

# AUTHENTICITY OF TEACHERS' MADE ASSESSMENT AND ITS' CONTRIBUTION TO STUDENTS' ENGLISH ACHIEVEMENT

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**Abstract: Authenticity of Teachers' Made Assessment and Its' Contribution to Students' English Achievement.** This study aimed at analyzing the authenticity of teachers' made assessment in terms of teachers' assessment planning and implementation; and investigating its' contribution to the students' English learning achievement. Exploratory mixed method design was employed, involving 35 vocational English teachers and 35 classes of vocational students in Buleleng Regency as the sample of the study. The data were analyzed both qualitatively as well as quantitatively. The results of study indicated that the authenticity of teachers' assessment planning and its' implementation are found sufficient. Based on the statistical analysis, the teachers' assessment planning did not have any significant contribution. It was because it had lack of authenticity and the assessments did not really assess the intended competency. However, the assessment implementation as perceived by the teachers and the students was found significantly contributive to the students' achievement. In conclusion, these three aspects of teachers' made assessment had simultaneously significant contribution to the students' English achievement.

**Keywords:** assessment authenticity, teachers' made assessment, students' achievement

**Abstrak: Keotentikan Asesmen Guru dan Kontribusinya terhadap Prestasi Belajar Bahasa Inggris Siswa.** Penelitian ini bertujuan untuk menganalisis keotentikan asesmen guru dilihat dari perencanaan dan pelaksanaannya, dan menginvestigasi kontribusinya terhadap prestasi belajar Bahasa Inggris siswa. Penelitian ini menggunakan *Exploratory Mixed Method Design* yang melibatkan 35 guru Bahasa Inggris SMK dan 35 kelas siswa SMK di Kabupaten Buleleng sebagai sampel penelitian. Data dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa perencanaan dan pelaksanaan asesmen memiliki level keotentikan yang cukup. Berdasarkan hasil analisis statistik, ditemukan bahwa perencanaan asesmen tidak memiliki kontribusi yang signifikan. Hal ini dikarenakan oleh rendahnya kualitas perencanaan asesmen dan asesmen guru tidak mampu menilai kompetensi yang diharapkan. Pelaksanaan asesmen yang dipahami oleh guru dan siswa memiliki kontribusi yang signifikan. Kesimpulannya, ketiga aspek dalam asesmen guru secara bersama-sama memiliki kontribusi yang signifikan terhadap prestasi belajar Bahasa Inggris siswa.

**Kata-kata Kunci:** keotentikan asesmen, asesmen guru, prestasi belajar siswa

Assessing the students is frequently referred as testing the students through test examination (Gulikers et. al, 2006). The test is usually con-

ducted at the end of the semester in the form of traditional assessment (paper and pencil test). The result of the test is commonly used to

measure students' cognition and determine whether they could pass their grade. However, the assessments used to assess the students may not be a true indicator of the competence in the knowledge they gained in the real life so that many students are not prepared well to face the working field after leaving the school. It is because the school standards may not be aligned to the expectations with authentic assessment of the world of work. This problem arises since there are gaps between teaching in school and the real world and between the assessment tasks and what occurs in the world of work (Achieve in Gulikers, 2006). As the consequence, the assessments used to assess the students are often not appropriate to what the students actually need for their learning.

Moreover, the result of the assessments cannot provide accurate information of each individual's competency. Since students are only involved in traditional assessment, they are only given limited alternative answers to choose. Besides, these assessments are only made to develop students' ability of understanding, memorizing, remembering, recalling, etc. They are never given the opportunity to show what they understand and demonstrate their knowledge and ability in an applicative way. Consequently, they cannot develop their critical thinking and creativity in using their knowledge and skills to solve the problems. This makes the curriculum implemented in the past cannot provide what the students really need in the real life. Therefore, the government establishes a change on the educational implementation in the current curriculum that demands the educators to focus their assessment on assessing students' competency as being required in their real life.

In assessing students' competency properly, the curriculum has suggested the educators to design learning instruction and learning assessment well (Marhaeni, 2010). Designing the learning instruction and assessment, in this case, means creating meaningful learning activities where the students can be actively involved and assessed in learning process appropriately. Meaningful learning activities can be created by improving the authenticity of the assessment task. According to Bachman and Palmer (in Brown, 2004) and Gulikers, et al. (2004), the authenticity of an assessment can be improved by resembling it to the real-world task. However, this resemblance is not really a strong point to judge the authenticity. Gulikers, et al. (2006) point out that

how someone perceives the assessment also influences the degree of it.

As what has been pointed out previously that the assessment task should be linked to students' real life. When the teachers give real-world tasks to students, the learning will be meaningful for them because they can learn something which also happens in their real life. Once the students are involved in meaningful learning situation, the assessment made and graded by teachers should engage the students in authentic learning situation where they can do authentic tasks representing the application of their knowledge and skills (Gulikers, et. al., 2006; Marhaeni, 2010). As they are engaged in this situation, such assessment task is much needed to enable students linking new information to prior knowledge in accomplishing authentic performance tasks as a way of reflecting their competency (Wortham, 2008).

Specifically for vocational students who are expected to be able to increase their intelligence, knowledge, personality, value, and skill to live and continue their further education based on their vocation, authentic assessment is emphasized on reaching specific learning goals. That is, how the students can apply their knowledge in doing certain occasions. For this reason, authentic assessment is likely to cover the relevant aspects such as knowledge, skills, and processes of the performance. Since authentic assessment addresses the actual performances required in students' real life, it will be very crucial if it is aligned to the authentic instruction as well as to the real world expectation (Achieve, 2006; Biggs, 1996; & Linn in Gulikers et. al, 2006). Thus, authentic assessment task is believed to accustom the students achieving high-order thinking processes to solve the problems (Gielen in Gulikers et. al, 2006).

In relation to this, many people have conducted studies to analyze how important is the authentic assessment implementation in improving students' achievement. Kearney and Perkins (2010) point that authentic assessment gives opportunity for students to engage in the process of learning, increase their achievement, increase their efficacy, and puts them in the part of the educative process. Moradan & Hedayati (2011) argue that implementation of authentic assessment motivates students to learn and improve their capabilities as reflected in the results. Thus, they are likely to be independent in their learning. By improving the authenticity, it

gives opportunity for students to demonstrate scientific knowledge and construct their understanding through performance (Omidi, et.al., 2012). Its implementation also provides direct evidence of students' performances (Mueller in Nurgiyantoro, 2008). In other words, it can be used as direct measurement to know how far students have achieved the acquired knowledge so that further actions can be taken to improve their achievement.

Based on this explanation, the purpose of this study is (1) to analyze the authenticity of teachers' made assessment in terms of its assessment planning and assessment implementation as perceived by teachers and students; (2) to examine how the students' English achievement is after being assessed authentically by the teachers; (3) to investigate there is a significant contribution of teachers' assessment planning, assessment implementation as perceived by teachers, and assessment implementation as perceived by students to students' English achievement; and (4) to investigate whether there is simultaneously significant contribution of teachers' made assessment to students' English achievement in vocational schools in Buleleng Regency.

## METHODS

Exploratory Mixed Method Design was employed in this study. According to Creswell (2008), it begins with collecting qualitative data first to explore the phenomena and it is followed by quantitative information to explain the relationship found in the qualitative data. This study was started by formulating the hypotheses. It was followed by determining the population and

sample. Among 51 vocational English teachers in Buleleng Regency, 35 English teachers and 35 classes of students taught by those teachers were chosen as the samples by using simple random technique sampling.

Then, the data were collected through documentation, questionnaire, and interview. Before analyzing the data, the instruments such as rubric and questionnaire were prepared and validated. The validation was done in terms of its content validity which was checked by two judges who were experts in the field of English Language Teaching. The content validity for rubric and questionnaire were 1 and 1 which meant that these instruments could be used to measure the authenticity of teachers' assessment planning and implementation.

In analyzing the data, the authenticity of teachers' made assessment was analyzed qualitatively. Instruments used in analyzing the data were rubric and questionnaire. Rubric was used to analyze the authenticity of teachers' assessment planning, while questionnaire was used to analyze the authenticity of 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 were the measurement determining the authenticity level of teacher's assessments and students' English achievement. The category used was based on the guidelines of data conversion. The guideline of data conversion for teachers' assessment authenticity is summarized in Table 1. The guideline of data conversion for students' English achievement is summarized in Table 2 .

**Table 1. Authenticity Level Category**

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

**Table 2. The Category of the Level of Students' English Achievement**

No	Value	Authenticity Level
1	$X \geq 75$	Very high
2	$58.34 < X < 75$	High
3	$41.67 < X < 58.34$	Sufficient

4	25	$X < 41.67$	Low
5		$X < 25$	Very low

The contribution of the authenticity of teachers' made assessment to students' English achievement was answered quantitatively. The quantitative data analysis covered simple regression of Pearson's Product-Moment analysis, partial correlation analysis, and multiple correlations and regressions analysis. Simple regression was used to investigate the contribution of each predictor of teachers' made assessment. Partial correlation and multiple correlations and regressions analyses were used to investigate the contribution of teachers' made assessment simultaneously to students' English achievement in Buleleng Regency.

### FINDINGS AND DISCUSSIONS

The descriptive analysis demonstrates the authenticity level of teachers' made assessment in terms of its assessment planning, assessment implementation as perceived by teachers, and assessment implementation as perceived by students. Besides, the result of the analysis also shows the level of students' English achievement after being assessed by using the assessments which have been planned and implemented by teachers in the classroom. The information of teachers' made assessment authenticity and students' English achievement are presented in form of mean score which is summarized in Table 3 below.

**Table 3. Level of Teachers' Made Assessment Authenticity and Students' English Achievement**

Variable	Mean	Std. Deviation	Min. Score	Max. Score	Authenticity Level
X1	57.43	6.82	44.00	70.00	Sufficient
X2	61.43	3.34	54.22	67.11	Sufficient
X3	58.55	3.61	52.16	65.18	Sufficient
Y	70.16	6.39	55.81	84.00	High

- X1 : teachers' assessment planning**
- X2 : assessment implementation as perceived by teachers**
- X3 : assessment implementation as perceived by students**
- Y : students' English achievement**

The above table shows the mean scores revealing the level of teachers' made assessment authenticity and students' English achievement. *First*, in relation to the authenticity of teachers' assessment planning, the data show that teachers still have less understanding of how to make the assessment planning meaningful. It can be seen from the unsatisfied quality of teachers' lesson plans. Most of the lesson plans designed by the teachers did not include relevant assessments to the expectation of the syllabus. It indicated that the assessments planned did not represent students' competency as required in their real-world life. Ideally, Hanna & Dettmer (2004) argue that assessments should fulfill the expectations stated in the standard of competencies and basic competencies to achieve the required learning goals. When the assessments made cannot represent the students' competency required in their real-world life, they will not be

able to use their knowledge and skills to solve the problems they may encounter in the working situation.

Some teachers have showed the efforts to adjust the assessment planning to the indicators and tried their best to implement it in an authentic way. In other words, teachers who are aware of that need to use the authentic assessment encounter problems in the classroom. However, they usually struggle with the time management. Some assessments in the lesson plans seemed to be conducted in a very limited time. In writing activity, for example, the assessment that required the students to write something was done in the same meeting immediately after they have comprehended the material. Even, their writings would be also assessed at that moment and no writing process was applied during the assessment accomplishment. Certainly, the assessment that was made without

considering the time of its implementation caused the focus of language assessment activity would not be clear. In fact, every kind of assessment needs certain procedure in the planning of its implementation, including time management.

Meanwhile, the assessment instruments planned such as rubric, blueprint, and test was found to be less appropriate. As Hanna & Dettmer (2004) say that an assessment rubric should contain detail criteria to avoid the inconsistency of giving score. Azim & Khan (2012) also put forward that clear rubric for assessment as one of the assessment instruments is much needed to determine a pathway for both teachers and students to look for and get to the desirable results. However, the English teachers of public vocational schools in Buleleng Regency did not have a good preparation on it. The rubric did not have clear descriptors for each component of the assessment criteria, so that the scores might be inconsistent. Not all the components of the assessment criteria could cover the important aspect of students' performance. Even, there was no weight used for distinguishing the most important component with other components, so that the focus of the students' performance would be not clear. Consequently, rubric used by the English teachers could not provide good feedback to the students.

Besides, no blueprint was prepared by the teachers in constructing the assessment tests. Based on the result of the interview, the teachers never prepared any blueprint in constructing the test. They constructed the test based on the syllabus and the materials in the book. Consequently, the number of the items was not constructed proportionally. In some assessment instrument tests, the items were mostly all about language expressions and tenses, and no reading comprehension items were found, listening comprehension either.

Most assessments were also not student-centered in nature. The students were never involved in planning the assessment, including creating the assessment criteria. Students were not considered to be trust-worthy individual who should be involved to decide and design the assessment because they may make use of that opportunity to plan easy assessment and get high score. Thus, teachers decided it by themselves because they considered themselves as versed teachers in giving the best for students. In fact, as Johnson & Johnson (2002) say that if students have been involved in planning the assessment

and deciding the criteria and creating the rubric, they may be involved in using it to assess their own and peers' works, so that their learning will be maximized. However, it seems that the teachers do not (yet) have this thinking in deciding good assessment.

The result of document study and classroom observation consistently results in proper method of assessment. In a way that what being assessed did not cover the targeted competence as planned by teachers, students could not develop their whole competences needed. Based on the analysis, the lesson plans mostly focused on the students' productive skills such as speaking and writing. Thus, listening and reading skill became the second priority in the learning process. However, these skills were still assessed one or two times in a semester. This delineation is the proof of how the assessment planning in vocational schools in Buleleng Regency is actually. Because the assessment planning is considered to be not really good, the assessment implementation might face so many difficulties.

*Second*, in terms of assessment implementation, the authenticity of its implementation as perceived by teachers and students is sufficient. Although the assessments implemented by teachers seemed to fulfill the criteria of authentic assessment well, inappropriateness of its implementation was still found. There was irrelevance between what has been planned and what has been implemented in the classroom. In the lesson plans, there were some assessments found to be authentic enough, but in the classroom, the teachers only implemented few assessments which can represent students' competency. Even, these assessments were little bit different from what has been planned in lesson plans. Most of the assessments implemented by teachers were in form of objective or essay test which were taken from students' book. Certainly, these assessments could not give opportunity for students to develop their high-order thinking. As it is stated by Hanna & Dettmer (2004) that objective or essay test only gives more emphasis on recalling activities and less on activities such as comprehending, critical thinking, and applying learning to other situations.

As mentioned previously, the exclusion of students in assessing themselves were not observable in the classroom. Teachers seemed to hold to believe that planning, implementing, and scoring the assessment were their responsibility. As a matter of fact, as Moradan & Hedayati

(2011) and Azim & Khan (2012) say, authentic assessment results on considerable improvement in high order skills of the students by actively being engaged in planning, collecting information, and conferencing the result. Thus, involving students in implementing the assessment brings positive effect for them. Students will be more independent in their own learning since they get the benefit of assessing their own works. Tavakoli and Amirian (2012) also state that the students who do self-assessment will realize their responsibility for their own learning, so that they will think what they need to do in order to get better mark. However, teachers did not seem to have such kind of complex thinking.

In scoring the students, sometimes, individual's score was given based on the group's score. It was because the teachers considered students' cooperation during the learning process. However, giving the same score for students could not reveal the students' actual ability. In fact, scoring the students individually will provide detail information of students' competency, including their weaknesses and strengths (Marhaeni, 2010). If the teachers gave the same score, they could not know the students' weaknesses and strengths. Consequently, the action of helping the students improve the competency could not be done.

Besides, there were only few assessments which were conducted integrally in the teaching and learning process. It indicates that most of the assessments only assess students' learning product. In authentic assessment, Mueller (in Nurgiyantoro, 2008) states that integrating the assessment in the teaching and learning process will provide direct measurement to know how far students have achieved the acquired knowledge. If the teachers only gave the assessment after the teaching and learning process to see the quality of product of student learning, then the result of the assessment could not be used as direct measurement because the assessment did not provide direct evidence about the students' performance. The result of interview also indicated that teachers conducted the assessment continuously to observe students' developmental learning. The assessments were mostly done at the end of each unit or semester. However, it could not be (yet) said as ongoing process because there was no further activity conducted to ensure students' comprehension.

In relation to the implementation of language assessments, listening and reading

assessment are very rarely conducted, almost never. It does not mean that these two language skills are not important for students in public vocational schools, but rather these skills are not the main focus in their learning. Gulikers (2006) says that vocational school emphasizes more practically oriented and directed towards working instead of studying the theory, thus, they are focused becoming a practitioner and less on pure theoretical development. Therefore, speaking and writing become the main focus of student learning to prepare them facing possible problems in the working situation.

The result of the interview also indicates that the teachers' understanding of the implementation of authentic language assessment seems to be insufficient. This insufficient understanding of the implementation of authentic assessment does not reveal that they are unintelligent teachers or they cannot teach well or do the assessment well, but rather they do not have any idea of authentic assessment implementation, although they are not aware that they ever do it.

However, those who have already had knowledge of authentic assessment seemed to show positive believe toward authentic language assessment implementation. They argued that authentic assessment would be very good in helping the students improve their quality since it could provide very detail information about each individual's attribute. This indicates that authentic assessment is believed to help the students be independent learners by which they are accustomed to construct their own knowledge, to do problem-solving tasks, to develop critical thinking, and to apply their knowledge and skills in real situation rather than just recalling their knowledge. This study seems to support the result of Imansyah's study (2012) which concludes that the result of the assessment conducted authentically provides the teachers with some alternatives of assessment method. However, because of so many things should be considered, especially the time management, and students' situation was not ready yet to be involved and accomplished in such an authentic assessment, thus, these teachers still implemented traditional assessment in assessing the students.

Although the students were often involved in traditional assessment accomplishment, they seemed to show positive attitude toward the teachers' assessment implementation. The stu-

dents of vocational schools in Buleleng Regency perceived the assessment given by the teachers as being authentic for them. Although they did not know what authentic assessment was exactly, as long as they believed the teachers' decision in doing the assessment, they would seriously involve in accomplishing it. The result of the interview showed students' belief in teachers' assessment decision. When they have already had this positive believe toward teachers' assessment implementation, their achievement would be influenced.

*Third*, having sufficient authenticity level of assessment implementation, students' English achievement seemed to be high. Actually, this high level of achievement was influenced by the teachers' assessment implementation thoroughly, not only the performance of authentic assessment. As mentioned previously, students have been accustomed in accomplishing the assessments made by teachers, such as objective test or essay test. Besides, the types of the items were also found to be easy for the students' level. They were made in the form of objective test just for students' recognition, remembering, and recalling ability; no comprehension ability needed. There were also few items which were repeated from students' practice sheets, so that there was no challenge faced by the students in achieving their achievement. In fact, a balance between the difficulty level and students' ability is much needed. It is also stated by Marhaeni (2010) that creating this balance in assessing

students will create a good learning "flow" for students, so that they will try to do their best.

The achievement test was also considered to have unsatisfied quality because no blueprint used as the basis for constructing the items, so that the number of the item types was not proportional. The teachers only used the syllabus as the guidance in constructing the test. It helped them better in ensuring that all materials were covered by the test. Certainly, there would be a problem from the administering such achievement test. That is, the result of the achievement test may not reveal whether students could use what they have learnt in a meaningful and authentic context. If it happened, all the activities that students ever involved became meaningless for them.

In relation to the contribution of teachers' made assessment, the analysis of partial correlation, multiple correlations and regressions were used to investigate the answer. The analysis of partial correlation was used to know the contribution of an independent variable when two others were controlled. Meanwhile, the analysis of multiple correlations and regressions was used to know the significant contribution of teachers' made assessment as a whole. Besides, the effective contribution of each independent variable was also calculated to know how far each variable contributes to students' English achievement. The result of the analysis is summarized in Table 4 below.

**Table 4 The Contribution of Each Variable of Teachers' Made Assessment to Students' English Achievement**

Variable	Product-Moment Analysis		Partial Analysis		Multiple correlations and regressions			Effective Contribution (%)
	r	Sig. ( $r_{table}$ )	t	Sig. ( $t_{table}$ )	R	F	Sig. ( $F_{table}$ )	
X1 → Y	0.036	0.334	0.199	2.042				0.104
X2 → Y	0.434*	0.334	1.040	2.042	0.575	5.100*	2.92	7.978
X3 → Y	0.555*	0.334	2.561*	2.042				25.069

**X1** : teachers' assessment planning

**X2** : assessment implementation as perceived by teachers

**X3** : assessment implementation as perceived by students

**Y** : students' English achievement

\*Significance degree of 5%

The above table shows that the analysis of the data is done in three ways such as product-moment analysis, partial analysis, and multiple correlations and regressions analysis. Based on the product-moment analysis where the contribution of each predictor of teachers' made

assessment was seen separately, only teachers' assessment planning which did not contribute significantly to students' English achievement, since its regression coefficient was very low ( $0.036 < r_{table}$ ). Meanwhile, assessment implementation as perceived by teachers and students

seemed to have significant contribution to students' English achievement. It could be seen from the regression coefficient ( $r_{\text{counted}}$ ) which was above  $r_{\text{tabel}}$  with significance degree of 5% ( $0.434$  and  $0.555 > 0.334$ ).

According to the result of multiple correlations and regressions analysis, it was concluded that teachers' made assessment has contributed significantly to students' English achievement in public vocational schools in Buleleng Regency, because the  $r_{\text{counted}}$  was above  $r_{\text{tabel}}$  ( $0.575 > 0.334$ ) with significant degree of 5%. In relation to the effective contribution of each variable of teachers' made assessment, only assessment implementation as perceived by students has the highest contribution that was 25.069%. Meanwhile, assessment implementation as perceived by teachers has less contribution (7.978%) to students' English achievement and teachers' assessment planning almost had no contribution at all because the coefficient was too small, that was 0.104%.

Specifically, when the two of independent variables were controlled in partial analysis, it was found that only assessment implementation as perceived by students had significant contribution to students' English achievement in public vocational schools in Buleleng Regency because the  $t_{\text{counted}}$  was above  $t_{\text{tabel}}$  ( $2.561 > 2.040$ ) with significant degree of 5%. In addition, this result was actually caused by three things.

*First*, teachers' assessment planning was not good enough. There were so many irrelevances of the assessment with the criteria determining the authenticity of assessment planning because most of the teachers did not plan their assessment well. Besides, not all the lesson plans were implemented in the classroom. Although some of the teachers made the lesson plans in team, they still implemented their own assessment in assessing the students because not all assessment types planned were considered to be suitable for all students. Even, there were also found few teachers who had incomplete lesson plans. This result shows that teachers have not (yet) considered the importance of their assessment planning in instructional process, which contributes to the success of assessment implementation. As a matter of fact, Hanna and Dettmer (2004) emphasize that teachers need to assess the students with care and forethought to achieve better result in the assessment. Poorly constructed classroom assessment can cause unclear focus of student learning.

*Second*, based on the result of the interview, the teachers had no idea about authentic assessment implementation although few authentic assessment tasks existed in the teachers' assessment. This indicated that teachers did not have sufficient knowledge of authentic assessment so that they did not know whether they have implemented such assessment in the classroom. Moreover, teachers who have implemented few authentic assessments in the classroom seemed to have positive belief to its implementation. Since the implementation of authentic assessment provides the teachers with detail information of students' performance, the teachers can directly diagnose and overcome the problems that may happen in the teaching and learning process. Mueller (in Nurgiyantoro, 2008) explains that authentic assessment provides clear picture of each individual's learning development which can be used as direct measurement to know students' weaknesses and strengths. Thus, teachers are supplied with alternative solution to improve students' competency. However, because of so many things should be taught carefully and planned properly and the students' situation was also taken as consideration, the teachers still implemented traditional assessment with the reason of time-management.

*Third*, although the teachers mostly conducted traditional assessment in assessing the students, the students seemed to perceive them positively. In students' point of view, the teachers have been expert enough in doing the assessments and they have understood how to assess the students appropriately. Thus, the students believed that the kinds of assessments given for them were the best in determining their attributes. Besides, the students felt that they have been accustomed to be involved in accomplishing such assessments, so that they have already understood well what and how they should do. Through this belief, it would influence students' achievement. The result of this study seems to support the study of Gulikers, et.al. (2006) who point out that the way students perceive the assessment is the most important since they are the ones who do the assessment task. Despite being unfamiliar with the nature of authentic assessment, the teachers' assessment was considered to be authentic for the students as long as the students perceived them as being authentic. When the students perceived the assessment that they needed to determine their



attributes during their learning, they would seriously involve in accomplishing it. As the result, it also influences their achievement.

Based on the explanation above, it can be concluded that the students' English achievement in public vocational schools in Buleleng Regency was mostly influenced by how they perceived the implementation of the assessments conducted by the teachers. When they perceived it positively, the assessment conducted by the teachers from years to years was the actual assessment that they needed in improving their achievement. Although the teachers' assessment planning was really poor and assessment implementation as perceived by teachers was also not really high, as long as the students perceived the teachers' assessment positively, it would influence their English achievement.

## CONCLUSIONS

Based on the discussion above it can be concluded that the authenticity of teachers' made assessment in public vocational schools in Buleleng Regency is sufficiently authentic. More specifically, this study also shows that the authenticity of teachers' assessment planning, the authenticity of assessment implementation as perceived by teachers, and the authenticity of assessment implementation as perceived by students are sufficient. The result of the analysis toward students' English achievement also shows that the students' achievement level is high.

In relation to its contribution to students' English achievement of public vocational schools in Buleleng Regency, it can be concluded that the teachers' made assessment seems to have significant contribution simultaneously to students' English achievement. Specifically, when each variable contributes independently, it is obtained that only teachers' assessment planning that has no significant contribution to students' English achievement. Meanwhile, assessment implementation as perceived by teachers is proven to have less contribution to students' English achievement and assessment implementation as perceived by students is proven to show its significant contribution. It indicates that the students' achievement is mostly influenced by how they perceive the assessment conducted in the classroom. In conclusion, assessment implementation as perceived by students can be used to predict students' English achievement.

Thus, it is suggested for all teachers, not only English teachers, to consider the relevance of the types of assessment with the expectation stated in the standard of competency and basic competency. It is suggested that seminar/training related to the implementation of authentic assessment, including its planning, should be held so that the teachers will get the knowledge of what authentic is exactly and how to plan and implement it in appropriate way. It is also suggested for the English teachers to use and implement various types of authentic assessment in assessing the students, so that the students have a variety of meaningful learning activities. For the teachers who have implemented authentic assessment, it is suggested to keep using authentic assessments since it gives opportunities for them to integrate their skills and competencies. Besides, the teachers can help the students develop and improve their competency as it is required in their real-life situation.

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