effort in achieving the competency required. Moreover, when the students are asked to perform the competency based on their ambition and interest, more effort are spent that their competency gets higher.

The Contribution of Teacher Made Assessment Implementation as Perceived by Students to Students' English Achievement

Based on the hypothesis testing, it is found that there is a positive significant correlation between the authenticity of teacher made assessment implementation as perceived by students to students' English achievement with correlation coefficient (r) 0.570 and $r^2 = 0.329$. The correlation coefficient (r) is bigger than value of r_{table} with 32 sample with α=0.05 (0.349). Therefore, the correlation is significant with α=0.05. It means that the better the authenticity of teacher made assessment implementation as perceived by students, the better the students' English achievement in State Senior High Schools in Buleleng Regency with the contribution of 32.9%.

The perception of the students of their teachers' assessment implementation used by their teacher is in line to their achievement for several reasons. First, it is because the clear criteria and the

transparency of the criteria suggested in authentic assessment helps the students in fulfilling the expected competency. The criteria that they understand may lead them to perform better and reflect their performance. It is also blocks the possibility of being subjective which may result on students' frustration in achieving the expected competency. This result supports the findings of a research conducted by Alkharusi (2013). He found that high degrees of authenticity and transparency in assessment were associated with positive students' self-efficacy and task value. Also, high degrees of authenticity, transparency, and diversity in assessment were associated with a strong reliance on deep learning strategies; whereas a high degree of congruence with planned learning and a low degree of authenticity were associated with more reliance on surface learning strategies. In relation to the transparency of the criteria, Black et. al. (2005) states that it is very difficult for the students to achieve learning goals unless they understand that goal and can assess what they need to do to reach it. So, self assessment is very important for learning. It means that the authentic assessment which cover self assessment and promotes the students' understanding toward the learning goals and criteria in achieving it may give positive result to the students' achievement in attaining their competency.

Second, student involvement may enhance students' commitment that their achievement in the competency is increased. When the students are involved in planning the assessment, such as by deciding the assessment used, deciding the topic, determining the criteria for the assessment, etc., they are more motivated to learn. They have more commitment to perform better on what they decide by themselves that the achievement can be increased. When the students are involved in the assessment implementation such as by asking them to assess themselves and their friends, they will reflect their achievement. The reflection is considered to be very effective in making the students put effort in closing the gap between their performances to the expected performance. It is supported by O'Malley and Pierce (1996) who states that self assessment enables the students to take greater responsibility for the learning. It is because the students are given opportunity to know to the description of good and poor performance. Besides, students can also be involved in determining the criteria for the scoring.

The Simultaneous Contribution of The Authenticity of Teacher Made Assessment to Students' English Achievement

The result of the analysis shows that there is a positive and significant contribution of the authenticity of teacher made assessment planning, the authenticity of teacher made assessment implementation as perceived by teachers, and the authenticity of teacher made assessment planning as perceived by students simultaneously to students' English achievement with coefficient correlation (R) 0.736 and R^2= 0.541. The value of F = 19.063 which is bigger than the value of F_{table} with α= 0.05 (2.90). It indicates that the correlation between the authenticity of assessment planning, the authenticity of assessment implementation as perceived by teachers, the authenticity of assessment implementation as perceived by students to students' English achievement is significant at α= 0.05 with contribution 46.4%. It means, the better the authenticity of teacher made assessment planning, the authenticity of assessment implementation as perceived by teachers, and the authenticity of assessment planning as perceived by students, the better the students' English achievement.

The result of the hypothesis testing shows that the authenticity of assessment, especially the authenticity of teacher made assessment planning, the authenticity of assessment implementation as perceived by teachers, and the authenticity of assessment planning as perceived by students gave high contribution to students' English achievement. The findings support the previous research investigating the effect of the assessment strategies which

have the high level of authenticity. Sudira (2010) in his research found that authentic assessment have significant effect toward students' writing ability. Wijayanti (2011) also conducted a study on portfolio assessment and she found that the writing competency of the students assessed by portfolio is higher than those assessed by traditional assessment method. Similar to the findings in this study, the authentic assessment strategies used in Sudira and Wijayanti's research are succeeded in giving feedback to the students and reflection on their performance which leads to their better achievement.

The assessment with high level of authenticity may enhance the teaching and learning process. Unlike using the traditional assessment which is conducted only several times, the teachers are benefited by the authentic assessment which is conducted continuously. It is because they may diagnose the problem that the solution can be carried out. The students are also benefited since the problems they have in achieving the goal are overcome by the teachers. The positive contribution of the authenticity of assessment planning and implementation which may enhance the teaching and learning process also supports the study of Adeyemi (2008) who is found that the authentic assessment support the teaching and learning process. This implies that this mode of assessment would go a long way in ensuring academic success in learner as it is vital tools in testing and teaching for both teachers and students. It is also supported by a study conducted by Azim and Khan (2012) which draws attention to the process of using authentic assessment as a learning tool in a school in Pakistan and found that it is significant in increasing the quality of teaching and learning process. The present study and Azim and Khan's study supports the replacement of paper and pencil test which have a very low level of authenticity. Replacement of traditional paper-pencil test with authentic assessment resulted in active participation of teachers and students in teaching and learning process.

Besides the relation between the independent variables simultaneously to the dependent variable, the present study also provide the independent relation between the authenticity of teacher made assessment planning (X1), the authenticity of assessment implementation as perceived by teachers (X2), and the authenticity of assessment planning as perceived by students (X3), to the students' English achievement which is analyzed by using partial correlation. The result shows the correlation of each independent variable to the dependent variable with the two other variables are being controlled. Based on the analysis, it is found that the correlation coefficient between X1 and Y with X2 and X3 are being controlled is 0.401 with $r^2 = 0.160$, the correlation coefficient between X2 and Y with X1 and X3 are being controlled is 0.430 with $r^2 = 0.185$, and the correlation coefficient between X3 and Y with X1 and X1 are being controlled is 0.549 with $r^2 = 0.301$.

The result indicates that (1) there is a positive significant correlation between the authenticity of assessment planning to students' English achievement with partial contribution 16%, (2) there is a positive significant correlation between the authenticity of assessment implementation as perceived by teachers to students' English achievement with partial contribution 18.5%, and (3) there is a positive significant correlation between the authenticity of assessment implementation as perceived by students to students' English achievement with partial contribution 30.01%. The result of effective contribution analysis also shows that from the effective contribution of the authenticity of teacher made assessment planning is 13.55%, the effective contribution of the authenticity of teacher made assessment implementation as perceived by teachers is 14.44%, and the effective contribution of the authenticity of teacher made assessment implementation as perceived by students is 26.14%.

The authenticity of teacher made assessment planning gave the least contribution to students' English achievement. It is because the assessment plan made by the teachers which is described and written in the lesson plan is

not always implemented like what it is planned. It is similar to the result found by Black et. al. (2005:23) in his research that some activities specified in their lesson plans did not appear to be implemented by 10% of teachers. Moreover, 60% of teachers appeared to have been added to the original plans during the period of implementation. The teacher may plan the assessment which has high level of authenticity, but they may not implement it in the classroom. On the contrary, the teacher may do not plan the assessment which has the high level of authenticity, but they used it immediately in the classroom based on the instrument they already owned. Thus, the authenticity of assessment planning has the lowest contribution to the students' achievement.

From the result of partial contribution it is obvious that the authenticity of assessment implementation as perceived by students gives the highest contribution to students' English achievement. It is followed by the authenticity of assessment implementation as perceived by teachers and the authenticity of assessment planning. The underlying reason of the result is that the students are the center of learning. It is important to consider that students' perceptions of authenticity or the real world may indeed be very different than those of their teachers (Mc Alister, 2000:20). Even though the teachers perceived that the assessment they used is suitable to the students' real life, suitable to the students' situation and students' needs, the students may not perceived the same. Therefore, when the students perceived that the teacher made assessment is authentic or suitable to what they need to perform in their real life, they tend to put more effort to achieve it that they have a better achievement. On the contrary, when the students perceived that the assessment used by their teacher is useless, they tend not to be able to achieve it since they do not put their effort to do it.

CONCLUSION AND SUGGESTIONS

The authenticity of the assessment planning made by the English teachers in State Senior High Schools in Buleleng Regency can be categorized high with mean score 79.81. The authenticity of teacher made assessment implementation as perceived by teachers can be categorized high with mean 70.31. The authenticity of teacher made assessment implementation as perceived by students can be categorized high with mean score 70.53. The English achievement of students in State Senior High Schools in Buleleng Regency after being assessed by using their teachers' assessment can be categorized high, since the mean for the score of students' English achievement is 61.22.

The authenticity of teacher made assessment gives significant contribution to students' English achievement. The contribution of assessment planning is 19.7%, the contribution of the authenticity of teacher made assessment implementation as perceived by teachers to students' English achievement is 19.2%, and the contribution of the authenticity of teacher made assessment implementation as perceived by students to students' English achievement is 32.9%. The simultaneous contribution of the authenticity of assessment planning and assessment implementation as perceived by teachers and students to students' English achievement is 54.1% with effective contribution of X_1 is 11.30%, X_2 is 12.04% and X_3 is 21.79%. The partial contribution of the authenticity of assessment planning is 16.0%, the authenticity of assessment implementation as perceived by teachers is 18.5%, and the authenticity of assessment implementation as perceived by students is 30.1%.

Based on the findings, discussion and implementation which have been presented previously, there are several suggestions that can be made. First, for the English teachers, it is anticipated to improve their assessment to have a higher level of authenticity, especially improving students' involvement in the assessment. Students involvement will give them ownership to the

assessment improve their commitment to do the best to meet the criteria and the assessment they decide by themselves. Second, to other educators, it is anticipated to control the authenticity of assessment used by teachers. It is also expected that the educators can monitor and can give suggestion to the teacher to use assessment with high level of authenticity to make the students' competent in applying the knowledge in their real life. Third, to other researchers, it is anticipated that this study can be used as the reference to similar studies. This research is not perfect. Therefore, it is necessary to conduct further research to make it more perfect and to reveal other aspects of the authenticity of assessment.

REFERENCES

Adeyemi, B. A. 2008. Enhancing Academic Excellence In Social Studies Through Authentic Assessment And Portfolio Assessment. *International Journal of African & African American Studies Vol. VII, No. 1, Jan 2008. Available at:* https://ojcs.siue.edu Downloaded on 21st of October 2012

Alkharusi, Hussain. 2008. Effects of Classroom Assessment Practices On Students' Achievement Goals. Educational Assessment, 13:243–266, 2008. Availabe At: Http://Www.Tandfonline.Com Downloaded on 1st of October 2012

Anderson, Lorin W. 2003. *Classroom Assessment: Enhancing the Quality of Teacher Decision Making.* New Jersey: Lawrence Erlbaum Associates Inc.

Arends, Richard I. *Learning to Teach. Sixth Edition.* New York: The McGraw-Hill Companies, Inc.

Azim, Sher; Khan, Mohammad. 2012. Authentic Assessment: An Instructional Tool To Enhance Students Learning. *Academic Research International* Vol. 2, No. 3, May 2012. Available at: http://www.savap.org.pk. Downloaded On 1st Of October 2012

Black, Paul; Harrison, Christine; Lee, Clare; marshall, Bethan; William,Dylan. 2005. *Assessment for Learning:Putting it into Practice.* Berkshine: Mc Graw-Hill Education.

Brown, Frederick G. 1983. *Principles of Educational and Psychological Testing: Third Edition.* New York: CBS College Publishing.

Frey, Bruce B.; Schmitt, Vicki L.; Allen, Justin P. 2012. Defining Authentic Classroom Assessment. *Practical Assessment, Research & Evaluation.* Volume 17, Number 2, January 2012. Available At: Http://Pareonline.Net/Pdf/V17n2.Pdf Downloaded On 21st Of October 2012

Grondlund, Norman E. & Linn, Robert L. 1990. *Measurement and Evaluation in Teaching.* New York: Macmillan Publishing Company.

Gulikers, J. T. M., Bastiaens, Th. J., & Kirschner, P. A. 2006. Authentic Assessment, Student And Teacher Perceptions: The Practical Value Of The Five Dimensional-Framework. *Journal Of Vocational Education And Training, 58*, 337-357. Available at: Http://Www.Tandf.Co.Uk/Journals/Rjve Downloaded on 11th of October 2012

Hanna, Gerald S. & Dettmer, Peggy A. 2004. *Assessment for Effective Teaching: Using Context Adaptive Planning.* Boston: Pearson Education Inc.

Harlen, Wynne; Crick Ruth Deakin. 2003. Testing And Motivation For Learning. *Assessment In Education, Vol. 10, No. 2, July 2003. Available At:* Http://Sohs.Pbs.Uam.Es Downloaded On 1st Of October 2012

Huerta, Ana; Marcias. 2002. Alternative Assessment: Responses to Commonly Asked Questions. In Ricahrds, Jack C.; Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice.* p.338-343. Cambridge: Cambridge University Press.

Imansyah. 2012. *The Implementation of Authentic Assessment in SMAN 1 Bolo in the Aademic Year 2010/2011.* Thesis of Undiksha.

Marhaeni, A.A.I.N. 2010. *Pembelajaran Bahasa yang Bermakna.* Orasi Ilmiah Pengenalan Guru Besar Tetap. Universitas Pendidikan Ganesha.

Mcalister, B. 2000. The Authenticity Of Authentic Assessment: What The

Research Say and Doesn't Say. In R. Custer (Ed.). Using Authentic Assessment In Vocational Education. *ERIC Information Series* No. 381, Pp. 19-31. Available at: Http://Www.Calpro-Online.Org Downloaded On 1st Of October 2012

Muslich, Masnur. 2011. *KTSP: Pembelajaran Berbasis Kompetensi dan Konstekstual: Panduan Bagi Guru, Kepala Sekolah dan Pengawas Sekolah*. Jakarta:Bumi Aksara.

Nitko, Anthony J. 1996. *Educational Assessment of Students. Second Edition*. New Jersey: Prentice-Hall, Inc.

Nurgiantoro Suyata. 2010. *Pengembangan Model Penilaian Otentik Dalam Pembelajaran Bahasa.* Online source: http://staff.uny.ac.id Downloaded at July 2, 2012

Omaggio, Alice C. 1986. *Teaching Language in Context: Proficiency Oriented Instruction*. Boston: Heinle & Heinle Publishers, Inc.

O'Malley, J.M. & Pierce, L. Valdez. 1996. *Authentic Assessment for English Language Learners*. New York: Addison-Wesley Publishing Company.

Scott, John. 2000. Authentic Assessment Tools. *Using Authentic Assessment in Vocational Education*. Information Series No. 381. 33-48. http://www.calpro-online.org. Downloaded at July 12, 2012

Sudira, I Gede Arya. 2010. *Pengaruh Asesmen Kinerja Dan Kreativitas Siswa Terhadap Kemampuan Menulis Dalam Mata Pelajaran Bahasa Inggris (Studi Eksperimen di SMA Negeri 1 Singaraja)*. Thesis: Undiksha. Online source: http://pasca.undiksha.ac.id Downloaded at July 3, 2012

Whitelock, Denise And Cross, Simon. 2012. Authentic Assessment: What Does It Mean And How Is It Instantiated By A Group Of Distance Learning Academics? *International Journal Of E-Assessment,* 2(1), Article 9. Available At: Http://Oro.Open.Ac.Uk Downloaded On 1st Of October 2012

Wijayanti, Kadek Dian. 2012. *Pengaruh Implementasi Asesmen Portofolio Terhadap Kemampuan Menulis Bahasa Inggris Ditinjau Dari Kecemasan Siswa (Studi Eksperimen Pada Siswa Kelas VII SMP Negeri 1 Tabanan Tahun Ajaran 2010/2011)*. Online source: http://pasca.undiksha.ac.id Downloaded at July 3, 2012