

The Effect of Diary Writing on the Students' Ability in Writing Recount Text at Grade X of SMA Negeri 4 Pematang Siantar

Maria Magdalena Situmorang¹, Bertaria Sohnata Hutauruk², Christian Neni Purba³

^{1,2,3}University of HKBP Nommensen Pematang Siantar, Jl. Sangnawaluh No.4, Siopat Suhu, Kec. Siantar Tim., Kota Pematang Siantar, Sumatera Utara
riaasitumorang@gmail.com

Abstract

The purpose of this research was to investigate the effect of diary writing on writing abilities of 10th grade students at SMA Negeri 4 Pematang Siantar. Specifically, the focus was on their ability to write a recount text. The research employed a quantitative research method and adopted quasi-experimental design. This research enlisted a total of 353 students from 10th grade students of SMA Negeri 4 Pematang Siantar. From this population, 35 students from each class of X PMIA 2 and X PMIA 5 were chosen as sample. The assessment tools employed were pre-test and post-test in writing. The research utilized Brown's assessment standard for writing, which encompassed elements, including content, structure, grammar, vocabulary, and technicalities. The process of analyzing data involved the use of SPSS version 21. This software facilitated the performance of several tests, including descriptive analysis, normality, Wilcoxon, homogeneity, and Mann Whitney tests. From the findings, it was revealed that Assymp. Sig. (2-tailed) was $0.017 < 0.05$. Consequently, H_a was approved while H_o was declined. The skill of writing recount text among students at SMA Negeri 4 Pematang Siantar was found to be greatly impacted by the act of diary writing.

Keywords: Diary Writing, Recount Text, Writing

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh penulisan buku harian terhadap kemampuan menulis siswa kelas 10 SMA Negeri 4 Pematang Siantar. Secara khusus, fokusnya adalah pada kemampuan mereka untuk menulis teks recount. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain kuasi eksperimen. Penelitian ini melibatkan 353 siswa dari siswa kelas 10 SMA Negeri 4 Pematang Siantar. Dari populasi tersebut dipilih 35 siswa dari masing-masing kelas X PMIA 2 dan X PMIA 5 sebagai sampel. Alat penilaian yang digunakan adalah pre-test dan post-test secara tertulis. Penelitian ini menggunakan standar penilaian Brown untuk menulis, meliputi unsur-unsur termasuk isi, struktur, tata bahasa, kosa kata, dan teknis. Proses analisis data menggunakan SPSS versi 21. Perangkat lunak ini memfasilitasi pelaksanaan beberapa pengujian, antara lain analisis deskriptif, normalitas, Wilcoxon, homogenitas, dan uji Mann Whitney. Dari temuan penelitian terungkap bahwa Assymp. Sig. (2-tailed) adalah $0.017 < 0.05$. Akibatnya, H_a disetujui sementara H_o ditolak. Keterampilan menulis teks recount di kalangan siswa SMA Negeri 4 Pematang Siantar sangat dipengaruhi oleh tindakan menulis buku harian.

Kata Kunci: Menulis, Menulis Buku Harian, Teks Recount

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✉ Corresponding author: Maria Magdalena Situmorang

Email Address: riaasitumorang@gmail.com (Jl. Sangnawaluh No.4, Siopat Suhu, Kec. Siantar Tim., Kota Pematang Siantar, Sumatera Utara)

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INTRODUCTION

English is spoken as a foreign language in Indonesia. Even though Indonesia does not have a second language, the position of English as a foreign language is very important. This can be seen by the inclusion of English subjects in the syllabus and education curriculum in Indonesia at the junior and senior high school levels. The four primary components of English language learning, namely listening, reading, speaking and writing must all be mastered. Learn to write in a second language is difficult and challenging. As well as learning to write using the language that used as a writer's

foreign language, but writing learning process cannot be avoided and skipped from learning process.

Writing is one of four basic or primary skills in researching English as a language also the products in researching language where the writer thinks and wants to communicate, share and express his ideas, mind, emotions, stories, information or opinions to the readers through paper or on computer screen.

According to Brown (2001:353) “writing is a process of putting thoughts, feelings and perceptions into words by the process of thinking (collecting ideas), drafting (writing) and revising (redrafting)”. According to Hyland (2003:234) “one of the most crucial skills is writing to develop and it requires composing ability as well as knowledge of texts, situations and readers.” In writing, the writer does not just express their thoughts to the readers, however the readers also gain new knowledges or information through the product of the writing.

Writing assignments are an integral part of students' language acquisition in the classroom. According to Napitupulu and Kisno (2020:28) “there are some kinds of English text that commonly uses in Indonesia.” It divided as short functional text (notice, announcement, greeting cards, invitation, labels, short messages, advertisement and letter/email) and essay functional text (anecdote, narrative, news item, recount, spoof, description, explanation, procedure, report, argumentative, discussion, analytical exposition and hortatory). One of the functional texts that is commonly use as the material that being taught in school is recount text. According to Hyland (2003:124) “recount texts are a genre type with the social purpose of repeating an incident to inform or amuse the reader.” Recount is a written record of recall of activities, with attention to sequences, accuracy and regularly to detail. Through writing skills, students can write what is on their mind and issue their opinion relating with what they want to mention in learning.

According to Richard and Renandya (2002:303) “for the language learners of foreign languages, writing is the most important ability to master.” According to Purba and Hutauruk (2022:45) “writing is also the most difficult skill for foreign language learners to learn.” For both native speakers and non-native speakers, it is one of the most challenging abilities. Because the writer needs to be able to write it in several aspects: content, structure, purpose, readership, vocabulary, mechanics such as punctuation and spelling. In line with Nunan (2005:88) states that writing is not an easy, as it requires thinking in writer's head to discover ideas, express and organize it into paragraphs that are easy for the reader to understand. Agreeing with this, Weigle (2002:146) “writing the students must be able to deliver their thoughts, opinions, make the relationships among subjects, correct grammar, good spelling, right mechanisms, correct vocabulary, show feelings and emotions in written form even though it is difficult, writing abilities must still be mastered as one of the most essential skills in language.” Due to the fact writing is considered as the most difficult and uninteresting activity or skill that need to be learned, teachers should have many ways to increase their writing skill that interesting and suitable for the students.

The majority of the students were weak and have difficulty composing recount texts, the researcher discovered based on the practice experience with the grade X students at SMA Negeri 4 Pematang Siantar. While doing observation and interview to the students, the main reason of their struggles in writing recount text were: they commonly had no idea to begin writing, they did not know the way to expand story ideas, they lack of vocabulary, difficult in grammar, lack of spelling also the use of punctuation, difficult in sentence organization and lack of practice in writing. These students' writing challenges in recount texts included the elements of writing skill that they need to develop, such as, content, organization, vocabulary, grammar and mechanics.

A teacher should use creativity in the teaching-learning process to found a way in teaching or delivering the knowledge or material to the students related to their needs. According to Oktaviani, et al., (2018: 83) "using media could benefit both the teacher and the learner." Media can make it easier for teachers to explain concepts to students. Additionally, adopting an engaging medium helps the students stay engaged in the teaching-learning process. So, the researcher thought that it was necessary to find out the solution to create appropriate media related to the researcher background, which was diary writing.

According to Klimova (2015:175) "diary writing is a process of writing that allows the students to write anything they want including their thoughts, ideas, emotions, and experiences." According to Moon (2010) in Oktaviani et al., (2018:83) "one effective technique to spark someone's creativity is to write a diary." Not everyone finds diaries strange, including students. They will become accustomed to writing if they continue to keep a journal. It can encourage pupils to start writing without worrying about making mistakes. According to Oshima (2007) in Hermawan et al., (2020:9) "writing a diary encourages students to express their emotions more freely." The students learn to be sensitive writers who may draw inspiration for their works from events in their real lives by using writing in their diaries to explore and develop their ideas. It assists students in finding solutions to their idea development and acquisition challenges, particularly while producing recount texts. According to Brown & Hood (1989) in Sitio (2021:136) "a diary can serve as a reminder as well as a record of everyday activities, a trip or vacation, lessons learned and life concerns." Thus, the diary has a special relationship to the recount text. In other words, keeping a journal is a terrific option for creative writing and self-reflection. We can use it to take notes about what we see. Writing in a diary can frequently aid writers in brainstorming and idea generation, as well as help them develop more creative writing skills. Hence, researcher is eager to carry out an investigation entitled "The Effect of Diary Writing on the Students' Ability in Writing Recount Text at Grade X of SMA Negeri 4 Pematang Siantar".

METHOD

Quantitative research was used with a quasi-experimental design for this research. According to Ary et al., (2014:27) "quantitative research is a deductive approach, research about relationships or

cause and effect, large samples, uses numbers in data presentation and analysis using statistical test.” Fraenkel et al., (2012:275) states “the quasi-experimental design is a conclusive method because the researcher gives different treatments to the samples and then compares the effects that occur on the samples.” This research was used to find out the effect that occurs when a class use diary writing while learning recount text with comparison to a class that uses a conventional media. The research was conducted at SMA Negeri 4 Pematang Siantar from April 2023 to Mei 2023. According to Fraenkel et al., (2012:20) “population is the wider research sample to which the findings should be applied.” Hence, research population was students of class X SMA Negeri 4 Pematang Siantar. According to Fraenkel, et al., (2012:20) “sample is a group for which information is collected.” Purposive sampling was used for sampling, allowing for a larger sample size. This research involved sample of 35 students from each class of X PMIA 2 (experimental class) and X PMIA 5 (control class).

According to Fraenkel, et al., (2012:20) “a research variable is a noun concept that describes a change within a class of objects, it is a characteristic, factors, condition or quality that varies among members of a particular group.” Therefore, the independent variable was diary writing media, represented by "X," while the dependent variable was writing recount text abilities of students after treatment, represented by “Y”. Researcher utilized pre test, treatment, and post test outcomes to gather data. Pre test assessed writing abilities of students before applying treatment, while post-test measured students' writing skills after the treatment. The Brown's writing score rubric was used in this research, including some aspects: content, organization, grammar, vocabulary and mechanics. Moreover, the SPSS version 21 was used to perform data analysis, by doing descriptive analysis, normality test, Wilcoxon test, homogeneity test and Mann Whitney test. In addition, hypothesis testing of research was divided into two, H_0 : Diary writing does not significantly affect the students' ability at SMA Negeri 4 Pematang Siantar in writing recount text and H_a : Diary writing significantly affects the students' ability at SMA Negeri 4 Pematang Siantar in writing recount text, with criteria H_a is accepted if output of Asymp. Sig. (2-tailed) in paired sample t test or Mann Whitney < 0.05 .

RESULT AND DISCUSSION

Researcher showed recount text writing test results from both groups, X PMIA 2 (experiment) and X PMIA 5 (control), which each included 35 students. Students answered pre-test questions with the theme: the worst day in my life and post-test with the theme the most beautiful day. The scores of both class are available below.

Table 1. Students Scores of Experimental and Control Class.

Experimental Class (X PMIA 2)				Control Class (X PMIA 5)			
No	Initial	Pre Test	Post Test	No	Initial	Pre Test	Post Test
1	NS	91	95	1	DFZ	85	86
2	GS	88	95	2	RFH	85	91
3	GHA	85	86	3	ARR	82	87

Experimental Class (X PMIA 2)				Control Class (X PMIA 5)			
No	Initial	Pre Test	Post Test	No	Initial	Pre Test	Post Test
4	GRM	81	86	4	DMI	82	87
5	GGS	81	96	5	HGT	81	86
6	JFS	81	87	6	KAL	78	82
7	OTG	80	91	7	NHS	78	87
8	ARB	77	83	8	YS	78	80
9	FP	77	82	9	CJS	76	86
10	IRAM	77	90	10	FHML	76	78
11	JHH	77	88	11	KPG	76	87
12	MMPG	77	88	12	MPT	75	77
13	VAN	77	90	13	MAM	75	77
14	AS	76	77	14	BC	73	77
15	AGS	75	77	15	JCN	73	78
16	AG	75	80	16	SY	73	86
17	YPS	75	82	17	TAT	73	83
18	ADCVSP	73	87	18	PS	72	81
19	AEMS	73	77	19	DCS	71	78
20	GAS	73	76	20	CYDS	70	83
21	EPS	72	86	21	EGS	68	72
22	FS	71	91	22	GNR	68	88
23	ARDS	70	75	23	MTS	68	75
24	HMHS	70	86	24	ZR	68	72
25	MRGH	70	92	25	AAS	67	71
26	PCADS	70	82	26	MP	65	68
27	ICS	68	70	27	AWS	62	75
28	WIRS	68	92	28	RCOD	62	70
29	AAHS	66	72	29	NHP	60	77
30	DCAP	66	91	30	NFS	60	78
31	JNS	63	70	31	AVJN	58	71
32	NDS	62	70	32	APL	55	62
33	LHSH	58	65	33	AZS	52	77
34	CM	57	68	34	ESH	42	70
35	JNT	56	91	35	JAH	41	62

The experimental group (X PMIA 2) had range of pre-test scores, with the highest being 91 and the lowest being 56. This group exhibited range of scores on post-test, with the most outstanding performance reaching 96, while the least impressive score was 65. Whereas, in control group (X PMIA 5), greatest mark achieved by a student on pre-test was 85, while the lowest was 41. Within this class, the student with the greatest post-test result attained a score of 91, while the lowest score achieved was 62.

Pre and post tests of each sample were collected for this quantitative research after which data analysis was necessary. The researcher gathered the findings of learners writing tests on recount texts using quasi-experimental method, which were calculated using the writing assessment criteria. The findings of the writing test assessments of the students on recount texts from experimental and control class were presented in this chapter. These assessments were done both before and after the treatment.

The application of statistical analysis helped explain and describe research data, including its quantity, maximum value, minimum value, average value and other characteristics.

Table 2. Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test (Experiment)	35	56	91	73.03	8.100
Post Test (Experiment)	35	65	96	83.26	8.573
Pre Test (Control)	35	41	85	69.37	10.754
Post Test (Control)	35	62	91	78.43	7.386
Valid N (listwise)	35				

It is evident from the aforementioned table that :

- The class consisted of 35 students, denoted by the symbol N.
- The control group minimum pre test value was 41, maximum value was 85, the average was 69.37 and the standard deviation was 10.754, while the post test minimum value for the control class was 62, the maximum value was 91, the average was 78.43 and the standard deviation was 7.386.
- In control group, lowest value of pre test was 41, and the highest was 85, with an average of 69.37, and a standard deviation of 10.754. In post test, the lowest value was 62 and highest was 91, with an average of 78.43, and a standard deviation of 7.386.

Normality Test

Table 3. Tests of Normality.

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Results	Pre-Test Experimental	.112	35	.200*	.976	35	.639
	Post-Test Experimental	.168	35	.013	.939	35	.054
	Pre-Test Control	.135	35	.107	.930	35	.027
	Post-Test Control	.133	35	.121	.953	35	.138
*. This represents the minimum value for the actual significance.							
a. Lilliefors Significance Correction							

In the context of parametric statistical analysis, it was essential to have normally distributed data when conducting both paired sample t-tests and independent sample t-tests. In normalcy test, the metric employed to assess was the significance value. If the significance level is set at 0.05, both Shapiro-Wilk and Kolmogorov-Smirnov tests demonstrate that the data is in accordance with the normal distribution. The discrepancy between the application of the two tests lies in the quantity of samples utilized. For sample smaller than 50, it is recommended to use Shapiro Wilk test for normality. However, if the sample is larger than 50, a more accurate outcome can be obtained by using Kolmogorov-Smirnov test.

The table above displays the statistics, df, and sig. values for Shapiro-Wilk and Kolmogorov-Smirnov tests. The research data was deemed normal if the Sig. value on Shapiro-Wilk test and Kolmogorov-Smirnov test exceeded 0.05. Since the research involved over 50 data, the primary emphasis was placed on the level of significance (Sig.) indicated by the Kolmogorov-Smirnov test.

The outcomes of normality test are :

- a. Outcome of Kolmogorov-Smirnov test of experimental post test was less than 0.05.
- b. The post test of control value on Shapiro-Wilk test was less than 0.05.
- c. Kolmogorov-Smirnov and Shapiro-Wilk tests showed a significant value (Sig.) below 0.05, this implies abnormal data. Consequently, it may be necessary to conduct Wilcoxon and Mann Whitney tests.

Wilcoxon Test

The result of the test before indicated if the data was abnormal, so the researcher did the Wilcoxon Test. The test was conducted to discover whether means of two paired samples differed (which experience different treatments).

Table 4. Ranks.

		N	Mean Rank	Sum of Ranks
Post Test Experimental - Pre Test Experimental	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	35 ^b	18.00	630.00
	Ties	0 ^c		
	Total	35		
Post Test Control - Pre Test Control	Negative Ranks	0 ^d	.00	.00
	Positive Ranks	35 ^e	18.00	630.00
	Ties	0 ^f		
	Total	35		

- a. Post Test < Pre Test (Experiment)
- b. Post Test > Pre Test (Experiment)
- c. Post Test = Pre Test (Experiment)
- d. Post Test < Pre Test (Control)
- e. Post Test > Pre Test (Control)
- f. Post Test = Pre Test (Control)

By analyzing the table above, it is possible to derive the following interpretation :

- a. The disparity between pre-test and post-test results in recount text writing skills of students indicated negative ranks or differences. The experimental and control groups had identical ranks with 0 negative ranks, and their mean and total ranks were also identical. This indicates that no student's encountered decrease in their tests.
- b. Positive ranks indicated a significant improvement in students' writing abilities in recount texts, as evidenced by positive disparities between their pre and post-test learning outcomes. Both groups consisting of 35 students showed consistently positive results, with mean rank of 18.00 and ranks sum of 630.00.
- c. Values of pre and post tests showed similarities through ties. The table demonstrates that both experimental and control classes had no students achieving identical scores in both tests.

Table 5. Test Statistics^a.

	Post Test Experimental – Pre Test Experimental	Post Test Control – Pre Test Control
Z	-5.163 ^b	-5.164 ^b
Asymp. Sig. (2-tailed)	.000	.000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

If the probability value Asymp. Sig (2-tailed) < 0.05, it indicates moderate variance and impact of the administered treatment. There is no significant variation observed in treatment's outcome based on probability result of Asymp. Sig (2-tailed) > 0.05. The significance level is evident from table presented. The statistical measure showed Asymp. Sig. (2-tailed) was 0.000, < 0.05. This indicated that the experimental group's treatment had a discernible effect.

Homogeneity Test

The homogeneity test was not a prerequisite for Mann Whitney test; it was utilized to evaluate whether a variety of data from two or more groups was homogenous (the same) or heterogeneous (not the same). The data was homogeneous if significance data (Sig.) on mean was greater than 0.05, but not if it was less than 0.05.

Table 6. Test of Homogeneity of Variance.

		Levene Statistic	df1	df2	Sig.
Students' Results	Based on Mean	1.508	1	68	.224
	Based on Median	.858	1	68	.357
	Based on Median and with adjusted df	.858	1	64.505	.358
	Based on trimmed mean	1.365	1	68	.247

It can be inferred from the homogeneity test output in the table above that the change in experimental and control post test was identical or homogenous because significance value (Sig.) Based on Mean was 0.224 > 0.05. Thus, one of the free test t-test's requirements, which is not an absolute has been met. The Mann Whitney test could also be applied to homogeneous data.

Mann Whitney Test

To determine differences of means of samples, Mann Whitney test was employed. It was conducted to test the hypotheses by analyzing post-test outcome of experimental and control groups.

Table 7. Ranks.

	Class	N	Mean Rank	Sum of Ranks
Students' Results	Post Test (Experiment)	35	41.31	1446.00
	Post Test (Control)	35	29.69	1039.00
	Total	70		

The table illustrates that experimental had a higher Mean Rank (41.31) than the control group (29.69) However, this cannot be considered as a reliable indicator to confirm the hypothesis.

Table 8. Test Statistics^a.

	Student Learning Outcomes
Mann-Whitney U	409.000
Wilcoxon W	1039.000
Z	-2.396
Asymp. Sig. (2-tailed)	.017
a. Grouping Variable: Class	

Calculation of valid data to answer the hypothesis that there was a significant effect from the treatment used could be seen in Asymp. Sigg. (2-tailed). Ho is invalid and Ha is valid if Assymp. Sig. (2-tailed) 0.05. Ho is approved while Ha is rejected if Assymp. Sig. (2-tailed) > 0.05.

Hypothesis Testing

Hypothesis testing to be carried out:

1. H0 : Diary writing does not significantly affect the students' ability at SMA Negeri 4 Pematang Siantar in writing recount text.
2. Ha : Diary writing significantly affects the students' ability at SMA Negeri 4 Pematang Siantar in writing recount text.

For the test criteria, Ha was accepted if the output of Asymp. Sig. (2-tailed) in paired sample t-test or Mann Whitney < 0.05. If seen from the table above, the Assymp. Sig. (2-tailed) was 0.017 < 0.05, then Ha was accepted and Ho was rejected.

Findings

After carrying out the data analysis process, several findings were obtained that could answer the research problems.

1. Researcher discovered findings in order to solve the research problem regarding the effect of diary writing on the recount text writing ability of grade X students at SMA Negeri 4 Pematang Siantar. In data analysis, it was discovered that Asymp value. Sig. (2-tailed) on Mann Whitney test is 0.017 < 0.05. It has been found that diary writing has a notable impact on students' abilities in writing recount text at SMA Negeri 4 Pematang Siantar.
2. Researcher discovered evidence that can answer the research problem, which are aimed at determining the effect of diary writing on students' writing skills in recount texts at the X grade level in SMA Negeri 4 Pematang Siantar. The data analysis revealed that samples that utilized diary writing and those that did not utilized diary writing exhibit numerous impacts on writing recount text. The experimental group displayed results with an average pre-test score of 73.03 and an average post-test score of 83.26, with no students receiving decrease in scores (negative rank) or ties. The average pre-test score of control class was 69.37. After the

post-test, their average score rose to 78.43, and there were no instances of decrease or static scores among the students. Both groups encountered a rise with a mean rank of 18.00, ranks sum of 630.00, and Asymp. Sig. (2-tailed) in Wilcoxon test was 0.000. It was clear that post test mean score in experimental group surpasses control group post test. The experimental group showed an mean rank of 41.31 for their post-test learning outcomes, with a total rank sum of 1446.00, while in control class, the mean rank on learning outcomes (post-test) was 29.69 with a sum of ranks of 1039.00. According to the aforementioned data, it can be concluded that using a diary as a media had an impact on students' abilities to write recount texts, however the experimental class (the class that used a diary writing) had a more significant impact than the class that did not use diary on students' abilities to write recount texts at grade X in SMA Negeri 4 Pematang Siantar.

Discussion

Upon analyzing the data obtained through research, the researcher discovered several noteworthy discoveries that could assist in resolving the research inquiries. At SMA Negeri 4 Pematang Siantar, the researcher was able to discover the impact of diary writing on students' skills in writing recount texts. The primary objective of this research was to determine whether there was a significant difference in students' performance when using and not using diary writing as a tool for improving their writing abilities. Richard and Renandya (2002:303) contend that effective writing skills are paramount for foreign language learners, which is further supported by Purba and Hutauruk (2022:45). Hence, it is imperative for the educators to think creatively when selecting an approach, methodology, technique, strategy, or even medium.

According to Oktaviani, et al., (2018: 83) "using media may also assist both teacher and student." According to Oshima (2007) in Hermawan et al., (2020:9) "students who keep diaries are better able to convey their emotions and also develops the language students need and becomes better in writing day by day because the their freely write what they want to write." Through diary writing, students can reflect and elaborate on real-life experiences, developing their skills as sensitive writers who can draw inspiration from events in their own lives. It makes a difference under studies to fathom their issues in getting and creating thoughts particularly in composing relate content.

By utilizing quantitative methods, a quasi-experimental research design and data analysis in this research, the hypothesis testing is allowed for the conclusion to be drawn that students who were taught recount texts via diary writing outperformed those who were taught using traditional media. The mean rank on learning outcomes in experimental class that used diary writing (41.31) with a sum of ranks of 1446.00 was higher than those were taught using conventional media (29.69) with a sum of ranks of 1039.00. The final statistical test data on Mann Whitney was a benchmark for the presence of significant effect on the diary writing treatment on students' ability to write recount texts. For the test criteria, H_a is accepted if the output of Asymp. Sig. (2-tailed) in Mann Whitney test < 0.05 and H_a is rejected if the output of Asymp. Sig. (2-tailed) in Mann Whitney test < 0.05 . From the test

statistics in Mann Whitney test, the result of the Assymp. Sig. (2-tailed) is $0.017 < 0.05$, then H_a is accepted and H_o is rejected.

The result of this research is same with the previous researches that conducted by Oktaviani, et al., (2018), Ningrum et al., (2013), Siregar (2021), Olyevia et al., (2021), Sitio (2021), Saragih et al., (2014) and Idarmawati (2022), where in their research, they concluded that the diary writing significantly affects students' ability in writing recount text. This proves that diary writing significantly affects students' ability at SMA Negeri 4 Pematang Siantar in writing recount text.

CONCLUSION

The research results suggest that diary writing is a successful method for enhancing students' writing abilities in recount text. This is supported by the fact that the students in experimental group achieved higher scores compared to their peers in control group, as evidenced by the results of Mann Whitney test with Assymp. Sig. (2-tailed) is $0.017 < 0.05$. Hence, alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. By considering the research outcomes and some prior investigations, it can be inferred that diary writing is an efficacious approach to boost writing skills in recount text of grade X students at SMA Negeri 4 Pematang Siantar.

Using media can also help teachers and students. For teachers, media can help explain material to students easily. For students, on the other hand, the media helps them understand what the teacher is explaining. The use of diary writing media and conventional media for teaching students to write recount texts has the same effect, but the use of diary writing media is proven to be more efficient, because they are free to write what they want to write, so that they can be trained to become sensitive writers who can get inspiration for their writing from something that happened in their real life, they can explore and develop their thoughts from true life experiences. It assists students in finding solutions to their inspiration and idea development issues, particularly while producing recount texts.

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