

**INCREASING STUDENTS' MOTIVATION IN WRITING RECOUNT TEXT  
THROUGH DIARY WRITING IN THE EIGHTH GRADE AT SMPN 5  
BANDAR LAMPUNG**

**(Undergraduate Thesis)**

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## **ABSTRACT**

### **INCREASING STUDENTS' MOTIVATION IN WRITING RECOUNT TEXT THROUGH DIARY WRITING IN THE EIGHTH GRADE AT SMPN 5 BANDAR LAMPUNG**

**Dian Arliana**

This study examined the effectiveness of diary writing as a strategy to increase students' motivation in writing recount texts among eighth grade students at SMP Negeri 5 Bandar Lampung. Recognizing the role of writing skill is important to learn English in academic and social context, the most challenging of this skill for students is lack of motivation in the process of producing written texts. The research employed a quantitative approach with a one-group pre-test and post-test design to measure the improvement of students' motivation, particularly in creating recount texts.

The findings revealed a significant improvement in students' motivation after the implementation of diary writing as a learning strategy. The students' mean score increased from 52.87 in the pre-test to 61.27 in the post-test, indicating a statistically significant improvement ( $p < 0.05$ ). This improvement was due to the interactive and engaging nature of diary writing, which encouraged students to express their personal experiences freely without receiving the pressure of revising their written or continuous grammar correction.

This research concludes that implementing diary writing as a daily English writing habit can increase students' motivation to write recount texts. Diary writing influencing the students to write recount text using as a writing tool. Future research is encouraged to explore intrinsic and extrinsic motivation more deeply in relation to their learning process.

***Keywords:*** *Diary Writing, Motivation, Recount Text*

## **ABSTRAK**

### **MENINGKATKAN MOTIVASI SISWA DALAM MENULIS TEKS RECOUNT MELALUI MENULIS DIARI DI KELAS DELAPAN DI SMP NEGERI 5 BANDAR LAMPUNG**

**Oleh**

**Dian Arliana**

Penelitian ini menguji efektivitas menulis buku harian sebagai strategi untuk meningkatkan motivasi siswa dalam menulis teks recount di kalangan siswa kelas delapan di SMP Negeri 5 Bandar Lampung. Menyadari pentingnya keterampilan menulis dalam mempelajari bahasa Inggris dalam konteks akademik dan sosial, tantangan terbesar bagi siswa adalah kurangnya motivasi dalam proses menghasilkan teks tertulis. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-test dan post-test satu kelompok untuk mengukur peningkatan motivasi siswa, khususnya dalam membuat teks recount. Hasil penelitian menunjukkan peningkatan yang signifikan dalam motivasi siswa setelah penerapan menulis diari sebagai strategi pembelajaran. Nilai rata-rata siswa meningkat dari 52,87 pada pra-uji menjadi 61,27 pada pasca-uji, menunjukkan peningkatan yang signifikan secara statistik ( $p < 0,05$ ). Peningkatan ini disebabkan oleh sifat interaktif dan menarik dari penulisan buku harian, yang mendorong siswa untuk mengekspresikan pengalaman pribadi mereka secara bebas tanpa tekanan untuk merevisi tulisan mereka atau melakukan koreksi tata bahasa secara terus-menerus. Penelitian ini menyimpulkan bahwa penerapan penulisan buku harian sebagai kebiasaan menulis bahasa Inggris sehari-hari dapat meningkatkan motivasi siswa untuk menulis teks recount. Penulisan buku harian memengaruhi siswa untuk menulis teks recount menggunakan sebagai alat tulis. Penelitian selanjutnya didorong untuk mengeksplorasi motivasi intrinsik dan ekstrinsik lebih dalam kaitannya dengan proses pembelajaran mereka.

**Kata kunci:** Penulisan Buku Harian, Motivasi, Teks Recount

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**By:**

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**2213042089**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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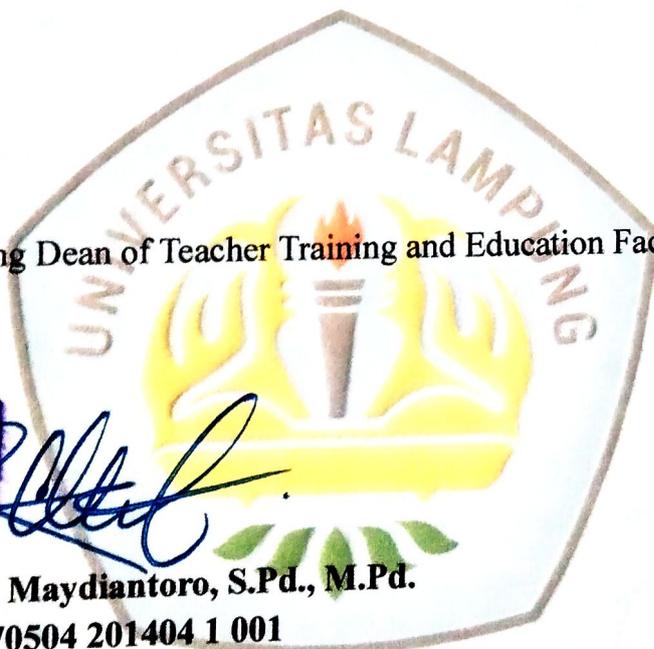
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwasanya pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 30 Januari, 2026

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## CURRICULUM VITAE

Dian Arliana, the second child of Ahmad Saina and Marlina, was born on April 7, 2005 in Bandar Lampung. She has two siblings, named Sandra Eka Amelia and Ahmad Adnan Atharrazka.

She began her formal education directly at elementary school without attending kindergarten. When she was 5 years old, she studied at SD Negeri 1 Kemiling Permai until the fourth grade. Due to an accident, she continued her elementary education at SD Negeri 5 Sumberejo. After graduating from elementary school in 2016, she continued her education at SMP Negeri 7 Bandar Lampung and graduated in 2019. She then pursued her senior high school education at MAS Baitul Kirom, a boarding school located in South Lampung, which provided her with valuable experiences in adapting in a new environment and culture. During her study, she joined a sewing class. She graduated from the boarding school in 2022. In the same year, she successfully passed the SBMPTN selection and was accepted into Lampung University, majoring in English Education.

During college, she achieved accomplishments in both academic and non-academic fields. She became an awardee of Berperan Scholarship Program by FPPI FKIP UNILA in 2024. In the same year, she won third place in a Faculty-level Public Speaking and Journalism Competition. She also participated in an International Virtual Student Exchange program with students from the University of Limerick, Ireland.

In addition to her academic activities, she has also worked as a private English tutor for two years, teaching students from various educational levels through Smart Private English, a private tutoring institution.

**MOTTO**

"But perhaps you dislike something that is good for you, and you like something that is bad for you. Allah knows the best. "

Q. S Al-Baqarah:216

Life is not a competition. We have our own race. But if you regard me as your rival, I'm afraid we are not even play on the same stage.

## **DEDICATION**

In the name of Allah, the Most Gracious, whose blessings and strength have guided me in the darkness and the worse situation in this amazing journey. I gratefully dedicate this research to

My beloved parents

My cherished family

My esteemed lecturers

My dearest friends

My almamater, Lampung University

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The Writer

Dian Arliana

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## I. INTRODUCTION

This chapter will be divided into six parts of the discussion which deals with several points that is background, research questions, research objectives, use of the research, scope of the research, and also the definition of terms in order to provide explanation of this research.

### 1.1 Background

Writing is one of the most complex skills in English as a Foreign Language (EFL) learning. It requires learners to generate ideas, organize them logically, and express them using appropriate grammar and vocabulary. According to Brown (2001), writing is thinking process that demands both cognitive and affective engagement. This dual challenge is even more prominent in EFL contexts like Indonesia, where exposure to English limited and often perceived as difficult and unmotivating. This challenge becomes more apparent when students are required to write recount text, which demand structured narration of past experiences. Although the content is personal, many students lack the drive to put their experiences into words. Therefore, increasing students' motivation is key to developing their writing competence in recount texts.

Motivation plays a fundamental role in the success of language learning, particularly in writing tasks that require sustained effort. Deci and Ryan(1985) argue that students are more likely to engage in learning when they feel autonomous, competent, and connected to the task. These three elements form the core of intrinsic motivation under Self-Determination Theory. In line with this, Brown (2001) also emphasize that motivation can be enhanced through meaningful, relevant, and learner-centered activities. Writing tasks that reflect students' real lives and personal interests are more likely to spark their engagement. Unfortunately, most writing activities in classrooms are test-oriented so it can be limiting students' personal connection to the tasks. In

other words, students often complete assignments mechanically, with little emotional investment. It is thus important to introduce writing tasks that are both pedagogically sound and emotionally engaging.

Diary writing offers such a balance between structure and personal expression. Harmer (2007) describes diary writing as a reflective and low-anxiety writing activity that allows learners to explore language freely. It encourages fluently, builds confidence, and promotes regular writing habits. Oshima and Hogue (2007) note that recount text are narratives of past experiences told in chronological order, making diary writing a natural fit for practicing recounts. Moreover, diary writing provides opportunities for students to express feelings and recount real-life events, which can enhance their emotional involvement in writing. This increased involvement may lead to greater persistence and enthusiasm for writing tasks. Compared to conventional writing tasks, diaries are personal, less restrictive, and more emotionally resonant. Therefore, diary writing may serve as a meaningful tool to improve students' motivation to write recount texts in English.

One of the studies that supports the use of diary writing in improving students' writing skill is conducted by Siregar (2021). This study aimed to enhance students' ability to write recount texts by integrating diary writing in the classroom. The results showed a significant improvement in students' writing after implementing diary activities. Through this method, students were able to express their experiences more fluently and with better organization. Diary writing helped them to develop ideas naturally, since it reflected their daily lives.

Another relevant study was conducted by Sujarwati and Margiana (2023). This research involved high school students and applied diary writing as a continuous learning activity. The study indicated that diary writing allowed students to review their past experiences, improving their coherence, and chronological structure in writing. It also reduced their anxiety in writing, as the activity was informal and personal. Students became more comfortable expressing their feelings and experiences in English, which later contributed to better recount writing.

The third study was carried out by Agustina and Harahap (2022). This research measured that diary writing can improve the students' ability to write recount texts. The research found that the students who practiced diary writing could generate ideas more easily and structured their writing more effectively. The habitual nature of diary writing was found to increase writing fluency. The study concluded that diary help in developing writing competence through consistent, meaningful, reflective, and also instructional in EFL writing classes.

These studies consistently demonstrate that diary writing can improve students writing ability. However, the researchers primarily examined students at the senior high school level, where learners already process more develop language competence. They have little attention to students at the junior high school level, who are still in the foundational phase of developing both their writing skills and learning attitudes. Learners at this stage often face more challenges in expressing ideas and maintaining interest in writing activities.

Moreover, the previous research rarely addressed the affective dimension of writing, especially the role of motivation, which is a key factor in successful language learning. Writing can be perceived as a demanding task, and without motivation students may be reluctant to engage fully in the process. Diary writing, while proven beneficial in improving skill, also holds the potential to enhance students' intrinsic motivation by allowing them to express personal thoughts and feelings freely.

Based on the explanation above, the researcher decides to conduct a research entitled "Increasing Students' Motivation in Writing Recount Text Through Diary Writing in The Eighth Grade at SMPN 5 Bandar Lampung" to know whether there is an improvement of using diary towards student' motivation in writing recount texts.

## **1.2 Research Questions**

Based on what has been written in the background of the study, the researcher formulates the problem as: is there any significant improvement in students' motivation in writing recount text through diary writing?

### **1.3 Research Objectives**

In relation to the research question above, the objective of the research is to find out whether there is any significant improvement in the students' motivation after using diary as their media to learning.

### **1.4 Uses of The Research**

The researcher expects that this study gives some contribution in the English language teaching environment, whether it is theoretically and practically. Theoretically, the results of the research are expected to enrich the existing literature on the use of diary writing in English language teaching, particularly in the area of affective factors such as students' motivation. Practically, it is hoped that this study can be useful for English teachers, students, and schools.

#### **1. The Teacher**

This research can help teachers design writing activities that are not only focused on skills but also on increasing students' motivation. Diary writing may serve as a simple and reflective strategy to make writing more personal and engaging.

#### **2. The Student**

Diary writing can help students feel more confident and motivated in writing, especially recount texts. It allows them to express real experiences, making writing more meaningful and enjoyable.

#### **3. The School**

The findings can support schools in developing learning programs that consider both academic and emotional aspects. It may also promote innovative and student-centered classroom practice.

Finally, the researcher hopes that this study would be used in academic field, such as becoming one of studies that is taken into account, especially for similar topic research in the future.

## 1.5 Scope of The Research

Based on the background of the study, this research focuses on the implementation of the diary writing strategy in a writing class, emphasizing students' motivation in writing, particularly intrinsic and extrinsic motivation. The research is conducted in one class, specifically class VIII.3 of SMPN 5 Bandar Lampung, which consists of 32 students.

The study investigates the effect of diary writing on students' motivation during the writing process, without focusing on writing accuracy, grammar, or the text structure. The type of the text used in this research is recount text, and diary writing is applied twice in a week. The researcher wants to see the improvement of students' motivation after the diary writing activities.

## 1.6 Definition of Terms

In order to avoid misunderstanding and misinterpretation, the key terms used in this research are defined as follows:

*Diary Writing:* It is a personal and reflective writing activity in which students regularly record their experiences, thoughts, or feelings in written form. In this study, diary writing refers to a technique in which students express their personal experiences in written form regularly, with the aim of increasing their writing motivation in recount texts.

*Motivation:* it is the internal and external willingness to initiates, guides, and engages someone to do something to achieve specific goals. In this study, motivation specifically relates to students' interest, effort, and enthusiasm in writing recount texts after being given diary writing as a treatment.

*Recount text:* It is a type of text that retells past experiences or events in chronological order. In this research, students are asked to write recount texts based on their personal experiences using diary entries as the writing tool.

This chapter already discussed introduction of the research, including the explanation about the background of the research, identification of the problems, objectives of the research, uses of the research, scope of the research, and also the definition of terms in order to provide and insight to this research. The next chapter will deal with literature review of this research.

## **II. LITERATURE REVIEW**

This chapter will be divided into nine parts of the discussion which deals with several point that is concept of writing, concept of recount text, concept of motivation, assessing motivation, concept of diary writing, procedure of diary writing, related research study, theoretical assumption, and hypothesis in order to provide more information of this research.

### **2.1 Concept of Writing**

Writing is a multifaceted process that extends beyond the mechanical act of putting words on paper. It involves cognitive, linguistic, and rhetorical skills, which playing a pivotal role in producing coherent and meaningful text. According to Brown (2001), writing is a process that involves thinking, organizing, drafting, revising, and editing. He emphasizes that writing is not merely about producing words on paper, but about conveying meaningful messages to a reader. Writing requires cognitive skill to plan content, linguistic skills to arrange words accurately, and critical skills to revise ideas effectively. It is a complex activity that integrates language knowledge, logical thinking, and creativity. Therefore, writing demands consistent practice and a deep understanding of it stages.

Additionally, Harmer (2004) also defines writing as both a process and product. As a process, writing involves several steps such as planning, drafting, editing, and finalizing the text. As a product, writing refers to the completed piece that is structured and grammatically correct. Harmer states that writing enables students to reflect on their language use and develop accuracy over time. Through writing, learners can practice vocabulary and grammar in context while developing coherence in expressing ideas. He further adds that writing encourages students to be aware of their audience, purpose, and tone. These aspects help learners improve not only their

writing but also their overall language proficiency. Thus, writing is a valuable tool in language development and communication.

Moreover, Oshima and Hogue (2007) defined writing as some steps of action that involved thinking of ideas, transferring them into words, and reviewing until satisfied that the writing expresses exactly what the writer wants to say to the reader. In this definition, Oshima and Hogue have opinion that writing as a continuation action involved thinking and transferring ideas into words and reviewing them to make it satisfied to be read and express writer ideas exactly. They outline their writing involves several essential steps, such as pre-writing. Pre-writing includes activities like brainstorming and outlining to generate and structured ideas. According to them, good writing requires unity, coherence, and adequate support for each main point. They believe that understanding the structure helps learners produce more organized and logical texts. In academic writing, this approach is crucial for clarity and effectiveness.

From the definitions above, the researcher concluded that writing is a process of thinking which are involved inventing the interesting ideas, expressing the ideas in words, and organizing ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader. There are several processes that must be done to get a written result. This skill is the author's way of communicating to the readers. Therefore, the delivery of writing needs to be well-communicated, so that readers can comprehend a composition of the text.

## **2.2 Concept of Recount Text**

In order to understand how diary writing functions as a tool in language learning, it is essential to explore the concept of recount text, since diary entries are considered a form of personal recount.

### **1. Definition of Recount Text**

Recount text is one of the genre and the most common types of texts taught to students in junior and senior high schools. According to Anderson and Anderson

(1997), a recount is a piece of text that retells past events, usually in the order in which they happened. The main purpose of the recount text is to inform the reader with a sequence of past experiences. This often uses time connectives such as “first”, “then”, and “finally”. Its function is to guide the reader through the events. It is commonly used in personal letters, diaries, or newspaper reports. Recount text helps students practice sequencing, past tense, and vocabulary related to their experiences.

From the perspective of genre-based pedagogy, Derewianka (1990) states that recount belongs to the genre of factual texts and is used to reconstruct past experiences. In teaching writing, recounts are introduced to help students understand how texts are structured and why they are written. The genre approach emphasizes the social purpose, generic structure, and language features of the text. Recount text supports learners to develop awareness of language use in real contexts. This theoretical approach promotes scaffolding from modeling to independent in Teaching and Learning Cycle. Therefore, recount writing is crucial in the early stages of genre-based instruction.

Hyland (2004) adds an academic perspective by emphasizing the role of recount texts in developing learners' understanding of structures in academic and non-academic writing. Although recounts are simpler than other genres, they provide the foundation for more complex academic texts. In recount writing, students learn how to build coherence, chronological order, and personal engagement. This process helps them connect personal experiences with broader learning goals. Hyland sees recounts as a bridge to more formal writing genres. As such, recounts serve not only communicative but also cognitive functions in education.

Emilia (2011), in the Indonesian educational context, views recount text as a practical genre for students at the junior secondary level. She argues that recount writing can motivate students to express themselves, especially when they write about personal experiences. Emilia also highlights the role of diary writing as a meaningful way to practice recount in a familiar and low-anxiety context. This aligns with the goals of literacy development and character education. Through recounts, students are

encouraged to reflect on their lives and improve their written expression. Thus, the recount genre plays a significant role in Indonesian language learning settings.

From the definitions above, the researcher concludes that a recount text is a type of text that retells past events in chronological order to inform the reader. Recount writing is fundamental for developing students' writing skills and genre awareness. It supports both personal and academic growth. The recount genre is also adaptable to different contexts and students' level.

## 2. Generic Structure and Language Features of Recount Text

According to Anderson and Anderson (2003), a recount text is systematically organized to help readers understand the sequence and significance of past events. The structured is generally divided into three essential parts, each serving a specific within the text, as follows:

### a. Orientation

The orientation is the opening paragraph that sets the scene for the reader. It answers key background questions such as who was involved, what happened, when it happened, and where it took place. This part introduces the participants, time, and place of the events. It answers the questions who, what, where, and when. The purpose is to provide context for the reader before moving into the sequence of events.

### b. Events

The next part is the events section, which is considered the core of the recount. This section presents the series of events that occurred, written in chronological order. Each event is typically explained in a new sentence or paragraph, depending on the length and detail required. The use of temporal connectives such as first, next, then, after that, and finally plays an important role in signaling the sequence and progression of the events. In addition, the events are often described using past tense and action verbs to create a vivid picture of what took place. This section allows the writer to elaborate on specific actions, interactions, and experiences that are central to the recount.

### c. Re-orientation

The final structural element is the re-orientation, which serves as the closing statement of the recount. It may include a personal comment, reflection, or summary of the events. Although not always present, this section provides a sense of closure and often expresses the writer's feelings or thoughts about what happened. For instance, the writer may say how enjoyable, embarrassing, or meaningful the experience was. Including a re-orientation helps readers understand the personal or social significance of the events that were described, adding depth and reflection to the text.

In terms of language features, recount texts generally include:

#### a. Past Tense Verbs

One of the most dominant features is the use of past tense, as recounts focus on events that have already happened. Verbs such as went, saw, ate, and visited are frequently used to describe actions in the past. This grammatical feature ensures that the timing of the actions aligns with the purpose of recounting past experiences.

#### b. Action Verbs

Another important language feature is the use of action verbs that indicate specific physical or mental actions. These verbs make the recount more dynamic and detailed, such as played, drove, traveled, or watched. They provide clarity about what the participants did, which helps engage the reader and maintain the logical sequence of the narrative. It purposes to describe what happened.

#### c. Time Expressions

Time expressions are also essential in recount texts. Words or phrases like last weekend, yesterday, in 2020, or a few months ago help situate the events in time. These temporal markers enhance the chronological organization and give readers a clear sense of when each event occurred. They also reinforce the authenticity and realism of the recount.

#### d. Personal Pronouns

Recounts often include personal pronouns, particularly in personal recounts, where the writer shares their own experiences. Pronouns such as I, we, my, or names of people are used to establish a personal connection between the writer and the reader. This makes the recount more relatable and emotionally engaging.

#### e. Connectives and Conjunctions to Link Events

Words like and, but, then, after that, and because are employed to create cohesion and guide the reader through the narrative. These linking words ensure that the text flows naturally and that each part is logically connected to the next.

These structural and linguistic features work together to make the recount clear, organized, and easy to follow for the reader.

### **2.3 Concept of Motivation**

#### 1. Definition of Motivation

Motivation is a fundamental concept in psychology and education that refers to the internal processes that initiate, guide, and sustain goal-directed behavior. According to Brown (2000), motivation in language learning is what drives students to begin learning, keeps them engaged, and determines how much effort they put into the process. It is considered one of the key factors that influence success or failure in second language acquisition. Motivation can be influenced by both internal desires and external pressures. Without motivation, even the most talented learners may struggle to achieve their goals. Therefore, understanding motivation is essential for designing effective teaching strategies.

Ryan and Deci (2000), in their Self-Determination Theory (SDT), define motivation as the process that gives behavior its energy and direction. They argue that motivation is not a single entity but exists on a continuum from amotivation (lack of motivation) to extrinsic and intrinsic motivation. Their theory highlights the importance of autonomy, competence, and relatedness in fostering high-quality motivation. In educational contexts, students who feel they are learning out of personal interest and

choice tend to be more persistent and successful. SDT offers a nuanced view of motivation that considers the quality, not just the quantity, of motivation. This view has influenced many areas of educational psychology, including language learning.

Brown (2000) also emphasizes that motivation in second language learning is dynamic, meaning it can change over time depending on various factors. These include the learner's age, cultural background, learning environment, and teacher influence. He explains that motivation is not only about starting a task, but also about sustaining effort and persistence over time. Learners with high motivation are more likely to take risks, seek feedback, and show resilience in the face of difficulty. In classroom settings, motivation can be enhanced or diminished depending on how the teacher structures activities and gives encouragement. This reinforces the idea that motivation is closely tied to both personal and situational variables.

Based on the definition of motivation above, the researchers concluded that motivation is the internal drive or external influence that energizes and directs a person's behavior toward achieving specific goals. When students are motivated, they are more engaged, more willing to practice, and more likely to succeed. Thus, motivation should be a central focus in language education and curriculum planning.

## 2. Types of Motivation

According to Ryan and Deci (2000), motivation is generally divided into two main types: intrinsic motivation and extrinsic motivation. These two types differ in terms of where the motivation originates, whether it comes from within the individual or from external factors. Understanding both types can help teachers design learning experiences that support and sustain student engagement. Each type plays a unique role in learning, and sometimes they interact or shift depending on the context and the learner's development. Educators must recognize how both can be present in students' behavior. Below is a deeper look at each type.

### a. Intrinsic Motivation

Intrinsic motivation refers to doing an activity for its own sake, because it is inherently interesting or enjoyable. A student who writes an English diary because she enjoys expressing her feelings and thoughts is intrinsically motivated. This type of motivation is associated with greater learning persistence, creativity, and satisfaction. Ryan and Deci (2000) emphasize that intrinsic motivation flourishes when learners feel autonomous and competent. In language learning, intrinsic motivation can develop when students feel the content is relevant to their personal lives. Teachers can nurture this motivation by offering choices, connecting material to students' experiences, and creating a supportive classroom environment.

#### b. Extrinsic Motivation

Extrinsic motivation, on the other hand, involves performing an activity to achieve an external reward or avoid punishment. A student may practice writing in English because they want to get a high score, receive praise from the teacher, or win a competition. While it may not arise from genuine interest, extrinsic motivation can still be effective in certain contexts. Ryan and Deci (2000) explain that extrinsic motivation exists on a spectrum, from external regulation (pure pressure) to integrated regulation (when external goals are fully aligned with one's identity). In the classroom, teachers often use grades, certificates, or public recognition to stimulate extrinsic motivation. The challenge is to help students gradually internalize these motives so they become more self-directed.

In practice, both types of motivation are often present in students. For example, a student may initially write in English to get a good grade (extrinsic), but over time, they may begin to enjoy the process and continue writing out of personal satisfaction (intrinsic). Brown (2000) suggests that successful teachers understand how to balance and transition these motivations. Supporting students emotionally, offering meaningful tasks, and giving constructive feedback are strategies to shift motivation toward the intrinsic side. Ultimately, recognizing and addressing the different types of motivation is key to effective language instruction.

The researcher concluded that both intrinsic and extrinsic motivations play crucial role in promoting students to write recount texts through diary writing. Intrinsic motivation encourages students to write because they enjoy it, while extrinsic motivation provides necessary reinforcement. The integration of both types creates a motivating learning environment that supports long-term writing development. Diary writing, as a reflective and expressive tool, aligns well with motivational theories in language learning. Therefore, motivation is not only a psychological element but also a pedagogical strategy to enhance writing skills.

#### **2.4 Assessing Motivation**

Motivation is an important affective factor that influences students' learning behavior, persistence, and academic performance. In educational research, assessing students' motivation requires reliable and valid instrument that captures various aspects of their goal orientation and learning beliefs.

One of the most widely used instruments for measuring student motivation is the Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich, Smith, Garcia, and McKeachie (1991). The MSLQ was design based on a cognitive and motivational framework and has been validated in multiple learning contexts. It consists of two major sections: a motivation section and a learning strategies section.

For the purpose of this study, only the motivation section is used, specifically focusing on two subscales:

1. Intrinsic Goal Orientation: reflects the degree to which students participate in learning activities for reason such as challenge, curiosity, or mastery.
2. Extrinsic Goal Orientation: refers to the extent to which students engage in learning tasks for grades, rewards, or external recognition.

Each subscale contains several items measured on a 7-point Likert scale (ranging from 1 = not at all true of me to 7 = very true of me). The items are designed to assess students' goal orientations as they relate to their engagement in academic tasks. In this study, the researcher used a 4-point Likert scale of MSLQ. The decision was

based on the suggestion from the supervisors and validators, and supported by Setiyadi (2018) who states that the Likert scale can be adapted to the needs and characteristics of the respondents. Considering that the participants are junior high school students, a 4-point scale was chosen to avoid confusion in distinguishing between similar levels to encourage respondent to make a clear choice without a neutral option.

Using MSLQ allows the researcher to gain a deeper understanding of the type and level of motivation that drives students' writing behavior. It also provides a standardized and empirically-supported framework for comparing students' intrinsic and extrinsic motivation levels.

## **2.5 Concept of Diary Writing**

Writing a diary, in particular, can be a good way for students to practice their recount text writing.

### **1. Definition of Diary Writing**

Diary writing is a personal form of written expression that records thoughts, feelings, and experiences over time. Raimes (1983) defines diary writing as a self-reflective tool that allows learners to explore their thoughts and monitor their language development. It provides a private space for writers to express ideas without the pressure of formal assessment. Similarly, Bailey and Kathleen (1990) state that diaries are valuable for both learners and teachers to reflect on classroom experiences and internal learning processes. Through diaries, students can develop self-awareness and autonomy in learning. This informal writing style encourages fluency, creativity, and the habit of regular writing. Thus, diary writing serves as both a personal outlet and a pedagogical tool in language learning.

Brown (2001) views diary writing as an effective tool for promoting reflective learning and writing fluency. He explains that through diaries, student engage in extensive writing practice that is meaningful and learner-centered. Diary writing helps students build confidence, experiment with language, and develop their voices

as writers. Taqi et al. (2015), in their research, found that diary writing contributes to students' motivation and enhances their writing skills over time. They argue that diary writing allows learners to internalize grammar and vocabulary in a natural and contextualized way. In addition, diary entries encourage students to link real-life experiences with language use, increasing the relevance and authenticity of their writing. These perspectives suggest that diary writing is a low-anxiety approach to developing writing fluency.

According to Carr (1975), a diary is a record of events and emotions written different from other academic genres, as it prioritizes expression over formality. Moreover, Byrne (1979) adds that diary writing is useful for helping learners practice language in an unstructured and spontaneous way. While diary entries do not always follow rigid structures, they still require coherence and a sense of continuity in thoughts. This allows students to improve their writing skills naturally while staying engaged. To conclude, the researcher offers that diary writing as a personal and reflective writing activity in which students regularly record their experiences, thoughts, or feelings in written form.

## 2. Free Writing as a Technique to Write a Diary

Free writing is a technique in which a person writes continuously for a set period of a time without regard to spelling, grammar, or topic. According to Elbow (1973), free writing is a powerful tool to generate ideas and overcome the internal critic that often hinders the writing process. In free writing, the writer is encouraged to write without erasing or editing, and simply let the ideas flow naturally. This technique is often used to help students start writing without fear of making mistakes. It allows writers to explore thoughts and feelings spontaneously, making it particularly suitable for diary writing.

Diary writing itself is a form of expressive writing, where the personal and emotional content takes precedence over formal accuracy. Elbow (1998) further argues that the benefit of free writing lies not in the final product but in the process itself. It trains fluency, promotes writing confidence, and encourages risk-taking in language use. In

an educational context, free writing can help students reduce writing anxiety, generate writing topics, and build the habit of regular writing.

In relation to diary writing, free writing aligns well because it prioritizes freedom, expression, and personal reflection. Through free writing, students are more likely to express genuine thoughts and experiences in their diaries without being constrained by formal rules. Therefore, incorporating free writing in diary-based instruction may enhance students' writing fluency and intrinsic motivation.

Furthermore, free writing can serve as a bridge to recount text writing. Since recount texts aim to retell past experiences in chronological order, free writing allows students to first pour out their memories and feelings without constraints. By starting with free writing, students are more likely to develop rich content and reduce anxiety and making their writing in form of recount text naturally and meaningfully.

### 3. Types of Diary Writing

Diary writing is a valuable tool in both personal and educational contexts. According to Moon (2006), diary writing can be categorized into three major types based on its purpose and the context in which it is used: personal diary, academic diary, and professional diary. Each type serves different functions and involves different levels of reflection, audience consideration, and language use.

#### 1) Personal Diary

Personal diary is the most traditional form of diary writing. It is primarily used for recording personal experiences, emotions, and thoughts without any external judgment or academic pressure. Personal diaries are often written freely and spontaneously, allowing individuals to express themselves in an unstructured and private manner. The main goal of personal diary writing is self-expression, emotional relief, and sometimes identity exploration.

According to Moon (2006), personal diaries are not intended to be read by others, and therefore, the writer often uses informal language and focuses on the authenticity of expression rather than grammatical accuracy. In the context of language learning,

personal diary writing can provide students with a safe space to practice writing freely, build writing fluency, and reduce writing anxiety. It allows learners to explore the language naturally, without the burden of assessment or correction.

## 2) Academic Diary

An academic diary is used to reflect on one's learning process. This type of diary is particularly useful in formal education settings, including schools and universities. Students may use academic diaries to track their learning progress, reflect on what they have understood or struggled with, and set personal academic goals. Unlike personal diaries, academic diaries are often structured and may be read by teachers or mentors to gain insights into the student's thinking process.

Moon (2006) emphasizes that academic diaries promote metacognition, the ability to think about one's own thinking. Through regular academic diary entries, learners can become more aware of how they learn, which strategies work for them, and how they can improve. In language learning, academic diary writing helps students monitor their development in writing skills, vocabulary acquisition, and grammar understanding. Teachers can also use academic diaries as formative assessment tool to guide instruction.

## 3) Professional Diary

Professional diary is used within professional or workplace contexts. It is commonly maintained by individuals who are undergoing training, internship, or who are reflecting on their professional development. For example, trainee teachers, nurses, or counselors may use professional diaries to document their experiences in the field, analyze their instructions with others, and reflect on their performance.

Moon (2006) states that professional diaries encourage reflective practice which is essential for continuous improvement and lifelong learning. These diaries may include critical incidents, feedback received, decisions made during professional tasks, and plans for future improvement. In the context of teacher education, professional

diaries help future teachers understand classroom dynamics, identify effective teaching strategies, and critically evaluate their own teaching behaviors.

While these types are distinct in their primary purposes, they are not mutually exclusive. In EFL (English as a Foreign Language) classrooms, a hybrid approach is often used, especially in diary-based writing instruction. For example, students might keep an academic diary to reflect on their learning, but the content may include personal feelings (personal diary) or their life experiences.

By understanding and applying these types, teachers can design diary-writing tasks that suit the objectives of their lessons. Personal diary writing can be integrated to promote fluency, emotional expression, and writing confidence, particularly through free writing activities. This helps students overcome writing anxiety and encourages them to write more freely without fear of making mistakes.

#### 4. Advantages and Disadvantages of Diary Writing

##### 1) The Advantages of Diary Writing

Diary writing has several advantages in language learning, especially in improving writing fluency and encouraging personal expression. According to Brown (2001), diary writing provides students with a low-pressure environment to practice writing without fear of correction. This condition helps learners gain confidence and become more fluent over time. Since diaries are personal and informal, students feel freer to express their thoughts and emotions. Brown also explains that diary writing supports the development of writing habits and allows students to explore language in a more meaningful way. It encourages regular writing practice and helps students reflect on their language use. Therefore, diary writing can be a powerful tool to develop both fluency and motivation in writing.

##### 2) The Disadvantages of Diary Writing

Despite its benefits, diary writing also has potential disadvantages in the EFL classroom. Hyland (2004) points out that because diary writing is often unstructured and personal, it may not help students improve formal aspects of writing such as

organization, grammar, and academic style. Without clear guidance, students may focus too much on content and emotion, and neglect the development of coherent and well-structured texts. Hyland also explains that diary writing can be difficult to assess objectively due to its subjective nature. Furthermore, not all students are comfortable sharing personal experiences through writing, which may reduce their engagement. Therefore, while diary writing is useful for fluency and reflection, it should be complemented by structured writing tasks that target academic writing skills.

## **2.6 Procedure of Diary Writing**

Diary writing is a personal and reflective form of writing that allows learners to express their thoughts, experiences, and emotions freely. According to Moon (1999), diaries are powerful tools for reflection that can enhance learning by encouraging students to engage with their personal experiences. In language learning, this practice provides a space for authentic language use, which promotes fluency and confidence. Carr (1975) also supports the idea that diaries serve as meaningful outlets for self-expression, especially in educational settings. In this study, diary writing was used as a treatment to help students express recounts of their real-life experiences. The goal is to foster their motivation through personal writing. Each diary entry was expected to follow the recount text structure: orientation, events, and re-orientation.

Students were asked to write in their physical diary books twice a week during the treatment period. Each entry focused on different personal experiences, such as embarrassing or memorable moments from their daily life. The diary served as a private space for students to write in English without fear of being judged or corrected. This approach is supported by Bailey (1990), who found that when learners write in diaries, they become more willing to take risks and explore language use freely. Unlike formal writing tasks, diary entries were not graded for grammar or vocabulary accuracy, but rather valued for content and authenticity. This technique aligns with Byrne (1979), who emphasized the importance of fluency over accuracy in early stages of writing development. The structure of recount text was still used to guide the students in organizing their stories.

One of the key distinctions of diary writing in this study is the absence of revision stages. Unlike traditional guided writing, students were not required to produce multiple drafts or correct their writing. This was intentionally done to preserve the natural flow of ideas and emotions in their writing process. Harmer (2007) states that overemphasis on correction can sometimes hinder students' willingness to write. Instead, the focus here was on fluency, personal expression, and building a habit of writing regularly. This choice is also supported by Ryan and Deci's (2000) Self-Determination Theory, which emphasizes the role of autonomy in increasing intrinsic motivation. By allowing students to write freely, their sense of ownership and enjoyment in writing was expected to improve.

Although formal revision was not implemented, students still received instructional support through structured worksheets (LKPD). These worksheets provided prompts, example sentences, and space to brainstorm their ideas before writing. Teachers also facilitated class discussions to help students recall personal experiences suitable for recount writing. This indirect guidance helped ensure that students stayed on topic and followed the appropriate structure naturally without directly altering their writing. According to Moon (1999), scaffolding in reflective writing can be offered in the form of prompts and thematic focus rather than corrections. The teacher's role was more as a facilitator than a corrector, creating a supportive and non-threatening atmosphere. This allowed students to explore language meaningfully and personally, as intended in diary writing.

The diary writing procedure in this study aimed to balance structure with freedom in order to foster student motivation. Through regular and meaningful writing practice, students had the opportunity to connect language learning with their real-life experiences. The personal nature of diary writing made the activity emotionally engaging and contextually relevant. The absence of revision did not diminish the value of the writing, but instead emphasized fluency, confidence, and enjoyment. This aligns with the goal of promoting intrinsic motivation, as described by Ryan and Deci (2000), and the pedagogical function of diaries in language learning, as explained by Bailey (1990). By integrating recount text into diary writing, students were still

exposed to genre-specific structure while writing freely. This procedure was chosen to match the developmental needs of junior high school students and to make writing a more natural and enjoyable activity.

In this research, the diary writing procedure will be applied as a treatment to improve students' motivation in writing recount texts. Before the treatment is given, a pre-test of writing motivation will be conducted to identify the students' initial motivation levels. The students will then be taught using the diary writing technique, where they are encouraged to write personal diary entries in the form of recount texts. The activities will be integrated with recount text learning, so students can naturally apply what they learn about text structure and language features into their diary entries. This integration allows learners to practice writing recounts in a more personal, meaningful, and less pressured way. At the end of the treatment, a post-test will be administered to examine any improvement in students' motivation after using diary writing. This implementation is intended to show that diary writing as the strategy to enhance students' motivation to write in English.

## **2.7 Related Research Study**

Several studies have been conducted to examine the effectiveness of diary writing in enhancing students' motivation in writing recount texts. A study by Emelia (2011) revealed that diary writing as a reflective practice significantly increased students' willingness to express their personal experiences in written form. Her classroom action research showed that students became more engaged and motivated when given the opportunity to write about their daily lives. The study concluded that diary writing reduced writing anxiety and promoted self-expression, which are crucial for fostering motivation.

Wilby (2016) conducted a quasi-experimental study investigating the use of diary writing in teaching recount texts among middle school students. The findings revealed that students in the experimental group who practiced diary writing showed higher motivation scores and better performance in recount writing tasks than those in the control group. The researcher emphasized that writing diaries allowed students to

reflect on their experiences freely, which in turn improved their motivation and confidence.

Tremblay and Gardner (1995), while focusing on motivation theory, argued that writing tasks closely connected to students' personal interests, such as diaries tend to increase intrinsic motivation. Their theoretical model supports the use of diary writing as a tool for enhancing student engagement in writing. Although their research was broader in scope, it lays the groundwork for implementing diary writing as a strategy in the recount genre.

Khulel (2022) also conducted a study integrating project-based learning and process of writing. One stage of the project involved students composing diary entries related to specific life experiences. The results showed that diary writing increased students' motivation and participation. Although the focus was not solely on recount text, the process of recalling and writing personal events aligns with the recount genre. This highlights the motivational benefits of integrating diary writing into writing instruction.

Bailey and Kathleen (1990) examined how diary writing helped learners reflect on their learning process. Their study showed that regular writing in a diary format encouraged learners to set personal goals and track progress. This reflection process had a positive impact on learners' motivation, especially when the writing task was personally meaningful. Their findings support the use of diary writing to improve students' self-regulation and intrinsic motivation.

Moon (1999) emphasized the value of reflective writing through diaries and journals in education. She stated that diary writing not only improves writing fluency but also encourages students to see writing as a form of personal exploration. The act of diary writing creates a safe space for students to express thoughts without fear of being judged, which increases their motivation to write more often and more honestly.

These studies demonstrate that diary writing plays an essential role in enhancing students' motivation to write, particularly when writing recount texts. By offering a personal and reflective space, diary writing supports both emotional engagement and

language development. These findings provide a strong rationale for implementing diary writing in the current study, especially to increase motivation among junior high school students. Hence, it is reasonable to hypothesize that the integration of diary writing will positively influence students' motivation and performance in writing recount texts.

## **2.8 Theoretical Assumption**

Diary writing is a suitable strategy to increase students' motivation in writing, particularly for junior high school students. At this age, students are in a transitional phase of emotional development, where they are often influenced by their feelings and personal experiences. Diary writing provides a space for them to express those feelings freely and honestly. Writing a diary can become a meaningful habit. Starting from simple daily reflections, students may eventually develop an interest in others from of writing such as poems, stories or even create novel. In a time when digital tool and apps dominate students' activities in their environment, diary writing can serve as a refreshing and personal medium to reconnect students with the joy of writing by hand in a paper or book. By focusing on their daily lives, students may find writing more relevant, enjoyable, and motivating.

The use of diary writing as a classroom activity may serve as a stimulus to increase students' motivation in writing. Diary writing provides a low-pressure, student-centered space for learners to write regularly and personally, which aligns well with the conditions that foster intrinsic motivation. Therefore, based on the theoretical and empirical foundations, the researcher assumes that integrating diary writing in the classroom will enhance students' motivation to write recount texts in English.

## **2.9 Hypothesis**

The hypothesis of this study is formulated as follow:

H<sub>a</sub>: There is an improvement of using diary writing technique toward students' motivation in the SMPN 5 Bandar Lampung.

H<sub>0</sub>: There is no an improvement of using diary writing technique toward students' motivation in the SMPN 5 Bandar Lampung.

This chapter already discussed about literature review of the research, including the explanation about the concept of writing, aspects of teaching writing, process of writing, concept of diary writing, procedure of diary writing, diary writing in enhancing students' motivation, theoretical assumption, and also the hypothesis in order to provide an insight to this research. The next chapter will deal with methods that will use in this research.

### **III. METHODS**

This chapter deals with the research design, research variables, population and sample, research instrument, procedure of the research, validity and reliability, and also technique of data analysis.

#### **3.1 Research Design**

In conducting this research, the researcher conducted a quantitative research. This study applied a quasi-experimental design, specifically the one group pretest-posttest design. In this design, the students were given a pretest before the treatment and a posttest after the treatment to measure the students' writing motivation in recount text. The comparison of the pretest and posttest results from the students was used to determine the effectiveness of the diary writing in increasing students' motivation. The research design could be represented as follows (Setiyadi, 2018):

#### **T1 X T2**

T1 referred to the pretest that was given before the researcher taught using the diary writing technique in order to measure the students' motivation before they received the treatment.

X referred to the treatment given to the students through the diary writing method to improve students' writing motivation.

T2 referred to the posttest that was given after the implementing the diary writing technique to measure any improvement in the students' writing motivation.

### **3.2 Research Variables**

#### **1. Dependent Variable**

Dependent variable is a variable that influence or becomes a result of the independent variable. The dependent variable in this research is students' writing motivation (Y).

#### **2. Independent Variable**

Independent variable is a variable affects or becomes the cause of the emergence of the dependent variable. Independent variable in this research is diary writing technique (X).

### **3.3 Populations and Samples of The Research**

According to Sugiyono (2008), population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher. Sample is part of the number and characteristics possessed by the population (Sugiyono, 2013:81).

#### **1. Population**

The population of this research was the eighth-grade students of SMP Negeri 5 Bandar Lampung. There are nine classes in the eighth-grade, which consisted of 32 students each.

#### **2. Sample**

The sample of this research is one class selected from the population through purposive sampling technique which is VIII.3 consisted of 32 students at SMPN 5 Bandar Lampung. The researcher was conducted around August-September 2025 with 5 meetings to apply the method.

### **3.4 Research Instrument**

#### **1. Questionnaire**

To measure students' motivation in writing, the researcher adopted items from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991). The MSLQ is an instrument that includes subscales related to different aspects of students' motivational beliefs and learning strategies.

For this study, only two subscales from the motivation section were used:

Intrinsic Goal Orientation (10 items)

Extrinsic Goal Orientation (10 items)

The items were slightly modified to suit the context of writing activities in English. This instrument also used the Likert scale questionnaire. Likert scales provide a range of responses to a statement or series of statements. Usually, there are 5 categories of response ranging from 5 = strongly agree to 1 = strongly disagree with a 3 = neutral type of response (Jamieson, 2004). However, there is a debate among researchers concerning the optimum number of choices in a Likert-type scale. There are some researchers who prefer scales with 7 items or with an even number of response items (Cohen, Manion, & Morrison, 2000). Symonds (1924) implied that the optimal reliability is with a 7-point scale. If there are more than that, the increases in reliability would be so small that it would not be worth the effort to analyze the difference or develop the instrument.

In contrast, Borgers and Hox's (2001) study of 12-year-olds concluded that increasing the number of response options led to a decrease in reliability. Based on these studies, the researcher claimed that children's language skills and memory levels were limited and that children could not distinguish the differences between options; therefore, too many options should be avoided.

Borgers et al. (2004) also stated that the number of response options impacted reliability, although the impacts were not linear; that having seven or more response options reduced the reliability of a scale; and that four response options was the most appropriate number for children. The adjustment from a 7-point to a 4-point Likert scale was made to simplify the response process for the participants.

Each statement was rated using a 4-point Likert scale, with the following criteria:

**Table 3.1 Motivation Point Criteria**

<b>Scale</b>	<b>Description</b>
1	Not at all true of me
2	Mostly not true of me
3	Mostly true of me
4	Very true of me

According to Setiyadi (2018), Likert scales may be modified depending on the needs and characteristics of the research subjects, as long as the validity and reliability of the instrument are maintained. With a 4-point scale, respondents are expected to distinguish their choices more easily, especially for junior high school students, and respond more accurately.

The average score of each subscale (intrinsic and extrinsic) was calculated separately to identify students' motivation orientation. Higher scores on the intrinsic scale indicate stronger internal motivation, while higher scores on the extrinsic scale indicate a stronger reliance on external goals.

## 2. Motivation Test Scoring Rubric

The test was given in order to know the students' motivation in writing recount text. The test made are pre-test and post-test, in a form of questionnaire. In assessing the students' motivation, the researcher was used scoring rubric from Sugiyono (2019) described as followed:

**Table 3.2 Motivation Scoring Rubric**

<b>Mean Score</b>	<b>Motivation Level</b>
60-80	High Motivation
40-59	Moderate Motivation
20-39	Low Motivation

The categorization was calculated using the formula proposed by Sugiyono (2019) which maximum score minus minimum score divided by the number of categories. In this study, the maximum score was 80 and the minimum score was 20. Based on the result of the formula, three categories of students' motivation were determined: low (20-39), moderate (40-59), and high (60-80).

**Table 3.3 Questionnaire of Motivation**

The following questions ask about your motivation for and attitudes about this class. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 5; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 5 that best describes you.

*Pertanyaan-pertanyaan berikut menanyakan tentang motivasi dan sikap Anda terhadap kelas ini. Ingat, tidak ada jawaban yang benar atau salah, cukup jawablah sesuai dengan kondisi anda. Gunakan skala di bawah ini untuk menjawab pertanyaan. Jika Anda merasa pernyataan tersebut sangat tepat untuk Anda, lingkari 4; jika suatu pernyataan sama sekali tidak tepat untuk Anda, lingkari 1. Jika pernyataan tersebut kurang lebih tepat untuk Anda, temukan angka antara 1 dan 4 yang paling menggambarkan Anda*

1	2	3	4	
Not at all of me			very true of me	
1. I love writing in English language because it really challenges me so I can learn new things. <i>Saya suka menulis dalam bahasa Inggris karena membuat saya tertantang sehingga saya dapat mempelajari hal-hal baru.</i>	1	2	3	4
2. I feel more excited when I can write about something that actually happened in my life.	1	2	3	4

*Saya merasa lebih bersemangat ketika bisa menulis tentang sesuatu yang benar-benar terjadi dalam hidup saya.*

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 3. | I need a place to express my thoughts, feelings, and stories about events that happen in my life, like a diary, to make it easier for me to tell stories through words.<br><i>Saya membutuhkan sebuah wadah untuk menuangkan pikiran, rasa, dan cerita tentang kejadian yang terjadi dalam hidup saya, seperti diary, untuk memudahkan saya bercerita melalui kata-kata</i> | 1 | 2 | 3 | 4 |
| 4. | I'm very interested when writing in English using diary because it more personal and enjoyable.<br><i>Saya sangat tertarik menulis dalam bahasa Inggris Menggunakan buku harian karena lebih personal dan menyenangkan.</i>   | 1 | 2 | 3 | 4 |
| 5. | I like writing about my life in a diary even when It is not scored.<br><i>Saya suka menulis tentang hidup saya di buku harian meskipun tidak diberi skor.</i>   | 1 | 2 | 3 | 4 |
| 6. | I write every event that happen in my life in a diary because I want to improve my English writing skills and build the writing habit.<br><i>Saya menulis setiap kejadian yang terjadi dalam hidup saya di buku harian karena saya ingin meningkatkan kemampuan menulis bahasa Inggris saya dan membangun kebiasaan menulis.</i>  | 1 | 2 | 3 | 4 |

<p>7. I feel more confident when I write English in my personal book, like a diary, that tells my real-life story.</p> <p><i>Saya merasa lebih percaya diri ketika menulis bahasa Inggris di buku pribadi saya, seperti buku harian, yang menceritakan tentang kejadian nyata di hidup saya</i></p>	1	2	3	4
<p>8. I enjoy the challenge of describing real events using my own words in English.</p> <p><i>Saya menikmati tantangan menggambarkan peristiwa nyata dengan kata-kata saya sendiri dalam bahasa Inggris.</i></p>	1	2	3	4
<p>9. I feel proud when I can describe my past experiences in a meaningful way.</p> <p><i>Saya merasa bangga ketika bisa menggambarkan pengalaman masa lalu saya dengan cara yang bermakna.</i></p>	1	2	3	4
<p>10. Writing about daily life in my diary helps me understand myself better.</p> <p><i>Menulis tentang kehidupan sehari-hari di buku harian membantu saya memahami diri sendiri dengan lebih baik.</i></p>	1	2	3	4
<p>11. I want to do well in this class because it is important to show my diary writing in English language to my family, friends, teachers, or others.</p> <p><i>Saya ingin melakukan yang terbaik di kelas ini Karena penting untuk menunjukkan tulisan buku harian saya dalam bahasa Inggris kepada keluarga, teman, guru, atau orang lain.</i></p>	1	2	3	4

12. If I can, I want to get better grades in this class than most of the other students. <i>Jika saya bisa, saya ingin mendapatkan nilai yang lebih baik di kelas ini daripada sebagian besar siswa lainnya.</i>	1	2	3	4
13. I think writing a diary is important and useful for me to get understanding about a recount text material which is the part of text that I should master in the eighth grade. <i>Saya rasa menulis buku harian itu penting dan bermanfaat bagi saya untuk mendapatkan pemahaman tentang materi teks recount yang merupakan bagian teks yang harus saya kuasai di kelas delapan.</i>	1	2	3	4
14. Getting a good grade in this class is the most satisfying thing for me <i>Mendapatkan nilai bagus di kelas ini adalah hal yang paling memuaskan bagi saya.</i>	1	2	3	4
15. I feel satisfied when I get praise for my diary writing. <i>Saya merasa puas ketika mendapat pujian atas tulisan buku harian saya.</i>	1	2	3	4
16. I want to be seen as a good student by submitting complete diary entries. <i>Saya ingin dianggap sebagai siswa yang baik dengan mengirimkan catatan di buku harian yang lengkap.</i>	1	2	3	4
17. I feel more motivated to write a diary if there is a reward or prize.	1	2	3	4

<i>Saya merasa lebih termotivasi untuk menulis buku harian jika ada hadiah atau imbalan.</i>				
18. I write story in my diary to avoid getting scolded for not completing assignments. <i>Saya menulis catatan di buku harian saya untuk menghindari dimarahi karena tidak menyelesaikan tugas</i>	1	2	3	4
19. I focus more when writing a diary if I know it will impact my final score. <i>Saya lebih fokus ketika menulis buku harian jika saya tahu itu akan memengaruhi nilai akhir saya.</i>	1	2	3	4
20. I try to make my diary writing stand out so I can get appreciation from others <i>Saya berusaha membuat tulisan buku harian saya menonjol agar saya bisa mendapatkan apresiasi dari orang lain.</i>	1	2	3	4

### 3.5 Validity and Reliability

Validity shows how good a test is for a particular situation; reliability shows how trustworthy a score on that test will be. It cannot be drawn valid conclusions test score unless it can make sure that the test is reliable. Even when a test is a reliable, it may be not valid.

#### 1) Validity

Validity refers to the extent to which an instrument accurately measures the construct it is intended to measure (Creswell, 2012). In this research, the instrument is a questionnaire designed to measure students' motivation in writing recount texts through diary writing. To establish the validity of the questionnaire, both content validity and construct validity were considered.

#### a. Content Validity

Content validity ensures that the items in the instrument represent the domain of the construct being measured (Ary et al., 2010). To achieve content validity, the researcher adapted items from established sources, such as the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991), and from the others researchs by Wilby (2021), De Smedt et al. (2018), and Tremblay et al. (2000). Furthermore, the validity of the questionnaire was reviewed by two experts in language education. The experts confirmed that the items were appropriate to measure students' motivation. They evaluated the relevance, clarity, and appropriateness of the items to ensure that each item accurately reflected the intended dimensions of student motivation and was suitable for junior high school students.

#### b. Construct Validity

Construct validity refers to the degree to which the instrument truly measures the theoretical construct it is intended to measure (Sugiyono, 2016). In this study, construct validity was a Merdeka curriculum and the questionnaire was analyzed through a statistical test to examine whether the questionnaire items grouped into the expected components: intrinsic motivation and extrinsic motivation related to writing recount texts. The construct validity in this research was examined statistically using SPSS (version 26). A pilot (try-out) was not administered; instead, the questionnaire items were validated using data from the main sample and two experts in previous. Items were flagged as questionable if they failed to reach statistical significance (Sig. 2-tailed  $> .05$ ) in the item-total correlation test or if their corrected item-total correlation was below the threshold of 0.30. The table below shows the construct validity using Corrected Item-Total Correlation

<b>Item-Total Statistics</b>	
	Corrected Item-Total Correlation
Item Number 1	.007
Item Number 2	.216
Item Number 3	.354
Item Number 4	.057
Item Number 5	.365
Item Number 6	.402
Item Number 7	.365
Item Number 8	.232
Item Number 9	.315
Item Number 10	.583
Item Number 11	.469
Item Number 12	.444
Item Number 13	.371
Item Number 14	.443
Item Number 15	.400
Item Number 16	.307
Item Number 17	.363
Item Number 18	.277
Item Number 19	.458
Item Number 20	.397

*Table 3.4 Corrected Item-Total Correlation of The Questionnaire*

Based on the construct validity test using Corrected Item-Total Correlation, most of the questionnaire items showed correlation values above 0.30, which indicates that they are valid. However, a few items had correlation values below 0.30 such as questionnaire item number 1, 2, 4, 8, and 18. These items were not eliminated because from a theoretical perspective, they are important in representing indicators of students' writing motivation in intrinsic and extrinsic motivation. Moreover, the instrument had previously been validated through expert judgement.

## 2) Reliability

Reliability refers to the consistency of the instrument in measuring a concept over time and across different conditions (Ary et al., 2010). A reliable instrument will produce stable and consistent results across different administration and groups of respondents. In this study, the reliability of the questionnaire was tested to ensure that the item consistently measured students' motivation without being influenced by random errors.

This reliability analysis was carried out by using Cronbach's Alpha. Cronbach's Alpha assesses the internal consistency of the test, indicating how well the test items measure the same construct and ensuring that the test is reliably capturing the intended motivation of the students which is particularly is using SPSS application. In determining the level of reliability, this study adopted the guideline suggested by Hair et.al (2016) as follows:

Alpha Coefficient Range	Strength of Association
$\geq 0.95$	Too high, items are redundant
0.90 to $< 0.95$	Excellent
0.80 to $< 0.90$	Very Good
0.70 to $< 0.80$	Good
0.60 to $< 0.70$	Moderate
$< 0.60$	Poor

Hair, *et.al* 2016

Therefore, the questionnaire in this research was regarded as reliable if the Cronbach's Alpha coefficient was equal to greater than 0.70. The reliability test was conducted through SPSS, and the result is presented in the following table:

Reliability Statistics	
Cronbach's Alpha	N of Items
.778	20

*Table 3.5 Cronbach's Alpha result of Students' Motivation Questionnaire*

As shown in the table above, the Cronbach's Alpha coefficient for the instrument is 0.778, which falls within good category. This result indicates that the questionnaire items have satisfactory internal consistency and can be reliably used to measure students' intrinsic and extrinsic motivation in learning English specifically in writing recount text through diary writing technique. Therefore, the instrument is considered reliable for this study.

### **3.6 Data Collection Technique**

In this study, the data was collected using a motivation questionnaire administered to the students. The goal of data collection was to measure students' motivation in writing recount texts before and after the implementation of diary writing as the treatment.

The data collection was conducted in three stages:

#### **1. Pre-test**

At the beginning of the study, the students were given a motivation questionnaire consisting of twenty items that represented both intrinsic and extrinsic of writing motivation. The students responded on a 4-point Likert scale, ranging from 1 (not at all true of me) to 4 (very true of me). On the same day, after give the questionnaire, the teacher introduced the concept of diary writing and recount text. At the end of the session, the students received a diary book provided by the researcher and were instructed to begin their first diary entry at home.

#### **2. Treatment**

The treatment was carried out through diary writing activities in five meetings. During each meeting, the students were encouraged to write about their daily experiences or personal memories in their diary book. These activities aimed to foster personal expression and reflection, thereby enhancing their motivation in writing. The diary writing was conducted outside class hours but reinforced during each session to ensure consistency.

### 3. Post-test

In the final meeting, the students submitted their diary books to the teacher. The teacher selected the five best diaries as recognition and motivation to the students for the future. After the submission, the same motivation questionnaire was distributed as a posttest. The purpose was to measure any changes in the students' writing motivation after the diary writing activities. The results of the pretest and posttest were then compared to determine whether the use of diary writing had a significant effect on students' writing motivation.

## 3.7 Data Analysis

### 1. Data Management

All data collected in this study consisted of students' responses to the motivation questionnaire (pre-test and post-test) and their diary writing entries. The data management process involved the following steps:

- a) **Coding and Scoring:** Students' responses to the motivation questionnaire were coded numerically, ranging from 1 (not at all true of me) to 4 (very true of me). This coding allowed the researcher to quantify students' intrinsic and extrinsic motivation levels.
- b) **Tabulation:** The scores from both pre-test and post-test were tabulated in Microsoft Excel and later imported into SPSS (Statistical Package for the Social Sciences) version 26 for analysis.
- c) **Confidentiality:** To maintain students' privacy, each participant was assigned a code number rather than their real names.

### 2. Procedure of the Research

This study applied a quasi-experimental design with a one-group pre-test and post-test. The procedure of the research was carried out through several stages as follows:

#### a. Determining the Problem

The research was based on problems identified during the teaching and learning process, especially in writing activities. Many students showed low motivation in writing, which could be seen from their lack of enthusiasm, limited effort, and poor engagement in classroom tasks. These problems were related to both intrinsic and extrinsic aspects of motivation. The researcher sought to address this issue by applying diary writing as a technique to encourage students' motivation in writing recount texts.

#### b. Selecting and Determining the Population and Sample

The population of this research was the eighth-grade students of SMPN 5 Bandar Lampung. A total of 32 students from one class were selected purposively based on the recommendation of the English teacher. The class was considered representative because the students demonstrated varied levels of motivation and writing ability, making them suitable for the implementation of diary writing activities.

#### c. Selecting the Instrument and Materials

The primary instrument used in this study was a motivation questionnaire, which consisted of 20 items representing intrinsic and extrinsic motivation. The questionnaire was designed using a 4-point Likert scale, ranging from 1 (not at all true of me) to 4 (very true of me). Meanwhile, the teaching materials for the treatment were adapted from the English For Nusantara textbook and enriched with real-life themes related to students' daily experiences. These materials were aligned with the Merdeka Curriculum and were modified to integrate the diary writing strategy, particularly in the context of recount texts.

#### d. Administering the Pre-Test

Before the treatment, the students were given the motivation questionnaire as a pre-test. This step was conducted to measure their initial level of motivation in writing recount texts. The pre-test results served as the baseline data for comparison with the post-test scores.

#### e. Conducting the Treatment

The treatment was implemented over six meetings within three weeks (two meetings per week). In the first meeting, the researcher introduced diary writing and explained the concept of recount text, including its generic structure, social function, and language features. At the end of this session, the students were given diary books provided by the researcher and instructed to write their first diary entry.

In the subsequent meetings (Meetings 2–5), students continued writing diary entries based on their personal experiences or daily activities. In total, students produced five diary entries. During the process, the researcher provided short feedback in the form of verbal encouragement and small stickers as a token of appreciation, showing that each diary had been read and valued. This activity was intended to increase students' engagement and intrinsic motivation.

#### f. Administering the Post-Test

In the sixth (final) meeting, the students submitted their diary books to the researcher. On the same day, the post-test was administered using the same motivation questionnaire as in the pre-test. This step was conducted to measure any changes in students' motivation after the treatment. Additionally, to encourage positive reinforcement, the researcher announced the "Top Three Best Diaries" as recognition and appreciate for students' effort and creativity.

#### g. Analyzing the Data

The data collected from the pre-test and post-test were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. A paired sample t-test was applied in two stages: (1) to examine the difference between pre-test and post-test motivation scores, and (2) to compare students' intrinsic and extrinsic motivation in the post-test. These analyses were conducted to determine whether diary writing significantly influenced students' motivation in writing recount texts and whether intrinsic or extrinsic motivation differed significantly after the treatment.

The procedure of data analysis was carried out in the following stages:

- 1) Descriptive Statistics: The researcher calculated the mean, minimum, maximum, and standard deviation of students' questionnaire scores to describe the overall motivation levels before and after the treatment.
- 2) Normality Test: A normality test (Shapiro-Wilk) was conducted to determine whether the data distribution was normal, which would guide the choice of further statistical tests.
- 3) Paired Sample t-test: Since the study used one group with pre-test and post-test design, a paired sample t-test was applied to examine whether there was a significant difference in students' motivation scores before and after the implementation of diary writing.

### **3.8 Hypothesis Testing**

The researcher compared the result of pre-test and post-test and analyzed them to determine whether there was a significant improvement in students' writing motivation after being taught using the diary writing technique. This hypothesis was tested using the Paired Sample t-test in the Statistical Package for Social Science (SPSS). The significance level was set at 0.05 meaning that the hypotheses would be accepted if the significant value was less than p. the hypotheses testing were stated as follows:

Alternative Hypotheses ( $H_a$ ):

There is a significant improvement of using diary writing technique toward students' motivation in the SMPN 5 Bandar Lampung.

Null Hypotheses ( $H_0$ ):

There is no a significant improvement of using diary writing techr students' motivation in the SMPN 5 Bandar Lampung.

## V. CONCLUSION AND SUGGESTION

In this chapter, the researcher formulates conclusion based on the result presented in the previous chapter as well as the suggestions from the researcher regarding to the use of diary writing in increasing students' motivation in writing recount text.

### 5.1 Conclusions

The research was concerned with using diary writing to increase students' writing motivation at the eighth grade of SMPN 5 Bandar Lampung, specifically in intrinsic and extrinsic motivation.

The followings are the conclusion of this research:

The implementation of diary writing surely improves students' writing motivation as can be seen from the result of the pre-test and the post test. The point shows increasing gain and that is all that matters. This gain is also proved by the paired samples t-test which the sig. point for the technique is 0.00. It means there is absolutely a significant improvement of students' motivation before and after given the treatments.

Implementing the diary writing in the classroom can significantly enhance students' writing motivation, but it comes with several challenges that require thoughtful solutions that find by researcher. First, the large class size of 32 students made it difficult for the teacher to give full individual attention to every learner. With only two periods of 40 minutes available, it was not possible to provide comprehensive insight within the limited instructional time.

Another challenge came from the process of writing the diary that conducted at home. Students did not always bring their diary books everywhere. They usually wrote only at night, either when they had homework on the next day, or when they were

preparing the school stuff for the following day. As a result, the writing process was often irregular and highly dependent on students' memory. Since the focus of this research was personal diaries, the topics were mainly restricted to students' daily lives and experiences. While this encourages personal reflection, it sometimes limited variety. It was observed that other types of diaries, such as academic, professional, poetic, or even imaginary diaries, might provide more diverse opportunities for students to practice writing.

In addition, personality differences among students created another challenge. Extroverted students tended to enjoy sharing their stories openly, while introverted students were more reluctant to disclose their personal writing. For them, diary writing functioned as a private space to express ideas, feelings, experiences, and their own story rather than a text to be shared with others.

Finally, the issue of economic disparity also emerged since the study required the use of personal diaries. The cost of purchasing notebook could not always be afforded by all learners. For students from lower-income economic, even a simple diary might be considered an additional burden, while students from wealthier economic background sometimes brought more expensive versions. This situation reflected the unequal economic capacity among students, which could affect classroom dynamics and the learning process. On the other hand, if the teacher provided diaries to all students, it would create an additional financial burden for the teacher, making the practice difficult to sustain.

By addressing these challenges, diary writing can continue to serve as a valuable method for fostering writing motivation and building students' long-term writing habits.

## **5.2 Suggestions**

Regarding to this research, there were several limitations, the large class size posed a challenge for teachers in providing individual attention, as limited instructional hours made it difficult to monitor each student's writing progress in depth. Furthermore, since diary writing was frequently completed at home, students' engagement was

inconsistent, some only wrote when reminded by assignments or schedules. Personality differences also emerged, as extroverted students were more eager to share while introverted students preferred to keep their work private, limiting opportunities for learning. In addition, socioeconomic disparities could have created unequal access to diary materials, though this was mitigated by the use of affordable and standardized notebooks.

For the context of the English language, writing practice is not merely a means of producing correct sentences but also an avenue for learners to build confidence, foster self-expression, and develop authentic communicative skills. Diary writing specifically situates writing within the personal and affective domain of students' lives, encouraging them to connect classroom knowledge with their daily experiences. This creates a bridge between formal instruction and real-world usage, which is particularly valuable in Indonesian EFL context where students often lack exposure to English outside the classroom. Furthermore, diary writing aligns with the goals of modern English education that emphasize learner-centeredness, autonomy, and long-term engagement with the target language. For further information to this research the teachers and other researcher can see several points:

1. Despite the limitations of class time, diary writing successfully nurtured students' intrinsic motivation, as learners found personal satisfaction in narrating their experiences. This internal drive often sustained their engagement even when direct supervision from the teacher was not possible.
2. Personality differences, while evident, did not prevent students from benefiting. Extroverted learners used diaries as a platform for open sharing, whereas introverted learners treated them as a private reflective tool. This adaptability demonstrates that diary writing accommodates diverse learner profiles, ensuring that both groups experience motivational gains, either through self-expression or quiet reflection.
3. Concerns related to the cost of materials were effectively managed by employing regular, affordable notebooks with standardized covers. This not only reduced potential socioeconomic disparities but also fostered a sense of

equality in the classroom. Thus, rather than being a burden, diary writing became a low-cost yet meaningful pedagogical innovation that could be replicated in similar educational settings.

However, even though the technique shows improvements in students' motivation, both intrinsic and extrinsic, there were still found some challenges that researcher found during the research. Several obstacles can hinder its application in a school setting:

1. Large class sizes often restrict teachers' ability to provide comprehensive, individualized feedback, making it difficult to track every learner's progress in detail.
2. Because diaries are frequently completed at home, students may lack consistency, as the activity competes with other assignments and family obligations. This reduces the extent to which diary writing can become a sustained daily habit.
3. Differences in learner personality remain a practical challenge. Extroverted learners tend to enjoy public sharing, while introverted learners are more reluctant, treating diary writing as a private endeavor. Such differences may limit opportunities for peer review and collaborative learning unless teachers adopt flexible sharing strategies.

### **5.2.1 Suggestion for English Teacher**

As an English teacher, leveraging the findings from this research on the diary writing can significantly enhance students' motivation and overall language proficiency.

1. Researcher suggest to implement diary writing in their classroom are encouraged to carefully manage the classroom dynamics, especially in large groups. With a considerable number of students and limited time allocation, it may be more effective to focus on group monitoring and selective feedback rather than providing intensive attention to every student individually. And the teacher can create another creative sticker and differentiate it each week so the

students can more engage to get a new shape sticker based on the teacher creativity.

2. Regarding consistency in writing, teachers may design clear schedules and reinforce students' writing habits by integrating diary assignments into weekly routines, so that writing does not rely solely on students' initiative at home. The use of various diary types, such as academic diaries, professional journals, or even creative forms like poetry diaries, may also enrich students' experience and maintain their engagement beyond personal daily-life recounts.
3. Personality differences among students should also be considered. Teachers need to create a flexible classroom environment where extroverted students are allowed to share their diaries openly, while introverted students are not forced to disclose personal writing if they feel uncomfortable. Alternative activities such as private teacher–student feedback may help accommodate both personality types.
4. Finally, the issue of economic disparity in diary provision should be addressed carefully. Alternatively, teachers may standardize the use of affordable notebooks rather than requiring students to purchase specialized diaries. This would help ensure fairness while sustaining the practice of diary writing in the classroom.

### **5.2.2 Suggestion for Further Researchers**

For future researchers interested in exploring the diary writing further, several avenues can be pursued to expand upon the findings of this study.

1. For future researchers, it is suggested to explore students' motivation in greater depth by explicitly examining intrinsic and extrinsic motivational factors in diary writing activities. While the previous studies focused on the students' writing performance, the present study focused on the students' writing motivation, the future researchers may investigate how different motivational orientations influence students' engagement in writing development.

2. Future studies could also analyze increase the value of Cronbach's Alpha. The present study had the 0.77 value of reliability in the students' motivation questionnaire so suggests to enhancing greater than it.
3. Another avenue for future research is to employ mixed-method or longitudinal designs to capture motivational changes over a longer period and to triangulate quantitative findings with in-depth qualitative data such as interviews, reflective journals, and classroom observations, such approaches are expected to enrich insights into the complex nature of students' motivation in writing.

By addressing these areas, future research can build on the current study's findings and contribute to a more comprehensive understanding of the diary writing potential in language education.

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