



The Implementation of Authentic Assessment Using Think-Pair-Share (TPS) Model to Improve Fifth-Grade Students' Speech Text Writing Skills

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ARTICLE INFO	ABSTRACT
Received: 11 Mei 2026	Speech-writing skill is a crucial competency that elementary school students must master. However, in reality, fifth-grade students at SD Negeri 074049 Teluk Belukar still struggle with structuring speeches, developing ideas, and using language that adheres to proper conventions. Furthermore, the instructional process remains focused on final outcomes, and the implementation of assessments that evaluate the students' learning process is not yet optimal. This study aims to improve speech-writing skills through the application of authentic assessment combined with the Think–Pair–Share (TPS) learning model. This study is a Classroom Action Research (CAR) project. It was conducted over two cycles, each comprising the stages of planning, implementation, observation, and reflection. The research subjects were 20 fifth-grade students. Data collection techniques included observation, performance assessment, portfolios, and self-assessment. The data were analyzed using both descriptive qualitative and quantitative methods. The results indicated that in Cycle I, the students' speech-writing skills were still low, characterized by difficulties in selecting a topic, structuring an outline, and developing the content of the speech. A significant improvement was observed in Cycle II, with the majority of students demonstrating the ability to write speech texts systematically, develop ideas more effectively, and use more precise language. Furthermore, student engagement and active participation in the learning process also increased. Based on these findings, it can be concluded that the implementation of authentic assessment using the Think–Pair–Share (TPS) learning model can enhance the speech-writing skills of fifth-grade students at SD Negeri 074049 Teluk Belukar.
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1. Introduction

Assessment is an essential component of learning because it provides information about students' progress, competency achievement, and learning needs (Martin & Dockrell, 2024). Beyond measuring final outcomes, assessment should monitor students' development and provide feedback to improve instruction (Ebrahimi & Ebadi, 2024). One approach that supports this function is authentic assessment, which evaluates students' knowledge, skills, attitudes, and competencies through meaningful, real-life tasks (Purnomo et al., 2020). Arvianto (2016) describes authentic assessment as a process of gathering information about students' progress and achievement through various techniques that allow them to demonstrate abilities in real-world contexts, while Hidayah et al. (2023) emphasize its role in promoting interaction, motivation, participation, and learning-skill development.

Authentic assessment is particularly relevant to Indonesian language learning, especially writing, because writing requires students to express ideas, experiences, and thoughts coherently and logically (Muliasa & Janawati, 2022) while also developing critical and creative thinking (Putu et al., 2022). Writing is a complex process involving idea generation, organization, composition, and revision. Recent research emphasizes that valid writing assessment is essential for monitoring students' writing development, setting instructional goals, and identifying learners who experience difficulties in producing coherent written texts (Martin & Dockrell, 2024). Therefore, writing assessment should not be limited to evaluating the final written product but should also capture students' engagement and development throughout the writing process (Fiskerstrand & Gamlem, 2023; Graham, et al., 2015). Authentic assessment can provide such comprehensive evaluation by assessing students' abilities to develop ideas, organize content, use language appropriately, and revise their work.

One important writing competency for fifth-grade elementary students is writing speech texts (Inggriyani & Putri, 2026). A speech text is prepared for oral delivery to convey particular messages, ideas, or viewpoints (Tyas et al., 2024). In the Kurikulum Merdeka, this competency is aligned with Phase C learning outcomes, which emphasize the ability to write persuasive texts based on ideas, experiences, or observations coherently and convincingly. Students are therefore expected to determine the topic and purpose, organize the speech structure, develop relevant content, and use effective and polite language. These requirements make speech-text writing appropriate for authentic assessment because students need to demonstrate both the process and product of writing.

However, preliminary interviews with the Fifth-grade teacher and classroom observations at Elementary School Negeri 074049 Teluk Belukar indicated that students experienced difficulties in developing ideas coherently across the introduction, body, and conclusion. They also had difficulty determining the topic and purpose of their speeches, resulting in content that was sometimes inconsistent with the intended message. Similar difficulties have been identified among elementary students, particularly in idea and content development, while limited opportunities for meaningful writing practice may further constrain writing performance (Akib et al., 2026). Furthermore, students tended to rely on teacher-provided sample texts rather than developing ideas independently. Research on speech-text writing in elementary schools highlights the need for structured instructional support to facilitate students' development of speech-writing skills (Ivanka et al., 2025). Analysis of their written work also showed difficulties in organizing speech content systematically and errors in spelling and punctuation. Research on primary students with writing difficulties similarly identifies weaknesses in organizational thinking and language-related aspects of writing, emphasizing the importance of structured planning, drafting,

revision, and evaluation (Zhang et al., 2025). These conditions indicate the need for structured writing instruction that supports students in generating, developing, and organizing ideas, particularly because writing interventions have been shown to improve writing performance among primary-grade students (Kim et al., 2021).

The assessment practices also presented challenges because they tended to emphasize students' final written products, while the processes of generating ideas, outlining, discussing, drafting, and revising were not optimally assessed. The use of authentic assessment techniques, including performance assessment, portfolios, and self-assessment, also remained limited. Consequently, teachers had insufficient information about students' development at different stages of writing, and feedback could not always be adapted to their specific needs (Fiskerstrand & Gamlem, 2023). These conditions demonstrate the need to integrate authentic assessment with an instructional model that actively involves students in the writing process.

The Think–Pair–Share (TPS) model provides a relevant learning environment through three stages: think, in which students generate and organize ideas; pair, in which they discuss and refine ideas with a partner; and share, in which they communicate their ideas with the class. Peer interaction and collaborative writing can facilitate idea exchange, feedback, and writing development among young learners (Li & Qian, 2024; Milla & García-Mayo, 2023), while previous research indicates that TPS can improve students' writing achievement (Hidayat & Rifdah, 2024; Pradyta & Harahap, 2024; Prasetyo et al., 2026). These stages also create opportunities for teachers to assess students' participation, communication, collaboration, and writing development. Integrating authentic assessment with TPS can therefore connect assessment with the writing process rather than focusing solely on the final product.

Accordingly, this study focuses on the implementation of authentic assessment through the Think–Pair–Share (TPS) model to improve speech text writing skills among fifth-grade students at State Elementary School 074049 Teluk Belukar. The study aims to describe the implementation of authentic assessment through TPS in speech-text writing instruction and examine the improvement in students' speech-writing skills following its implementation. The integration of authentic assessment and TPS is expected to support a more active, process-oriented, and student-centered writing environment while providing teachers with comprehensive evidence of students' learning progress and writing performance.

2. Literature Review

Assessment is an integral component of language learning because it provides evidence of students' ability to apply knowledge and skills in meaningful contexts. Wiggins (1990) established the foundation of authentic assessment by emphasizing direct evaluation of students' performance on meaningful intellectual tasks rather than relying solely on conventional tests, while Mueller (2005) developed this concept through authentic tasks, explicit standards, and rubrics that evaluate performance in relation to purpose, audience, content, organization, and effectiveness. Recent scholarship further expands this perspective. Vlachopoulos and Makri (2024) found that authentic assessment uses real-world tasks to evaluate knowledge, skills, and attitudes and can foster 21st-century competencies, although implementation requires adequate teacher preparation and resources. Ajjawi et al. (2024) emphasized *authenticity in assessment*, arguing that authenticity emerges from the relationship among task, learner, context, purpose, and assessment process. Meanwhile, Fawns et al. (2025) caution that authentic assessment should not be viewed as a universal solution but should be designed contextually according to educational goals and learner needs. These perspectives

are relevant to speech-text writing because students can produce texts for meaningful purposes and specific audiences rather than writing solely for teacher evaluation.

Authentic assessment is particularly applicable to writing because writing requires students to generate ideas, organize information, select appropriate language, and communicate meaning coherently. Hitimala and Wirza (2024) found that authentic assessment in EFL writing can provide realistic writing experiences and support writing ability, motivation, enthusiasm, and willingness to write, although time and resource limitations may constrain implementation. This finding reinforces Wiggins' (1990) and Mueller's (2005) view that assessment should become part of meaningful learning rather than merely measure learning outcomes. In speech-text writing, authentic assessment can evaluate content relevance, organization, coherence, language use, communicative purpose, and audience appropriateness. Evidence from primary education is also provided by Abidin (2023), who demonstrated the potential of authentic assessment to support learning development in primary-school reading comprehension. Although this study did not focus on writing, it indicates that authentic assessment can be implemented at the elementary level. Nevertheless, much of the recent authentic-assessment literature remains concentrated on higher education, while empirical studies integrating authentic assessment into elementary-school writing, particularly speech-text writing, remain limited.

Alongside assessment, the instructional model used to facilitate idea development is important for writing achievement. Think-Pair-Share (TPS) provides sequential opportunities for students to think individually, discuss ideas with a partner, and share them with a wider group, thereby supporting idea generation, clarification, peer feedback, and communication before or during writing. Empirical studies demonstrate its potential for writing development. Asriyoni et al. (2025) found that TPS improved elementary students' writing achievement, with the proportion reaching the minimum criterion increasing from 36.36% to 81.82%, accompanied by improvements in sentence structure, coherence, confidence, collaboration, and engagement. Al-Iman et al. (2025) similarly reported improvements in fifth-grade students' official-letter writing, with mean scores increasing from 73.8 to 91.08 and learning completeness from 74.07% to 100%. More recently, Mukherna and Alwi (2026) found that TPS improved fifth-grade students' narrative writing, with mean scores increasing from 72.2 to 88 across the research cycles. These findings provide strong evidence for TPS at the elementary level, particularly among fifth-grade students, although the genres examined, general writing, official letters, and narrative texts, differ from speech-text writing. At the secondary level, Pradyta and Harahap (2024) demonstrated the applicability of TPS to response-text writing, while Prasetyo et al. (2025) reported improvements in writing performance and positive student responses following TPS implementation, suggesting that TPS can support both writing outcomes and student engagement across different writing contexts.

Although previous studies establish the effectiveness of TPS in writing and the potential of authentic assessment in meaningful performance evaluation, these two approaches have generally been examined separately. Studies by Asriyoni et al. (2025), Al-Iman et al. (2025), Mukherna and Alwi (2026), Pradyta and Harahap (2024), and Prasetyo et al. (2025) primarily investigate TPS as an instructional strategy, whereas Wiggins (1990), Mueller (2005), Vlachopoulos and Makri (2024), Ajjawi et al. (2024), Fawns et al. (2025), and Hitimala and Wirza (2024) primarily address authentic assessment. Their integration offers a potentially complementary framework in which TPS functions as the learning process and authentic assessment as the assessment framework embedded within that process. Students can identify the topic, purpose, audience, and initial ideas during the Think stage; exchange ideas and

provide peer feedback during the Pair stage; and communicate and refine their ideas during the Share stage. The resulting text can then be evaluated using authentic criteria. Such integration is consistent with Mueller's (2005) emphasis on authentic tasks and rubrics and Ajjawi et al.'s (2024) view that authenticity emerges from the relationship between assessment, context, purpose, and learner activity. Speech-text writing is particularly suitable because it has an inherently communicative purpose: students must consider what they want to communicate, why they are communicating it, whom they are addressing, and how effectively their ideas can be organized and expressed.

Overall, the literature demonstrates that authentic assessment emphasizes meaningful performance and contextualized application (Wiggins, 1990; Mueller, 2005; Vlachopoulos & Makri, 2024; Ajjawi et al., 2024), while evidence suggests that it can support writing and learning development (Hitimala & Wirza, 2024; Abidin, 2023). At the same time, TPS has demonstrated positive effects on writing across elementary and secondary contexts, including general writing (Asriyoni et al., 2025), fifth-grade official-letter writing (Al-Iman et al., 2025), fifth-grade narrative writing (Mukhera & Alwi, 2026), response-text writing (Pradyta & Harahap, 2024), and general writing performance and engagement (Prasetyo et al., 2025). However, limited empirical research has examined the integrated implementation of authentic assessment through the TPS model to improve speech-text writing skills among fifth-grade elementary students. Existing studies have largely addressed TPS and authentic assessment as separate components, while speech-text writing has received less attention than other genres. Therefore, the present study addresses the intersection of authentic assessment, TPS, speech-text writing, and fifth-grade elementary education by positioning TPS as a collaborative mechanism for generating, discussing, refining, and communicating ideas and authentic assessment as a contextualized framework for evaluating students' writing. Through the sequence of individual idea generation, peer discussion, collaborative refinement, text production, feedback, revision, and authentic evaluation, the study seeks to determine whether the integration of authentic assessment and TPS can provide a meaningful and effective approach to improving fifth-grade students' speech-text writing skills.

3. Method

This study employs Classroom Action Research (CAR) using both qualitative and quantitative approaches. It was conducted collaboratively, involving the researcher and the fifth-grade teacher in planning, implementing, observing, and reflecting on instructional actions. The CAR model utilized is the Kemmis and McTaggart model, which consists of four cyclical stages: planning, acting, observing, and reflecting (Kemmis et al., 2014). The study aims to improve speech-writing skills through the implementation of authentic assessment integrated with the Think-Pair-Share (TPS) learning model. A qualitative approach was used to describe the learning process, teacher and student activities, and findings from observations, interviews, documentation, and reflections; meanwhile, a quantitative approach was used to analyze students' writing skills based on the class average score, the number of students meeting the Minimum Mastery Criteria, and the percentage of classical learning mastery.

The research was conducted at State Elementary School 074049 Teluk Belukar during the even semester of the 2025/2026 academic year. The site selection was based on preliminary observations indicating that fifth-grade students struggled to develop content aligned with the speech's purpose, organize ideas coherently, use persuasive language, and independently draft and revise speech texts. The research subjects consisted of 20 fifth-grade students in a

single class. Indonesian language instruction for the fifth grade is allocated six lesson hours per week, with each hour lasting 35 minutes. Each session spans two lesson hours (70 minutes); thus, a single cycle, comprising two sessions, lasts 140 minutes. The research was planned as a single cycle, with provision to proceed to a subsequent cycle if the established success indicators were not met.

In this classroom action research, the research variables are conceptualized as input, process, and output. The input variable consisted of the students' initial conditions; the process variable involved the implementation of instruction using the Think-Pair-Share (TPS) model integrated with authentic assessment; and the output variable was the improvement of students' speech-writing skills. The research procedure followed the stages of the Kemmis and McTaggart model. During the planning stage, the researcher and the teacher prepared instructional materials, the TPS implementation scenario, authentic assessment instruments, and success indicators. The action stage was carried out through "think," "pair," and "share" activities, accompanied by monitoring of the students' writing process. The observation stage was conducted to identify teacher and student activities as well as the development of writing skills during instruction. Subsequently, the reflection stage was used to evaluate the implementation of the action, identify obstacles, and determine necessary improvements for the next cycle.

Research instruments included observation sheets for teacher and student activities, performance assessment rubrics, anecdotal records, speech-writing portfolios, and student self-assessment sheets. Data were collected through observation, authentic assessment (performance assessments and portfolios), interviews, reflection, and documentation. Authentic assessment was employed to obtain a comprehensive overview of the students' learning process and outcomes, including their ability to develop ideas, organize speech structures, elaborate on content, engage in discussion, and revise their writing. Quantitative data were analyzed based on speech text and portfolio assessment results by calculating the class average score, the number of students achieving the Minimum Mastery Criterion, and the percentage of classical learning mastery. Meanwhile, qualitative data obtained from observations, field notes, interviews, reflection, and documentation were analyzed descriptively to illustrate the process of implementing authentic assessment via the TPS model, as well as changes in student activity and skills during the intervention. By integrating these two approaches, the study provides an overview of both the action implementation process and the changes in students' speech-writing skill outcomes.

4. Research Result

4.1 *Authentic Assessment through the Think-Pair-Share Model in Cycle I*

The intervention in Cycle I was conducted over two sessions, with each session allocated 2×35 minutes. During this cycle, the learning activities implemented the Think-Pair-Share (TPS) model integrated with authentic assessment, particularly portfolio and performance assessments, to support students in developing speech texts.

Based on the performance assessment results in Session I of Cycle I, the class average score was 62, which was below the established Minimum Mastery Criterion of 65. Of the 20 students, 9 students achieved mastery, whereas 11 students did not, resulting in a classical mastery rate of 45%. This percentage was below the predetermined minimum criterion of 85%. These findings indicate that the students had not yet optimally followed the stages of the TPS learning model. Accordingly, further guidance, motivation, and more effective discussion management were required in subsequent learning activities.

The performance assessment results in Session II showed an improvement. The class average score increased to 71.45, exceeding the Minimum Mastery Criterion of 65. Of the 20 students, 14 students achieved mastery, while 6 students did not, resulting in a classical mastery rate of 70%. Although the average score had exceeded the minimum criterion, the classical mastery rate remained below the predetermined target of 85%. Nevertheless, the findings indicate that students were beginning to follow the TPS stages more effectively. This improvement was reflected in their increased participation in discussions and greater involvement in presenting their work, although several students had not yet demonstrated optimal performance, as illustrated in Figure 1.

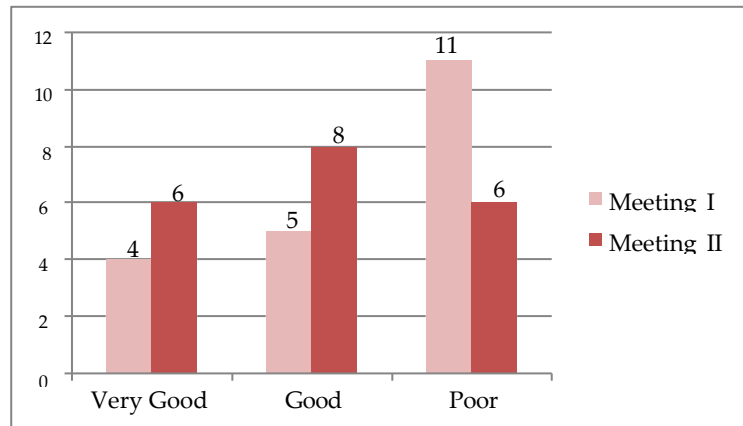


Figure 1. Comparison Diagram of Student Performance Assessment Categories in Cycle I

The comparison of student performance assessment results between the two sessions in Cycle I demonstrates an improvement in student performance. The number of students classified in the “Very Good” and “Good” categories increased, whereas the number of students in the “Poor” category decreased. These changes indicate that the implementation of the TPS model had begun to improve students’ participation and performance during the learning process.

The results of the student speech-text assessment in Cycle I indicated that the class average score was 53.25, which remained below the Minimum Mastery Criterion of 65. Of the 20 students, 8 students achieved mastery, while 12 students did not, resulting in a classical mastery rate of 40%. The students’ speech-text writing performance was further classified according to their ability levels, as presented in Figure 2.

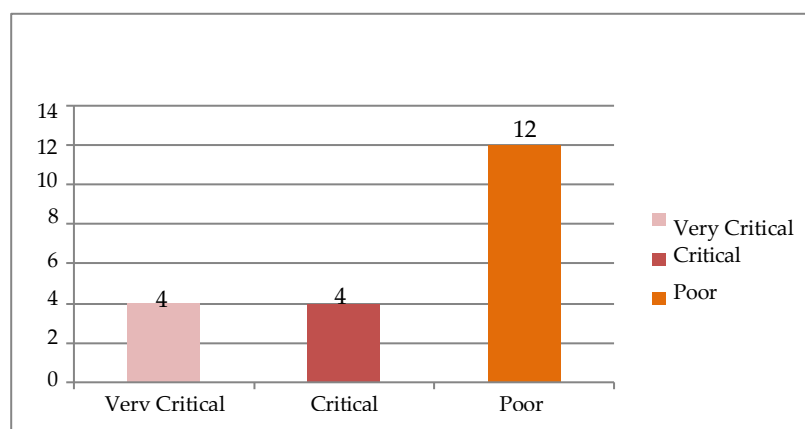


Figure 2. Comparison Diagram of Student Speech-Writing Performance Categories in Cycle I

The distribution of students' speech-writing performance categories in Cycle I indicates that their ability to produce speech texts was still relatively low. Of the 20 students, 4 students were classified in the "Very Critical" category, 4 in the "Critical" category, and 12 in the "Poor" category. These results indicate that most students continued to experience difficulties in developing ideas, organizing the structure of speech texts, and using appropriate language. Therefore, improvements in the instructional process were necessary in the subsequent cycle to strengthen students' speech-writing skills.

The implementation of authentic assessment through the TPS model in Cycle I nevertheless demonstrated a positive influence on the learning process. Student engagement increased from the "moderately active" category in the first session to the "active" category in the second session. Students began to demonstrate greater confidence in discussing their ideas with partners and providing feedback on peers' work. They also showed increased interest and participation in the learning activities.

However, the results of Cycle I had not yet met the established success indicators. Observations and assessments of students' speech texts identified several challenges throughout the learning process. During the Think stage, some students experienced difficulties in selecting appropriate topics, developing speech outlines, and organizing their ideas coherently. During the Pair stage, discussions were not yet optimal because some students remained passive and depended on more capable partners. During the Share stage, several students lacked confidence in presenting their work in front of the class.

From the teacher's perspective, the implementation of the TPS model also required improvement. Time management across the Think, Pair, and Share stages was not yet effective, resulting in insufficient opportunities for each stage to be implemented optimally. In addition, teacher guidance was not evenly distributed, particularly for students who experienced difficulties in understanding the material and developing speech content. The explanation of speech-text structure and strategies for developing ideas also required further clarification to facilitate students' understanding.

Based on the reflection, the implementation of authentic assessment through the TPS model in Cycle I had contributed positively to the learning process but had not yet produced the expected learning outcomes. Therefore, several improvements were planned for Cycle II to optimize students' speech-writing skills. First, the teacher would provide a more comprehensive example of a speech text and analyze its opening, body, and closing sections with students to strengthen their understanding of speech-text structure. Second, the teacher would provide an outline or writing guide containing sequential steps for drafting a speech to facilitate more coherent idea development. Third, students who continued to experience difficulties in selecting topics and developing speech content would receive more specific guidance. Fourth, the teacher would organize heterogeneous learning pairs so that students with stronger writing abilities could support peers who were experiencing difficulties. Fifth, sufficient opportunities would be provided for all students to present their discussion results during the Share stage to strengthen their confidence. Sixth, the teacher would provide immediate reinforcement, appreciation, and feedback on students' work to increase learning motivation. Seventh, the allocation of time for the Think, Pair, and Share stages would be managed more systematically to ensure that all activities were implemented according to the planned sequence. Finally, portfolio results and performance assessments would be used as the basis for providing feedback and guiding students in improving their writing before producing their final speech texts.

The implementation of these improvements was intended to provide students with more structured opportunities to develop, discuss, revise, and communicate their ideas throughout the TPS stages. The integration of portfolio and performance assessments also enabled the teacher to provide more targeted feedback based on students' progress and specific writing difficulties. These adjustments were expected to create a more supportive learning environment and facilitate students' achievement of the predetermined success indicators.

4.2 Authentic Assessment through the Think-Pair-Share Model in Cycle II

The implementation of the intervention in Cycle II was conducted over two sessions, with each session allocated 2 × 35 minutes. Based on the student performance assessment results in Session I of Cycle II, the class average score reached 77.4, exceeding the established Minimum Mastery Criterion of 65. Of the 20 students, 18 achieved scores of ≥65, while 2 students did not meet the mastery requirement, resulting in a 90% class mastery rate. This result indicates that class-wide learning mastery had been achieved because the percentage exceeded the predetermined criterion of at least 85% of students achieving mastery. Overall, the performance assessment results demonstrate that students were able to follow the stages of the Think-Pair-Share (TPS) model effectively, including independent thinking in the Think stage, partner discussion in the Pair stage, and presentation of results in the Share stage. This improvement was reflected in students' increased participation during discussions and their greater confidence in presenting their ideas.

In Session II of Cycle II, the student performance assessment reached a score of 32 out of a maximum of 36, corresponding to an 88% achievement rate and placing student performance in the "Very Active" category. These results indicate that student engagement in speech-writing activities facilitated through the TPS model had improved substantially and was progressing optimally. Students actively participated in discussions, collaborated with their partners, and demonstrated greater confidence when presenting their ideas before the class. In addition, student participation across the Think, Pair, and Share stages showed consistent progress, indicating that the implementation of TPS effectively strengthened student engagement and interaction throughout the learning process. The comparison of student performance assessment categories between the two sessions in Cycle II is presented in Figure 3.

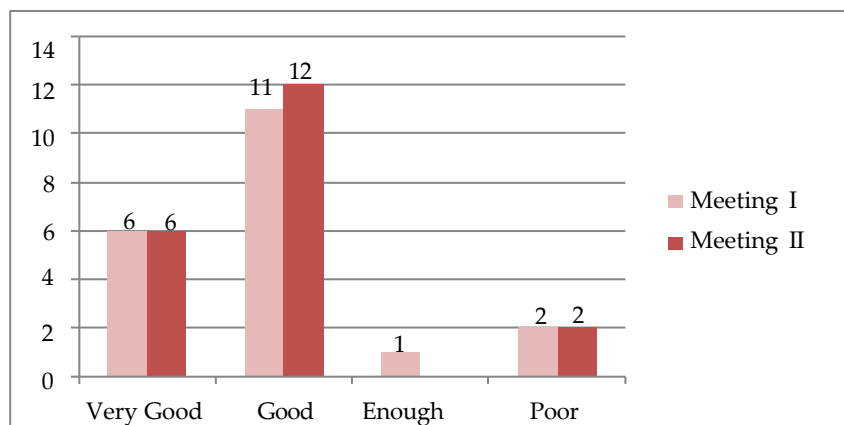


Figure 3. Comparison Diagram of Student Performance Assessment Categories in Cycle II

The figure 3 of student performance assessments in Cycle II demonstrate an improvement from the first session to the second session. The number of students in the "Very Good" and "Good" categories increased, whereas the number of students in the "Poor" category

decreased. These changes indicate that the implementation of the TPS model contributed to improved student performance and participation during the learning process.

The speech-text assessment results in Session II of Cycle II showed a class average score of 77.85, exceeding the Minimum Mastery Criterion of 65. Of the 20 students, 18 achieved mastery, resulting in a 90% class mastery rate. These results demonstrate that class-wide learning mastery had been achieved and that the predetermined success indicators had been met. The students' speech-writing results were also classified according to their ability levels, as presented in Figure 4.

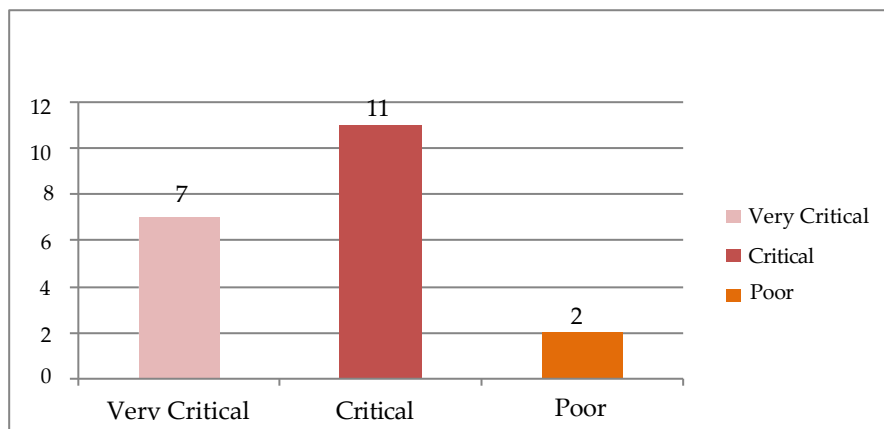


Figure 4. Comparison Diagram of Student Speech-Writing Performance Categories in Cycle II

The Figure 4 shows the categories of students' speech-writing performance in Cycle II indicate that 7 students were classified in the "Very Critical" category, 11 in the "Critical" category, and 2 in the "Poor" category. Based on the overall results, the implementation of the TPS model in Session II of Cycle II was considered successful in improving students' speech-writing skills. This achievement was demonstrated by the attainment of class-wide mastery, improvement in students' writing performance, and development of their reflective abilities. Accordingly, the intervention was considered successful and had fulfilled the established success indicators.

The implementation of the intervention in Session I of Cycle II produced better results than those obtained in the previous cycle. This improvement was demonstrated by the increase in the class average score to 77.4 and the achievement of a 90% class mastery rate. Student engagement across the different stages of learning also improved. However, the implementation was not yet fully optimal because two students had not achieved mastery. These students experienced difficulties associated with low reading proficiency and limited self-confidence, which affected their participation in discussions and their ability to express their ideas.

Although most students demonstrated active participation, their engagement was not completely uniform. Some students continued to depend on their partners during discussions and had not yet demonstrated full independence during the Think stage. Therefore, further instructional attention was still required, particularly through more intensive individualized guidance for students who had not yet achieved mastery and reinforcement of the Think stage to ensure that all students independently developed their ideas before proceeding to pair discussions. Continued motivation and encouragement from the teacher were also necessary to strengthen students' confidence in expressing their opinions.

A comparison of the results across cycles demonstrates substantial improvement in both student activity and learning outcomes. First, the class average score increased from 53.25 in Cycle I to 77.85 in Cycle II, indicating a marked improvement in students' speech-writing performance following the instructional intervention. Second, the number of students achieving the KKM increased from 8 students in Cycle I to 18 students in Cycle II, demonstrating that the majority of students had reached the established mastery standard. Third, the class mastery rate increased from 40% in Cycle I to 90% in Cycle II, thereby exceeding the predetermined success criterion of at least 85% of students achieving mastery.

Overall, these results indicate that the implementation of the Think-Pair-Share (TPS) model integrated with authentic assessment was effective in improving students' speech-writing skills. The improvement was reflected not only in students' average achievement and class mastery rate but also in their participation, collaboration, confidence, and involvement throughout the learning process.

5. Discussion

5.1 *The process of implementing authentic assessment through the Think-Pair-Share (TPS) learning model to improve speech-writing skills*

Based on the research conducted, the implementation of authentic assessment through the Think-Pair-Share (TPS) learning model in speech-writing instruction was carried out systematically and demonstrated progressive improvement across the research cycles. Authentic assessment was integrated into each TPS stage through performance and portfolio assessments, enabling evaluation of not only students' final written products but also their participation, activities, and skill development throughout the learning process. During the Think stage, students independently determined the speech theme and purpose, identified the structure of the speech text, and developed an outline based on the topic assigned by the teacher. At this stage, the teacher conducted performance assessment by observing students' comprehension of the material, ability to generate initial ideas, and ability to construct an appropriate outline. During the Pair stage, students worked in pairs to discuss their ideas and outlines, exchange opinions, provide feedback, and refine their work. This collaborative process is consistent with evidence from upper-primary writing classrooms showing that dialogic interaction can encourage students to engage in exploratory discussions, attend to higher-order aspects of texts, and make more meaningful revisions (Bouwer et al., 2024). Similarly, peer tutoring has been shown to support the development of writing competence in primary education by positioning interaction among learners as an important component of writing development (Corcelles-Seuba et al., 2025). The teacher assessed students' collaboration, communication, and participation throughout the discussion. During the Share stage, students presented their discussion results to the class and received feedback from both peers and the teacher. Assessment at this stage focused on students' confidence in expressing opinions, ability to communicate ideas, and quality of the presented work. This finding is consistent with Bouwer et al. (2024), who demonstrated that dialogic writing activities in upper-primary classrooms can promote meaningful peer conversations, shift feedback toward higher-order aspects of texts, and support substantive text revision. Their findings reinforce the present study's observation that pair discussion and feedback during the Pair and Share stages helped students refine and improve their speech texts. The use of portfolios also enabled the teacher to document students' writing development across successive stages of drafting and revision. This process-oriented approach is supported by research showing that feedback from teachers and peers can positively influence students' writing quality and that

assessment becomes more productive when it is integrated into the ongoing writing process rather than restricted to evaluation of the final product (Graham et al., 2015; Bouwer et al., 2024).

The implementation of authentic assessment through the TPS model in Cycle I was not yet optimal. Observation results showed that teacher activity reached 64%, categorized as “poor,” in the first meeting and increased to 69.44%, categorized as “fair,” in the second meeting. Student activity also increased from 69.44% in the first meeting to 75% in the second meeting, although the overall level remained relatively limited. These results indicate that some students were still adapting to an instructional approach that required active participation through independent thinking, pair discussion, and presentation of ideas before the class. The performance assessment results further indicated that student participation across the Think, Pair, and Share stages had not yet reached an optimal level. The average performance assessment score increased from 62, with a 45% class mastery rate, in the first meeting to 71.45, with a 70% mastery rate, in the second meeting. Despite this improvement, some students were still unable to participate fully in all stages of the learning process. Portfolio assessment also indicated that students’ speech-writing skills remained limited, with an average score of 53.25 and a class mastery rate of 40%. Many students continued to experience difficulties in organizing a complete speech structure, developing content, and using language appropriately and communicatively.

The reflection conducted at the end of Cycle I provided the basis for several improvements in Cycle II. These included strengthening teacher guidance during the Think stage, providing clearer instructions during the Pair stage, presenting more concrete examples of speech texts, and providing more intensive reinforcement and feedback during the Share stage. The implementation of these improvements resulted in positive changes in the learning process. Teacher activity increased to 83% in the first meeting and 92% in the second meeting, both of which were categorized as “very good.” Student activity also increased to 83% in the first meeting and 88% in the second meeting, likewise falling within the “very good” category. These results indicate that students became increasingly active throughout the learning sequence, including in independently developing ideas, discussing them with partners, and presenting the results of their discussions to the class. These results are consistent with Al-Iman et al. (2025), Haryanti et al. (2025), Sugiarti et al. (2025), and Asriyoni et al. (2025) that the Think–Pair–Share model improved writing skills and supported greater student involvement during writing instruction.

The improvement in the learning process was further reflected in the performance assessment results. In Cycle II, the average performance assessment score increased to 80.55, with an 85% class mastery rate, in the first meeting and subsequently reached 88.35, with a 95% class mastery rate, in the second meeting. These results demonstrate that students increasingly participated actively and effectively in the Think, Pair, and Share stages. Portfolio assessment results also showed substantial improvement, with the class average reaching 77.85 and the class mastery rate reaching 90%. These results indicate that the majority of students were able to compose speech texts using an appropriate structure, develop ideas coherently, and employ language more precisely and effectively. The observed improvement therefore occurred not only in the final writing outcomes but also in students’ participation and performance throughout the learning process. This finding is consistent with Graham et al. (2015), whose meta-analysis demonstrated that formative assessment practices can contribute positively to students’ writing development by providing opportunities for feedback, revision, and improvement throughout the writing process.

The findings are consistent with the constructivist perspectives of Jean Piaget and Lev Vygotsky, which emphasize that knowledge is constructed through learners' active engagement and interaction within the learning environment. Through the Think, Pair, and Share stages, students were provided with opportunities to construct ideas independently, interact with peers, and communicate their understanding to others. The findings also support Purnomo et al. (2020), who emphasize that authentic assessment evaluates not only learning outcomes but also the learning process, participation, and learners' ability to demonstrate actual performance during instruction. Furthermore, the use of performance and portfolio assessments is consistent with Hijjah and Ridlo (2025), Utomo (2019), and Nur (2022), who explain that performance assessment evaluates learners' ability to perform meaningful or real-world tasks during the learning process, whereas portfolio assessment documents the continuous development of learners' learning outcomes. The present results are also consistent with Khaeriyah et al. (2024), who demonstrated that active student involvement in learning can improve speech-writing skills, and with Ramadhani and Sumadi (2023), who found that the TPS model can strengthen student engagement and collaboration. In addition, the findings reinforce the conclusions of Sukiman and Rozi (2020) and Sugiri and Priatmoko (2020) that authentic assessment provides a more comprehensive representation of student development by considering both the learning process and learning outcomes. Overall, the implementation of authentic assessment through the TPS model demonstrated progressive improvement across the research cycles, as reflected in increased teacher activity, student activity, performance assessment results, and portfolio outcomes. These improvements indicate that the integration of authentic assessment and TPS contributed to a more active, meaningful, and student-centered learning process for developing fifth-grade students' speech-writing skills.

5.2 The improvement of fifth-grade students' speech-writing skills through the implementation of authentic assessment using the Think-Pair-Share (TPS) learning model

Based on the research conducted, the implementation of authentic assessment through the Think-Pair-Share (TPS) learning model was effective in improving the speech-writing skills of fifth-grade students at SD Negeri 074049 Teluk Belukar. The improvement was evidenced by the portfolio assessment results, which documented students' development in composing speech texts throughout the research process. In Cycle I, students' speech-writing performance remained relatively low, with a class average score of 53.25 and a classical mastery rate of 40%. Most students experienced difficulties in constructing a complete speech structure, developing ideas coherently, and using language appropriate to the purpose of the speech. Some students also remained passive in expressing their ideas and had difficulty organizing their thoughts systematically in written form.

Based on the reflection conducted after Cycle I, several instructional improvements were implemented in Cycle II. These included providing more intensive guidance during the Think stage, directing students to develop more structured speech outlines, strengthening the quality of discussions during the Pair stage, and providing feedback and reinforcement during the Share stage. These improvements were intended to facilitate students' understanding of the speech-writing process and enable them to develop and organize their ideas more systematically. The results in Cycle II demonstrated substantial improvement, with the class average score increasing to 77.85 and the class mastery rate reaching 90%. These results indicate that most students were able to compose speech texts using an appropriate structure, develop content coherently, and employ more precise word choices and sentence

constructions. Consequently, the established success indicator of a minimum class mastery rate of 80% was achieved.

The improvement in students' speech-writing skills was supported by the implementation of authentic assessment throughout the learning process. Performance assessment enabled the teacher to monitor students' development at each stage of learning, including independent thinking, pair discussion, and presentation of discussion results. Portfolio assessment, meanwhile, provided a more comprehensive record of students' writing development over time. Through continuous feedback, students were able to identify weaknesses in their writing and make improvements in subsequent tasks (Taye, 2025). These findings are consistent with Purnomo et al. (2020), who argue that authentic assessment evaluates not only learning outcomes but also the learning process as a whole. The findings also support Arvianto (2016), who emphasizes that authentic assessment enables teachers to obtain more comprehensive information about students' development through various forms of assessment. Similarly, Sukiman and Rozi (2020) found that authentic assessment provides a holistic representation of student development by considering both learning processes and outcomes, while Sugiri and Priatmoko (2020) demonstrated that authentic assessment can comprehensively evaluate students' cognitive, affective, and psychomotor development. The present findings are also consistent with Khaeriyah et al. (2024), who demonstrated that learning activities involving active student participation can contribute to the improvement of speech-writing skills.

The improvement was also supported by the implementation of the TPS learning model. During the Think stage, students independently generated and developed ideas related to their speech topics. During the Pair stage, students discussed their ideas with partners, exchanged opinions, and refined their drafts through peer interaction. This finding is consistent with Sugiarti et al. (2025), who found that structured peer feedback supported primary-school students' revision processes, particularly in developing content and improving text organization. During the Share stage, students presented their ideas to classmates and received feedback that could be used to improve their written work. This sequence provided students with opportunities to develop their thinking and communication skills while organizing their ideas more systematically before producing their speech texts. The integration of TPS with authentic assessment therefore enabled students to experience writing as a process involving idea generation, discussion, revision, and evaluation (Bouwer & van der Veen, 2024). A comparison of students' speech-writing assessment scores between Cycle I and Cycle II is presented in Figure 5.

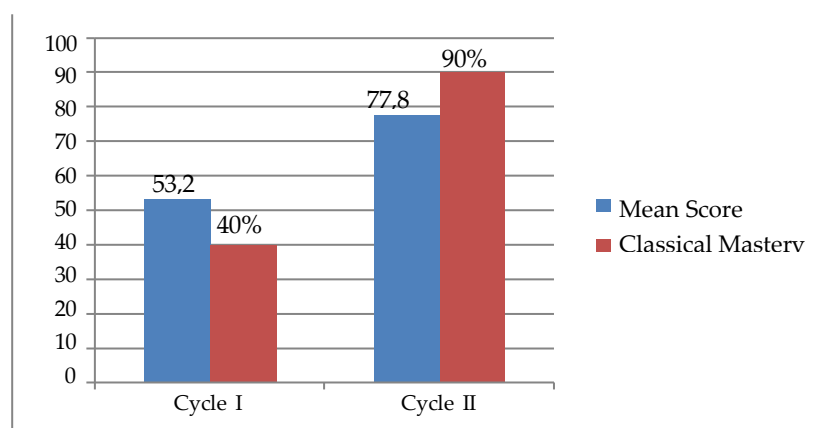


Figure 5. Comparison Diagram of Students' Speech-Writing Assessment Scores in Cycle I and Cycle II

The comparison between the two cycles demonstrates a clear improvement in students' speech-writing performance. The class average score increased from 53.25 in Cycle I to 77.85 in Cycle II, while the class mastery rate increased from 40% to 90%. These results confirm that the implementation of authentic assessment through the TPS learning model contributed positively to students' ability to develop and organize speech texts. The improvement was evident not only in students' writing outcomes but also in their engagement throughout the instructional process. This finding is consistent with Asriyoni et al. (2025), Gunawan and Murnisa (2025), and Fatmah et al. (2025), who reported that TPS-based writing instruction could improve students' writing performance while also strengthening student activity during the learning process.

The findings also have implications for classroom instructional practice. The integration of TPS with authentic assessment provides teachers with an alternative approach for organizing Indonesian language instruction in a more interactive and learner-centered manner. Through TPS, the teacher functions increasingly as a facilitator who guides students through the processes of independent thinking, partner discussion, and presentation. At the same time, authentic assessment enables teachers to evaluate both students' learning processes and their final written products. This combination allows teachers to monitor students' progress more comprehensively and provide feedback based on their specific learning needs.

For students, the implementation of TPS contributed to increased participation, collaboration, confidence, and ability to organize ideas in writing. The Think stage encouraged students to formulate ideas independently, the Pair stage developed their ability to collaborate and exchange feedback, and the Share stage strengthened their ability to communicate ideas to others. Through this sequence, students developed a more systematic understanding of speech-text organization, including the introduction, body, and conclusion. The use of authentic assessment further supported a meaningful learning experience because students were evaluated based on both their learning processes and the quality of their final work. These conditions contributed to improvements in students' motivation and writing proficiency.

At the instructional level, the findings contribute to efforts to improve the quality of Indonesian language teaching, particularly in writing instruction. The TPS model integrated with authentic assessment offers a feasible alternative for implementing innovative, learner-centered instruction that emphasizes active participation and meaningful performance. The findings may also serve as a reference for schools in developing teacher professional development programs related to cooperative learning models and authentic assessment practices. Such programs can support teachers in creating learning environments that encourage students to participate actively, develop ideas creatively, collaborate with peers, and communicate their understanding effectively.

Overall, the results demonstrate that the implementation of authentic assessment through the Think-Pair-Share (TPS) learning model improved the speech-writing skills of fifth-grade students at SD Negeri 074049 Teluk Belukar. This conclusion is supported by the increase in the class average score from 53.25 to 77.85 and the increase in class mastery from 40% to 90% between Cycle I and Cycle II. Thus, the integration of authentic assessment and TPS not only improved students' speech-writing outcomes but also contributed to a more active, collaborative, meaningful, and student-centered learning process.

6. Conclusion

Based on the results of the classroom action research conducted over two cycles, the implementation of authentic assessment through the Think-Pair-Share (TPS) learning model was successfully carried out in teaching speech-writing skills to fifth-grade students at SD Negeri 074049 Teluk Belukar. The learning process was implemented through the Think, Pair, and Share stages, while authentic assessment was integrated through performance assessment, portfolio assessment, and self-assessment to evaluate both the learning process and students' learning outcomes. The implementation resulted in increased teacher and student activity across the cycles, creating a more active, collaborative, and student-centered learning environment. The improvement in students' speech-writing skills was reflected in their increased ability to organize speech structures, develop ideas coherently, use appropriate and effective language, and present speech content more systematically. The class average score increased from 53.25 in Cycle I to 77.85 in Cycle II, while the class mastery rate increased from 40% to 90%, exceeding the predetermined success criterion.

Despite these positive results, several limitations should be considered when interpreting the findings. The study was conducted over only two cycles within a relatively limited timeframe, which limits the extent to which the research can capture the long-term and continuous development of students' speech-writing skills. In addition, instructional time management remained a challenge, particularly during the Pair and Share stages, which affected the extent to which all students could participate optimally in discussions and presentations. Differences in students' initial writing abilities also resulted in varying levels of improvement, with some students continuing to require more intensive guidance, particularly in developing ideas and organizing speech texts. These limitations indicate the need for longer intervention periods, more structured time allocation, and differentiated guidance according to students' individual learning needs in future studies.

The findings demonstrate that the integration of authentic assessment with the TPS learning model provides an effective approach to improving fifth-grade students' speech-writing skills. The combination of independent idea development, collaborative discussion, presentation, continuous assessment, and feedback enabled students to participate more actively in the writing process while progressively improving the quality of their speech texts. Given that the study was conducted in a single fifth-grade class at SD Negeri 074049 Teluk Belukar, the findings should be interpreted within the context of the research setting and participant characteristics. Nevertheless, the results provide empirical support for the use of authentic assessment integrated with TPS as an alternative learner-centered approach to Indonesian language instruction, particularly for developing elementary students' speech-writing skills.

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Conflict of Interest

The authors declare that there is no conflict of interest related to this study.

Authors' Contributions

Indah Lestari Telaumbanua: Conceptualization, research design, development of the instructional plan, implementation of the classroom action research, preparation and implementation of the Think-Pair-Share (TPS) learning activities, authentic assessment implementation, data collection, data analysis, interpretation of findings, writing – original draft, and writing – review & editing.

Noibe Halawa: supervision, methodological guidance, guidance on the implementation of the classroom action research, critical evaluation of the research process, interpretation of findings, and critical review and revision of the manuscript.

Dernius Hura: supervision, methodological guidance, review of the research instruments and assessment procedures, critical evaluation of data analysis and interpretation, and critical review and revision of the manuscript.

Otilina Gulo: supervision, methodological guidance, evaluation of the research design and instructional procedures, critical review of the findings and manuscript, and manuscript revision.

Statement on the Use of AI

Artificial intelligence was used solely to assist with the translation of the manuscript from Indonesian into English and to support English-language editing. The authors remained fully responsible for the research design, data collection, data analysis, interpretation of findings, and final content of the manuscript.

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