



**Invention: Journal Research and Education Studies
Volume 7 Nomor 1 March 2026**

The Invention: Journal Research and Education Studies is published three (3) times a year

(March, July and November)

Focus : Education Management, Education Policy, Education Technology, Education Psychology, Curriculum Development, Learning Strategies, Islamic Education, Elementary Education

LINK : <https://pusdikra-publishing.com/index.php/jres>

The Implementation of Authentic Assessment in Grade 9 Students' Writing of Procedure Text at MTs Swasta Al-Washliyah Tanjung Morawa

Neni Afrida Sari Harahap¹, Dwi Pradani²

^{1,2} Medan State University, Indonesia

ABSTRACT

This study investigates the implementation of authentic assessment in teaching writing procedure texts to ninth-grade students at MTs Swasta Al-Washliyah Tanjung Morawa. The aims of this research are to identify the aspects of authentic assessment implemented in the procedural text writing activities, and to describe how authentic assessment is applied in the classroom practice. The data and sources were collected from ten ninth-grade students who had actively participated in English learning and had experience writing procedural texts. The primary techniques and instruments used was a closed-ended Yes/No questionnaire comprising 10 questions. This instrument was systematically designed based on Hughes' (2003) five aspects of assessment, namely validity, reliability, administration, discrimination, and backwash effect. The data analysis was conducted using an interactive analysis model (Ratnaningtyas et al., 2023), involving three stages: data reduction, data presentation, and conclusion drawing. The findings reveal that the implementation of authentic assessment was partially successful. Students reported high levels of validity, as writing tasks aligned with their real-life experiences and abilities. The backwash effect was notably positive, with all students receiving constructive feedback from the teacher. The assessment also demonstrated good discriminatory power. However, reliability was less consistent, with students' perceptions of rubric use being uneven. The implementation showed weaknesses in process and holistic assessment, where teachers focused more on the final product than the overall writing process and did not fully integrate attitude assessment. These findings imply that a more systematic approach is needed to ensure consistent rubric use and incorporate process-based evaluation.

Kata Kunci

Authentic Assessment, Writing Skills, Procedure Text, Junior High School, Hughes' Assessment Aspects

Corresponding Author:

dwi pradani46@gmail.com

INTRODUCTION

Assessment is an integral and indispensable component of the English language learning process. It serves not only as a tool to measure students'

overall abilities but also as a mechanism to provide feedback, guide instruction, and motivate learners. In the context of learning English as a Foreign Language (EFL), where students face unique challenges in acquiring communicative competence, the selection of appropriate assessment approaches becomes critically important. Among the various assessment paradigms available, authentic assessment has emerged as a particularly relevant and contextual approach that aligns with the goals of meaningful language learning. The concept of authentic assessment was first proposed by Wiggins (1990), who argued that traditional tests often fail to capture what students are truly capable of when they apply their knowledge in meaningful contexts. Unlike conventional paper-based tests that typically require students to select answers from predetermined options, authentic assessment directly observes students' performance in carrying out meaningful, real-world tasks. This approach requires students to demonstrate their knowledge, skills, and competencies through performance tasks that reflect genuine intellectual and professional demands (Mueller, 2006). In the context of Indonesian education, authentic assessment has been formally integrated into the national curriculum, including the 2013 Curriculum and the Merdeka Curriculum, which mandate a holistic evaluation of student competencies encompassing cognitive, affective, and psychomotor domains (Br. Siregar et al., 2025; Sahyon, 2021).

One skill that aligns perfectly with the principles of authentic assessment is writing, particularly the writing of procedural texts. Procedural texts are a functional writing genre whose primary communicative purpose is to guide readers to achieve a specific goal through a series of sequential steps (Marwiyah et al., 2025). These texts are frequently encountered in everyday life, appearing in recipes, product manuals, user instructions, and how-to guides. Because procedural writing tasks inherently require students to draw from their everyday experiences and knowledge, they provide an ideal context for implementing authentic assessment. When students are asked to write procedural texts based on their own experiences, they are not merely demonstrating abstract knowledge of text structure; they are engaging in a task that has real communicative value and personal relevance.

MTs Swasta Al-Washliyah Tanjung Morawa is a private Islamic junior high school that provides English language learning for ninth-grade students. Based on initial observations conducted by the researchers, ninth-grade students at this school have been given the task of writing procedural texts independently based on their experience and knowledge. This condition provides an interesting opportunity to examine the extent to which the application of authentic assessment in writing procedural texts has been

running effectively. The observation indicated that teachers had attempted to implement authentic assessment principles, but the specific aspects of this implementation and the quality of its execution had not been systematically investigated. Given this context, the present study is motivated by a need to understand the current state of authentic assessment implementation in this specific educational setting. The study seeks to answer two main research questions. First, what aspects of authentic assessment are implemented in Grade 9 students' procedural text writing at MTs Swasta Al-Washliyah Tanjung Morawa? This question is grounded in the framework proposed by Hughes (2003), who identified five interrelated technical and pedagogical aspects of assessment: validity, reliability, administration, discrimination, and backwash effect. Second, how is authentic assessment implemented in these writing activities? This question aims to capture the concrete practices employed by teachers, including whether they provide modeling, select relevant topics, assess the writing process, and conduct holistic assessment. The scope of this study is deliberately limited to ensure depth and focus. The research focuses solely on ninth-grade students at MTs Swasta Al-Washliyah Tanjung Morawa as research subjects, without involving teachers or other educational staff. The study focuses on writing skills, specifically procedural texts, in English language learning. Data collection was conducted through a questionnaire with a Yes/No response format administered to a minimum of 10 students as the research sample. By answering these research questions within this defined scope, the study aims to provide a detailed account of the current practice of authentic assessment in this school, identify areas of strength and weakness, and offer recommendations for improvement.

RESEARCH METHODE

Research Design

The form of research used in this study was descriptive qualitative research. According to Moleong (2012) in Ratnaningtyas et al. (2023), qualitative research is research that aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, and actions, holistically by describing them in words and language in a specific, natural context. Ramli (in Ratnaningtyas et al., 2023) further explains that descriptive qualitative research describes the meaning of data or phenomena that can be captured by the researcher according to the evidence found in the field. This approach was chosen because this study aims to describe the implementation of authentic assessment in writing procedural texts for Grade IX students at MTs Swasta Al-Washliyah Tanjung Morawa based on five assessment aspects

proposed by Hughes (2003), namely validity, reliability, administration, discrimination, and backwash effect. The qualitative approach allows the researchers to capture the perceptions and experiences of students as the research subjects, providing rich and contextual data that cannot be obtained through quantitative methods alone.

Research Subject

The research subjects in this study were ninth-grade students of MTs Swasta Al-Washliyah Tanjung Morawa who actively participated in English learning and had written procedural texts. According to Ratnaningtyas et al. (2023), research subjects are the primary data sources of the research, namely those who possess data regarding the variables being studied. In qualitative research, the position of the subject or informant is crucial, not only as a responder but also as the owner of the information needed by the researcher. A total of ten students were selected as research subjects. This number was considered adequate for a qualitative study as it allows for in-depth exploration of each subject's perceptions and experiences. The selection was based on their active participation in English learning and their experience in completing procedural text writing assignments. By focusing on students who had direct experience with the assessment practices being studied, the research ensures that the data collected is relevant and reliable.

Data Collection Technique

The data collection technique used in this study was a questionnaire. According to Syafruddin (2023) in Ratnaningtyas et al. (2023), the data collection process in qualitative research can be conducted through direct fieldwork, including observation, questionnaires, in-depth interviews, document reviews, and focus group discussions (FGDs). In this study, a questionnaire was chosen as the data collection technique because the intended data collection was to identify and describe the implementation of authentic assessment in procedural text writing activities experienced by students. The questionnaire used was a closed-ended questionnaire with yes and no answer options (Yes/No questionnaire). This format was chosen because it provides clear and straightforward responses that can be easily quantified and analyzed while still maintaining the qualitative nature of the study through subsequent interpretation. The questionnaire was administered directly to the ninth-grade students of MTs Swasta Al-Washliyah Tanjung Morawa, who served as the research subjects. The administration was conducted in a classroom setting, with the researchers present to provide clarification if needed.

Research Instrument

The research instrument consisted of 10 questions mapped to two research problem formulations. Items 1 to 6 were designed to answer the first research question regarding the aspects of authentic assessment applied: item 1 addressed validity by asking whether the assignment matched learning objectives and abilities; item 2 addressed reliability by asking whether the teacher used a clear rubric with separate criteria; items 3 and 4 addressed administration by asking whether the rubric was provided before the assignment and whether the time allotted was sufficient; item 5 addressed discrimination by asking whether the assessment showed differences between mastered and needed skills; and item 6 addressed backwash effect by asking whether the teacher provided feedback on writing. Items 7 to 10 were designed to answer the second research question regarding how the implementation of authentic assessment takes place in procedural text writing activities: item 7 addressed modeling by asking whether the teacher provided examples of procedure texts; item 8 addressed topic relevance by asking whether the topic was relevant to daily life; item 9 addressed process assessment by asking whether the teacher assessed the writing process, not just the final product; and item 10 addressed holistic assessment by asking whether the assessment included attitude, knowledge, and skills.

Data Analysis Technique

Data analysis in this study was conducted using an interactive analysis model. Ratnaningtyas et al. (2023) explain that in qualitative research, data analysis is inductive, meaning researchers do not start from a hypothesis but rather from field data, which is then analyzed to draw conclusions. The interactive analysis model used includes three main stages: data reduction, data presentation, and conclusion drawing. In the first stage, data reduction, researchers sorted and summarized respondents' answers that were most relevant to the research focus and discarded unnecessary data. In the second stage, data presentation, the reduced data was presented in descriptive narrative form based on themes emerging from respondents' answers, making them easier to understand. In the third stage, drawing conclusions, researchers drew conclusions based on the overall data that had been analyzed thoroughly and systematically. These three stages were carried out continuously throughout the research process, with the researchers moving back and forth between stages as needed to ensure thorough and accurate analysis.

RESULT AND DISCUSSION

This section presents the research findings obtained through a questionnaire administered to ten ninth-grade students at MTs Swasta Al-Washliyah Tanjung Morawa. The findings are presented descriptively and qualitatively to answer two research questions: (1) the aspects of authentic assessment applied in procedural text writing activities, and (2) how the implementation of authentic assessment occurs in classroom practice. The complete results of the questionnaire are presented in the following sections.

Aspects of Authentic Assessment Applied (Research Question 1)

The first research question sought to identify which aspects of authentic assessment, as defined by Hughes (2003), were implemented in the procedural text writing activities. Six questions (items 1-6) were used to measure these aspects, with each aspect represented by either one or two questions. The findings for each aspect are detailed below.

Validity

Validity was measured by Item 1: "Does the procedural text writing assignment given by the teacher match the learning objectives stated in the syllabus or learning plan?" This question aimed to determine whether students perceived the writing task as aligned with what they were supposed to learn.

Table 1.
Student Responses on Validity Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 9 | 90% |
| No | 1 | 10% |

Almost all students (9 out of 10) stated that the procedural text writing assignment given by the teacher was appropriate to their abilities and actual experiences. Only one student stated otherwise. This finding indicates that the validity aspect of the procedural text writing assessment activity in ninth-grade MTs Swasta Al-Washliyah Tanjung Morawa has been running quite well. The high percentage suggests that the teacher has successfully designed assignments that reflect the intended learning objectives and that students recognize this alignment.

Reliability

Reliability was measured by Item 2: "Does the teacher use an assessment rubric that includes separate criteria for text structure (goal, material, steps) and linguistic features (imperative sentences, temporal conjunctions, action verbs)?" This question aimed to determine whether the teacher used a clear, structured rubric that could produce consistent assessment results.

Table 2. Student Responses on Reliability Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 7 | 70% |
| No | 3 | 30% |

Regarding reliability, the majority of students (7 out of 10) stated that the teacher used a clear assessment rubric, while a small number (3 out of 10) stated otherwise. This situation indicates that the application of the assessment rubric is not yet fully consistent and perceived by all students, resulting in uneven perceptions that require attention. The 30% of students who responded "No" suggest that the rubric may not be communicated clearly or applied consistently for all students.

Administration

The administrative aspect was measured by two questions. Item 3 asked whether the teacher provided the rubric or assessment criteria before the procedural text writing assignment began. Item 4 asked whether the time allotted to complete the assignment was sufficient, including time for planning, writing, and revising.

Table 3.
Student Responses on Administration Aspect

| Item | Question | Yes | No |
|-------------|--|------------|-----------|
| 3 | Rubric/criteria provided before assignment | 7 (70%) | 3 (30%) |
| 4 | Time allotted was sufficient | 8 (80%) | 2 (20%) |

Regarding the presentation of the rubric or assessment criteria prior to the assignment, the majority of students (7 out of 10) stated that the teacher had communicated it well, while a small number (3 out of 10) stated that it had not. Regarding the adequacy of time given to complete the assignment, most students (8 out of 10) gave similar positive responses. Overall, the administrative aspect can be said to be running relatively well, although a small number of students still did not feel it was optimal. The finding that 30% of students did not receive the rubric before the assignment is a notable concern, as it may affect their ability to meet assessment expectations.

Discrimination

Discrimination was measured by Item 5: "Did the assessment you received for writing procedural texts show the difference between the aspects you have mastered and those that still need improvement?" This question aimed to determine whether the assessment could distinguish between different levels of student ability.

Table 4.
Student Responses on Discrimination Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 9 | 90% |
| No | 1 | 10% |

Almost all students (9 out of 10) stated that the assessment for procedural text writing implemented was able to differentiate between high-ability and low-ability students. Only one student stated the opposite. This finding indicates that the assessment instrument used by the teacher had sufficient discriminatory power. Students perceived that the feedback and results they received helped them understand which aspects of their writing were strong and which needed improvement.

Backwash Effect

The backwash effect aspect was measured by Item 6: "Did the teacher's feedback on your procedural text writing help you understand the errors and improve your writing ability?"

Table 5.
Student Responses on Backwash Effect Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 10 | 100% |
| No | 0 | 0% |

The backwash effect aspect showed the most prominent results in this study. All students (10 out of 10) stated that the teacher provided feedback on their writing. This finding indicates that the activity of assessing procedural text writing at the school has provided a positive feedback impact on all students. The unanimous positive response suggests that the teacher is consistently providing feedback, which is essential for student learning and improvement.

Implementation of Authentic Assessment in Procedural Text Writing Activities (Research Question 2)

The second research question sought to describe how authentic assessment is implemented in procedural text writing activities. Four questions (numbers 7-10) were designed to answer this research question, covering the practices of modeling, topic relevance, process assessment, and holistic assessment.

Modeling (Providing Text Examples)

Item 7 asked: "Does the teacher provide examples of procedure texts (e.g., recipes, instructions for using tools) before you are asked to write a procedure text yourself?"

Table 6.
Student Responses on Modeling Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 9 | 90% |
| No | 1 | 10% |

Nine out of ten students (90%) stated that the teacher provided examples of procedural texts before the assignment. This indicates that the modeling practice as part of the implementation of authentic assessment has been

implemented well by the teacher. Providing examples helps students understand the genre conventions and structure of procedural texts before they begin their own writing.

Topic Relevance

Item 8 asked: "Is the topic of the procedural text writing assignment given by the teacher relevant to your daily life, making it easier for you to develop ideas?"

Table 7.
Student Responses on Topic Relevance Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 10 | 100% |
| No | 0 | 0% |

All students (10 out of 10) stated that the topic of the procedural text writing assignment was relevant to their daily lives. This is a very positive finding, indicating that the teacher has successfully designed an assignment that is contextual and meaningful for all students. Topic relevance is a key principle of authentic assessment, as it ensures that students are engaged in tasks that reflect their real-world experiences.

Process Assessment

Item 9 asked: "Does the teacher assess the writing process of your procedure text (e.g., outline/draft, revision) and not only assess the final product?"

Table 8.
Student Responses on Process Assessment Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 4 | 40% |
| No | 6 | 60% |

Regarding process assessment, only a few students (4 out of 10) stated that the teacher assessed the writing process, not just the final product. Meanwhile, the majority (6 out of 10) stated the opposite. This indicates that the assessment tends to be oriented towards the final product rather than

the writing process as a whole. This finding represents a significant gap in the implementation of authentic assessment, which ideally includes evaluation of the entire writing process.

Holistic Assessment

Item 10 asked: "Does the assessment of writing procedure texts in class include attitude assessment (e.g., activeness, responsibility) in addition to assessing knowledge and writing skills?"

Table 9.
Student Responses on Holistic Assessment Aspect

| Response | Number of Students | Percentage |
|-----------------|---------------------------|-------------------|
| Yes | 4 | 40% |
| No | 6 | 60% |

Similar to the process assessment aspect, only a portion of students (4 out of 10) perceived holistic assessment as effective. Others (6 out of 10) stated that the teacher's assessment did not comprehensively cover all aspects of their writing skills. This finding highlights the need for improvement in the implementation of authentic assessment in the holistic dimension, which ideally encompasses cognitive, affective, and psychomotor domains.

Discussion

The findings of this study reveal that the implementation of authentic assessment in procedural text writing at MTs Swasta Al-Washliyah Tanjung Morawa has been partially successful, with several aspects demonstrating strong alignment with theoretical principles while others reveal significant gaps requiring attention. The high percentage of students who stated that the writing assignment matched their abilities and experiences (90% for validity) aligns with Hughes' (2003) validity principle, which states that a test is valid if it truly measures what it is supposed to measure. This also reflects Mueller's (2006) view that authentic assessment requires students to perform real-world tasks. Similarly, the unanimous positive response for backwash effect (100%) aligns with Sahyon's (2021) assertion that authentic assessment generates positive backwash, as students receive feedback that aids their learning and development. The discrimination aspect also showed strong results (90%), supporting Risaldi and Akhiruddin's (2023) finding that multi-criteria rubrics can effectively differentiate student abilities. However, findings

regarding reliability (70% positive) indicate that the use of the assessment rubric has not been perceived equally by all students. Hughes (2003) emphasizes that a test is considered reliable if it produces consistent results, and Risaldi and Akhiruddin (2023) argue that a well-structured rubric is the primary mechanism for achieving this consistency. The uneven student perceptions in this study suggest the need for more explicit communication between teachers and students regarding assessment instruments. The administrative aspect also showed room for improvement, with 30% of students reporting that they did not receive the rubric before the assignment.

The pedagogical implications of these findings for English language teaching are significant. The modeling and topic relevance practices performed very well, with 90% and 100% positive responses respectively. This reflects Br. Siregar et al.'s (2025) finding that contextually relevant content improves linguistic competence and student engagement, and Wiggins' (1998) view that authentic assignments should provide opportunities for practice and feedback. However, the process and holistic assessment aspects showed notably lower results, with only 40% positive responses for each. Risaldi and Akhiruddin (2023) argue that writing assessment should integrate evaluation of both process and product, while Br. Siregar et al. (2025) state that authentic assessment should encompass attitudes, knowledge, and skills. For English language learning, these findings imply that while teachers have successfully adopted the tasks of authentic assessment, they have not fully embraced the principles of process-oriented and holistic evaluation. The focus on the final product limits students' opportunities to learn from drafting and revision, while the lack of holistic assessment fails to capture the full spectrum of student competencies. Addressing these gaps would enable the school to realize the full potential of authentic assessment in supporting students' writing development.

CONCLUSION

Based on the research results, it can be concluded that the implementation of authentic assessment in teaching procedural text writing for ninth-grade students at MTs Swasta Al-Washliyah Tanjung Morawa has been partially successful. This is evident from the majority of students who felt that the writing assignments were appropriate for their abilities and related to real-life experiences, as indicated by the high validity score (90%). Furthermore, students unanimously stated that the teacher provided feedback on their writing, demonstrating a strong positive backwash effect that helps them understand errors and improve their writing skills. Considering

the five aspects of authentic assessment according to Hughes (2003), validity, discrimination, and backwash effect showed good results. Students felt that the assignments were relevant to their abilities, the assessments differentiated between students of different ability levels, and the teacher provided constructive feedback on their writing. However, aspects of reliability and administration still need improvement, particularly regarding students' understanding of the use of assessment rubrics and clearer communication of assessment criteria to all students. The finding that 30% of students did not receive the rubric before the assignment is a significant concern that requires immediate attention.

Regarding the implementation of authentic assessment, the study found that teachers effectively used modeling (90%) and selected topics relevant to students' daily lives (100%). These practices reflect the principles of authentic assessment and genre-based pedagogy. However, the assessment practices were found to be lacking in two critical areas: process assessment and holistic assessment. The evaluation tended to focus on the final written product rather than the iterative writing process, and it did not comprehensively include the assessment of student attitudes. Only 40% of students perceived that process assessment and holistic assessment were implemented. This suggests that while the foundational elements of authentic assessment are present, its full potential has not yet been realized, and the assessment practices are still somewhat product-oriented and narrowly focused.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to the students of MTs Swasta Al-Washliyah Tanjung Morawa for their participation in this study, and to the supervisor Neni Afrida Sari Harahap for guidance and support throughout this research.

REFERENCES

- Br. Siregar, T. M. S., Natsir, M., Fibriasari, H., & Rahmadany, S. (2025). Developing English writing assessments of procedure texts for local culinary program. *Journal of Languages and Language Teaching (JOLLT)*, 13(1), 460-471. <https://doi.org/10.33394/jollt.v13i1.12908>
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Marwiyah, M., Said, M. M., & Mukrim, M. (2025). Teaching writing procedure text through pictures to Grade IXB students at MTs Negeri 4

- Kota Palu. YASIN: Jurnal Pendidikan dan Sosial Budaya, 5(4), 3939–3955.
<https://doi.org/10.58578/yasin.v5i4.6422>
- Mueller, J. (2006). Authentic assessment toolbox. North Central College.
<http://jfmuller.faculty.noctrl.edu/toolbox/>
- Ratnaningtyas, E. M., Ramli, R., Syafruddin, S., Saputra, E., Suliwati, D., Nugroho, B. T. A., Karimuddin, K., Aminy, M. H., Saputra, N., Khaidir, K., & Jahja, A. S. (2023). Metodologi penelitian kualitatif. Yayasan Penerbit Muhammad Zaini.
- Risaldi, D., & Akhiruddin, A. (2023). Instrumen asesmen autentik pembelajaran menulis teks prosedur dengan teknik penugasan untuk siswa SMA. BISA: Jurnal Bahasa, Sastra, dan Pengajaran, 2(2), 60–70.
- Sahyon, S. (2021). Designing authentic assessment model for writing skill at junior high school students. Journal of English Education and Linguistics, 2(1), 50–59.
- Wiggins, G. (1990). The case for authentic assessment. Practical Assessment, Research, and Evaluation, 2(2).
<https://doi.org/10.7275/ffb1-mm19>
- Wiggins, G. (1998). Educative assessment: Designing assessments to inform and improve student performance. Jossey-Bass.
- Yassin, M., & Sood, M. (2024). Implementing genre based approach to improve students' writing skill of EFL students in Indonesia. International Journal of English Education and Linguistics (IJoEEL), 6(1), 101–111.