
Improved Learning Management Process Writing Through Daily Journals for Authentic Assessment in Junior High School

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ABSTRACT

One of the problems found in schools is the low level of student's writing skills, especially paragraph writing skills. This happens because the writing learning strategy has not provided students with more opportunities to express ideas in writing more freely, expressively, and spontaneously. Learning to write has not encouraged the formation of writing habits in students. On the other hand, the applied writing learning assessment has not provided actual information about the development of students' writing skills. To overcome this, journal writing activities were applied to students and utilized the writings in the journal for authentic assessment materials. In its application, the journal writing activity is carried out in three stages. The activities in these stages are (1) understanding the concept and modeling of journal writing activities, (2) implementing and getting into the habit of journal writing, and (3) authentic assessment by utilizing writing in student journals. The approach used in this research is qualitative, while the research design used is classroom action research. The classroom action research design was carried out in three research cycles. The research subjects were students of class VII G SMP Negeri 2 Palopo. The results showed that these activities could improve students' paragraph writing skills, both in quantity and quality of the paragraphs produced. Journal writing activities also make writing activities more interesting and meaningful for students. The increase is inseparable from the teacher's efforts to respond, develop dialogue, model how to write the correct paragraph, pay attention to mistakes that students often make, get used to it regularly, and provide various directions to awaken student's creativity in writing paragraphs. The teacher's guidance and direction are still given, even though journal writing is an informal writing activity. Based on the discussion of the research results, it is suggested that Indonesian language teachers should continue to apply journal writing habituation activities and be carried out with intensive and directed guidance. By looking at the contents of students' writing, it is also suggested to teachers of other subjects that this journal writing activity can be applied because in addition to practicing paragraph writing skills.

Keywords: write paragraphs, write journals, judge authentic

INTRODUCTION

Learning Indonesian functionally and communicatively emphasizes students learning a language about the function of language as a tool to communicate. Students are not just learning about language knowledge, but learning to use language for communication purposes. For this

reason, an appropriate learning approach is a communicative approach.

Learning Indonesian with a communicative approach is directed at forming communicative competence, namely the competence to use Indonesian as a communication tool, both in terms of understanding, aspects of use, and aspects of appreciation (Suparno 2001). Through learning Indonesian, the above means that

students are expected to capture the meaning of a message or information conveyed and have the ability to reason and restate the message or information they receive. Students are also expected to have the ability to express various thoughts, ideas, opinions, and feelings using good language. Communicative competence can be achieved through a process of proficiency that is trained and experienced in learning activities.

One aspect of language skills related to expressing thoughts, ideas, opinions, and feelings is paragraph writing. Paragraph writing skills as productive-active language skills are among the basic language competencies that students must possess to be skilled at communicating in writing. Students will be skilled in organizing ideas coherently, using appropriate and appropriate vocabulary, paying attention to correct spelling and punctuation, and using various sentences in writing if they have good paragraph writing competence.

Based on experience and observations in class, it was found that writing is often less desirable and does not get a good response from students. Students seem to have difficulty when it comes to writing. Students do not know what to do when learning to write begins. They sometimes have a hard time finding the first sentence to start a paragraph. Students often face the syndrome of blank paper (blank page syndrome) not knowing what to write. They are afraid of being wrong, afraid of being different from what the teacher has instructed them to do.

Their writing skills in class are sometimes only taught when learning to write, even though they can be integrated or integrated with every learning process in class. The integration can be internal and external. Internal integration means learning to write is integrated into learning other language skills. Writing can also be integrated externally with other subjects outside the Indonesian language.

Another trend that occurs is the pattern of learning to write in the classroom, which is developed in a very structured and mechanical way, starting from determining the topic, making an outline, determining the main idea of the paragraph, main sentence, explanatory sentence,

correct use of punctuation and so on. This pattern is always repeated every time learning to write. The pattern is not wrong, but it becomes less meaningful if applied without a variety of other strategies and techniques. As a result, learning time is also more consumed for these activities, while writing activities are not carried out or just become assignments at home. Writing activities like this for students become a procedural activity and become uninteresting. The emphasis on mechanical things sometimes makes writing not develop because it does not allow ideas to flow naturally. Tompkins (1994: 105) asserts that demanding writing perfection from students can stop students' willingness to write.

Learning to write also often confuses students because of rigid choices in teaching types of writing or types of paragraphs, such as narrative, exposition, description, and argumentation. The rigid categorization makes students write too carefully for fear of being wrong, not by the type of essay required. The fear of making mistakes can kill students' creativity in writing. In addition, Halliday (in Tompkins & Hoskisson, 1991: 187) states that categorizing these types of essays looks artificial when we ask students to use them for different purposes because students sometimes combine two or more categories to express an idea in their writing.

Writing is a skill, and it will only develop if it is practiced continuously or more often. Providing more opportunities for students to practice writing for various purposes is a way that can be applied so that writing skills improve and develop rapidly.

Another problem related to learning writing skills in schools is the assessment system and achievement of learning curriculum targets which are only measured based on written tests at the end of the quarter, semester, or school year. Not all language skills can be evaluated using paper and pencil tests (Saukah, 1999). Knowing the ability and development of language skills, including writing, is not enough just to look at the answers to the questions given once or twice in the middle and at the end of the semester (subsumative and summative). Written tests are only one part of the assessment process.

In response, it is necessary to apply an authentic writing skills assessment model from a comprehensive one with various techniques and procedures. The assessment model looks at the development and success of students' language skills on an ongoing basis (Pulh, 1997:6). The assessment must also be done authentically, based on the developmental process and authentic data that describes the language skills they master (Nurhadi, 2003:19). In a more communicative context, the teacher's assessment is not only done, and students can learn to judge each other with their friends, even learn to judge themselves.

Journal Writing Activities as an Alternative Action

One alternative way that can be applied to familiarize and practice writing skills for students, especially paragraph writing, is by writing a journal or, in a more general term, known as writing a diary. Habits and writing routines will become a positive behavior habit by journaling. Students can practice writing more often and more freely outside of specific writing lessons. Students will get used to expressing their ideas or feelings in writing in the form of good paragraphs. Journals can be a tool that helps students learn to write more pleasantly and successfully (Eanes, 1997:457).

Journal writing activities are not only carried out when learning to write. In Indonesian language learning with a focus on other skills, these activities can also be inserted. Teachers can allocate ten to five minutes each day or several days of the week for students to write in their journals (Capacchione, 1989:15; Tompkins & Hoskisson, 1991:189). In the context of the school learning system in Indonesia, it may seem at first glance that this provision of time reduces the allocation of basic learning time, but if we further realize that this reduction in the allocation of learning time, which is used to write journals, can provide great benefits for students.

Journal writing routines carried out by students provide positive benefits for the development of writing skills. In addition, it can also improve the mastery of other aspects of

language indirectly. Continuously students will train to express their ideas and feelings by choosing words, sentences, presentation structure, and good development patterns. Because, to be skilled at writing, children must write often and freely (and read) so that they are skilled in using complex structures and grammatically correct (Leonhardt, 2001: 22).

Journal writing activities invite students to be more free and creative in expressing themselves through written language. In journal writing activities, written communication skills are developed, students communicate what they observe, share information, and share ideas (Saukah, 2000). In journals, students can write things down without pressure and fear of making mistakes. If children are accustomed to writing independently, they will learn how to write with a sharp and clear focus (Leonhard. 2GG 1:21).

Writing in a journal is a natural and spontaneous product. Students can write down their daily experiences that they experience or feel, their responses to learning activities, their responses to a reading they read, their responses to the environment around them, or other things that they find interesting to write about. Through journal writing activities, students practice and get used to expressing ideas, expressing themselves, or responding to things that interest them in the form of paragraphs. This journal writing activity gives students the opportunity to write more freely. For the purposes of formal writing tasks, writing in a journal can be a choice source of initial ideas to be developed.

The journal concept in this study is the writings written by students in special notebooks that are informal, spontaneous, routine, and personal. The things written are about personal experiences, the outpouring of feelings or ideas, responses about), readings, responses about the learning process. or other things that attract students' interest and attention. The topics written in the journal can be chosen freely or determined according to the learning context. Furthermore, the student's writing was given a response by the teacher as an effort to increase students' motivation to write.

As informal writing, the aspect that is emphasized in journal writing is fluency in expressing an idea in writing. The clarity of the content of the writing is more emphasized than the mechanical aspects, such as the accuracy of spelling or the use of punctuation. However, this does not mean that the mechanical aspect is ignored by the teacher in learning. Instead, students' journal writings can be used as reference and reflection materials for teachers to determine the level of students' understanding and mastery of these aspects.

Even though the writings in student journals are free, they can still be monitored and get a response from the teacher. The response given is not just correcting mechanical errors of writing but in the form of a more positive response. The positive response is in the form of comments or responses related to the content of the writing so that it can be a reinforcement or motivation for students to continue writing. The response writings are also not longer than the student's writing and are written in good and correct sentences so that the writing can be a model for students. The activity of providing written responses allows for dynamic interactions between teachers and students through written language in the context of a communicative approach to language learning.

The implementation of journal writing activities can be done through three stages. The three stages are (1) the preliminary stage. (2) the implementation stage, and (3) the assessment stage. In the preliminary stage, the main activities consist of understanding the concept and modeling the activities to be carried out. At the implementation stage, the main activities are the integration of journal writing in learning, the habit of writing journals continuously, providing reinforcement and teacher responses, and providing guidance. To develop students' creativity in writing. At the assessment stage, assessment activities are carried out in the form of process assessment and result assessment.

Utilization of Journal Writing Activities as Authentic Assessment Material

Another aspect that cannot be ignored in efforts to improve paragraph writing skills is the way the assessment is carried out in learning. The appropriate assessment to assess the development of students' paragraph writing skills is authentic assessment. Authentic assessment is appropriate to apply because the assessment is comprehensive, continuous, and based on authentic data in the form of actual student writing. The assessment does not only refer to the final product but also refers to the performance and process of continuous student learning development.

Student writing in journals can be used as one of the materials for the application of authentic assessment. Authentic assessments that utilize students' writing in their journals provide an authentic (authentic) picture of the performance of students' paragraph writing skills. The assessment of writing skills is complex and ongoing.

Realization of the application of authentic assessment by utilizing useful journals to provide information on vocabulary development, sentence structure, fluency, and coherence in the arrangement of ideas in paragraphs, as well as the use of mechanical aspects that students acquire step by step. The journal becomes a portfolio that provides data on the overall development of students' writing skills. Other than that. Various shortcomings and errors contained in student writing through authentic assessments can be addressed and can be considered for further learning planning so that the concept of the assessment is actually implemented.

One of the authentic assessment models or tools in learning writing skills that can be done is to use writing in student journals. Journals can be an effective alternative assessment material to find out and see the development of students' writing skills. Student journals can be part of a portfolio that records writing progress over time. In addition, the use of journals in the assessment makes the assessment not only done by the teacher but students can also be trained to conduct a self-assessment of the writings they

have made. Students can also choose a mainstay article in the journal they wrote to be assessed or responded to by their friends (peer-assessment). Even if students don't mind,

Through this activity, students can think critically, observe, find their own faults and then try to do better writing. If this activity can be carried out effectively and optimally, it is hoped that students' writing skills, especially paragraph writing skills, can improve. The process of assessment and learning to write becomes more meaningful for students.

METHOD

The approach used in this research is a qualitative approach. The action research design applied is classroom action research (classroom action research).

Based on the CAR approach and design that will be applied, the procedures and steps of this research follow the basic principles of action research. In general, this cycle model includes (1) planning, (2) action implementation, (3) observation, (4) analysis and reflection.

The subjects of this study were students of class X MIA 3 SMA Negeri 4 Luwu Utara. The data to be obtained were data about the process of activities and data about the results of journal writing activities. The data includes (1) initial data on students' paragraph writing skills (2) basic data on efforts to improve paragraph writing skills through conceptual understanding actions and modeling journal writing activities. (3) basic data on efforts to improve paragraph writing skills through implementation and habituation of journal writing activities, (4) basic data on efforts to improve paragraph writing skills through authentic assessment actions by utilizing writings in student journals, and (S) supporting data about the development of students' writing skills after the action. To obtain research data, Data collection techniques that will be used are interviews, observations, and documentation—and giving a writing test. In accordance with the characteristics of qualitative research, in this study, the researcher acts as the main instrument of data

collection. The data are in the form of interview transcripts and recordings of learning activities, field notes documenting student writing results, and writing test results.

Data analysis in this study will be carried out on the basis of data flow model analysis which consists of three stages, namely (1) reducing data, (2) presenting data, and (3) drawing conclusions and verifying. The data analysis was carried out during and after the research, starting from the activity planning stage, implementation to the reflection of death.

RESULT and DISCUSSION

Action Planning

According to the plan that has been made, the learning activity is developed in three cycles of action. The planning made is adjusted to the semester program unit that has been prepared by the subject teacher so that the implementation of this research continues according to the flow of the Indonesian language learning program as it should. Journal writing activities in this study become a supplementary activity that is integrated with the main learning activities.

The implementation of each cycle consists of three main actions. The three main actions are (1) understanding and modeling. (2) Implementation and habituation of journal writing activities, and (3) implementation of authentic assessment through journals. In each cycle, the first action is carried out with an allocation of time for two lesson hours meetings. The second action is carried out integrated with each Indonesian language lesson for four meetings, and the teacher provides ten to fifteen minutes at the beginning or at the end of the lesson to write. The journal writing material is adjusted to the context of the learning material at that time. The third action, besides being carried out continuously by Yang, is also carried out by students about twenty minutes at a time. Each cycle, students write journals five times.

Table 1. Lesson Plan in Action Implementation

Main Action	Learning Points	Learning steps
<p>1. Understanding the concept and modeling of journal writing</p>	<p>Generating student schemata</p> <p>Discuss and explain about writing good paragraphs and present models or examples.</p> <p>Provide exercises and examples of paragraph development patterns.</p> <p>Connecting understanding of writing good paragraphs with journal writing activities</p>	<p>1. We are delivering learning objectives and activities to be carried out during learning.</p> <p>2. Generating students' schemata about good paragraph development techniques is done by developing questions and answers, the teacher modeling writing, or students modeling paragraph writing.</p> <p>3. The teacher and students discuss the paragraphs that have been made. The discussion is directed at the sequence and logic of ideas and the accuracy of writing.</p> <p>4. The teacher presents examples of paragraphs with other development poles. Students observe the examples and are then asked to make a paragraph based on one of the selected models.</p> <p>5. To connect it with journal writing activities, students are asked to write on topics related to their personal experiences, feelings, or ideas. To help students find ideas or topics to write about, the teacher asks questions such as:</p> <ul style="list-style-type: none"> • What's the most unpleasant experience you've had this week? • Who is the person you love in your life besides your mother? • What would you do if you had a lot of money? • Who are you? <p>6. The teacher relates the concept of writing paragraphs to the students' experiences of writing diaries/journals through questions:</p> <ul style="list-style-type: none"> • Do you often write personal things? • Where can you feel safe to write or save it?

	<p>Discuss and explain journal writing activities</p> <p>Give examples of journal forms and model the way they are written with good paragraph development techniques.</p> <p>Teach and guide students to write journals at an early stage by observing existing models.</p>	<p>7. Students answer the teacher's questions about the above, and the teacher directs a discussion about the concept of a journal/diary.</p> <p>8. Students brainstorm about the benefits of journaling/diary writing.</p> <p>9. The teacher and students together draw conclusions and provide reinforcement about the journal concept based on the results of brainstorming.</p> <p>10. The teacher displays several examples of journal writing (enlarged) on the blackboard, and the teacher gives an explanation of the journal examples. In addition, the teacher models journal writing activities in front of the class by writing a good paragraph.</p> <p>11. Students pay attention to the examples of the journal.</p> <p>12. Students choose one example and start writing a journal based on that example, and the first steps can be started by imitating the shape or replacing (substituting) certain parts of the existing journal example. In the next stage, students write based on their creativity.</p> <p>13. The teacher provides assistance in the form of question sentences or statements that can be developed by students into a journal topic.</p> <p>14. Students continue to write other journals in a special book, the teacher will respond at the next meeting.</p>
<p>2. Implementation and habituation of journal writing.</p>	<p>Integrate journaling activities in learning and familiarize students to write journals regularly.</p>	<p>1. Students write journals freely and spontaneously for a few minutes (10-15 minutes) if the writing activity is at the beginning of the learning meeting. For example, write down the events that happened to him on the way to school, his response to the family atmosphere at home, his wishes, etc.</p>

		<ol style="list-style-type: none"> 2. Students write journals containing their responses about things experienced or obtained related to learning. Suppose writing is done a few minutes before the end of the lesson/meeting. For example, their responses about the way the teacher explains, the conclusions of the material obtained, responses to reading, things that have been understood or not understood, etc. 3. Students discuss with each other if they find difficulties about the topic to be written. 4. The teacher gives a response or response to the writings in the journal, and the students continue to write. The response given refers more to the content of the topic written rather than correcting technical and mechanical aspects. 5. The teacher provides guidance by asking questions that can generate students' creative ideas when students encounter obstacles or get stuck, and the teacher also reminds them to write with good paragraph development. For example : <ul style="list-style-type: none"> • Have you had any experiences, events, or events that have impressed you in the last few years? • Why impress? • Tell me something interesting about the incident! • Where did you experience that incident? • Is there anyone else with you?
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Action Execution

The research was conducted in three cycles. Each cycle consists of planning, observing, analyzing findings, and reflecting on actions. In each cycle, three learning points are carried out. The three learning points are (1) concept

understanding activities and modeling of journal writing activities, (2) journal writing practice and habituation, and (3) authentic assessment by utilizing writing in student journals.

Understanding Concepts and Modeling Writing Activities

In this activity of understanding concepts and modeling, the teacher takes the main steps in learning—these steps, namely (1) conveying the objectives and main points of learning activities. (2) generate student schemata. (3) explaining and discussing good paragraph writing, (4) providing exercises and examples of good paragraph writing, (5) connecting paragraph writing activities with journal writing, (6) discussing and explaining journal writing activities. (7) presenting examples of journals as models and (8) writing early-stage journals by observing the models presented. Through these activities, the rest of the Manipur construct their own concept of knowledge about writing paragraphs with a good pattern of development.

To further activate the learning process, teachers use learning media. The media used are (1) paragraph structure chart sheets, (2) examples, writings quoted from student journals, and (3) pictures of actual events that are happening.

Implementation and Habituation of Journal Writing

In the first cycle of activities carried out at this stage, there are six main steps. The six main steps are (1) providing time at the beginning of learning to write, (2) asking students to write freely about ideas. Feelings, or various things they experience, (3) help bring up students' ideas through question and answer activities, (4) monitor and guide students when writing. (5) giving reinforcement every meeting, and (6) collecting back the journals that have been written to be given a response

In cycle II the learning steps remain the same but are more varied than the learning steps in cycle I. At the first meeting, the teacher asks students to write about their daily activities, feelings, experiences, ideas, or responses about something. At the second meeting, the teacher provoked students' ideas to write with assumptions through question-and-answer activities. This close communication is carried out by the teacher to provoke more creative ideas to

be written in the journal. Before writing, the teacher asked about the hopes and aspirations of the students. The teacher invites students to imagine if the ideals or desires are achieved. The teacher then adds and writes some of the topics raised by the students on the blackboard. Students are quite interested in the choice of these topics.

The ideas put forward are quite dense, containing the choice of words used correctly, even starting to use the figure of speech. One example is in the sentence, "I want to spread the virus of peace in the hearts of every people in this country so that they stop fighting." The sentence has a good choice of words and content of ideas. The two paragraphs above are also interesting because they were developed with a deductive pattern. In the third activity, the teacher provides an opportunity to write at the end of the lesson. Students are asked to write down their responses related to the learning process that has been followed. In the fourth activity, the teacher again asked students to write freely about their daily activities, memorable experiences they experienced, and their ideas or responses to actual events.

In this cycle, the learning steps were also improved based on the results of reflex cycle II in the first writing activity. Students will still be asked to write freely about things related to their feelings or experiences. However, at the second meeting, the teacher asked the students to write down their responses about the learning process they were following so that journal writing activities were carried out at the end of the lesson. The following is an example of a student's writing related to this matter.

In the third activity, the teacher relates the writing activity to the actual events that occurred. In the fourth activity, the teacher will give students the opportunity to express their ideas freely about their experiences and feelings. Or his response to something. In each cycle, the implementation and habituation of journal writing were carried out four times. Every two meetings, journal writing, is interspersed with student assessment activities. As long as students write, the teacher always

provides guidance that can arouse students' creativity in writing.

The teacher gave the response in writing, but the response given was not only correcting student errors. The response is given, leading to the teacher's response to the content/things put forward by the students. This can be seen in the following examples of student writing.

Authentic Assessment by Utilizing Writing in Student Journals

In each cycle, an authentic assessment of student journal writing is carried out by the teacher and students. Teacher Assessment includes process assessments and results assessments that are carried out on an ongoing basis during the course of action. Assessment activities by students include an assessment of the results of writing carried out by themselves and colleagues / among students. Assessment activities by students will be carried out twice. First assessment. in the form of self-assessment carried out after the first and second written activities. The second pole assessment in the form of peer assessment was carried out after the chairperson's writing activity and the fourth. In peer assessment, students are asked to choose one of their writings to be exchanged and assessed by their friends. To help students make an assessment of their writing, the teacher provides an assessment guide. As long as students conduct assessments, the teacher will always provide guidance to students.

The student assessor observes and corrects these errors. The student appraiser also gave an assessment in the form of three stars or in a good category. Student assessors also provide markers and notes on areas that should be improved.

Assessment by the teacher is carried out on an ongoing basis by assessing the quality of the

paragraphs produced by students at each meeting and noting errors that are often made by students.

Notes on the frequency of errors as above will then become the teacher's reference for planning the next lesson. The teacher fixes these mistakes by integrating them into routine learning activities. By not directly correcting errors in students' writing, the teacher gives students the opportunity to find their own mistakes. Students also feel happy because they feel that their writing is not always blamed by the teacher.

The results of this authentic assessment are also a report on students' writing progress, especially writing paragraphs. And recording and analyzing the writings of each meeting obtained information about the development of student skills during the action. The results of the assessment documentation will then be considered for further lesson planning.

Results of Improving Students' Paragraph Writing Ability

The results of this action research show that with the habit of writing journals on an ongoing basis, students become accustomed to writing paragraphs, and their paragraph writing skills also increase. Indicators of improving paragraph writing skills can be seen from three things, namely (1) the number of ideas generated, (2) the quality of paragraphs: and i:cantus~asan activities and student motivation.

The first increase is seen from the number of ideas and topic choices. The number of ideas written increases and shows various shy ways, with no more paragraphs consisting of only one sentence. The increase occurred in each cycle of action. This can be seen more clearly in Table 2 below:

Table 2. Comparison of the Average Number of Ideas in Student Writing Each Cycle

Cycle	Paragraph		Sentence	
	Amount	Average	Amount	Average
Cycle I	2,486	77.68	2,498	78.06
Cycle II	2,559	79.96	2,560	80.00
Cycle III	2,758	86.18	2,590	8.93

The quality of the resulting paragraphs shows improvement. The quality improvement includes aspects of topic development, organizing ideas, use of word choice, grammar, and spelling and

punctuation, which are gradually getting better. More clearly, this is illustrated in the following table:

Table 3. Comparison of the Average Score and Qualification of Students' Writing Quality Per Cycle

Cycle I		Cycle II		Cycle III	
Average value	Qualification	Average value	Qualification	Average value	Qualification
77.68	Enough	7.96	Well	86.18	Well

From the table above, it can be explained that in the first cycle, the quality of the paragraphs of the students was of sufficient quality, so in the second and third cycles, it increased to good. In other words, paragraphs were written by students generally have clear main ideas and developer ideas. The ideas were developed logically with good organization. Sentence structure and transitions between ideas in paragraphs have shown effectiveness, and it can be seen from the few errors in the use of conjunctions. The

vocabulary used is also quite appropriate and can represent the ideas put forward. Some grammatical errors from the mechanics of writing we're still found, but not many and not to the point of obscuring the meaning of the ideas put forward.

In addition, the number of choices of writing topics produced is very diverse. It shows that students have been able to determine various materials, ideas that they can write.

Table 4. Percentage of Student Activity During Action Implementation

No	Indicator	Cycle I	Cycle II	Cycle III
1.	Students are very active in writing each activity	2 (8%)	4 (24%)	8 (32%)
	Students actively write each activity	9 (36%)	12 (48%)	14 (66%)
	Students are less active in writing	8 (32%)	4 (16%)	3 (12%)
	Passive student	6 (24%)	3 (12%)	-
	Amount	25 (100%)	25 (100%)	25 (100%)

From the table above, it can be seen that there was an increase in student activity during the implementation of the action. In the first cycle, there were still many students who were not or less active in writing. However, in cycles II and III, the number of students who were active and very active in writing continued to increase. In fact, at the end of the third cycle, there were no students who were passive or did not write their journals.

determining topics and expressing ideas. The teacher also tries to relate the journal writing activity to the context of life or learning material so that the ideas written can reflect the development of learning outcomes and students' personal development. In addition, a written response was given, which was found to be able to increase motivation to write. The motivation grows because students feel the teacher appreciates and cares about what they write.

This increase can be achieved because the teacher's guidance is given dynamically and not procedurally, even if journal writing is informational writing. But guidance is still given so that students can explore creative ideas in

At the beginning of the habit of writing a journal, students need a lot of time to produce a paragraph. But after a few times of writing, students become more and more skilled. Even in

its development, students want to blur their writing at home, even though the teacher does not assign it. As a result, giving ten to five minutes of time which initially seemed to reduce the main learning time, could be used effectively, became valuable, and more meaningful in an effort to train students' writing skills.

Another positive impact found from the habit of journaling is the growing willingness and openness of students to communicate or express in writing various problems or events experienced. In addition, students' confusion in determining the topic or first sentence when starting to write can be resolved through the habit of journaling.

The series of implementation of journal writing actions is an authentic assessment activity by utilizing student journal writings. This authentic assessment includes self-assessment activities, peer assessment among students, and teacher assessment. This authentic assessment activity bridges the gap between journal writing as an information writing activity and formal learning of paragraph writing skills at school.

There are four indicators of improving students' paragraph writing skills that appear as a result of authentic assessment actions carried out by students. The four indicators are (1) an increase in the ability to identify various errors in the use of spelling and punctuation contained in a piece of writing. (2) increased ability to identify discordant sentences in paragraphs, (3) increased ability to correct and correct inaccurate

sentence structures, and (4) increased ability to identify and correct incorrect word choices.

This authentic assessment also encourages students to construct their own knowledge of the rules of correct writing techniques because students learn from observing, identifying errors in writing, and correcting those mistakes. The ability to identify these errors encourages students to write paragraphs more carefully so that they do not repeat the same mistakes when writing paragraphs in the next journal. On the other hand, the spirit of cooperation and self-confidence of students is increasingly built through this activity. Students learn to be honest and dare to assess and appreciate the results of their own work and the work of their friends.

The authentic assessment carried out by the teacher also affects the improvement of students' paragraph writing skills because the teacher does not only provide a direct assessment of the results of student writing but also collects information based on student activities when writing and fixes errors that students tend and often make in their writing. This information is useful for planning and adjusting student learning needs. The teacher also conducts an assessment by documenting the development of students' writing quality at each meeting on an ongoing basis because the results of the documentation provide an overview of improving students' actual paragraph writing skills.

comprehensively and continuously. To overcome these problems, one alternative action that can be applied is the application of journal writing activities and utilizing the results of student writing in journals for authentic assessment.

The application of this journal writing activity can provide more opportunities for students to express ideas in writing. By getting used to and writing more often, the quality of the resulting paragraphs can be better. By getting used to writing, students' creativity in writing also increases. Students are getting easier and

CONCLUSION

One of the problems faced in learning Indonesian at school is the low level of students' paragraph writing skills. This can be seen from the low quality of the paragraphs produced by students. Students are also less enthusiastic and have difficulty when they get assignments to write. This is indicated because the learning to write has not encouraged and formed students' habits to write. Learning to write that is presented has not provided many opportunities for students to write. On the other hand, the assessment of writing skills has not been carried out

accustomed to finding various materials or ideas that they can write about.

Authentic application by students and teachers by utilizing the results of student journal writing can also have a great influence on improving students' paragraph writing skills. By assessing the results of his own writing and the results of his friends' writings, students can construct and find their own knowledge. Students learn from mistakes to write better. On the other hand, teachers can also take advantage of authentic writings in student journals as a source of information to involve students' learning development in implementation. Journal writing activities and authentic assessments are carried out in an integrated manner and integrated with the main activities of learning the Indonesian language.

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