

The Effect of Reflective Journal Authentic Assessment on Students' Writing Competence and Motivation

Jojo Siahaan¹, Maria Theodora Ping², Aridah Aridah³, Yuni Utami Asih⁴

¹SMA Negeri 6 Balikpapan, Balikpapan, Indonesia

²Universitas Mulawarman, Samarinda, Indonesia

³Universitas Mulawarman, Samarinda, Indonesia

⁴Universitas Mulawarman, Samarinda, Indonesia

¹jjosihaan@gmail.com, ²maria.t.ping@gmail.com, ³aridah27@yahoo.com, ⁴2017yuni.utami@gmail.com

ABSTRACT

Several studies on Reflective Journal Writing (RJW) have highlighted the positive learning experiences either in writing skills or writing competence. However, most of them were for adult students. This study aimed to see it in high school students as demanded in the syllabus 2013. The respondents were 70 from the 360 population by using simple random sampling. A Mix-method approach answered the research questions with the writing competence, questionnaire, and interview instruments. The treatment group got the reflective journal writing while the control group without reflective journal writing six times. Pretest applied before the treatment and posttest after treatment and followed with a questionnaire and an interview. The data analysis used two-way manova, paired sample t-test, independent t-test, and Interview. The effect size shown in Eta Square for motivation was 86.4% or 0.864 categorized large effect and for writing 9.6% or 0.096 categorized moderate effect. RJW had a significant simultaneous effect on students' writing competence and motivation. The correlation of students' writing partially was .527. It was bigger than .05. RJW had a partial effect on students' writing competence. For motivation, the significance value was 7.488 meant that RJW had a partial effect. It supported with Qual analysis that showed on students' willingness, desires of doing something, fun activity, enjoyment activity, satisfaction, and effort of facing problems. In conclusion, RJW was significant to increase or improve either students' writing competence or motivation.

Keywords: Authentic Assessment, Reflective Journal, Writing Competence, Motivation

INTRODUCTION

Assessment has become a hot topic among professionals and educators, especially in recent years. Therefore, the assessment must be subjective and meet the criteria according to the type of assessment. This research is authentic. Assessment is a learning tool by changing teacher-centered classes into student-centered classes. (Panadero & Dochy, 2013). It is packaged structurally either as a teaching tool or a way of evaluating students to find out the extent of student mastery in a lesson or to see students' understanding of a subject. This can help teachers run classes, spot a lack of classroom teaching, and correct inappropriate teaching methodologies or strategies to become appropriate. Appropriate assessment means that language assessment provides the information teachers need to know about their students (Bailey, 1998). In addition (Boud, 2013), assessment is an inseparable part of learning activities and even becomes a central point to find out the weaknesses of a learning methodology both in learning and situations and conditions. One of the characteristics of being authentic is that

students can work, make something so that there are student products that are seen by the teacher which will certainly help them in the next learning. The task given by the teacher is then checked by the teacher and in the future the students will be more successful. It performs in the real world. Due to the greatness of those learnings, therefore, the researcher wants to see the competence of students' authentic assessment, namely Reflective Journal Writing (RJW). This study dealt with the students' competence using the reflective journal writing focused on the effectiveness of reflective journals and how they were motivated which presented simultaneously and partially to high school students. The analysis was by Quan and qual.

Authentic assessment (AA) is a valuable, significant, and meaningful measure of intellectual achievement, compared to multiple choice. Teachers or students can design. They can also collaborate by engaging student voices. students get an indirect picture of their progress in the course, identify individual strengths and weaknesses, and ultimately serve as a measure of whether students are achieving course learning objectives. Even skills such as practicum, will be acquired. (Wiggins, 1998) several key criteria were identified as realistic, requiring judgment and innovation. Ask students to do, replicate, or simulate contexts in which adults are "tested" in the workplace, in civic life, and in personal life, assessing students' ability to personally efficiently and effectively use their repertoire of knowledge and skills to negotiate complex tasks, allow appropriate opportunities to practice, consult with resources, and obtain feedback and improve performance and product. Another investigation (Shank, 2011) found some of the main challenges of assessment in an online environment: expecting a bell curve, using the wrong type of assessment (performance appraisal vs test appraisal), not making valid judgments (sufficient), and using multiple choice tests. While authentic assessment is unlikely to address all these challenges, authentic assessment can offer several benefits in online courses. AA disrupts the typical multiple-choice paradigm by automatically grading tests and quizzes, which can cause students to feel that studying requires staying up all night memorizing phrases and anticipated answers. On the other hand, AA is more student-centered, as it asks students to demonstrate their learning through hands-on activities rather than retaining and remembering facts. AA asks students to actively participate in situations that require them to apply the principles they have learned in learning materials.

As a result, learning isn't just about remembering facts; it's also about doing it, which encourages students to participate in class and succeed in their pursuits. Students can face today's challenges in the same way as AA. In addition, students may be more familiar with traditional assessment, meaning that regardless of the strengths discussed, they may take some time to adjust to this new method. For instructors, time is also a concern. Developing AA can be an intense experience that requires course writers to identify research relevant assignments, ensure assignments are relevant to students in a variety of fields, and align them with learning

objectives and instructional materials because it is multiple forms of assessment that is consistent with the classroom goals, curriculum, and instruction and reflect students learning process, achievements, motivation, and attitude, (Callison, 1998);(Al-Rawahi & Al-Balushi, 2015) (O'Malley & Pierce, 1996); (Olfos & Zulantay, 2007). However, giving AA to students in online courses tends to be in multiple geographic locations. It can be complicated to construct pertinent authentic assessments for everyone.

These challenges can vary by discipline. But it is essential to remember that their students can come from anywhere. Since this type of assessment typically addresses a more complex level of learning, assignment is likely to take longer. It usually requires detailed, personalized, and specific feedback, meaning that while helpful for students and educators, they will need additional time to design and implement. The opportunity of testing their skills in new and relevant situations assuredly they will have a positive long and many impacts on students. The characteristic of AA namely, require students to perform, create, produce, or do something, uses real-world context or simulations, non-intrusive in that it extended the day-to-day classroom activity, allows students to be assessed on what they usually do in class every day, students assess themselves individually or as peers, even in a group, uses a task that represents meaningful instructional activities, orally or in writing, focuses on process as well as product, which is usually unstructured, taps into higher-level thinking and problem-solving skills, provide information about the strengths and weaknesses of students. (H D Brown, 2004). So, authentic assessment can be one solution for assessing learning activities with the five steps in developing a model of instruction, namely analysis, design, development, implementation, and evaluation. The AA model implemented should be validated by an assessment expert before using it in the teaching and learning process.

The types of AA are Performance-based assessment, portfolios, journal, conference, interview, Observation is the sixth step, and Self-peer evaluation. This study focused to the journal. There are three genres of writing (H. Douglas Brown, 2003). They are 1. Academic writing: papers and general subject report, essays, compositions, academically focused journals, short-answer test responses technical reports, lab reports, theses, dissertations. 2. Job-related writing: messages (e.g., phone messages) letters/emails memos (e.g., interoffice) reports (e.g., job evaluations, project reports) schedules, labels, signs advertisements, announcements manuals. 3. Personal writing: letters, emails, greeting cards, invitations messages, notes calendar entries, shopping lists, reminders financial documents (e.g., checks, tax forms, loan applications) forms, questionnaires, medical reports, immigration documents diaries, personal journals, fiction (e.g., short stories, poetry). So, based on the genre, RJW is a part of personal writing that is a personal journal. (Dewey, 2010); (Cooper, 1998).

Reflection journal is a part of reflection, the practice and habit of working with, reviewing, and criticizing life events, understanding them, and integrating them into life. Reflective journaling is a way to express and explore our own stories, which describes a database of knowledge and skill experiences (Bolton, 2010); (Kerka, 2002). This kind of learning emphasizes the intention to learn from current or previous experiences. It is defined as practice based on understanding and interpreting principles, justification, meaning, and examining values, attitudes, and beliefs. Also, reflection occurs across the building blocks of constructivism and includes teacher-led, student, and teacher-driven thought. The uses are for evaluation, assessment, reflection, teaching, and to provide evidence of student-teacher learning to teach, (Black et al., 2000) (Al-karasneh, 2014);(Stevens et al., 2010). The reflective journal writing enables learners to make connections between themselves and the world around them. They are a way of documenting experiences, thoughts, questions, ideas, and conclusions that demonstrate the student's learning journey. (Ballantyne & Packer, 1995); (Hess, 2010)(Hess, 2010) (VYGOTSKY, 2019). The RJW emphasis on experience.(Kolb, 1984) He argues that experiential learning is a critical component of engaging learners. This makes possible by the transformation of experience, which takes place in four stages: 1) Concrete experience: pupils discuss their individual experiences. 2) Reflective observation: students think about what they've learned. 3) Abstract conceptualization: think and try to explore explanations regarding the meaning of the experience. 4) Active experimentation: learners use their experiences, connect with new information, make decisions, and solve problems resulting in better interpretations or understandings of their experiences.

The learning style model has six cycles, according to Gibbs: What happened was described, and what is feeling and thought about was described. Analysis of what was good and poor about the event, the conclusion of what could have done, action plan what to do next if it arises again while Jhon stated the model is five. They describe the experience, experience, influencing factors, could I have dealt with it better; and learning. Kolb uttered it in four namely: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Relating to the study of RJW, the four components of the learning style (Kolb's learning style) cover the researcher's data taken from students' writing that is RJW. The researcher used Kolb's learning cycle which emphasized the importance of real-life experiences in learning. It implies that pupils may make meaning of an experience by reflecting on it. They can conclude or learn from the event once they can make sense of it. They can then apply their new knowledge to new scenarios by incorporating it into a plan of action. They restart the learning loop when they apply what they've learned in one scenario to another. Types of reflecting: in action and on action while the steps are before, during and after experience.

Writing Competence, (O'Malley & Pierce, 1996). Writing is a personal act in which writers take an idea or prompts and transform them into self-initiated topics. (Folse et al., 2010). He describes the elements of a good paragraph into three. They are namely unity, order, coherence, and completeness. A unity paragraph begins with a topic that has one controlling idea expressed in its topic sentence typically. It is the first main idea of the paragraph.

A paragraph unified around this idea, with the supporting sentences providing detail and discussion. Order refers to the way of organization, which supports sentences. Because of the defined structure, the reader can practically follow along in a well-organized paragraph. This arrangement assists the reader in absorbing the meaning of the text and preventing misunderstanding. Coherence. It is the writing's quality that allows it to be comprehended. Sentences within a paragraph must be related and work together as a unit. One of the most successful ways for establishing coherency is to use transition words. Their uses to link sentences together. Order (first, second, third); spatial relationships (above, below); or logic (first, second, third) are all examples of transitions (furthermore, in addition, in fact). When creating a paragraph, keep the verb tense and point of view constant. It alludes to a paternal relationship. It indicates that a paragraph's construction is careful. That is a chock-full of sentences that clearly and adequately support the main idea. If there aren't enough sentences or evidence to establish something, it's incomplete

Motivation is a crucial component of language learning. A dynamic process that is constantly changing. (Dörnyei, 2003). Motivation has external factors connected to the socio-cultural and contextual background and internal elements of the individual learner influence the motivations. The sense of agency, the emotions of mastery, control over the learning process, and interests all influence motivation. According to (Kreishan & Al-Dhaimat, 2013), three psychological demands must have: (1) a sense of competence gained through the pursuit of and successful completion of difficulties; (2) autonomy. To increase intrinsic ESL motivation, a sense of self-worth and self-determination are essential, and learners need to have example opportunities for social interaction and self-expression. (Richards, 1993) He also mentions personal causation, interest, and enjoyment as indispensable factors. Students' enthusiasm and engagement of writing boost them to refocus the writing lessons, more relevant to their social and cultural contexts, and provide writing projects that are important and interesting to them and allow for social interaction and self-expression.

Motivation is a change of energy in a person characterized by the onset of affective and reactions to achieve the goal. He describes the factors that can influence the motivation of students. Human action is abstract and complex. (Silva, 2020). It continues to illustrate how multiplex motivation is, particularly as a factor variable for L2 learners, due to the reliance on various circumstances and conditions, with many meanings. (Gardner, 2010). Motivation is one

of positive feelings and thinking which push someone to do something. In this case, write a reflective journal with spirits so students will enjoy doing the RJW without burden. It encourages students to do the RJW better. In other words, they do their best since they have the motivation. It drives them to work successfully. Motivation is defined here as a willingness or desire to do a task or rubric with fun and enjoyment which shows satisfaction. Including efforts in terms of how students face the problems and feel happy and enjoy, taking writing lessons, especially RJW.

The previous study states five writing competence focused, namely content, organization, language use, vocabulary, and mechanics. (Taylor, 1981). He points out a dynamic interaction between content and language during the creative discovery of writing. Further, Perkins and his friend stated that the language aspects (content, organization, vocabulary, language use, and mechanics) interact with one another during writing. (Perkins & Brutton, 1990) while the rubric used that accommodates the writing elements is Jacobs ESL Composition Profile. Essays graded on a 100-point scale for five main aspects of writing quality, each with a different weight: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points), (Setyowati et al., 2020)

METHOD

The design of This study used mixed methods to determine the impact of reflective journals on writing ability and motivation which used a simple random sampling method in selecting the participants in each group, experiment, and control group. The participants were students at high school, grade XI, 370 numbers and the sample were 70. The variables were one independent, RJW and two dependent variables, students' writing competence and motivation. The procedure, before going to the teaching process, both groups had a pre-test to see the students' abilities before treatment. Then, continued to questionnaire, Close-Ended Questions and interview, Open-Ended Questions. Interview used unstructured questions that was a qualitative interview with a minimum of questions or the grand tour questions. In this type of interview, participants are free to answer because there are no answer options like in a structured interview, but they are free to convey their thoughts. They are free to express their views on the question asked by the questioner. This type of interview is also called an open-ended question. Researchers may prepare 6 - 10 questions. The independent variable was RJW, and the other dependent variables were students' writing competence and motivation. The procedure applied first was pretest before treating six meetings of RJW to the experiment group while WO_RJW to the control group and followed by a posttest after treatment. The next meeting was for a questionnaire and followed with an interview. It was used to find and describe the students' motivation by doing RJW. The data taken from the questionnaire was

analyzed by using 5 scales. They strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). The Quan and qual data collected was analyzed with Two-way manova. Students' writing competence and motivation were analyzed simultaneously and paired with a sample test for students' writing competence partially. The independent t test was for motivation partially. The qual used the interview.

RESULT AND DISCUSSION

The effect of students' writing competence and motivation simultaneously

Partial eta squared from 0 to 1 and represented the proportion of variance in the dependent variable (lexical knowledge) that is explained by the independent variable (type of intervention) (Pallant, 2013). Cohen (1988) proposed a set of guidelines to interpret the values of partial eta squared. Table 1. (Test Between of Subjects Effects) showed the Partial Eta Square that the effect of RJW to students' motivation and writing separately which had sig. .000 or 86.4 % for motivation while on writing .009 or 96 %.

Table 1. Test Between of Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Motivation	16817.500 ^a	1	16817.500	433.544	.000	.864
	Writing Competence	209.157 ^b	1	209.157	7.235	.009	.096
Intercept	Motivation	1735177.729	1	1735177.729	44731.732	.000	.998
	Writing Competence	439560.129	1	439560.129	15205.714	.000	.996
Class	Motivation	16817.500	1	16817.500	433.544	.000	.864
	Writing Competence	209.157	1	209.157	7.235	.009	.096

The guidelines for interpreting the values of eta squared, as proposed by Cohen (1988). Interpretation of partial eta squared values, 0.01: small effect; 0.06: moderate effect; and 0.14: large. Based on the criteria, the effect size of motivation was large effect while the writing competence was moderate effect. It was lower than .05 meaning that RJW had a significant simultaneous effect on students' writing competence and motivation. *The effect of students' writing competence partially.* The result the scores correlated ($r = 0.527, p < 0.001$), and the significant average difference was ($t_{34} = -7.488, p < 0.001$) on average it was higher - 8.05714 points (95 % CI [10.24394, - 5.87034]. So, RJ had a significant effect towards students' writing partially.

Table 2

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest - Posttest	- 8.057	6.36601	1.07605	- 10.2439	- 5.87034	- 7.4	3	.000
		14			4			88	

The effect of students' motivation partially

An independent sample t-test table displayed the table below which showed that the sig. (2-tailed) was .000. It meant that it was lower than .05, so RJW had a significant effect on students' motivation.

Table 3: Independent Sample Test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivation	Equal variances assumed	1.402	.240	20.6	70	.000	30.41667	1.50759	27.4098	33.4234
	Equal variances not assumed			20.6	67.0	.000	30.41667	1.50759	27.4075	33.4257
				6					4	9

The students' motivation toward RJW. The interview and questionnaire analysis showed firstly, the students had willingness with the RJW. Then, there were the following needs or targets in class that oriented them. So, it brought them to have desires which put them in fascinating learning. Next, how the teacher ran the class that created fun learning drove students to feel and had enjoyment learning. They also enjoyed the process of learning due to teachers' personality or behavior and others. It showed the students' good behavior by sharing ideas or discussions with their friends. The enjoyment activity delivered students to satisfaction which brought them through the effort. Those elements influenced the students' motivation in studying RJW.

The findings were consistent with the others, (Cisero, 2006); (Kim, 2013); (Al-karasneh, 2014). It proved high achieving or intrinsically motivated students and clear assessment criteria on reflective practice as well as mixed ongoing feedback strategies were essential for facilitating students' self-directed learning skills at the early stage of their reflective journal writing process. In this study, there were significant effects of RJW on students' competence writing and motivation simultaneously and partially. It supported the Qual findings that the students' motivation was influenced with the strategy of teaching. It proved the evidence on willingness, desire of doing tasks, fun activity, enjoyment activity, satisfaction, and effort in facing problems.

CONCLUSION

The motivation is one of the crucial roles to increase the students' academic achievement, so researchers or educators need to investigate it with other learning strategies. It impacts students' competence. And since this study also did not examine the writing aspect more deeply and was limited to the time and situation of the online pandemic. So, due to the weakness of this study, it is suggested to the next researcher to examine the writing aspect in the future.

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