ANALYSIS OF AUTHENTICITY OF TEACHERS' MADE ASSESSMENT AND ITS CONTRIBUTION TO STUDENTS' ENGLISH ACHIEVEMENT (A STUDY IN JUNIOR HIGH SCHOOLS IN BULELENG REGENCY)

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Abstract

This research aimed at analyzing the authenticity of teacher's made assessment and its contribution to students' English achievement. 35 Junior High School English teachers in Buleleng Regency were used as the subjects in this research. Data collection methods employed were document study, questionnaire, and interview to answer the research questions quantitatively and qualitatively. The findings demonstrated that teachers' made assessments have sufficient authenticity level of planning, have high authenticity level of assessment implementation as perceived by teachers, have sufficient authenticity level of assessment implementation as perceived by students, and is considered as having high level on the students' English achievement after being assessed with teachers' made assessment. The findingsalso showed that only assessment implementation as perceived by studentsand simultaneous predictors gave significant contribution to students' English achievement. Assessment planning and assessment implementation as perceived by teachers did not show significant contribution because there was found inconsistent finding between what teachers planned with what teachers have implemented. This study has positive contribution to the importance of considering the authenticity of assessment in teaching English as a foreign language.

Key Words: authenticity, authentic assessment, teachers' made assessment, students' achievement

INTRODUCTION

In School Based Curriculum (KTSP), assessment plays a very significant role since it influences the students' competency significantly.It emphasizes the development of competence through the tasks with specific performance standards so the results can be perceived by students as a mastery of a set of specific competencies.

The development of instructional modein KTSP nowadays also gives great implication toward the use of teaching strategy and assessment. Teaching and assessment have a unique relationship which also gives great influence to each other (Brown, 2004). Assessment cannot be separated from the process of teaching and learning. It helps teacher to provide the data and condition in the classroom that teachers need to support their teaching. This point is in line with DiMartino's perception about the use of assessment in teaching and learning process. DiMartino (2007; 1) states that teaching strategy nowadays requires students to demonstrate a deeper understanding of the thinking, motivations, and actions to successfully respond to communities. Teacher should assess students learning skills to think critically, analyze information, comprehend new ideas, communicate, collaborate, solve problems, and make sound decisions based on evidence. Teacher should carefully design appropriate assessment which will be used to cover those requirements.

According Mulyasa (2006, 8), the development of KTSP must be related to the education system, school and/or region potential, characteristics, culture, and the characteristics of the students. In other words, assessment should be able to cover some important values which developed in society. Other characteristic of assessment based on KTSP is that it should focus on both process and product of learning. It

means the assessment is not only conducted at the end of learning, but also during teaching and learning process.

Assessment which is able to answer the requirements of School Based Curriculum in Indonesia is Authentic Assessment. This kind of assessment is a comprehensive assessment of all instructional activities covering both process and product of learning. Dimartino (2007; 2) stated that Authentic Assessments can be thought of as assessments that require "students to actively accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning and relevant skills to solve realistic or authentic problems." It means students should be able to be effective learners using acquired knowledge and skill. They will do the authentic tasks which are related to their prior knowledge, daily activity, environment, and also their own culture. It makes all kinds of students' progress, achievement, and efforts are assessed well.

The implementation of authentic assessment is hoped can support the development quality of education. By conducting authentic assessment, teachers are able to provide meaningful and contextual learning to the students.

According to Downing (2012; 67) schools need to provide students with authentic real-life learning experiences, with their complexity and limitations, early in their educational trajectory to stimulate students to more higher-order thinking processes and active learning. By providing this kind of situation, the targets of teaching and learning process which are designed by the schools and teacher can be accomplished well.

Assessment is considered authentic if there is consistency between the assessment and the real-world application for which the learner is being prepared (Tanner, 1997). In order to plan authentic assessment, teachers should understand the criteria of authentic assessment. Sometimes, this misunderstanding will create low authenticity of teachers' assessment.

According to Bachman and Palmer (1996; 23) in Brown (2004; 28) authenticity is the degree of correspondence of characteristics of a given language test task to the future of a target language task. The authenticity of teachers' assessment is predicted influences and contributes toward the implementation of teachers' authentic assessment. By having high authenticity, teachers' assessment is hoped gives positive contribution toward students' achievement as the result of teachers' authentic assessment implementation.

Furthermore, Marhaeni (2010:18) put forward several characteristics of authentic assessment, they are: competency-based, individual, student-centered, unstructured and open-ended, contextual, integrated in learning process, and on-going and continuous process. Those characteristics of authentic assessment ensure that this kind of assessment is very appropriate to be implemented nowadays. By looking on those criteria, teaching and learning activity in the classroom can be designed well and meaningful. Moreover, the target of learning is not only able to accomplishbut also to develop the quality of students especially and education in general.

According to Gulikers & Kirschner (2006; 2), developing an authentic assessment should be started with an analysis of the professional practice situation to find out what kind of knowledge, skills and attitudes (or competencies) experts use when handling this situation and how they use them. Teachers should understand every point that they want to assess and how they should do to assess them. However, based on preliminary observation to several English classes in Junior High Schools in Buleleng Regency, the finding showed that there are still found several problems in the planning and implementation of authentic assessment by English teachers. First, some teachers do not construct their assessment based on appropriate blueprint. Some indicators that should be assessed by using teachers' assessment cannot be covered well. Assessments that were designed by the teachers were made based on what is perceived as important by teachers, which is sometimes not appropriate to the curriculum. Second, teachers found the obstacle in time allotment in order to

implement authentic assessment. Third, assessments which were used by the teachers did not meet the expected competency. Based on those problems, it is urgent to analyze the authenticity of the assessment used by teacher in English subject.

There are three aspects which should be analyzed related to the authenticity of teachers made assessment, namely: assessment planning, assessment implementation as perceived by teachers, and assessment implementation as perceived by students. Teachers' assessment planning (syllabus, lesson plan, material, test, etc.) need to be analyzed by using the rubric that covers some requirements and characteristics of authentic assessment. It should be conducted to see the preparation, application, and result of teaching and learning activities that have been conducted in the classroom. By looking at the rubric, the authenticity level of English teachers' made assessment can be predicted.

After judging the authenticity of assessment planning, students' and teachers' perception were needed to be analyzed. They were used to build the frame of the form and quality of the Authentic Assessment implementation. This statement is supported by Gulikers & Kirschner (2006; 9) who explained that it is important to investigate this subjective side of authenticity for two reasons. First, student perceptions of assessment characteristics are found to determine what and how students learn. Second, student and teacher perceptions of assessment characteristics are found to differ in how they perceive authenticity. By looking at both perceptions, the implementation of teachers' made assessment with its level of authenticity can be perceived as being authentic not only by teachers, but by students as well.

Teachers' assessment planning, assessment implementation as perceived by teachers, and assessment implementation as perceived by students are three aspects which may influence the quality of students' achievement. However, the research which discusses more detail on those aspects was still limited. This condition can be seen as the chance to conduct a research which investigates more detail on the authenticity of teachers'made assessment viewed from its planning and implementation as perceived by teachers and students. Besides focusing on the authenticity of assessment, this research is urgently needed to disclose the contribution of teachers' assessment planning, assessment implementation as perceived by teachers, and assessment implementation as perceived by students toward students' English achievement seen from each factor and from those three factorssimultaneously.

This research was conducted in Buleleng Regency which used English Junior High Schools teachers as the subjects. It was done to get the general view of the implementation of Authentic Assessment and its impact toward the education especially students' English achievement. The authenticity of teachers' assessment was used as the focus in this research. Junior High Schools students' English achievement was chosen to be investigated because English subject was given since they are in the grade seventh.

METHOD

This research focused on the analysis of the authenticity of teachers' made assessment and its contribution to students' English achievement in Junior High School in Buleleng Regency. This research was done in second semester in the academic year 2012/2013. It was started from January 2013 until March 2013. There are 35 English teachers used as the subject in this research.

This research used mixed method which analyzed the research both qualitative and quantitative ways. Mix method means this study is the collaboration of qualitative and quantitative studies. The collaboration is not only in terms of the report and explanation of the findings, but also the analysis data and the instruments that were used to gain the data.

In this research, the researcher used document study, questionnaire, and interview to collect the data. The

instruments that were used in this research are rubric and questionnaire.

Analysis phase in this study can be divided into two, those are: analysis of qualitative data and analysis for quantitative data. Analysis of qualitative data consists of identifying data, data reduction, classifying and analyzing data, and conclusion drawing. This research would analyze the authenticity of assessment planning, assessment implementation as perceived by the teachers, assessment implementation as perceived by the students, and also students' English achievement. The data that were found by conducting this analysis would be called as qualitative data.

For quantitative data, the analysis of this study of this research used product moment, partial correlation, multipleregression analysis, and also relative and effective contribution of each predictor. The analysis should focus on assessment planning, assessment implementation as perceived by the teachers, and assessment implementation as perceived by the students which were as three main predictors that would be seen their contribution toward students' English achievement. The procedure of conducting quantitative analysis could be seen in the *pic.1*.

Before the hypothesis testing was done by the method of statistics, five prerequisite tests should be conducted. Those prerequisite tests are: normality, autocorrelation, multicollinearity, linearity, and heterocedasticity tests.

Pic 1.Procedure of Quantitative Analysis
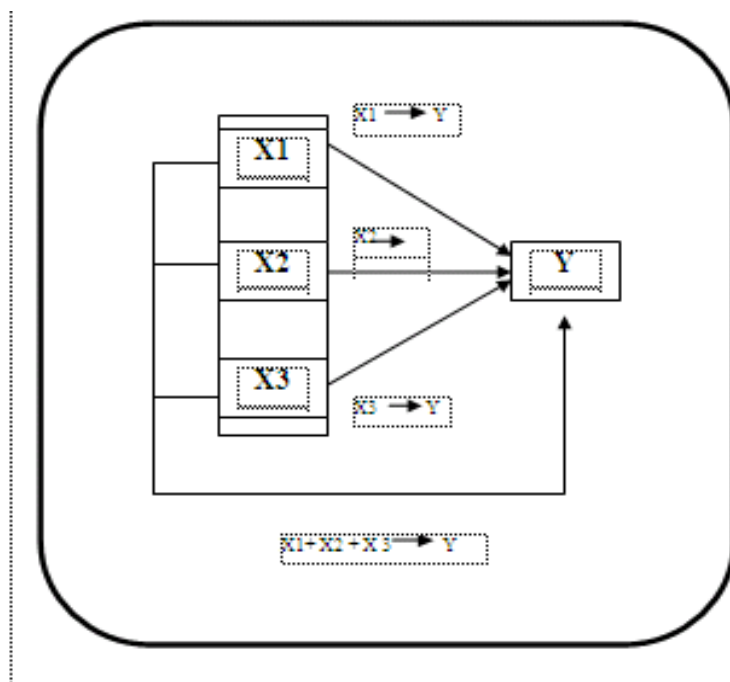
Note:

    X1 : teachers' planning
    X2 : assessment implementation as perceived by the teachers
    X3 : assessment implementation as perceived by the students
    Y   : students' English Achievement

FINDING AND DISCUSSION

The Authenticity of Teacher Made Assessment Planning

The finding of the first research question in this research has disclosed that the authenticity of English Assessment used by the teacher in Junior High Schools in Buleleng Regency seen from teachers' assessment planning can be categorized as sufficient of authenticity level. It was shown by the mean score in Buleleng Regency was 63,29 and its standard deviation was 7,79.

Table 1. Data of General Finding of Dependent and Independent variables

Data / Statistic	X1	X2	X3	Y
Mean ($\bar{X}$)	63,29	78,74	63,77	79,57
Standard Deviation(SD)	7,79	4,57	8,69	5,8
Minimum (X_{min})	52	70	49	66
Maximum (X_{maks})	81	88	79	89
Range	29	18	30	23

Teachers were able design appropriate assessment planning which is suitable to the criteria of authentic assessment. Based on the interview data, in designing assessment planning, English teachers have held several discussion and small meeting. It was conducted to ensure teachers' understanding the criteria and steps in making appropriate assessment planning. Some English teachers admitted that they still faced difficulties in designing lesson plan and syllabus. However, by having discussion with MGMP and other English teachers, they could get clearer ways in making teacher assessment planning.

The Authenticity of Teacher Made Assessment Implementation as Perceived by Teachers

Based on the data of teacher questionnaire, Junior High School teachers in Buleleng Regency can be categorized to have a high level of authenticity for the teacher made assessment implementation as perceived by teachers.Teachershave clear and deep understanding toward the use of authentic assessment. It was shown by the high result of teachers' questionnaire. Mean score for this data is 78.74. The highest score is 88 and the lowest is 70.

Based on those data, there are some points that can be concluded. First, Junior High School teachers in Buleleng Regency have good understanding about authentic assessment. Second, Junior High School teachers in Buleleng Regency knew the important and benefit of authentic assessment. Third, Junior High School teachers in Buleleng Regency understood when, why, and how to use this kind of assessment.

English teachers in Junior High Schools in Buleleng Regency knew that assessment should be conducted individually to the students. By assessing students individually, teacher would get clear information about students' ability, comprehension, and also students' weaknesses. It is very important to be employed. By looking on the result of assessment, teachers would be able to design the next activity and strategy to upgrade their students' ability in learning English language.

The Authenticity of Teacher Made Assessment Implementation as Perceived by Students

Students' questionnaire data showed contradictive result with teachers' questionnaire data. If previously, teachers' questionnaire data showed high score, students' side had different point of view. Students' questionnaire showed lower score which indicated from its minimum score 49 and maximum score 79. The

mean score for Buleleng Regency was only 63.77.

Students acknowledged that they got more chances or activities to learn English language in speaking skill rather than listening skill. In speaking, they have been asked to do conversation or tell story/experience in front of the class. However, for listening activity, they admitted that they got limited chance. Based on the interview data, some teachers sometimes skipped listening activity in teaching and learning English language. They did not specifically assess students' competency in listening. Teachers usually combined language assessment for listening with speaking or reading skill. Because of the lack of facilities, teachers sometimes just read any texts to the students. This activity then would be followed by asking students to answer some questions based on the text which have been read before.

The lack of facilities does not only limit teachers' creativity. It also influences the quality of teaching and learning process. The existence of English as foreign language in Indonesia should be paid attention by the teacher. If English teachers in Junior High Schools in Buleleng regency just read any texts or passages to the students, students will not get ideal model of how English language is spoken by the real native speaker. The consequence of this condition can be seen as the students' problem in pronunciation, limited vocabularies, and expressions in English language.

Based on the interview data, students do not think that English language as difficult lesson. They enjoy the activity which was given by their teacher in learning English language. Some teachers which were used as subject in this research admitted that sometimes they used game to encourage students' motivation in learning English. Teachers know that by creating fun situation, students learning process will run well.

However, not all teachers were able to put any games in teaching and learning process. Some teachers thought that students did not have enough ability in playing English language game. Students still used their first and second language, Balinese and Indonesian language, in the classroom. This weakness was seen as the obstacle in giving English language game to the students. Besides students' weakness in using English language, lack of facilities was predicted as the problem. Teachers though that without having any flashcards, picture, and other media, it would be difficult to prepare any games to the students.

In fact, according to Wahyuni (2012; 76) teacher can choose any simple game as the reinforcement to students in learning new language. Simple game here means this kind of game does not need any media to be used. Even if it should use a media, teacher can adjust it by using things around the class. For example when teacher needs a small plastic ball, she/he can take some papers and form them just like a ball. This paper ball can be used as the media as well as the plastic ball.

The Students' English Achievement

From the data, it can be seen that the mean of students' English achievement score after being assessed by their teacher made assessment with its own level of authenticity was 79,57. Therefore, the score of the English achievement of the students of Junior High Schools in Buleleng regency can be categorized to be high.

The high achievement owned by the students is because thestudents were able to meet the target of learning which were designed by the teachers. Achievement test which was constructed by their teachers were able to be accomplished well.

Related to students' ability in communicating by using English language, teachers acknowledged that their students still faced difficulties. Teachers admitted that students often feel shy and nervous when they were asked to practice doing conversation in English. This condition does not match to students' English achievement which can be categorized as 'high'. Moreover, students did not think English language as difficult subject.

Good achievement and positive attitude toward English subject do not automatically make students be able to speak English communicatively. They need

to improve their confidence in speaking English by having more vocabularies and possessing adequate knowledge of English structure and pronunciation. Beside those three important things in learning English, students should be equipped by having clear understanding toward the context or situation of using appropriate expressions. By knowing the context, communications which were conducted by students, especially using English language, can run well.

The Contribution of Teachers' Made Assessment Planningto Students' English Achievement

For the fifth until seventh research questions were designed to disclose the contribution of each predictor to students' English achievement. The last research question was designed to see the contributions which were given by all the predictors to the students' English achievement simultaneously. The result showed that only students' perception toward teachers' authentic assessment implementation (X3) and simultaneous predictors (X1, X2, X3) gave significant contribution to students' English achievement (Y).

In this study, since the number of respondent (N) was equal to 35 so that the r_{cv} of Assessment Planning = 0.334 (α = 0.05). Seen from the comparison done, it was known that the counted r was lower than r_{cv} (0.327 < 0.334). It means that the correlation of assessment planning was not significant to students' English achievement.

It was also found that R2 = 0.1069. It means teachers' assessment planning has contribution to students' English achievement, 10.69%. Therefore, it could be stated that the contribution of assessment planning to students' English achievement was weak.

Weak contribution which given by the assessment planning to students' English achievement indicated a gap here. Well prepared syllabus and lesson plans did not automatically create high students' achievement. Low level of students' achievement did not also mean because of the poor quality of teachers' assessment planning.

Based on the interview which was conducted to support the main data, some findings could be used to explain this gap condition. Well prepared assessment planning was not in line with its implementation. Some problems happened in the implementation of teachers' assessment planning. Those problems are time limitation, lack of facilities, lack of teachers' and students' capability, etc.

The Contribution of Teachers' Made Assessment Implementation as Perceived by Teachersto Students' English Achievement

The correlation value of Teachers' Made Assessment as perceived by teachers to students' English achievement was 0.322. In this study, r_{cv}= 0.334 (α = 0.05) because it used 35 teachers as the subject. Seen from the comparison done, it was known that the counted r was lower than r_{cv} (0.322 < 0.334). It means that the correlation of teachers' perception was not significant to students' English achievement.

Based on the output of SPSS, it was found that R^2 = 10.37%. R^2 is the determination of coefficient which used to know the contribution of teachers' made assessment implementation as perceived by teachers (X2) to students' English achievement (Y). It means that teachers' perception has contribution to students' English achievement 10.37 %. Therefore, it could be stated that the contribution of teachers' perception to students' English achievement was weak.

In line with this result, weak contribution could be stated as the result of imbalance condition between teachers' perception with teachers' assessment implementation. Based on the data which have been gathered from the result of teachers' questionnaire, junior high schools teacher in Buleleng Regency especially who teach English language has sufficient knowledge about language assessment. They have known the positive benefit that students get by conducting authentic language assessment. It was shown by the

mean score of teachers' questionnaire in Buleleng Regency was 78.74.The highest maximum score was achieved by west and middle area by achieved score 88.

However, after conducting the analysis of teachers' perception contribution to students' English achievement, it was shown insignificant result. Based on the interview data which have been conducted to support the main data, lack of students' capability, limited time, and lack of facilities were mentioned as the problem in conducting authentic assessment. Moreover, this kind of assessment was thought more complicated rather than the previous or the conventional assessment.

There are three reasons of this condition, those are:First, teachers do not know how to design appropriate assessment planning to assess students' achievement. Some teachers still face difficulties in understanding and implementing appropriate assessment to assess their students. Second, teachers know how to design appropriate assessment planning to assess students' achievement but they do not think it is important. They knew the important of using authentic assessment in the classroom. However, the target of students' learning which still focused on achieving score highly (cognitive aspect) demanded English teachers to prepare their student to be able in answering questions not mastering any skill (performance aspect). Third, teachers have designed appropriate assessment planning however they could not apply it in the classroom. This third option was mostly found in this research. From 35 teachers who were used as the subject, 54.29% stated that they have designed authentic assessment; however, the implementation was more difficult rather than the planning.

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

If previously, teachers' questionnaire data showed high score, students' perception had different point of view. Students' questionnaire showed low score which indicated from its minimum score 49 and maximum score 79. The mean score for Buleleng Regency was only 63.77. This score indicated that the implementation of teachers' assessment especially in using authentic assessment was not maximizing yet.

By using product moment to analyze the contribution of assessment implementation as perceived by students to students' English achievement, it was found that there was a correlation between teachers' perception and students' English achievement. The correlation value was 0.590. Seen from the comparison done, it was known that the counted r was lower than r_{cv} (0.590 > 0.334). It means that the correlation of assessment planning was significant to students' English achievement.

Based on the output of SPSS, it was found that $R^2 = 0.3481$. It means that students' perception of teachers' assessment implementation has contribution to students' English achievement, 34.81 % (0.3481 x 100%). Therefore, it could be stated that the contribution of assessment planning to students' English achievement was good. It showed that the third hypothesis was accepted with positive contribution. The better quality that assessment implementation as perceived by students has, the higher students' English achievement that the students get.

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

Assessment planning, assessment implementation as perceived by teachers, and' assessment implementation as perceived by students could simultaneously give contribution toward Students' English achievement. Based on the data and analysis in this research, when assessment planning or assessment implementation as perceived by teachers only was checked to see their each contribution to students' English achievement, they did not give any significant result. However, when they were gathered together, they gave significant contribution simultaneously.

It was proved by the result of quantitative analysis which showed the correlation coefficient (r) of assessment planning (X1), assessment implementation as perceived by teachers (X2), and assessment implementation as perceived by students (X3) toward students' English achievement (Y) was 0.618. Furthermore, the determination coefficient (r2) was 0.322 or 32.2.%. The percentage indicated that assessment planning, teachers' perception of the assessment implementation, and students' perception of teachers' assessment implementation could simultaneously determine the students' English achievement 32.2 %.

Afterwards, in order to investigate the significant contribution, it was needed to compare the counted F with F table – F table non-N = 35 (0.334). From the calculation it was known that counted F was 6.381. The value was higher than F_{CV} (F > 2.66). Moreover, the sig. value was 0.02, lower than 0.05. It signified that there was a significant contribution of assessment planning, teachers' perception of the assessment implementation, and students' perception of teachers' assessment implementation on Students' English achievement.

By looking on the partial correlation of each predictor, it can be concluded that assessment planning and assessment implementation as perceived by teachers are not significant. Only teacher assessment implementation as perceived by teachers showed significant correlation about 26.32 %.

Reflecting on the result of this research, the authenticity of teachers' assessment and its contribution to students' English achievement in Junior High Schools in Buleleng Regency was good. Although, in some parts, there is indication that some teachers did not implement authentic assessment in their teaching and learning process. It happens because of three main reasons, those are: 1) limited time that was owned by teachers' and students', 2) lack of facilities to support the use of authentic assessment, and 3) lack of students' and teachers' capability in implementing this kind of assessment.

The process of teaching and learning English in the classroom was not maximum because teachers were predicted still focus on students' cognitive only. It was concluded from the teachers' target which make students were able to answer any English test without give similar chance to encourage students' ability and skill in mastering English language.

CONCLUSION AND SUGGESTION

Based on the results of data analysis and discussion, it can be drawn several conclusions. The authenticity of English Assessment used by the teacher in Junior High Schools in Buleleng Regency seen from teachers' assessment planning can be categorized as high of authenticity level. It was shown by the mean score in Buleleng Regency was 63,29 and its standard deviation was 7,79.

Similar result was found for second, third, and fourth research questions. The authenticity of English Assessment implemented by the teacher in Junior High Schools in Buleleng Regency as perceived by teachers was categorized as high of authenticity level. Mean score in Buleleng was 78.74 and its standard deviation was 4.57.

For the authenticity of English Assessment implemented by the teacher in Junior High Schools in Buleleng Regency as perceived by students can be categorized as high of authenticity level. The mean of students' perception was 63.77 and standard deviation was 7.83.

The students' English Achievement after being taught by teachers' assessment with its level of authenticity can be categorized as high of authenticity level.The mean score of Students English Achievement was 79.57 with its standard deviation was 5.48.

Started from the fifth until the eighth research question, this research was intended to see the contribution of each predictor and all predictors simultaneously to the students' English achievement. Contrary to the finding of the first until fourth research question which showed high level of authenticity, research question number

five and six did not show significant result. There is no significant contribution was found of the assessment planning and assessment implementation as perceived by teachers toward students English Achievement.

Significant contribution was shown by the contribution of assessment implementation as perceived by students' Based on the output of SPSS, it was found that R2 = 0.328. It means that students' perception of teachers' assessment implementation has contribution to students' English achievement, 32.8 %. Therefore, it could be stated that the contribution of assessment planning to students' English achievement was good.

For the result of simultaneous contribution of three predictors have shown significant contribution to students' English achievement. It signified that there was a significant contribution of assessment planning, assessment implementation as perceived by teachers, and' assessment implementation as perceived by students could simultaneously on Students' English achievement.

Suggestions that can be proposed related to this research are: It is suggested for English teachers in junior high schools in Buleleng Regency to use authentic assessment to support their teaching and learning process in order to support students' English achievement. This suggestion is recommended because of some benefits that teachers and students may get by implementing this kind of assessment.

For English teachers and students who have limited facilities in conducting authentic assessment ideally, it is suggested to do any creation or innovation by using other simple media which easier to be found around the classroom. It means teachers do not need to prepare or design the ideal situation and condition to conduct authentic assessment. Authentic assessment is able to implement although it does not supported by completed facilities.

Other suggestion is proposed for the researchers who are expected to research the contribution of the authenticity of teachers' assessment to students' English achievement. It is suggested to conduct this research more specifically, in term of its four language skills (speaking, writing, reading, and listening). Every language skill has its own characteristics which were really needed to be analyzed deeper.

The last suggestion was also proposed for other researchers who want to conduct research to analyze the authenticity of teachers' assessment. It is recommended to conduct any observations to see the real situation in the classroom. By observing the teaching and learning process, researchers will be clearer see the implementation of authentic assessment. The weakness of conduct observation is it will spend more time. Besides that, this action will create possibility which make teachers design different situation when they are observed and when they are not observed.

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