

The Implementation of Journal Writing In English Teaching on Islamic Boarding School of DDI Mangkoso (*An Experimental Research*)

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Abstract

The objective of the research was to find out the improvement of the students' writing ability through using journal writing as a technique teaching in English teaching in second grade in term of content and organization. The researcher conducted a pre-experimental design with pre-test and post-test as instrument. The subject of research was the second grade of Senior High School on Islamic Boarding School of DDI Mangkoso. The result of the analysis showed that there was significant difference between pre-test and post-test. The mean score of post-test in content item (77.7) was greater than mean score of pre-test (56.75). And the mean score of post-test in organization item (79) was greater than mean score of pre-test (59.20). The t-test value of content was greater than t-table value ($9.61 > 2.069$). Then, t-test value of organization was greater than t-table value ($8.80 > 2.069$), and degree of freedom ($df = 23$). It is said that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Therefore, the researcher concluded that there was significant difference between the students' writing ability before and after using journal writing in English teaching, and it is said that journal writing as a technique teaching was effective to improved students' writing ability at second grade of Senior High School on Islamic Boarding School of DDI Mangkoso.

Keyword: *Implementation, Journal writing, English Teaching*

Introduction

Writing is a way for people to communicate each other. Communication is not only through speaking, but it can also obtain by writing. According to Tarigan in Asmayana (2015:1) writing is the language skill that is used in the direct communication. Writing can be used by people through letter, massage, etc. It means that writing is very important for students to learn.

Writing is one of four important skills of English language. Like another skill, writing can not mastery without pass learning process. Students must have basic skill to generate ideas, determine the purposes, organize the ideas and make good sentences. That's why the researcher needs to know the ways how to produce good writing.

There are some students' problem in writing skill. Sometime, students be lazy to write something because they do not have many vocabularies in their memory, students also feel confuse how to express their idea in writing and suddenly they get blank in their mind. In this case, the researcher should to think about some effort to help the students to solve that problems. The researcher can take a teaching method or teaching technique to help the students in writing skill. For this reason, the researcher was found a teaching technique to solve the students' problem in writing skill. The technique teaching is Journal writing.

One way to practice writing at home is keeping journals which are notebooks in which writers keep a record of ideas, opinion, and description of daily life. Journal

writing will help the students write better day by day since it provides students with more opportunities to freely express their feeling and what they wish to write in their journal. According to Ngoh (2002:27) journal writing provides students with good opportunities to improve their writing skills individually and good chances to record their thoughts and feelings.

Implementation of journal writing in the classroom will give positive response for students. They will try to share their ideas, organize the subject of writing and train their writing skill. For some aspects in English learning, writing is difficult aspect. But by using journal writing, it will make easier for students to improve their writing ability.

The previous of research also shows the implementation of journal writing will conduct in outside of Makassar, particularly in Islamic Boarding School of DDI Mangkoso. The researcher was interested to implement journal writing because in Islamic Boarding School of DDI Mangkoso is match each other. Implementation of journal writing not need to use of electronic media, it just base on students' experiences and their story life so that the students can make their journal writing based on their story life in Islamic Boarding School. Based on that reason, the researcher was interested to investigate the implementation of journal writing, whether this technique effective or not in improving students' writing skill by carrying out of the research under the title: "The Implementation of Journal Writing in English Teaching on Islamic Boarding School of DDI Mangkoso".

Review of Related Literature

Al-Rawahi (2015) The journal writing activity in the experimental group had different advantages, which may have helped to enhance the participants' self-regulation strategies. The model used in the current study for journal writing encourages students to report on the hands-on activities in their science lesson. The participants in the current study were encourage to express their feelings about what had been studied and discussed during the lesson.

Man (2015) journal writing can be empowering tool by providing a relaxed and enjoyable platform for students to express themselves. A survey was conducted before introducing journal writing, and most of students (69.5%) were not confidence in expressing themselves since they thought that their English ability was no good enough. They treated journal writing as a piece of homework since some of them asked about the number of words required. After being briefed about the benefits and objectives of the journal writing activity, they became more willing to write and could meet the length requirements.

Bashan (2017) writing in a personal reflective journal may be valuable to student teachers for developing metacognitive abilities and for promoting their self-orientation and responsibility for the processes of their personal and collaborative learning. In addition to the relationship of trust created in the group of student teachers, similar relationships began to form between the student teachers and the kindergarten teachers. The student teachers' journal provides evidence of the feeling of trust and closeness that developed, and of the professional and emotional support given by them.

Iftanti (2016) writing is important and frequently used in people's daily lives either as individual such as writing application letter, message, and dissemination of the research result or member of society such as in a workplace issues. Students' project result actually useful for either enriching their own knowledge and experiences or contributing to a certain related field of science if they are published so that everybody can easily accessed.

Based on all of references above, the researcher was found some differentiate and some similarities. The differentiates are: journal writing technique will make the students be bored and lazy to write if they have no idea to write in their journal, and the students will face a big problem if they have no basic in writing skill and also it will make the researcher difficult to implement journal writing. About the similarities, are: journal writing will train the students to express their feeling in writing base on their personal experiences and what they want to write in their journal. And also, students will have their own responsibility in their journal. Students will be responsible with their writing.

Writing and Journal writing

1. Definition of Writing

- a. Nunan in Safri (2013:5) states, writing is clearly a complex process, and competence writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task interned for the eyes of someone may be critical, and who indeed may assign a formal assessment to be written product, most people feel uncomfortable.
- b. Narayan in Lilis (2018:10) state that writing composed with craft touches readers on several levels intellectual, emotional, aesthetic. And an outward facing performance for readers.
- c. Graham and Perin in Dewanti (2016:9) explain that writing is not just an optin for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while writing is not a simple language skill to perform because if it is large areas that must be involved.

1. The Stage of Writing

Writing is same like psychological scenery for cental action. However, writing habit should be improved for anytime.

To make a good writing, there are four stages in writing process, as follows:

1) Planning

This first step asks the writer to prepare their subject that will to written. During the preparation of writing, the writer should think about the purpose of writing and how that writing will influence the readers. And also, the language and collect the information is important too in writing. How the writer produces the words to sentences until become paragraph will be influence the readers.

Beside of that, there some important also to do in this first stage is content. Content is central of all in writing. Content will decide the readers of writing that is good quality or not to read.

2) Drafting

The second stage is drafting. Where this stage asks the writer to generate everything that writer find out in the first stage. Draft needs to editing for checking the text of writing.

3) Editing

To produce a perfect writing, is not only in first try. The writer needs to edit and re-evaluate the writing. In this stage, the writer should read the writing, perhaps the information is not clear enough or there some word incorrect.

According to Lilis in her Thesis (2018:12) editing is essential part of preparing a piece of writing for public reading or publication. Another function of editing is checked the grammar, spelling punctuation, diction and sentence structure in writing.

4) Final Version

After pass all of the stage, we will face the final stage is final version where this stage will ask the writer to complete their writing after planning, drafting and editing.

In this final stage, the writer just needs to make it perfect and ready to send for the public readers.

2. Characteristics of Writing

Teach Journal writing as a media directly train the students in writing ability. According by Pival and Adelstein in Safri (2013:9) There are some characteristics of writing, they are:

- 1) Good writing reflects the writer's ability to use the appropriate voice even though all good writings conveys the sound as someone else, the voice heard though the writing must also sort the purpose and audience at the occasion.
- 2) Good writing reflects the writers' ability to organize the material into a coherence whole so that is move logically from e-central, dominant idea to the supporting points and finally to a coincident ending conveying to the needs a sense at a well though a plan.
- 3) Good writing reflects the writers' clearly and unambiguously to use sentence structure language and example, so that on possible meaning is the writers intended one.

Beside that, Neville Grant also state in Safri that the characteristics of good writing exercises namely:

- a) Writing exercise should be neither too hard nor too easy.
- b) Writing exercise should be relevant, both to the students and to the subject with in the unit of learning.
- c) Writing exercise should be linguistically suitable, both in the term of grammar and vocabulary.
- d) Writing exercise should not be too long.
- e) They should be interested in their own right. In other word, what is written should have some kinds of communicative purpose.
- f)

3. The Components of Writing

Jacob in Asmayana (2015:17) argues that there are main five components of writing. They are: (Content, Organization), grammar, vocabulary and mechanics.

1) Content

Content will involve writing tightly focused texts that include a set of keywords or phrases that have been researched by marketers. High quality content will ensure that these keywords appear in the right density. The text will also be fluently written, clear and able to promote the product being described. The quality of the content produced also needs to be high. Poor quality content is less likely to achieve a high search engine ranking, meaning that the webpage in question will not be read by a large number of potential customers. The skills required for content writing are varied. They include the ability to write fluently and persuasively on a range of subjects while integrating keywords without losing readability.

Content of writing should be clear to the readers so that the reader can understand and get any information by read our article.

2) Organization

Organize in this research means how the students prepare their self to write a journal, it coherence with their idea and subject of what they want to write. Organizing idea is important in writing skill so that organize be an assessment subject in this research.

3) Grammar

Grammar has big influence of quality of writing. To make correct and good sentences in article or writing, the writer must pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause and article.

4) Vocabulary

We can not write anything without having much vocabulary in our memory. Vocabulary is central of writing, where the writing is made by using many vocabularies. How the writer should express their feeling and ideas by using vocabularies.

5) Mechanics

Mechanics in writing will help to differentiate each sentence. Further, explanation about mechanics are as follows:

- a) Capitalization
- b) Pronunciation
- c) Spelling

4. Definition of Journal Writing

Santoso in Wahyudi (2015:5) Journal writing is a demanding process for students due to (mostly) their linguistic constraints and the challenge of reading widely on a particular proposed topic. The result potency of publication is low. However, it is worth trying as it potentially provides rewarding experience as well as preparing them to publish their own academic article as instructed by the Directorate General of the ministry of Education and culture of RI.

Glynn & Muth in Al-RAwahi (2015) Journal writing facilitates the integration between prior and new knowledge, and assesses learners' understanding. It encourages students to express their interest, thinking and curiosity about the world around them, and discover new ideas.

Journal writing as a way to develop the habit of transcribing one's thoughts onto paper is by and large synonymous with looking upon journal writing as a way to develop accuracy on paper. Writing a journal will help you to develop the habit of thinking on paper and show you how ideas can be discovered in the process of writing.

Payton and Reed in Chui (2015:2) Journal writing is regarded as communication and language practice. Journal writing as students' are encouraged to share and express creatively.

From all of expert definitions above, the researcher can define journal writing is a teaching technique that can be used to train and improve the students' ability where the students' writing is submitted in one journal, so that it is called journal writing. Journal writing is written by students based on their experience and what they want to write. We can see the progress of this technique with how the students produce word become sentences until become a good writing for readers.

5. The Characteristic of Journal Writing

According by Cox in her article (28 June 2018) Writing in journals can be a powerful strategy for students to respond to literature, gain writing fluency, dialogue in writing with another student or the Teacher, or write in the content areas.

The unique one of journal writing for students is the students freely to generate the ideas and the subject of writing. Students can take their personal experience as their journal, and also what they think about anything.

Atwell in Carole (28 June 2018) stated that there are also books that focus on the idea of using diaries, journals, and log to write about life experiences. Responding to students' journals and using dialogue journals between the teacher and student can be an effective means of communication and assessment as well.

To introduce journal writing for students, that uses like diary format. Students discuss about their topic before write their journal and ask the teacher about the difficulties.

Journal writing can be finished during the set of time class period. The students also can write in their journal at the same time of day. Journal writing can be written for individual or group.

The important thing in write journal writing is how to make good sentences. How the sentences are coherence each other. And how the writer organizing the idea and make amazing content in the journal. Each punctuation that used should coherence with the words of sentences. And many things should to analyze in write a journal.

6. The Implementation of Journal Writing

Practice make perfect during learning process. Yin Man (2015:2) Journal writing can be an empowering tool by providing a relaxed and enjoyable platform for students to express themselves.

And according to Ngoh in Chui Yin man (2015:4) teacher can create a supportive atmosphere for arousing high learning motivation which students could integrate more and more into their formal writing.

Luu (2010:82) Journal writing helps learners write better and better day by day since it provides learners with more opportunities to freely write about what they wish to whenever they feel like writing. Luu also states that writing a journal will help you to develop the habit of thinking on paper and show you how ideas can be discovered in the process of writing. A journal can make writing a familiar part of your life. He also explained about this technique has been found to be an effective and productive means of arousing interest in writing, which at the same time, develops fluency of expression.

Implement of journal writing is a way to solve the students' problem in writing. Journal writing is to encourage the students to interest in writing. Students' interest is first step to implement journal writing.

This research will train the students to keep a journal writing (notebook or diary) to enable write their activity or anything about themselves and keep it as a habit. Journal writing should be a habit first. How the students express their feeling, activity, and so on in their journal.

Before implement journal writing in English teaching, the researcher must explain and tell the students what definition of journal writing, what the function of journal writing and what the goal of this technique. After students get the point of it, we can continue in practice activity in the classroom.

According to Meet Kristy (04 July 2018), there are seven tips how to implement an effective journal writing, as follows:

- 1) Make it fun and special.
- 2) Use a variety of questions.
- 3) Journal regularly.
- 4) Share your own responses.

- 5) Do not make the journal homework.
- 6) Make grading easy.
- 7) Discuss confidentiality.

That is all of seven tips to make journal writing for students. But in this time, the researcher will explain 3 points from the seven points as the important aspect to make journal writing, are:

a) Make it fun and special.

Journal writing should be an interest thing for students to do. The process of journal writing can be fun for students if they enjoy the procedure.

b) Share your own responses.

To make journal writing easy for students, teacher should make a good communication with students. Teacher and students can share any information of them self each other. What make the students difficult to write and teacher can help students to solve the problem.

c) Do not make the journal homework.

To make journal writing effective for students, teacher must train the students to write anything in their journal. But, the important thing is do not make the journal as homework for students. Keep their journal in the classroom. Do not let students bring their journal to home.

The researcher asked the students to write anything of themselves or their personal experiences, describe someone or something, write narrative story and recount text in their journal. Then, we can see the progress by looking sentences that students write day by day in their journal. And it can solve the students' problem in writing.

Method

This research was used an experimental design, Where the data described objectively and base on 3 steps on pre-experiment procedure (pretest, treatment and posttest). The media can help the students to solve the problem in difficulties and see the influence of the media on students' writing ability in Islamic Boarding School of DDI Mangkoso.

Population and Sample

1. Population

The population of this research was conducted in Islamic Boarding School of DDI Mangkoso. The researcher was conducted this research in second grade of Senior High School on Islamic Boarding School of DDI Mangkoso. There are 69 students in Second grade for 3 classes.

2. Sample

In this research, the researcher used purposive sampling technique as a sample. Based on English teacher's suggestion, the researcher used second grade of IPA consist of 24 students in Senior High School of Islamic Boarding School of DDI Mangkoso as a sample, because second grade of IPA have lower ability in writing than another class.

Instrument of Data Research

To know the progress about English Teaching by using journal writing as a technique teaching, the researcher was conducted pre-test and post-test as instrument. The instrument that used was a test, which the students was asked to write their amazing experience or favorite story to measure their ability in writing especially in students' content and organization in writing before the researcher gave the treatment.

The first step was pre-test and then the researcher gave the treatment about writing skill and the last step was post-test. And the post-test was same like the pre-test.

Table 1. Content Score Classification

Classification	Score	Criteria
Excellent	90-100	If the central purpose, the unity, and the completeness of the composition are all correct.
Very Good	80-89	If the composition contains few errors of central purpose, unity, and completeness.
Good	70-79	If the composition contains some errors of the central purpose, unity and completeness.
Fair	60-69	If the composition is dominated by errors of the central purpose, unity and completeness.
Poor	0-59	If the central purpose, unity and completeness are all incorrect.

(Gay in Nurkamri, 2014:31)

Table 2. Organization Score Classification

Classification	Score	Criteria
Excellent	90-100	Fluent expression – ideas clearly.
Very Good	80-89	Some copy – loosely organization but mind ideas out
Good	70-79	Not fluent but ideas stand out.
Fair	60-69	Not fluent /ideas confused.
Poor	0-59	Does not communication no organize.

Harmer in Asmayana(2015:31)

Procedure of Collecting Data

In this research, there were three procedures of collecting data, as follows:

1. Pre-Test

The Pre-test was given for students as the first step. The researcher asked the students to make a short story of their life based on students' experiences and their favorite story. This test was given to measure the students' ability in writing especially in content and organize ideas.

Each student should submit their task. And then after the researcher got the score from this step, the researcher would continue to the next step.

2. Treatment

For this step, the researcher began to give the treatment by using journal writing as a technique teaching for students. There were six meetings to be given for students during the process of research. Each meeting had different material to be taught by researcher.

In the first meeting, the researcher began to explain about what was journal writing, the characteristics, and the function or purposes of journal writing for students. The researcher also taught the students how to make good writing in journal writing. After explain about journal writing, the researcher asked the students to make a writing text base on students' experience, daily activities, or their favorite story.

And the second meeting, the researcher taught about steps of writing. Before students began to write, the researcher gave material about steps of writing in the second meeting. The steps of writing should be understood by students well, because it was very important in writing ability in learning.

The next meeting, the researcher taught about content and organization terms. Where the meaning of content was focused on the text of writing and organization focused on students' ideas and preparation of writing. This meeting focused to made a content and organized the ideas. Good content in writing influenced the interest of readers. Content and organization are very important component in writing, and in this research only focused on that two terms.

Descriptive text had been taught in the fourth meeting. Students train their writing ability by learn about descriptive text. The researcher taught the students very well about it. And also, the researcher provided some media which were related with descriptive text for students to made easier to develop their imagination in writing. The researcher asked the students to write an article about descriptive text from the media.

The next meeting, the researcher taught the students about narrative text. The researcher taught about how to make a narrative text about students' story. They felt freely to choose the topic or subject that was written in their journal as a writing task for the third meeting. The function of task that student wrote could be a progress of writing especially in journal writing.

The final material or the last meeting was how to taught students about recount text. It was made the students learn many things of writing. Like usual, the researcher needs to explain about what was recount text to students before gave a task. Students wrote their story every meeting to train their writing ability. How to organized the ideas and how to made an amazing content in their writing for readers. All of the material trained the students skill in writing and writing became a habit for students in every day.

We can saw the progress of students' writing skill that they have wrote in their journal every meeting. In this step, the researcher as a teacher where the students felt free to asked anything that they did not know. After sixth meeting in the class, we ready to given a post-test for students.

3. Post-Test

Post-test was the last step of this research before the researcher found the result. In this step, the researcher gave the task to students like the pre-test. After passed the good treatment, the students asked to write their daily activities, personal experience or their favorite story in their journal. We have seen the changed of students' way of writing than before. How the students organized their idea be easier than before.

A. Technique of Data Analysis

The data analysis of students' writing ability should be analyzed based on writing score classification. In This research, the researcher taken the score based on content and organize score classification, the described of classification as follow:

1. To find out the mean score of students' test, the researcher used the following formula:

$$X = \frac{\sum X}{N}$$

Where :

X : Mean Score

$\sum X$: The sum of all score

N : Number of students

(Gay in Naimatunisa, 2018:32)

2. Finding out the significant difference between the pre-test and post-test by calculating the value of the test.

$$D = \frac{\sum D}{N}$$

Where:

$\bar{D}$ = Deviation

$\sum D$ = Standard Deviation

N = the number of subject

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : test of significance

$\bar{D}$: Different between the matcher pairs

D : Mean of deviation

$\sum D^2$: The sum of D Square

$\sum D^2$: The square of $\sum D$

N : number of students

(Gay in Naimatunisa, 2018: 32)

3. To find out the improvement of percentage

$$\% = \frac{X2 - X1}{X1} \times 100$$

Where:

% : Percentage

X2 : total score of Post-test

X1 : total score of Pre-test

(Gay in Ibnu, 2016:31)

B. Hypothesis Testing

Table 3. Hypothesis Testing

No.	Testing	Null Hypothesis	Alternative Hypothesis
1.	t-test value	Rejected	Accepted
2.	t-table value	Accepted	Rejected

(Gay in Ibnu, 2016:32)

Result and Discussion

1. Mean Score

The findings of the research deals with the scoring classification of the students' score of writing task.

Table 4. Mean Score

No.	Indicator	Mean Score	
		Pre-test	Post-test
1.	Content	56.75	77.7
2.	Organization	59.20	79
3.	ΣX	115.95	156.7
4.	X	57.98	78.35

The data on the table 4 showed the mean score of content in pre-test to 56.95 and post-test to 77.75, mean score of organization in pre-test to 58.38 and post-test to 79.08. For the result of this item is the mean score of the pre-test was greater than the mean score of the post-test. It means that the students' writing skill was improved after doing the process of learning by using journal writing as a technique.

Table 6. Frequency and Percentage Score of Students' Writing Skill in Terms of Content in Pre-test and Post-test

Score	Classification	Pre-Test		Post-test	
		F	%	F	%
90-100	Excellent	-	0	3	12.5
80-89	Very Good	1	4.16	9	37.5
70-79	Good	4	16.66	10	41.67
60-69	Fair	3	12.5	2	8.33
0-59	Poor	16	66.68	-	0
Total		24	100%	24	100%

The data in the table 4 indicated the percentage of students' content in pre-test. From 24 students, there was no students got excellent score (0%) because the criteria of content classification still lee in unity and not related each other. There was a student got very got score (4.16%) because the student wrote composition contains few errors of central purpose, unity and completeness. There were four students got good score (16.66%), they contains some errors of the central purpose, unity and completeness. Three students got fair score (12.5%), students were dominated by errors of sentences. And sixteen students got poor score (66.68%), more than students got poor classification because their central purpose, unity and completeness are all incorrect. And the classified of percentage in post-test, there were three students got excellent

score (12.5%), they wrote all procedure correctly. Nine students got very good score (37.5%), ten students got good score (41.67%), two students got fair score (8.33%), and there was no one students got poor score (0%), because in post-test there were no students had all incorrect in content classification.

From the result, it could be concluded that students' writing ability in terms of content in post-test was good improvement.

Table 7. Frequency and Percentage Score of Students' Writing Ability in Terms of Organization in Pre-test and Post-test

Score	Classification	Pre-Test		Post-test	
		F	%	F	%
90-100	Excellent	-	0	4	16.67
80-89	Very Good	2	8.33	8	33.33
70-79	Good	3	12.5	12	50
60-69	Fair	8	33.33	-	0
0-59	Poor	11	45.84	-	0
Total		24	100%	24	100%

Based on the table 5 pre-test shows that from 24 students, there was no one got excellent score (0%), because there was no one students had clear ideas. There were two students got very good score (8.33%), students loosely in organization but mind ideas out. Three students got good score (12.5%), their idea not influence for the writing. Eight students got fair score (33.33%), they confused with their ideas and not influence. And eleven students got poo score (45.84%), because they did not communication no organize Than in post-test shows there were four students got excellent score (16.67%), they organize the ideas well. Eight students got very good score (33.33%), but they some copy and mind ideas out. Twelve students got good score (50%), their ideas stand out. And there was no one students got fair and poor score, because all of students organize their own idea well.

From the differentiate pre-test and post-test result, we could be concluded that students' ability in organization terms of writing was improved.

Hypothesis Testing

The researcher was used t-test analysis on the level of the significance (p)= 0.05 with the degree of freedom (df)= $N-1$, where N = number of sample (22 students) then the t-table value is 2.069, the t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 8. The t-test of Students' Improvement

Component	t-test value	t-table value	Description
Content	9.61	2.069	Significant Different
Organization	8.80	2.069	Significant Different

The table 7 showed that t-test value for content was greater than t-table value ($9.61 > 2.069$), t-test value of organization was greater than t-table value ($8.80 > 2.069$). It means that there was significant difference between the students' writing skill before

and after using journal writing in English teaching as a technique teaching of second grade on Senior High School of DDI Mangkoso.

From the discussion above, it could be concluded that the second grade of Senior High School of Islamic Boarding School of DDI Mangkoso have good ability in writing after being taught implementation of journal writing in English teaching and focused on content and organization.

Conclusion

Based on the research findings and discussion in previous chapter, the researcher concluded that the students' writing ability before implement the journal writing was very low, it was provided by the data that most of students got poor classification mostly with the mean score of students' pre-test was 56.75 for content item and 59.20 for organization item. Students ability in writing by using journal writing as a technique was significant improved, it was showed by data that most of them got very good and good classification with mean score of students' post-test was 77.7 in content item and 79 in organization item.

Using journal writing as a technique teaching was improved students' writing ability. By using journal writing, it was helped the students became easier to write their ideas.

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