

**IMPROVING STUDENTS' WRITING SKILLS ON PERSONAL
RECOUNT TEXT THROUGH DIARY WRITING**

(Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT**IMPROVING STUDENTS' WRITING SKILLS ON PERSONAL
RECOUNT TEXT THROUGH DIARY WRITING****By****Nia Aulia**

This research aimed to determine whether there was any significant improvement in students' writing skills on recount text after the implementation of diary writing. The research was quantitative, employing a one-group pre-test and post-test design. The population of the study was the second-grade students of Junior High School 24 Bandar Lampung. The sample for this research was class 8.6, which consisted of 31 students. The writing test was administered as the research instrument. The data was analyzed using the Paired Sample T-test. It was used to prove the hypothesis in this research. The result of the T-test in this research showed that the value of the significant level was lower than the alpha level ($0.00 < 0.05$). It meant that H_1 was accepted, indicating a difference in students' writing skills after implementing diary writing. The difference showed an improvement after the implementation of diary writing. Thus, it could be concluded that diary writing could be applied to improve students' writing skills on recount text. Based on the result of the research, it was suggested that teachers practice using diary writing as a learning material for teaching writing since the research results had shown that diary writing could effectively improve students' writing skills on recount text.

Keywords: Writing skills, diary writing, recount text, paired sample t-test

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By:

NIA AULIA

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya tanggung jawab saya.

Bandar Lampung, 13 Maret 2024

Yang membuat pernyataan,



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CURRICULUM VITAE

The author's full name is Nia Aulia. She was born in Bandar Lampung on May 19th 2001. She is the youngest daughter of Lekat Maulana and Fenti Lolita. Her beloved siblings, Nissa Maulita and Niko Jaya Kusuma.

She pursued her formal education for the first time at TK Kartika II-26 Bandar Lampung in 2005, and she finished it in 2007. Then, she attended SD Kartika II-5 Bandar Lampung, graduated in 2013, followed by SMP Negeri 23 Bandar Lampung graduated in 2016. Finally, she completed her senior high education at SMA Negeri 2 Bandar Lampung in 2019.

After graduating from high school, she briefly paused formal education and attended a one-year short course. In 2020, she enrolled in the S1 English Education Study Program at The Language and Fine Art Education of Universitas Lampung.

Throughout her college years, she actively participated in extracurricular activities. In the first year, she joined the Student Executive Board and later worked in the public relations division of SEEDS. In her second year, she contributed to the local project Widyawiyata in collaboration with AIESEC in UNILA. She also participated in the e-ASEAN Youth Volunteer Programme in Thailand, organized by the University Kebangsaan Malaysia and Chiang Mai University. Moving into her third year, she continued her involvement by joining Kampus Mengajar, one of

the Merdeka Belajar Kampus Merdeka initiatives under the Ministry of Education, Culture, Research, and Technology.

The author's educational journey has been marked by academic accomplishments and active engagement in various extracurricular and volunteer endeavours, demonstrating her commitment to personal development and community enhancement. Looking forward, she aspires to continue growing academically and personally, hoping to make a meaningful impact on her life and those around her.

MOTTO

“Every accomplishment begins with the decision to try.”

John F. Kennedy

“Then, when you have made a decision, put your trust in Allah”

Surah Al-Imran:159

DEDICATION

Bismillahirrahmanirrahim, by the name of Allah Subhanahu Wa Ta'Ala, who always be a place for me to lean on and give me strength in each process, this final project is proudly and fully dedicated to:

My precious family, my mother, father, sister and brother, thank you for the exceptional love and unconditional support I have received.

My honourable lecturers of the English Education Study Program

My alma mater, University of Lampung

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Finally, the researcher realizes that this research is still far from perfect. Therefore, constructive criticism, comments, and suggestions are welcomed for better research. Hopefully, this research will positively contribute to the educational development of the readers and those who want to conduct further research.

Bandar Lampung, 29 February 2024
The researcher,

Nia Aulia
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I. INTRODUCTION

As an introduction to this research, this chapter discusses some points, including background, research questions, objectives, uses, scope of the research, and definition of terms.

1.1. Background

One of the skills in learning that students must master is writing. Writing is the skill used to explore ideas and other communication activities. Among the four language skills, writing is the most challenging skill for second or foreign learners to master (Richards and Renandya, 2002). Writing is a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001). It is a difficult skill to master because it involves several aspects. These include content, organization, vocabulary, language use, and mechanics (Jacobs et al, 1981). Moreover, writing is seen as a process. It focuses on the various stages of any writing process, such as putting ideas down on paper to transform thoughts into words (Brown, 2001).

The researcher conducted a preliminary study by informally interviewing the second-grade English teacher at SMPN 24 Bandar Lampung, Ms. Yustikawati, S.Pd., and did the observation through class observation and interviews with several students. The English Teacher said that the students were struggling to learn English, especially to learn how to write. Some students were highly unconfident and reluctant to write for several reasons. The major reason is they find it difficult to visualize their ideas while writing. They need a lot of time to think about the idea

and find it hard to visualize, thus making the learning process ineffective. Moreover, the teacher rarely asks the students to write a text. That is why an English teacher needs an appropriate technique in teaching, especially writing.

Based on the problems above, the researcher used diary writing to help students write English text appropriately, particularly in recount text. According to Harmer (2007), diary writing is a great way to express emotions and experiences. It is known as a diary because it is a writing activity that is done every day. It is good for students to practice writing by using a diary. They can practice their writing by writing in a diary. Besides, practising diary writing will develop the student's writing skills. Diary writing was applied to teaching writing recount text SMPN 24 Bandar Lampung to determine whether the technique was effective. This school had been chosen because the students have some writing problems in general. Diary writing could help the students and also facilitate the teacher in teaching writing recount text.

Many previous researchers have found out and tried to study teaching writing. One of them is teaching writing through diary writing. According to Widyoninsti (2023) states in her research titled *The Effectiveness of Diary Writing Technique Towards Eight Grade Students' Vocabulary Mastery at Muhammadiyah Junior High School Cilongok Banyumas Regency*. The result of the study shows that applying the diary writing technique can be used as an alternative technique for eighth-grade students of Muhammadiyah Junior High School Cilongok to improve their vocabulary.

Another similar research was done by Indriyani (2020) in her study entitled *Using Writing Diary to Improve Students' Writing Ability on Recount Text*, which showed that students became more familiar with the writing process and were encouraged to write frequently. In addition, using diary writing helps students to enrich their ability

to recount text. It can be concluded that using diary writing to improve students' writing skills in tenth grade SMAN 8 Kota Tangerang Selatan is effective. The result of their research gives evidence that diary writing is useful both for students and teachers.

In line with the research above, a study entitled *Improving Writing Skills Through Diary Writing of The Tenth Grade Students of SMAN 1 Ngeplak* by Nofi (2014). The research objective was to describe whether diary writing can improve the student's writing skills in recount text. The result of the study can be concluded that diary writing was significantly effective for students' writing skills in recount text. Diary writing helped students improve their writing skills in writing recount text regarding content, organization, vocabulary, language use, and mechanics.

Furthermore, since previous studies showed that diary writing is effective in improving student's writing skills, the researcher aimed to conduct further research with the title 'Improving Students' Writing Skills on Personal Recount Text Through Diary Writing at the Eighth Grade of SMP Negeri 24 Bandar Lampung'.

1.2. Research Question

Based on the background that has been discussed above, the researcher formulates the problem as follows:

“Is there any significant improvement in students' writing skills on personal recount text after being taught using diary writing?”

1.3. Objectives of The Research

Based on the research questions above, the objectives of this research are formulated as follows:

To find out whether or not there is an improvement in students' writing skills on personal recount text after being taught by using diary writing.

1.4. Uses of The Research

Concerning the research question and objective, the findings of this research may be beneficial theoretically and practically. The uses of the research are as follows:

1. Theoretically, the findings of this study can be used as a reference in teaching writing to improve students' writing skills, particularly in writing a personal recount text.
2. Practically

This research can be helpful practically for:

- a. Future Researcher, hopefully, this research can contribute to developing theories about improving students' writing skills on recount text by using diary writing.
- b. For the teacher, the result of this study is expected to help teachers solve the problems in teaching writing.
- c. For the students, this study's finding is expected to guide teachers in learning English, mainly to increase the students' achievement in writing and to motivate them to learn English better.
- d. For the school, this research can be used to improve the teaching and learning process in the future.

1.5. Scope of The Research

This quantitative study focused on improving students' writing skills on recount text because of the implementation of diary writing. The implementation of diary

writing was given to the second-grade students of SMP Negeri 24 Bandar Lampung. This research focused on writing about their unforgettable experience in the past, such as happy, sad, and scary moments. The students are expected to be able to comprehend writing, such as mechanics, language use, vocabulary, content, and organization. This study aimed to use diaries to help students express their thoughts better. Students can improve their writing skills more completely by writing in their diaries.

1.6. Definition of Terms

To specify the research topic, the researcher provides some terms related to the research. Here is the definition of the terms mentioned previously:

1. Writing

Writing is the process of documenting thoughts and experiences. It is a communicative social activity through which one can communicate messages to close or distant, known or unknown readers (Efendi, 2017). Hence, writing ability is the skill to express ideas, thoughts, and feelings to others in writing symbols. It makes other people or readers understand the idea conveyed.

2. Diary Writing

Diary writing allows the students to write anything they want, such as their thoughts, ideas, feelings, and experiences (Klimova, 2015), in which someone writes about her daily experiences or sometimes with spaces.

3. Recount Text

Recount text is a genre that aims to give information or entertain the readers. Recount text tells about facts or true stories organized in chronological series of events (Wagiyo, 2021). Recount text requires the researcher to describe past events or experiences related to the researcher's life. Diary writing can be applied to teach recount text since it relates to personal experience.

This chapter has discussed the background of the research, the research question, the objective of the research, the uses of the research, the scope, and the definition of terms used in the research.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study. It consists of the concept of writing, aspects of writing, teaching writing, recount text, diary writing, teaching diary writing, advantages of diary writing, previous studies, theoretical assumptions, and hypotheses.

2.1. Writing

Writing and speaking are considered productive skills (Harmer, 2007). When students deal with language production, they should use their knowledge to produce the language to achieve a communicative purpose, either in spoken or written language. Therefore, it is not just about knowing the words and grammar rules; it is about putting them together in a way that makes sense to others.

Among the four language skills, writing is the most challenging skill for second or foreign learners to master (Richards and Renandya, 2002). Writing is a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2000). Writing is a skill in which we express ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using our eyes, brains, and hands (Raimes, 1983). Additionally, writing is used for many purposes and is made in various forms (Harmer, 2006). Writing generally has four goals: to inform, entertain, influence, and educate (Kate, 2001).

Furthermore, Brown (2000) claims that writing is a thinking process. He states that writing can be planned and given with unlimited revisions before its release. It focuses on the various stages of any writing process, such as putting ideas down on paper to transform thoughts into words (Brown, 2001). Therefore, the writer should be able to make the reader understand the message.

Making a good piece of writing is a complex process. It requires writing grammatically correct sentences and organizing them logically into paragraphs or essays (Oshima and Houge, 2006). The students should practice and learn their writing step by step because it can help them master writing well. A writer should consider content, organization, vocabulary, language use, and mechanics (Jacobs et al, 1981).

Furthermore, based on these definitions above, writing is a complex activity in producing qualified writing. The complex activity consists of stages, such as the steps in writing and the aspects of writing. To improve students' writing skills, the teaching and learning process of writing must be done well with developed input and effective activities.

2.2. Writing Aspects

According to Jacobs et al. (1981), there are five aspects of writing that students need to consider in the process of making composition to do good writing. They are:

1. Content

The term “content” refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary

Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the word choice or diction to convey ideas to the reader.

4. Language Use

Language use refers to using the correct grammatical form of a syntactic pattern for separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic conventions of the language, i.e., the steps or arranging letters, words, sentences, and paragraphs by using knowledge of the structure and some others related to one another.

Based on the statements above, it is possible to conclude that to produce good writing, students must consider five aspects of writing: content, organization, vocabulary, language use, and mechanics. In this research, the researcher applies the aspects of writing by Jacobs et al. (1981) in evaluating the students' writing scores because it provides a well-defined standard.

2.3. Writing Process

There are four processes of writing, according to Harmer (2007), and it can be seen as follows:

1. Planning

In planning, the first thing to do is think and decide. In this stage, the researcher starts to determine the topic that will be written, the purpose, and the readers

of the writing. This step includes brainstorming, which includes warming up the brain to generate ideas for writing. Furthermore, the strategy and sources of the writing need to be considered.

2. Drafting

After thinking and deciding, we can start to write and apply everything we have prepared in planning. Start to write, then read the writing. We can do that often until all our ideas and words have been written.

3. Revising

Revising is a process of reading through what the writers have written. In other words, the writers review their text based on given feedback and make a global check to make sure that the readers can understand their writing.

4. Editing

The last stage is editing. It is a stage in which the writers have edited and made revisions or changes to their draft into their final version.

From all those things, it can be assumed that to write a good piece, we must follow the writing stages. They are planning, drafting, revising, and editing. However, it is not that easy because some procedures should be done. Therefore, the role of the teacher is very important in guiding and helping the students develop and improve their writing achievement of recount text until they make their piece of good writing.

2.4. Recount Text

According to Kurnianingsih (2010), diary writing is used in teaching and learning English writing, especially in teaching recount text. This is the reason why the researcher focuses on recount text. Recount text describes the researcher's true experience and is related to diary writing. An explanation of the recount text is given below.

a. Definition of Recount Text

Recount is a text that retells events or experiences in the past (Astrid,2010). The purpose is either to inform or to entertain the audience. Moreover, recount text is based on personal experiences or experiences of others that occurred in the past, e.g., weekend stories, visiting place stories, unforgettable story stories, visiting places stories, unforgettable stories, etc. Siswanto (2005) states that a recount is a text that chronologically tells someone's experience. A recount is the unfolding of a sequence of events over time. Used when talking about past events to provide information or entertainment. It focuses on the sequence of events.

b. Generic Structure of Recount Text

Recount text has several generic structures: orientation, events, and re-orientation (Husna and Multazim, 2019).

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure the orientation is detailed and thorough, use the words (who, what, when, where, and why). The researcher needs to explain what happened, who or what is involved, when and where the events occurred, and why. An awareness of the audience and purpose will assist the author in selecting the amount of detail needed.

2. Events

The researcher writes the events chronologically in a series of events. It begins with the first event, the second, and the last. The sum of events depends on the creativity of the researcher. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. Students should be guided to select only those events that are relevant.

3. Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance, or offering personal comments or opinions. It can also look to the future by speculating what might happen next. But, not all of the recounts were closed by re-orientation. It is optional.

c. Language Features of Recount Text

According to Barwick (1998), there are some language features in recount texts. They are proper nouns and pronouns to identify people, animals, or things. Then, the texts are written in past tense to retell past events. Writers can use varied action verbs and adjectives to show their feelings. Moreover, writers should include adverbs and adverbial phrases to sequence events in time and indicate place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events.

d. Types of Recount Text

Types of the recount as a concept of writing Anggraini (2018) identifies recount text as consisting of three parts: personal recount, factual recount, and imaginative recount.

1. **Factual Recount:** Factual recount focuses on reporting incidents by reconstructing accurate information. It can include historical recounts, which retell past events of significance, as well as biographical and autobiographical recounts, which recount the lives of individuals.
2. **Personal Recount:** A personal recount is to retell an event the researcher was personally involved in. such as a family holiday or your opinion on a subject.
3. **Imaginative Recount:** In an imaginative recount, the researcher applies factual knowledge to imagine and interpret events. It involves using creativity to retell or reinterpret past events, often taking on imaginary roles or perspectives.

In this research, the researcher focused on the personal recount, in which the students write a recount text through diary writing practice.

2.5. Diary Writing

A diary is a private place where you can keep your thoughts, feelings, and opinions on everything from work to school and everywhere (Pharcharuen, 2023). Diary writing allows the students to write anything they want, such as their thoughts, ideas, feelings, and experiences (Klimova, 2015). According to Maharani (2017), diary writing could be a way to solve students' problems in writing. By applying it, the students could feel free to express their ideas, feelings, or anything happening in their lives in written form. In addition, it could help them to improve their vocabulary, grammar, and writing mechanics (Maharani, 2017).

According to Rendall (1986) diary writing in teaching is a tool for reflecting and improving teaching practices. Diaries can be used to record thoughts, reflections, and observations about teaching experiences, which can then be used to identify areas for improvement and plan future lessons. In modern times, diary writing has been used as a tool for self-reflection and development in various fields, including education (Hiemstra, 2001). Teaching diaries, in particular, are used as development tools to record thoughts and reflections about teaching practices, identify areas for improvement, and plan future lessons (Porto, 2007).

In addition, diary writing is introduced to students to familiarize them with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills, or at least they will write better daily because it gives them more opportunities to write freely whatever they want to write about. Richards and Renandya (2002) state that giving students more chances to write what is relevant to them is an active learning technique.

Therefore, diary writing can be a valuable tool for engaging students in active learning processes, improving their ability to learn about their learning process, and promoting metacognition.

A diary is a form of free writing in which the writer writes without fear of being judged. A diary, also known as a journal, is a notebook in which people can write about anything they want, including their feelings, thoughts, ideas, or experiences. They keep a diary for a reason (Dewi, 2020). Routines should permit students to become comfortable with their writing process and move through it over a sustained period and at their own rate. Students should have meaningful writing experiences and be assigned authentic writing tasks that promote personal and collective expression, reflection, inquiry, discovery, and social change (Kurnianingsih, 2010).

Based on the definition above, diary writing in teaching is a valuable tool for reflecting on and improving teaching practices. It allows students to record thoughts, reflections, and observations, helping identify improvement areas and plan future lessons. Similarly, students can use diaries to freely express their thoughts, feelings, and experiences, enhancing their writing skills and promoting self-reflection. Diary writing fosters active learning, engages students in the writing process, and encourages metacognition. Overall, diaries provide a private space for personal expression and growth in both teaching and learning contexts.

2.6. The Advantages and Disadvantages of Writing a Diary Writing

The advantages of diary writing are the value of reflection, freedom of expression, developing writing skills, and student-teacher dialogue. The following explanation of those by Harmer (2007):

- a. The Value of Reflection

Diaries allow students to think about how they are learning and what they are learning. Diaries give students the chance to engage in such great introspection.

b. Freedom of Expression

Diaries allow students to express their feelings more freely than they might do in the class or in front of the public.

c. Developing Writing Skill

Keeping a diary is one of the excellent ways to get practice in writing, and it will help the students develop the habit of thinking on paper. The more students write the more they will get better writing.

d. Student-teacher Dialogue

Diary writing will encourage dialogue between the students and the teacher through the feedback given.

However, implementing diary writing in the classroom may require additional time and resources, as students need to dedicate time to writing their diaries, and teachers need to provide guidance and feedback on their progress. Therefore, one way to show this writing is valued is to allot some classroom time for the students to write. Schedule regular time during class for students to work on their diaries, ensuring they have enough time to develop their writing skills without sacrificing other important aspects of the curriculum (Ningrum and Rita, 2013).

2.8. Procedure of Teaching Writing Through Diary Writing

The researcher used the diary writing activity in this research to teach writing. Considering the English lessons module, the teacher chose recount text as a type of text that students learned in the classroom. The teacher provided students with material about the recount text and applied the diary writing technique to support writing a recount text. Then, the students tried to produce a recount text in the form of a diary in the class, following the writing process formulated by Harmer (2007)

and focusing on the writing aspect stated by Jacobs et al. (1981). The topic was their unforgettable experience. It could be happy, sad, or scary moments. The procedure of the writing process using a diary is as follows:

In the planning, the researcher divided students into groups consisting of 5 to 6 members. Then, the researcher explained the concept of recount text, the social function, generic structure, and language features of recount text to recall their prior knowledge. Besides the researcher also gave them an exercise paper related to the concept of recount text that students need to answer in the group. Students are asked to write a recount text individually. The researcher guided the students in recalling their personal experiences by giving examples of ideas, which could be happy, sad, or scary moments. Then, the students are required to think and decide on the topic of their personal experiences.

Then, in the drafting, students are asked to start drafting their recount text based on their prewriting plans. This activity is focused on helping the students develop their writing in the form of paragraphs. The researcher reminds them about determining the theme, whether it is a happy, scary, or sad experience story, and concerning the features of recount text.

After the students finished their draft, the researcher began to explain how to write a good paragraph based on the aspect of writing. The researcher combined the students' drafts into diary writing. In this part, the researcher explained the definition, benefits, examples, and steps of writing a diary. She delivered the material completely to make the students understand easily. Moreover, she added that the students could express their feelings through this diary writing. The researcher gave students time to revise and edit their draft based on the previous explanation.

In line with this activity, the researchers acted as class observers during the writing activity. The researcher wanted to see the activity directly and ensure the students wrote the draft themselves. The students continue to write and develop the paragraphs. Then, their work has to be discussed with the teacher. The students are reinforced in writing their stories within this period, but the teacher no longer fully guides them. Based on the feedback, the teacher let them work independently and edit their diary. After that, students are submitted their draft as the final version.

2.8. Previous Studies

Several studies have dealt with the implementation of diary writing in teaching recount text to improve students' writing skills. Some of the findings from the previous studies will be further explained below:

The first research was conducted by Widyoninsti (2023) which examined diary writing as a teaching technique for the students' vocabulary mastery at Muhammadiyah Junior High School Cilongok. The approach of this study was quantitative, with a quasi-experiment research design. The subjects of this study were the eighth-grade students of Muhammadiyah Junior High School Cilongok. The result showed a significant effect of the diary writing technique on the student's vocabulary in the eighth grade of Muhammadiyah Junior High School Cilongok. The analysis of the research's findings has demonstrated that the implementation of diary writing as a technique for learning vocabulary motivated the students to memorize new vocabulary.

Another study by Can and Kutluca Canbulat (2019), which examined the effect of using reflective diaries in teaching turkish on bilingual students' academic achievement and writing skills. A one-group pretest-posttest design was employed

with a study group of 4th-grade students. During the intervention phase of the research, students were asked to write their daily achievements in their reflective diaries. Feedback and corrections were provided for these reflective diaries, and the effect of reflective diaries on writing skills was explored. The study points to a significant difference between students' achievement test pre and post-test scores in favour of post-test scores. The reason for the difference may be that students in the study controlled their learning process by writing a reflective diary.

Yulianti (2014) conducted a study, *Improving Writing Skills Through Diary Writing of The Tenth Grade Students of SMAN 1 Ngemplak*. This research was an action research study. The participants of this research were 31 students of grade X D, the English teacher, and the collaborator. This research used two types of data: qualitative and quantitative. The qualitative data were obtained through interviews with the English teacher and the students and observations during the teaching and learning process. Meanwhile, the quantitative data were in the form of the results of the students' writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test). The research showed improvements in the students' writing skills in five aspects: content, organization, vocabulary, language use, and mechanics.

Another similar research was done by Indriyani (2020) in her study *Using Diary Writing to Improve Students' Writing Ability on Recount Text*. This research aimed to discover whether diary writing can improve students' writing skills on recount text at the tenth-grade students of SMA Negeri 8 Kota Tangerang Selatan. Quantitative and qualitative data were used in this study. Quantitative data were gathered from the tests, while qualitative data was collected from observation and interviews. Based on qualitative data showed that students became more familiar

with the writing process and were encouraged to write frequently. In addition, quantitative data from the tests indicated that students helped using writing to enrich their ability to recount text. Furthermore, diary writing effectively improves students' writing fluency because by writing a diary, students can practice daily to improve their writing skills. Writing a diary makes the students focus on the ideas they want to elaborate on. Besides, the students could write more information based on their feelings and experiences. It can be concluded that the implementation of diary writing is believed to be an effective way to improve the student's writing ability in the tenth grade of SMAN 8 Kota Tangerang Selatan.

2.9. Theoretical Assumption

After considering the results of the previous studies and the benefits of diary writing, the researcher assumed that diary writing could impact the students' writing achievement of recount text. The characteristic of diary writing that could stimulate the students to bring their experience into their writing is quite similar to the characteristic of recount text. Diary writing could help the students to produce better recount text writing because it would be easier for them to know, comprehend, and understand the target language and the material about recount text rather than just learning from the textbook. Thus, the researcher assumed that diary writing would help improve students' writing achievement in recount text.

2.10. Hypothesis

Based on the theoretical assumption above, the hypothesis of this research is explained as follows:

H₀ There is no significant improvement in students' writing skills in recount text after being taught by using a dairy writing activity.

H₁ There is a significant improvement in students' writing skills in recount text after being taught by using a dairy writing activity.

This chapter has discussed the concept of writing, aspects of writing, recount text, teaching writing, diary writing, structure and language features of diary writing, advantages of diary writing, previous studies, theoretical assumptions, and hypothesis

III. RESEARCH METHODS

This chapter discusses the research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity and reliability of the instrument, data analysis, and hypothesis testing.

3.1. Research Design

This research is an experimental study to see the improvement in students' writing skills on recount text after implementing the diary writing activity. In order to answer the research question, the researcher used one group pretest-posttest design because the researcher used only one class. The design compared the students' writing ability elicited through the score of a pretest and a posttest after treatments were given. According to Setiyadi (2018), the research design is represented as follows:

T1 X T2

Notes:

T1 refers to the pretest given before the researcher teaches through a dairy writing activity to measure the students' competencies before treatment.

T2 refers to the post-test given after implementing the dairy writing activity and to measure how far the students improve after receiving the treatment.

X refers to the treatments the researcher gives through dairy writing activities to improve students' writing.

3.2. Population and Sample

The population of this research was the second-grade students of SMP Negeri 24 Bandar Lampung in the academic year 2023/2024. Since the research design is a one-group pre-test and post-test, the sample only used one class. The sample of this research was 31 students from class 8.6. The sampling technique used in the study is a simple random sample.

According to Setiyadi (2018), there are two sampling techniques: probability and non-probability. A simple random sample is a type of probability sampling that most effectively chooses only certain population groups. Using a simple random sample, each individual in the population got an equal chance of being selected or sampled. Furthermore, the researcher used a random generator to decide the sample since seven classes were in the eighth grade.

3.3. Data Collecting Technique

This research used a quantitative data-collecting technique. The second-grade students were given a pre-test, treatment, and post-test. The researcher administered the pre-test and post-test for all students in the 8.6 class, with 31 students following the test. After the researcher gave the students the pretest, the students were given treatments using diary writing. The treatment was conducted for 80 minutes, based on the time allocation in the second-grade syllabus of SMPN 24 Bandar Lampung. The treatment was conducted in three meetings. The researcher taught as usual with the recount text as material. Then, the researcher asked students to write a diary about their unforgettable experiences, which could be their happy, sad, or scary moments, with teacher guidance and feedback based on the writing process. The post-test was administered after the treatment, which aimed to see the significant improvement in students' writing skills before and after they were taught diary

writing. The test was scored based on the criteria outlined in the rubrics stated by Jacobs et al. (1981).

3.4. Research Instrument

This research used a writing test to measure students' writing performance on recount texts. Writing tests for this research were in the form of pre-test and post-test. The pre-test was given to the students in the first session before the treatments, while the post-test was given in the last session after the treatments. Since this research focuses on recount text as the learning material, the writing test is also about recount text. The students were given 40 minutes to complete their work. The objectives of the pretest and posttest were to know the students' writing skills on personal recount text after being taught by using diary writing and whether there is an improvement. The scoring rubric was used to score the students' writing tests. The scoring system's criteria are based on the rating sheet of Jacobs et al. (1981) because it provides a well-defined standard. The score of the test is derived as follows:

Table 3. 1 Scoring Rubric by Jacobs et al. (1981)

Aspect	Criteria	Score
Content	Excellent to very good: Knowledgeable, substantive, through development of thesis, relevant theory.	30-27
	Good to average: Some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic but lacks detail.	26-22
	Fair to poor: Limited knowledge of the subject, little substance, inadequate development of the topic.	21-17
	Very Poor: Does not show knowledge of the subject, no substantive, not pertinent, not enough to evaluate	16-10
Organization	Excellent to very good: Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	Good to average: Somewhat choppy, loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing.	17-15
	Fair to poor: Non fluent, ideas confused or disconnected, lack logical sequence and development.	14-10
	Very poor: Does not communicate, no organization, not enough to evaluate	9-7

Vocabulary	Excellent to very good: Sophisticated range, effective words/idioms, usage, word form mastery, and appropriate register.	20-18
	Good to average: Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	17-15
	Fair to poor: Limited range, frequent errors of idiom/words, meaning confused or obscure.	14-10
	Very poor: Essentially translation, little knowledge of English vocabulary, not enough to evaluate	9-7
Language Use	Excellent to very good: Effective complete constructions, few errors of agreement, tense, number, word order, function, pronouns, and prepositions.	25-22
	Good to average: Effective but simple construction, a minor problem in complex construction, several errors of an agreement, preposition but seldom obscured.	21-18
	Fair to poor: The major problem with simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	17-11
	Very poor: Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	10-5
Mechanic	Excellent: Few errors in punctuation, spelling, and capitalization/used correctly	5
	Good: Occasional errors of punctuation, spelling, and capitalization.	4
	Fair: Numerous errors of punctuation, spelling, and capitalization.	3
	Very Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2
Total score		

3.5. Validity and Reliability

Validity and reliability are essential in research. Validity is used to know whether the instrument measures what it is supposed to measure, while reliability determines its consistency. Validity explains how well the collected data covers the actual area of investigation (A. B. Setiyadi, 2006). Furthermore, reliability is essential for the study but is insufficient without validity.

3.5.1 Validity

According to Hatch and Farhady (1982), a test could be considered valid if it measures the item to be tested and each indicator reflects the material to be assessed. Thus, the researcher looks at the content and construct validity to know whether the test is valid.

a. Content Validity

Content validity concerns whether the test is sufficiently representative and comprehensive for the test (Setiyadi, 2018). It can be defined that the test should align with the materials given or discussed. In the writing test, the material is about recount text. Therefore, the test will be relevant to the materials. To know whether the test has good content validity, the researcher arranged the materials based on the curriculum and the objectives of teaching in the syllabus for the second grade of junior high school students that have been proven valid.

b. Construct Validity

Construct validity is concerned with the quality of the test. Construct validity focuses on the relationship between what we test and what we want to assess. In this research, since it aims to determine the students' scores in writing recount text, construct validity will provide evidence of whether the instrument is appropriate and measures what it intends to measure. Therefore, the aspects of writing conducted by Jacobs et al. (1981), which are content, organization, language use, vocabulary, and mechanics, should be included in the writing test. These five aspects determine construct validity.

The researcher took the material based on the 2013 curriculum and syllabus. Moreover, the writing test used in the pre-test and post-test refers to the material, a recount text. In addition, the test's scoring system is adjusted according to the five aspects of writing. Therefore, it can be concluded that the test is valid in both content and construct.

3.6.2. Reliability

A test is reliable if its scores remain relatively stable from one administration to another Hatch and Farhady (1982). In other words, reliability refers to the consistency of the measure. Reliability concerns the consistency of the gain score

from a test or an instrument (Setiyadi, 2018). Inter-rater reliability is implemented to verify the pre-test and post-test scores' consistency and avoid writer subjectivity. It is judged or rated by two or more people. In this research, the first rater was the researcher, and the second was the English teacher of SMP Negeri 24 Bandar Lampung. The researcher ensured that both raters used the same criteria for scoring the students' writing test. To measure the coefficient of the reliability, the researcher used the Pearson Product Moment Formula:

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\} \{n\Sigma y^2 - (\Sigma y)^2\}}}$$

(Hatch and Farhady, 1982)

The design can further be explained as follows:

- r = correlation coefficient
- x = Rater 1
- y = Rater 2
- n = Number of the students

After the result had been calculated, the researcher categorized the coefficient score into reliability criteria, which would be described as follows:

0.800 – 1.000 = very high reliability

0.600 – 0.790 = high reliability

0.400 – 0.590 = average reliability

0.200 – 0.390 = low reliability

0.200 – 0.390 = very low reliability

Table 2 Table of Reliability Result

	Pre-test	Post- test
Reliability	.939	.852

Based on the result of the reliability calculation above, it could be concluded that the writing tests used in this research were in the range of 0.800 – 0.100, which could be considered very high reliability. A further description of the calculation is attached in Appendix 11.

3.4. Research Procedures

The researcher used the following procedures to determine whether there was an improvement in students' writing after the implementation of diary writing:

1. Determining the population and selecting the sample

The researcher observed the second-grade students of SMP Negeri 24 Bandar Lampung in the academic year 2023/2024 as the population of this research, whereas the sample was 31 students from class 8.6.

2. Selecting the Instrument and Materials

In selecting materials for treatment, the researcher selected some samples of recount text from English books and the internet. The material covered the goal of teaching recount text as the target of the ability. The researcher asked the students to write about their unforgettable moments, whether happy, sad, or scary, following with the writing aspect and writing process. The instrument was a writing test. Both pre-tests and post-tests used the same instrument.

3. Administering a pretest

The pretest was conducted on October 31st to get data about the essential quality of students' writing skills before the student is treated by using a diary writing. The students in the 8.6 class, with 31 students, followed the pre-test and were assigned to write a recount text about their unforgettable moment, such as a happy, sad, or scary moment, with a time allocation of 40 minutes.

4. Conducting Treatments

The treatment was implemented in 3 meetings. The first meeting was held on November 1st, 2023; the second on November 7th, 2023; and the last on November 8th, 2023. In conducting the treatments, students were asked to write one diary in the class by following the writing process and focusing on the writing aspect stated by Jacobs et al. (1981). The treatments were conducted as follows:

On the first meeting of treatment, the class started by praying together, and the researcher introduced herself to the students. Then, the researcher gave information to students about the activities to be implemented. Afterwards, in groups of 5, the students listen to the teacher's explanation about recount text and discuss the social function, generic structure, and language features of recount texts, focusing on personal recount text. Afterwards, the researcher gave the students a worksheet related to the recount text to do in groups. Then, the researcher guides the students in recalling their personal experiences suitable for diary writing. The theme could be their happy, sad, or scary moments, and the researcher also encouraged them to outline their ideas. Then, the students are asked to start drafting their diaries based on their prewriting plans. The researcher walked around the class during the writing activity to help students brainstorm ideas and check their work. The researcher wanted to see the activity directly and ensure the students wrote the draft themselves. When the time was over, the teacher ended the lesson and left the classroom.

At the second treatment meeting, on November 7th, The researcher did like the previous activity at the beginning. Then, the researcher continued to the next writing activity. In this second meeting, the researcher focused on the students' drafts before they developed them into diary writing. The researcher ensured the students checked their draft concerning the language features of the recount text. They were also asked to make the draft by considering the generic structure of the

recount text. After the students finished their draft, the teacher began to explain how to write a good paragraph. The researcher combined the students' drafts into diary writing in this part. The researcher automatically explained what diary writing is, the benefits of writing a diary, the steps to writing a diary, and the example of a diary. The researcher delivered the material completely to make the students understand easily. Moreover, the researcher added that the students could show their feelings through this diary writing. This made the students so excited. However, some of them were still confused about how to start writing. During the writing activity, the researcher also walked around the class and conveyed the writing aspects students should pay attention to. The researcher also checked the students' work. In line with this activity, the researcher acted as an observer during the writing activity in the class. After getting the feedback, the researcher gave the students time to revise and edit their diaries. When the time was over, the researcher ended the lesson and left the classroom.

On the last treatment meeting, November 8th, the researcher liked the previous activity at the beginning. The researcher greeted the students for the first time, checked the students' attendance, and asked students to recap the material from the previous meeting. Then, the researcher asked students to continue or refine their drafts based on the feedback received. The researcher encourages attention to detail, emotions, and coherence and instructs students to revise their drafts, focusing on structure and clarity. The researcher checks the students' work by going around the class, giving them positive feedback, and reminding them to pay attention to the 5 writing aspects: content, organization, vocabulary, language use, and mechanics. The researcher allows time for students to edit their drafts individually or with a peer. After they finish their diaries, students pay attention to the teacher's evaluation of the activities and the lesson summary, and the researcher gives

students a chance to ask questions about the material. When the time was over, the researcher ended the lesson and left the classroom.

5. Administering the Post-test

The post-test was conducted after the treatment. The post-test aimed to know the progress of writing skills through dairy writing. The test was administered once after treatments to see the significant improvement between students' writing skills before and after they were taught dairy writing. The instructions and instruments in the post-test were the same as in the pre-test. The students wrote a recount text about their unforgettable experience for 40 minutes. They were given the option topic in organizing the recount text, whether it was their happy, sad, or scary moment.

6. Scoring the test

The researcher gave the score using a scoring rubric comprising five aspects of writing, as Jacobs et al. (1981) stated: content, organization, language use, vocabulary, and mechanics. Each aspect has a range score with specific criteria.

7. Analyzing the test result (pretest and posttest)

After scoring the pretest and post-test, the researcher analyzed the data using the Statistical Package for Social Sciences (SPSS) software program version 25 to find out whether or not there was an improvement in students' writing ability on recount text by comparing the means of pre-test and post-test.

3.7. Data Analysis

The data was analyzed using quantitative data analysis to measure the significant difference between the results from the two samples. The writing test scoring criteria were based on Jacobs et al.'s (1981) theory of writing aspects: content, organization, vocabulary, language use, and mechanics. In this research, the test

was assessed by two raters, and the score was calculated by applying the statistical analysis of a t-test to examine the differences between the results of the two sample tests.

The data was analyzed using a Paired Sample T-test to prove the hypothesis proposed in this research. Before analyzing the data, the normality of the data should be analyzed to know whether the data are normally distributed. The one-sample Kolmogorov-Smirnov test is used to measure the normality test. The normality test standard can be seen as follows:

H_0 : The data is distributed normally. (The significant value is >0.05)

H_1 : The data is not distributed normally. (The significant value is <0.05)

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign $> \alpha$). To find out whether the data is distributed normally or not, the test of normality was used as follows:

Table 3.2 Result of the Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.098	31	.200*	.959	31	.276
POST-TEST	.135	31	.159	.940	31	.082

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From Table 3.5, the Kolmogorov-Smirnov significance in the pre-test was 0.200, and the normality test in the post-test was 0.159, which was higher than 0.05. It could be inferred that H_0 was accepted and H_1 was rejected. The data was normally distributed.

3.8. Hypothesis Testing

Hypothesis testing proves whether this research's proposed hypothesis is accepted. The hypothesis used a Paired Sample T-test of the Statistical Program for Social Science (SPSS) 25.0 version. The Paired Sample T-test is used to compare the pre-test and post-test scores.

The standard of paired-sample t-test, according to Setiyadi (2018), can be seen as follows:

H_0	= Sig. > 0.05
H_1	= Sig. < 0.05

H_0 : There is no significant improvement in students' writing skills on recount text after being taught by using diary writing

H_1 : There is a significant improvement in students' writing skills on recount text after being taught by using diary writing

This chapter contained all the above, such as research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity and reliability of the instrument, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

The final section of this chapter wraps up by presenting the research findings and offering recommendations for English teachers interested in incorporating diary writing into their classes and other researchers who want to conduct similar research using diary writing.

5.1. Conclusion

The implementation of diary writing in the teaching and learning process of writing is believed to be an effective way to improve the student's writing skills. Diary writing was introduced to students to familiarize them with the writing process. Therefore, they would be encouraged to write frequently on their own. Based on the data obtained from the observation, the researcher wrote the diary by following the stages: Planning, drafting, revising, and editing. It could be proven that the researcher also guides the students before they start to write a diary. The researcher asked the students to make a draft before combining it into diary writing. Furthermore, the student's writing skills toward implementing diary writing showed good composition and progress. In this case, the students could organize and generate ideas for a good diary story. Students feel free to express their feelings without feeling judged. Researchers can build a good relationship with the students by giving feedback after they write their diaries. Therefore, the researcher claimed

that diary writing is a good alternative to teaching writing, especially for teaching writing recount text.

5.2. Suggestion

Based on the research result, here are some suggestions from the researcher:

The English teacher could use diary writing as learning material for teaching writing since the research results have shown that diary writing can effectively improve students' writing skills in recount text. The teacher should be more creative in delivering the material, such as explaining the material by showing her feelings to the students. Diary writing is very useful for students. The researcher suggests the students keep writing diaries even though there is no task from the teacher to enhance their critical thinking and reflection. Future researchers are recommended to continue and improve the implementation of diary writing by providing students with additional diary assignments and exercises focused on the simple past tense. Since writing is a skill, the more students write, the better their writing will be. In this research, the most increased writing aspect was the content aspect, while the lowest aspect was the mechanic aspect. The researcher suggests further researchers pay more attention to mechanic aspects of writing skills to increase.

Finally, this chapter represents the conclusion of this research because of the implementation of diary writing. Moreover, the suggestions in this chapter also summarize that it is highly recommended that the teacher apply diary writing as a technique to teach writing. Hopefully, this research can be useful as guidance for future researchers who are interested in gaining a similar field.

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