

WRITING WORKSHOP AND JOURNAL WRITING TECHNIQUES; A COMPARATIVE STUDY IN TEACHING WRITING

Suprianti, G. A.P.

Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
Jalan Jend. A Yani 67 Singaraja 81116, Telp. 0362-21541, Fax. 0362-27561
E-mail: gapsuprianti@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk membandingkan efek teknik mengajar yang berbeda (*Writing Workshop* dan *Journal Writing*) berdasarkan jenis teks (*recount* dan *narrative*) terhadap kemampuan menulis siswa. *Post-Test Only Comparison Group* diaplikasikan sebagai disain penelitian. Setelah sesi perlakuan, *post-test* diberikan untuk mengetahui pengaruh perlakuan. Data yang diperoleh melalui *post-test* dianalisis secara deskriptif dan inferensial. Secara deskriptif, diketahui bahwa nilai rata-rata grup yang diajari teks *narrative* dan *recount* dengan menggunakan teknik *Journal Writing* lebih tinggi daripada grup yang diajari dengan teknik *Writing Workshop*. Dengan kata lain, grup yang diajari dengan teknik *Journal Writing* cenderung menunjukkan kompetensi yang lebih baik daripada grup yang diajari dengan menggunakan teknik *Writing Workshop*. Perbedaan kemampuan menulis antara siswa yang diajari dengan teknik yang berbeda dianalisis menggunakan Anova dua jalur. Berdasarkan hasil uji hipotesis, diketahui bahwa terdapat perbedaan yang signifikan antara kemampuan menulis siswa yang diajar dengan menggunakan dua teknik mengajar terhadap kemampuan menulis siswa serta tidak ada interaksi antara kedua teknik mengajar dan jenis teks pada kemampuan menulis siswa.

Kata kunci: kemampuan menulis, *journal writing*, *writing workshop*, jenis teks

INTRODUCTION

Competency in English is broken down into four competencies. They are listening, speaking, reading and writing competencies. The competencies mentioned should be mastered by language learners. From all the competencies mentioned previously, writing competency is considered as the most complex competency. Writing competency for the eighth grade, specifically in even semester, is elaborated into 1 standard competence and 2 basic competencies. The standard competence that should be achieved by the eighth grade is “to express the meaning through written functional text and short simple essay in the form of recount and narrative to communicate interactively with the surroundings” in which it is developed into 2 basic competences, namely “to express the meaning through simple

written functional text accurately, fluently, and acceptably to communicate interactively with the surroundings and/or in the academic context and” and “to express the meaning through rhetorical step in short simple essay accurately, fluently, and acceptable to communicate interactively with the surroundings in the form of recount and narrative text.”

Gabrielatos (2002) argue that writing is a complex activity, and its development involves not only the accurate use of grammar and a good range of vocabulary. In writing, there are a number of interrelated elements such as awareness-raising, practice and feedback. In line with Gabrielatos, Chakraverty and Gautum (2001:1) state that writing can be determined as a complex activity. In order to produce a good piece of writing, a good knowledge of grammar use, organization, syntax, and diction are needed. It requires

the writer to be involved in the process of finding a topic, classifying information that supports the topic, and then structuring the information in a logical sequence. The writer is involved in the process of finding a topic, classifying information that supports the topic, and then structuring the information in a logical sequence. The previous statement is also supported by a statement from Brueggemann, "Writing is a complex activity; yet it is also a rich mode of learning. Writing requires time: time to generate ideas, determine purposes, develop an argument, organize and arrange text effectively, and revise."

In addition, writing is a process of transferring thoughts into written form. It is very frequent that a writer feels reluctant in this process. Therefore, writers acquire the competency to transform knowledge, in which they develop and revise their thoughts as they write so that the writing becomes a way of exploring and learning (Gunning, 2010: 456). To be able to transfer thoughts well, the writer could use media or technique. Sokolik and Nunan (2003) argues that writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics, inked onto parchment, or an e-mail message typed into a computer. As a mental act, writing is a process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that would be clear to a reader.

Writing is not only about result or product, but also process. Balancing the process and the product of writing is considered important in writing process. Implementing appropriate techniques would affect the process of balancing both the product and the process of writing. Therefore, the teacher should be very careful in choosing and implementing which techniques emphasized on both product and processes. There were a number of researches that were considering both process and product of writing. Storch (2005) conducted a study in an English as a Second Language (ESL) writing class at a large Aus-

tralian university. The participants in the study came from a range of language backgrounds. The majority were international students from Asia. The participants were asked to write individually and in group. Their writing, then, were analyzed based on several criteria such as its individual or collaborative composition, its revision from the pairs (group), as well as its product (viewed from grammatical point, accuracy, and complexity). Other research concerned with process and product of writing was a research conducted by Gabrielatos in 2002. The research was about the outcomes of a writing program and the processes involved in good writing. Gabrielatos outlined two major elements of good writing, namely product and process. The two major elements of good writing were classified into sub elements. In the product, the elements were language, layout and organization, and relevance to the task and regard for the reader and clarity. Meanwhile in the process, the elements were task/title analysis, planning, writing the first draft, and evaluating and improving the first draft.

Since this research was concerned with writing competency, the researcher tried to offer writing techniques for teaching writing, specifically in writing any text types. Those teaching techniques were Writing Workshop Technique and Journal Writing Workshop Technique. Both techniques are derived from Independent Writing Technique. In Independent Writing, students do the writing themselves and the teacher only monitors the students' progress. They practice the writing strategies and skills they are learning by writing in reading logs, making projects, or writing books during the writing workshop. It could be stated that the students use the writing process to write stories, informational books, and other composition

Writing Workshop (Tompkins, 2008) is a technique for teaching writing in which the students choose their own writing topics and move through prewriting, drafting, revising, editing, and publishing their work as though they were professional authors. It is especially supportive

to English language learners because students are encouraged to discuss their ideas, work with a partner or group in revising and editing, and interact verbally with others (Diaz-Rico & Weed, 2002). In line with Tompkins, Collins in Gunning (2010, 467) states that writing workshop is a way of providing students with the opportunity to try out newly introduced way under the teacher's guidance. Writing Workshop is very good to be conducted every day because it keeps the writer connected to the piece that he is developing.

Gunning (2010: 479) proposes three kinds of writing that are effective for helping students overcome the writers' reluctance to engage in composing a piece. Those are writing aloud, written conversation and journal writing. "Journal Writing allows students to respond to their world in a personal way" (Gunning, 2010: 480). According to Tompkins (2008: 102), students use journals for a variety of purposes, such as to record experiences, to explore ideas, to ask questions, to activate prior knowledge, to engage imagination, to assume the role of another person, and to solve problem. Personal Journal, Dialogue Journal, Reading Log, Learning Log, Double-entry Journal, and Simulated Journal are the six types of Journal Writing Technique. These journals are used for different purposes as what have been cited in Tompkins (2008: 103).

As cited in Sutarsa (2011), text type is one of important aspects which contribute to learning outcomes. It is closely related to teaching and learning activity that could support students' competency. Additionally, Erawati (2012; 39) notes "Based on generic structures and languages feature dominantly used, text are divided into several types. They are narrative text, recount text, descriptive text, report, explanation, analytical exposition, hortatory exposition, procedure text, discussion, review, anecdote, spoof, and news items". These genres or text types were related to the curriculum applied the school. In the curriculum, it is stated that there are different text type should be taught in different grade. Based on the 2006 curriculum of Junior High School,

there are four types of texts that are taught to the eighth grade student, that is, descriptive, exposition, narrative and recount text. The researcher found that the teachers in this school taught writing only by giving a general theme. The students were not provided by any guidance or advanced organizer. This teaching style was less helpful in giving students chance to elaborate and to organize the students' idea. Sometime, they were confused what should be elaborated or written. After having no idea, the students would be stuck in writing. Actually, this phenomenon should be avoided in writing process so that the students would become effective writers.

There were several studies conducted in the implementation of Writing Workshop Technique. Smithson in 2008 conducted a study by applying Writing Workshop in a writing class. The research result indicates that a writing technique such as Writing Workshop helps students become proficient writers as well as helps them in increasing their writing performance. In line with Smithson, a study conducted by Stover (2011) also investigated the effect of writing workshop. In order to explore the impact of Writing Workshop in classroom, the researcher selected three of her students for case studies. She chose students about whom she wished to learn more and students with a range of abilities. In this way, the researcher was able to consider in what ways the Writing Workshop was or was not effectively meeting each student's individual needs.

Studies conducted in the implementation of Journal Writing Technique were also conducted by a number of researchers. A study conducted by Hiemstra in 2001 used one of the journaling formats as a means for assisting them obtain the maximum amount of interaction, knowledge, and personal growth from their reading efforts or other learning experiences. Additionally, in 2006 Shin reported on 12 pre-service English as a Second Language (ESL) teachers individual tutoring of learners of English language writing. The data of the study were the writing journal entries that the pre service ESL teachers maintained during their

tutoring experience. Tuan in 2010 investigated if learners of the university of Social Sciences and Humanities in Ho Chi Minh City (USSH-HC-MC) can grow out of the writing difficulties by engaging in journal writing activity. The finding was substantiated the benefits of journal writing as an extensive activity to foster learners' writing motivation and enhance their writing skill as well as to build a close bonding between teachers and learners.

In spite of both Writing Workshop and Journal Writing Techniques were empirically proven as effective techniques to improve students' writing competency, however, there was no study conducted yet which investigates their effect when they were compared systematically. This was the foundation of conducting the present study, additionally, it had been stated that the students' writing competency still needed to be improved. As the School-based Curriculum was being implemented in Indonesia recently, teaching writing for junior high school students in grade eight required the students to have writing competency which involved the students' competency on various type of text, namely, descriptive, exposition, narrative and recount texts. Due to the present study was conducted in the second semester of the academic year, the text types introduced and taught were narrative and recount texts. Therefore, the study was only concerned with those two types of text.

Based on the observation done by the researcher, it was found that the students encountered several problems when they were asked to write simple paragraph. The problem was on its mechanic, vocabulary, grammar etc. As what has been observed, the students' writing competency in in the eighth grade in this school still needed to be improved. An interview was also done with English teachers in SMP Negeri 1 Singaraja. It was gained information that their students were extremely reluctant to write. When they wrote, they were only able to write one or two sentences and composed entirely words that they could spell. They felt hesitate about what to

write. Thus, the students were less expressive in the writing process. There were a few numbers of students who were able to write more than others. Unfortunately, they were not really effective in writing. They wrote more on some points while they elaborated less in any other points. This case was related to writing strategy of the students. It was in line with what has stated by Echeverri, et al. (2011). According to Echeverri, an effective writer could be seen in his or her strategy in writing.

The proposed study undertook about the effect of teaching writing techniques namely Writing Workshop and Journal Writing Techniques on the students' competency in writing, especially in writing narrative and recount texts. The outcome was very urgent for English teachers, specifically teachers of EFL, in conducting a more innovative teaching and learning in schools. Writing Workshop and Journal Writing Techniques are both beneficial for improving the students' writing competency, however, their comparative effects had not been known as yet. In this study, the researcher compared the effect of two writing techniques derived from independent writing that were considered to be effective techniques to be used in the teaching writing. Additionally, the writer also tried to investigate the interaction of those strategies toward type of texts; narrative and recount texts.

In line with the importance of teaching independent writing by applying Writing Workshop and Journal Writing Techniques to improve writing competency of the students in grade eight of junior high school, the researcher considered that it was very important to investigate more on the effect of these techniques upon the students' writing competency when they were compared systematically based on text types. Therefore, the study investigated the comparative effect of Writing Workshop and Journal Writing Techniques on students' writing competency based on text types (narrative and recount texts).

The study was conducted in SMP Negeri 1 Singaraja because based on the preliminary observation

conducted in teaching and learning process in this school, the researcher found that the students in the eighth grade were having difficulties in writing texts, such as writing narrative and recount texts. By conducting a research in SMP Negeri 1 Singaraja, it could be a model for the schools in Bali generally and the schools in Buleleng regency particularly to implement the two techniques in the teaching of writing. Therefore, this school was appropriate to be chosen as a place for conducting the study; a study about comparing the effect of Writing Workshop and Journal Writing Techniques based on the previous types of text.

The research problems of the present study were formulated as follows:

1) Is there any significant difference between the effect of Writing Workshop and Journal Writing Techniques upon the students' writing competency at SMP Negeri 1 Singaraja? 2) Is there any interactional effect of the writing techniques; Writing Workshop and Journal Writing Techniques and text types upon the students' writing competency at SMP Negeri 1 Singaraja?

3) Is there any significant difference of writing competency between students who are taught narrative text by using Writing Workshop and those who are taught by using Journal Writing Techniques at SMP Negeri 1 Singaraja? and

4) Is there any significant difference of writing competency between students who are taught recount text by using Writing Workshop and those who are taught by using Journal Writing Techniques at SMP Negeri 1 Singaraja?

In relation to the research problems stated, two major objectives were set for the present study. Generally, to understand and analyze writing problems and solutions to the problems encountered by students in writing at SMP Negeri 1 Singaraja. Specifically, to analyze the main and interactional effects of writing techniques and text types upon the students' writing competency at SMP Negeri 1 Singaraja.

Theoretically, the result of this study was able to provide writing theories of independent writing techniques and arguments about the im-

plementation of both independent writing techniques, namely, Writing Workshop and Journal Writing Techniques. Those theories and arguments are significant to be considered by other researchers who wants to conduct researches which have the aimed at improving the quality of teaching and learning in general and teaching writing in particular. Besides, the result of this research could be used as a reliable source for other researchers who want to conduct similar research in the area of EFL teaching and learning. Practically, the result could benefit the teacher, the students and other researchers when they deal with writing course. The result of this study was able to enrich the teachers' knowledge in order to develop the teaching of writing and the teachers in SMP Negeri 1 Singaraja were able to guide the students in writing effectively, specifically in writing narrative and recount texts. The students in SMP Negeri 1 Singaraja were able to write effectively, by applying the two techniques, based on the writing indicators that had been given during the research. This study and its result could be an alternative source, guidance and inspiration for those who are interested in conducting similar research.

RESEARCH METHOD

This research was conducted by applying Quasi-experimental Design. According to Tuckman (1999: 167-168), Quasi-experimental Design is partly true experimental design. Moreover, Quasi-experimental Design suits educational situation in which school systems may not accept and allow disruptions of intact classes or division into groups to designate random or equivalent samples. It is neither practical nor feasible to assign subjects randomly to treatments. A common application of Quasi-experimental Designs in educational research is exposing two similar classes of students to alternative techniques and compares them on designated dependent measures.

This study focused on the implementa-

tion of two techniques of teaching writing, Writing Workshop and Journal Writing Techniques, which was controlled by text types, narrative and recount texts.

The term “population”, as used in research, refers to any group of individuals that have one or more characteristics in common (Best, 1981: 8). In relation to Best, Fraenkel and Wallen (1993: 80) also state that “Population is a group of person (students, teachers or other individuals) who possess certain characteristics”.

The population was the eighth grade students of SMP Negeri 1 Singaraja. There were ten classes of the eighth grade students in this school. A sample can be defined as a group, preferably selected in such a way from a population, on which information can be gained. To gain the sample, the writing scores of the students were collected and were tested statistically in terms of its homogeneity. Only the homogeneous classes were used as the population of the study. The samples of the study were four out of ten classes of the eighth grade students at SMP Negeri 1 Singaraja. Sampling implemented in this study was a multi-stage random sampling. According to Thompson (2002: 143), multi-stage random sampling involves two-stage sampling or more. In this study, the researcher applied Simple Random Sampling twice. Simple Random Sampling was used to gain the sample of the study. It is a method of drawing a portion of a population or universe so that each member of the population or universe has an equal chance of being selected (Popham, 1993: 245). Because of this equality of opportunity for inclusion in the sample, simple random sampling offers an excellent way to reduce the likelihood of a seriously unrepresentative population sample. The first Simple Random sampling was conducted to select four out of ten classes of the eighth grade students at SMP Negeri 1 Singaraja. After being selected, the four classes randomly assigned to be given treatment by applying Writing Workshop or Journal Writing.

This study used posttest-only control group with 2 x 2 factorial designs. A posttest is

a measure taken after the experimental treatment has been applied. Wiersma (1991) notes that posttest-only control group design involves just two groups, the group that receives the experimental treatment and the control group.

There were three types of variables that were used in this study, namely moderator variable, independent variable, and dependent variable. The moderator variable in this study was the text types, namely, narrative and recount texts. The independent variable was the independent writing techniques, namely, Writing Workshop and Journal Writing Techniques. The dependent variable in this study was students’ writing competency.

There were several instruments used in this study, namely interview guide, observation sheet, teaching scenario, reliability test, validity test and writing competency test.

Interview was conducted during a preliminary observation, which aimed at finding out factual problems of the students in writing, the technique used by the teacher in teaching writing, and the type of assessment done by the teacher in assessing the students’ writing. Interviewing the students and the teacher was also done during the experimental period.

Observation sheet was used in this study in order to gain information about the way how the teacher conducts teaching process, specifically in writing skill.

Teaching scenarios were prepared as guidance for the researcher when conducting the lesson. Additionally, there were two types of lesson plans in this study, namely lesson plans for applying Writing Workshop and lesson plans for applying Journal Writing.

Reliability refers to a consistency of the scores obtained, or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel & Wallen, 1993: 146). In other words, reliability is to be a necessary characteristic of any good test. A test must be both valid and reliable. Reliability is an essential characteristic of any good test; for it is to be

valid at all, a test must be reliable as a measuring instrument (Heaton, 1975: 155). In this study, the researcher used inter-rater reliability. This meant that there were two teachers as raters who scored students' performance and compared them and one additional rater who had a responsibility to avoid a bias in scoring. If scores are given by the raters are significantly different, it means that the test is not reliable, while if the scores are given by the raters are not significantly different, it means that the test is reliable. The result of the reliability test was 0.98, which meant that the reliability was high.

A test is categorized to have content validity if its content constitutes a representative sample of language skills, structure, etc. with which it is meant to be concerned. Additionally, in order to ensure the content validity, it is necessary to seek an advice of content experts. The importance of the content validity is the greater a test' content validity, the more likely it is to be an accurate measure of what it is supposed to measure. It was found that the content validity of the test was 1.0, which was the highest amount of validity.

This type of competency test was created in order to measure the level of the students' writing competency during the experimental period. In the test, the students were assigned to write a narrative paragraph and a recount paragraph, and the topic was given by the researcher.

The students' writing competency was measured by focusing on five dimensions in writing, that is, content and development, organization, sentence formatting and usage, vocabulary and style and mechanics. Each dimension had a different weight, even though its score range was the same for all dimensions. Each of them was explained by several indicators. The rubric of the writing competency test was also provided by the researcher.

The data were analyzed quantitatively. Additionally, the data were analyzed by two forms of statistical analysis namely descriptive statistical analysis and inferential statistical anal-

ysis. Before conducting descriptive and inferential statistical analysis, a test of analysis requirement was conducted. The test was in the form of homogeneity and normality tests.

FINDINGS AND DISCUSSION

This research was about the comparison between two teaching techniques namely, Journal Writing and Writing Workshop Techniques, based on text types on students' writing competency. Those two techniques were implemented in teaching narrative and recount texts for the eighth grade students of SMP Negeri 1 Singaraja. Since there were four classes selected as the sample of this research, the techniques were implemented in four different classes. All classes had the same total number of students which was 26 for each. The classes that were treated by using Journal Writing Technique were class VIIIA7 and VIIIA8 while the classes that were treated by using Writing Workshop Technique were VIIIA2 and VIIIA5. Both classes were taught narrative and recount texts.

Tabel 1. Students' Writing Competency Statistics

| | JW | WW | Narrative | recount | JWnar | JWrec | WWnar | WWrec |
|----------|----------|----------|-----------|---------|---------|---------|---------|---------|
| N Valid | 52 | 52 | 104 | 104 | 52 | 52 | 52 | 52 |
| Mean | 1.7779E2 | 1.7075E2 | 88.3269 | 85.9423 | 89.9038 | 87.8846 | 86.7500 | 84.0000 |
| Variance | 75.111 | 43.093 | 25.678 | 22.424 | 20.912 | 22.732 | 25.877 | 14.863 |
| Range | 48.00 | 39.00 | 26.00 | 25.00 | 24.00 | 24.00 | 24.00 | 21.00 |
| Sum | 9245.00 | 8879.00 | 9186.00 | 8938.00 | 4675.00 | 4570.00 | 4511.00 | 4368.00 |

a. Multiple modes exist. The smallest value is shown

Note: - for group Journal Writing Technique (JW) and Writing Workshop Technique (WW), the score of two genres are accumulated. - E means the value is timed by 100.

After the treatment was done, the data gained were analyzed descriptively and inferen-

tially. From the findings, it could be seen that the mean score of the students who were taught by Journal Writing Technique were greater than the mean score of those who were taught by Writing Workshop Technique. For the Journal Writing Technique, the mean score was 178 while for Writing Workshop, it was 171 (for group Writing Workshop and Journal Writing Techniques, the score of two genres are accumulated). It indicated that the students who were taught by Journal Writing Technique performed better than those who were taught by Writing Workshop Technique.

Tabel 2 The Summary of Hypothesis Testing

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|---------|------|
| Corrected Model | 759.154 ^a | 3 | 253.051 | 11.494 | .000 |
| Intercept | 1579227.769 | 1 | 1579227.769 | 7.173E4 | .000 |
| Ttc | 398.769 | 1 | 398.769 | 18.113 | .000 |
| Tt | 295.692 | 1 | 295.692 | 13.431 | .000 |
| ttc * tt | 64.692 | 1 | 64.692 | 2.939 | .088 |
| Error | 4491.077 | 204 | 22.015 | | |
| Total | 1584478.000 | 208 | | | |
| Corrected Total | 5250.231 | 207 | | | |

a. R Squared = .145 (Adjusted R Squared = .132)

Additionally, in applying Journal Writing Technique the researcher inserted schemata theory in the form of advanced organizer. The additional element in this technique helped the students in gathering and organized ideas from their past experiences. Thus, it was easier for the students to write without being hesitate of what they were going to write. The students tend to relate their past experiences with their daily life in which they were familiar with. They were able to write more without being stuck of what should be written on their papers. Besides, they could

organize their idea better by using the advanced organizer. This findings is in supported by Gunning (2010: 352) who states “a schema is a generic concept, composed of our past experiences and our knowledge organized and filed away.” In other words, schemata are based on background of experience in which the richer the experiences, and the better organized they are, the richer and more useful are the schemata. It could also be stated that schemata was helpful in determining what is important in selection, specifically selection of the idea.

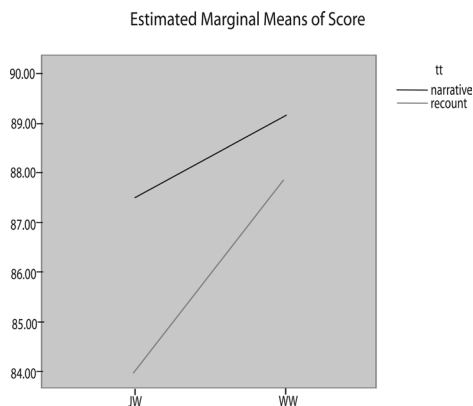
When recount text was taught by implementing Journal Writing Technique, the mean score gained was 87.88 while by implementing Writing Workshop Technique the mean score was 84.00. In teaching narrative text by applying Journal Writing Technique the mean score gained was 89.90 while by implementing Writing Workshop Technique the mean score was 86.75. From the data, it could be seen that mean score of recount and narrative text of the group who was taught by Journal Writing Technique was greater than the mean score of two text types of group who was taught by Writing Workshop Technique. It was drawn that the students taught by Journal Writing Technique performed better than those who were taught by Writing Workshop Technique. The different mean score of two groups in the two text types tend to be affected by different activity of teaching and learning in those two techniques.

In the group in which Journal Writing was implemented, the students quickwrote, generated ideas, and made connections among the ideas. They wrote on a topic for 5 or 10 minutes, letting their thought flow without focusing on mechanics or revisions. According to Peter Elbow (1998) as noted in Tompkins (2008) those activities as freewriting. He argues that by doing freewriting the student could explore concept or ideas more for their writing. Thus, they would not experience hesitance in writing process. In other words, freewriting was a good way to help students focus on content rather than on mechanics. In the research, the researcher encouraged the students to make

spider web-like diagrams called cluster to organize ideas and other information. By using organized cluster, children wrote the topic in the center circle on a sheet of paper and drew out branches for main ideas, and then they added details to expand each main idea. The students used cluster as a tool for organizing thinking during prewriting and as a report to present information.

It was different from the implementation of Journal Writing Technique, the implementation of Writing Workshop Technique had been done through giving model of writing, providing writing materials and time to write each day, and teaching the lesson in whole group, small group, or individual. The previous activities stated were in accordance to the statement of Herrell & Jordan (2004: 192) about Writing Workshop Technique. They state that this technique help the students to have chance of working together; maintaining themselves becoming independent writers; and thinking, writing, reflecting, discussing, revising, editing, and interacting verbally with others in the group.

According to findings and the discussion discussed previously, it could be concluded that there was a significant difference between two teaching techniques on students' writing competency. In addition, it was discovered that there was no interaction between two teaching techniques on text types upon students' writing competency.



Picture 1. Interactional Effect of Two Techniques and Text Types

CONCLUSION AND SUGGESTIONS

Based on the previous findings and discussion, it could be concluded that (1) there was a significant difference between two teaching techniques (Journal Writing and Writing Workshop Techniques) on students' writing competency, (2) there was no interaction between two teaching strategies based on the text types on students' writing competency, (3) the mean score of group which was taught recount text by using Journal Writing Technique was higher than the group which was taught the same text type by using Writing Workshop Technique, and (4) the mean score of group which was taught narrative text by using Journal Writing Technique was higher than the group which was taught the same text type by using Writing Workshop Technique.

In connection to the conclusion, the researcher proposed some suggestions. They were as follows:

For the teachers, it is highly recommended that the teachers apply Journal Writing and Writing Workshop Techniques in teaching writing since they have been proven effective to improve the students' writing achievement. In implementing those techniques, teacher should pay attention to their strengths and weaknesses in order to be able to maximize the strengths and minimize the weaknesses as well as to adjust which technique is available for any situation.

For the students, it is expected that the students can use Journal Writing and Writing Workshop Techniques as their guidances in composing a writing. Through these techniques, the students will be easy to gain idea, arrange it and monitor their writing.

For other researchers, it is recommended to the other researcher who are interested in conducting further research to investigate the effectiveness of using Journal Writing and Writing Workshop Techniques in the teaching writing in order to help the students increasing their writing competency.

REFERENCES

- Best, J. W. 1981. *Research in Education*. United States of America: Prentice Hall Inc. New Jersey, 07632.
- Brueggemann, Brenda. ----. "Helping Students Become Better Writers". http://www.clcillinois.edu/depts/vpe/gened/pdf/Writing_HelpingStudents.pdf Retrieved on January 27, 2013.
- Chakraverty, A. and Gautum, K. K. 2000. "Dynamic of Writing". <http://exchange.state.gov>. Retrieved on December 21, 2012
- Department Pendidikan Nasional. 2007. *Standar Kompetensi Lulusan Mata Pelajaran Bahasa Inggris SMP-SBI*. Jakarta: Direktorat Pembinaan SMP.
- Diaz-Rico, L. and K. Weed. 2002. *The Crosscultural, Language, and Academic Handbook*. Boston: Allyn & Bacon.
- Echeverri, Katherin B. et. al. 2011. *Improving Academic Writing in an ELT Program through Writer's Workshop*. Colombia: Published Research.
- Erawati, E. P. 2012. *A Comparative Effect of Metacognitive Self-Monitoring Strategies on Students' reading Competency Based on Text Types*. Thesis. (Unpublished). Singaraja: Postgraduate Program Ganesha University of Education.
- Fraenkel, J. R. and Norman E. Wallen. 1993. *How to Design and Evaluate Research in Education*. Singapore: McGraw-Hill Inc.
- Gabrielatos, Costas. 2002. *EFL Writing: Product and Process*. ERIC Journal Volume 133, 2002. <http://www.gabrielatos.com/Writing.pdf>. Retrieved on January 27, 2013.
- Gunning, T. G. 2010. *Assessing and Correcting Reading and Writing Difficulties Fourth Edition*. Boston: Pearson Education Inc.
- Herrell, A. & Michael Jordan. 2004. *Fifty Strategies for Teaching English Language Learners Second Edition*. USA: Pearson Education, Inc.
- Hiemstra, R. 2001. "Uses and Benefits of Journal Writing". <http://www-distance.syr.edu/journal1.html>. Retrieved on July 9, 2012
- Popham, W. J. 1993. *Educational Evaluation Third Edition*. Los Angeles: Allyn and Bacon.
- Sefertzi, Eleni. 2000. *Innoregio: Dissemination of Innovation and Knowledge Management Techniques*. EC funded project
- Shin, S. J. 2006. *Learning to Teach Writing through Tutoring and Journal Writing*. Journal of Teachers and Teaching: Theory and Practice, Volume 12, Number 3, June 2006.
- Smithson, Marla S. 2008. *Academic Effects of Writer's Workshop*. Dissertation. (Published). Virginia: Liberty University
- Sokolik, Maggie & David Nunan (ed.). 2003. *Practical English Language Teaching*. Singapore: McGraw-Hill Inc.
- Storch, Neomy. 2005. *Collaborative Writing: Product, Process, and Students' Reflections*. Journal of Second Language Writing. Volume 14, 2005. <http://www.sciencedirect.com>. Retrieved on November 15, 2012.
- Stover, Emily. 2011. "Writer's Workshop in Kindergarten: A Study of Writing Mechanics, Attitudes, and Behaviors. *Education and Human Development Theses*." http://digitalcommons.brockport.edu/ehd_theses/61. Retrieved on October 17, 2012.
- Sutarsa, I Wayan. 2011. *The Effect of Shared Reading Strategy Using Literary Texts Upon the Reading Comprehension of the Third year Students of SMP Negeri 3 Sidemen in Academic Year of 2010/2011*. Thesis. (Unpublished). Singaraja: Postgraduate Program Ganesha University of Education.
- Thompson, S. K. 2002. *Sampling Second Edition*. New York: John Wiley and Sons, Inc.
- Tompkins, G. E. 2008. *Teaching Writing Fifth Edition: Balancing Process and Product*. New Jersey: Pearson Education Inc.
- Tuan, L. T. 2010. *Enhancing EFL Learners' Writing Skill via Journal Writing*. Journal of English Language Teaching, Volume 3, Number 3, September 2010.
- Tuckman, B. W. 1999. *Conducting Educational Research Fifth Edition*. United States of America: Harcourt Brace College Publishers.
- Wiersma, William. 1991. *Research Methods in Education Fifth Edition*. United States of America: Allyn and Bacon.