



The Implementation of Diary Writing to Enhance the Students' Recount Text

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Abstract: *This classroom action research (CAR) aims to improve the level of students' English proficiency, specifically emphasizing their writing abilities. The researchers aimed to investigate whether diary writing could elevate the writing abilities of second-semester students enrolled in the English Study Program at State Polytechnic of Madiun during the academic year 2024/2025. This research was carried out at Madiun State Polytechnic during the 2024/2025 academic year within Class A. The researchers collected both qualitative and quantitative data. The qualitative data collected from the scores obtained before the research and during its course, while quantitative data is utilized to compare the outcomes before and after the research, based on observations and interviews. The results of this study indicate that diary writing centered on visiting tourist attractions, memorable experiences, and national catastrophes can improve the writing proficiency of students enrolled in the English study program. The impact of the increase is observable in the average scores of the pre-test and post-tests for each cycle, with values gradually ascending across cycles: pre-test 61, post-test cycle I 64, post-test cycle II 67, and post-test cycle III 71.*

Keywords: *Classroom Action Research; Diary Writing; Professional Communication; Speaking Skills; Youtube Videos.*

1. INTRODUCTION

Dialect plays a vital part in human life because it is as a implies of communication. It is utilized to specific every single intellect and feeling particularly the universal dialect that's English because it can be acknowledged all over the world. It becomes the overwhelming dialect these days because it is the dialect of science, tourism, web, innovation, an awfully huge degree of exchange, and trade. In brief, it plays on numerous segments of worldwide life.

To require a portion on all segments of universal life which utilize English as a means of communication could be a must. Each single individual employment English as universal dialect in communication. That is why English has been learned in Indonesia beginning from basic school to college as a obligatory subject beginning from fundamental level to progress one completed all the expertise as stated by Burns (2018) that leaners need to attend the four English skills such as listening, speaking, reading, and writing.

According to Burns (2018), writing skill is basic for academic success and takes a crucial part in the field of education. Audhia et al. (2023) add that writing is a trustworthy type of communication that aims to help readers understand and apply the ideals expressed in the text, leading to related actions. In addition, Orr argues that writing is the developing steps that are generally identical to skill of oral language in English (1999: 72).

The understudies of English division learn numerous sorts of writings in English such as graphic, story, method, report, hortatory article, and describe. Other than composing at English Think about Program is classified into hone address than 30 % will be on hypothesis and 70% is the chance for the understudies to investigate their comprehensive understanding and inventiveness of composing. Hence, they require additional vitality to wrap up the works out and hones. They get trouble to begin their composing and extend the creative energy to wrap up their composing. They ordinarily get stuck on building supporting sentences, sub-supporting sentences, and illustrations or tables to back their point sentence. As a result, they regularly compose the brief passage or content. They appear as it were to fulfil the prerequisite given when they do their assignments.

Dairy writing is one of the techniques of teaching produced from self-actualization of writing as the material that is written in from the personal experienced or routines. Baene in Munawwara et al. (2024), state that Diary writing technique is a technique that makes it easier for the students to write down their personal experiences. They can type in more effectively in case you inquire them to start by putting in composing anything is going on in their regular lives, counting contemplations, sentiments, thoughts, encounters, and other things.

2. LITERATURE REVIEW

The Nature of Writing

Autila (2017) defines writing ability as the author's capacity to write fluently and naturally, with grammatical precision, coherent and truthful ideas, a clear writing purpose, an understanding of the audience, and effective strategies for addressing challenges in the writing process to achieve optimal writing outcomes.

Raimes, as cited in Nunan, posits that writing was a subordinate skill designed to facilitate the advancement of oral language (1999: 271). Nunan asserts that written language fulfills a comparable array of roles as spoken language (1999: 275). It indicates that the skills of speaking and writing should work together to make communication work well. To sum up, pupils learning a foreign language should learn how to speak and write appropriately.

Writing is primarily used for indirect communication (Dian, 2018:131). In learners' context, composing letters, sending messages, or invitations to converse with others about ideas or thoughts are manifestation of writing activities. In other words, writing enable people talk to each other through writing, like sending a letter, a text message, or an email. Andriyani (2017:2) adds that writing needs the mastery of numerous skills. It comprises using the right words, syntax, punctuation, capitalization, and spelling while writing down ideas. Proficient

learners in writing are able to convert ideas to text using proper terms while using accurate grammar, punctuations, spelling, etc.

The Nature of Diary Writing

Diary writing is a personal writing written based on self-experienced from the private routines, events, feelings, and ideas. Klimova (2015) defines that diary writing as a kind of writing where students are free to communicate everything they choose, including their ideas, feelings, and experiences. Bolton (2001) adds that diary contains accounts of happenings, hopes, and worries about what might happen, recollections, thoughts, ideas, and all the writer's feelings and it is one of the oldest kinds of literature in the west.

Furthermore, Oktaviani et al. (2018) assert that an excellent strategy for encouraging a personal recollection is diary writing. Kaaf (2021) asserts that a journal resembles a handwritten book in which we express our emotions, reflections, and daily experiences. Maintaining a diary is a pleasurable endeavor for kids, allowing them to express and explore their thoughts freely. In journal writing, an individual can articulate their thoughts following an experience or emotion. Writing a diary is one method of teaching recount text.

The Structure of Diary Writing

Hoffman (2012) points out that there exist five structures of diary writing. The particulars are as follows:

Date

As previously indicated, a diary is maintained daily and chronologically organized by date. Diary entries typically commence with the inclusion of a date. For instance, Wednesday, September 15th.

Orientation

In the orientation section, diarists proceed with an introductory section. Here, they will employ a salutation such as "Dear Diary" followed by the introductory sentences that outline the main subject of the narrative.

Paragraphs

The sequence of events will subsequently be outlined, accompanied by details and the writers' impressions and responses to them. Furthermore, in this section, writers are able to not only describe events or activities that occurred throughout the day but also articulate their sentiments, thoughts, and emotions experienced during that time.

Personal Reflection

In this section, the authors will contemplate their experiences or events that occurred during that day. It also serves as a summary of their thoughts and emotions throughout the day.

Sign-Off

Finally, some writers concluded their journal entries by signing their names. However, this remains optional, as some individuals may choose not to include their signature in their diary.

The Nature of Recount Text

Sitorus and Sipayung (2018) affirm that a recount text is a genre of writing that narrates to its audience events that have occurred recently. Mudakir (2023) asserts that a recount is a textual form employed to narrate past events. The generic text structures of orientation, event, and re-orientation utilized in recount texts. When learners engage with recount texts, they encounter challenges in planning, composing, and modifying the text.

The Types of Recount Text

Rahayu (2018) identifies five categories of recount text: personal, factual, imaginative, procedural, and literary recount text. The detailed explanation is as follows:

Personal Recount

A personal recount denotes an occurrence in which an individual or author has a direct connection to the narrative. This indicates that the writer's experiences and behaviors genuinely occurred. Furthermore, it possesses distinct readers, comprising the author and individuals involved in the narrative. A personal narrative intended to inform and amuse the reader. It is employed to connect the writer and reader, as seen in personal letters, journal entries, diaries, and anecdotes.

Factual Recount

Factual text is composed to communicate precise, categorized, and structured information. Intended to communicate particular occurrences through the reconstruction of reality or factual accounts, such as in technical explanations, directions, and processes. Furthermore, further instances of this article encompass remarks, essays, and assertions, typically aimed at persuading the reader by the presentation of data and facts.

Inventive Recount

An imaginative recount is a narrative that blends real experiences with creative thoughts to understand actual life occurrences.

Procedural Recount

The procedural recount is a narrative that systematically organizes and structures the stages of a study or experiment, serving as a reference for discussing outcomes.

Literary Recount

Literary texts represent and delineate human and social events, whether true or imaginary. It pertains to individuals' quotidian realities and seeks to entertain the reader. Literary works encompass novels, poetry, and plays.

3. METHOD

The researchers employed classroom action research to examine the application of YouTube videos in enhancing students' speaking abilities in formal settings. Harmer (2024) elucidates that Action Research refers to a sequence of methodologies that educators may do, either to enhance specific facets of their instruction or to assess the efficacy and relevance of particular activities and procedures. According to McNiff and Whitehead (2011: 7), action research is a method of inquiry that allows practitioners to examine and assess their work.

“Action research is characterized as a cyclical process comprising four stages: planning, acting, observing, and reflecting” (Lewis in McNiff, 1998: 22) as shown the following figures:



Figure 1. Action research.

Mills (2003) represented the Lewin's Action Research Cycle as follows:

Planning

Learners' problems in writing are categorized based on the interviews and observations conducted during the pre-cycle of the second semester. Three fundamental issues identified were the challenges of utilizing English patterns, insufficient vocabulary, and the ability to construct a coherent and unified paragraph or sentence. The researcher opts to employ Diary Writing to address the aforementioned issues by executing the following activities: 1) Developing educational activities with Dairy Writing; 2) establishing the objectives attained during observation; and 3) formulating the assessments employed to evaluate the effectiveness of the intervention.

Acting and Observing

The observation was conducted concurrently with the or execution of the action. The Diary Writing was carried out by following a series of structured steps and activities. They were developed and structured in response to the students' concerns. The activity of diary

writing was conducted through both group and individual sessions. The researcher observed the ongoing implementation process of Diary Writing. The interview was also conducted to assess students' perspectives on learning English through Diary writing.

Reflecting

During this period, the researcher reflected upon and reviewed all actions undertaken throughout the activity. Then, the researchers analyzed the data to identify the strengths and shortcomings in order to assess the success and challenges of implementing Diary Writing, with the aim of addressing students' difficulties. The vulnerabilities and failures were addressed in the subsequent cycles.

Data Collecting

This study employs two categories of data: quantitative and qualitative. The qualitative data comprises students' cycle evaluations. Meanwhile, the data comprises students' scores documented from the beginning to the conclusion of the investigation, which are collected from the test of each cycle. Further, the researchers employed observations, interviews, and document analysis to collect the qualitative data.

An analytical scoring procedure was employed to evaluate the writing components, which includes: organization, content, structure, writing mechanics, and vocabulary. Hughes (1996: 19) asserts that employing a scoring analytical method requires assessors to assign scores that enhance the reliability of the assessment. The scoring rubric employed in this investigation was as follows:

Table 1. scoring rubric.

No	Writing Elements	Criteria	Score	
1		Suitable title; engaging introductory paragraph; theme is well articulated, leading into the body; transitional phrases employed; organization of content reflects a coherent structure (which might be delineated by the reader); supporting evidence provided for generalizations; reasonable and thorough conclusion	5	
	O	Proper title; introduction and conclusion present; body of the essay is satisfactory; nonetheless, certain evidence may be insufficient, and some concepts are not completely elaborated. The sequence is logical; however, transitional expressions may be omitted or misapplied.		
	R	The introduction and conclusion are inadequate or lacking; there is an issue with the organization of ideas in the body; the generalization may not be sufficiently substantiated by the provided data. Organizational issues impeded	4	
	G	Unstable or scarcely clear introduction; organization is hardly apparent; significant issues with the arrangement of concepts; absence of supporting evidence; illogical conclusion; little effort in organizing.		
	A	Lack of introduction or conclusion; evident disorganization within the main content; insufficient or absent supporting evidence. The writer has not demonstrated any attempt to organize the composition, rendering it unoutlineable by the reader.		
	N		3	
	I			
	Z			
	2	C	The assigned topic; the ideas are well-defined and comprehensively elaborated; the essay is free of superfluous content and demonstrates clear thought.	5
		O		

	N	the issues but overlooks certain aspects; Ideas could be elaborated further; some	4
	T	superfluous content is included.	
	E	Incomplete development of ideas or the essay is somewhat off-topic; paragraphs	3
	N	are not properly divided.	
	T	Partial ideas; insufficient effort in the content area; it does not demonstrate	2
		thorough consideration.	
		Lacks careful consideration of the subject matter; fails to demonstrate college-	1
		level analytical or reflective skills; is entirely inadequate.	
3		Highly proficient in English grammar, with correct application of relative clauses,	5
		prepositions, modals, articles, verb forms, and tense sequencing; free from	
		sentence fragments and run-on sentences.	
	S	Demonstrates advanced proficiency in English grammar; some grammatical	4
	T	issues do not impede communication and are acknowledged; there are no	
	R	fragments or run-on sentences.	
	U	Ideas are effectively conveyed to the reader; however, grammatical issues are	3
	C	evident and negatively impact communication. Run-on sentences or fragments are	
	T	present.	
	U	Numerous major grammatical issues hinder the effective communication of the	2
	R	writer's ideas; a review of certain grammatical areas is evidently necessary;	
	E	sentences are challenging to comprehend.	
		Severe grammatical issues greatly reduce the clarity of the message; the reader is	1
		unable to comprehend the writer's intended meaning due to unclear sentence	
		structure.	
4		Proper application of English writing conventions; consistent left and right	5
		margins, appropriate capitalization, paragraph indentation, correct punctuation,	
	M	and accurate wording; presented in a very neat manner.	
	E	Some issues regarding writing conventions and punctuation; occasional grammar	4
	C	mistakes; punctuation errors that disrupt the clarity of ideas.	
	H	Utilizes standard writing conventions but contains errors; grammar issues distract	3
	A	the reader, and punctuation mistakes hinder the clarity of ideas.	
	N	Major problems are present in the paper's format, rendering portions of the essay	2
	I	illegible. Errors in sentence punctuation and terminal punctuation are untenable	
	C	for an audience of educated readers.	
	S	The work demonstrates a complete neglect of standard English writing	1
		conventions; the paper is intelligible; however, it lacks appropriate capitalization,	
		margins are absent, and there are significant typographical errors.	
5	V	Accurate vocabulary use; correct and concise use of parallel structures; register is	5
	O	decent.	
	C		
	A	strives variety; strong vocabulary; not wordy; register is acceptable; style is fairly	4
	B	concise.	
	U	Certain vocabulary sets are misused; low awareness of register; may be overly	3
	L	wordy.	
	A	poor expression of ideas; issues in terminology; lack of variation of structure.	2
	R	inappropriate use of language; little notion of register or sentence diversity.	1
	Y		

The researcher utilized observations, interviews, and questionnaires to gather qualitative data during and after the completion of cycle 1, test cycle II, and cycle III. Burns (2010: 81) states that a questionnaire is sometimes known as a survey, checklist, or timeline. Dornyei (2003, pp. 8-9), as cited in Burns (2010: 81), asserts that three categories of information can be obtained. The questionnaire integrates factual or demographic, behavioral, and attitudinal elements. This study analyzed students' perspectives using Yes/No questionnaires. The researcher utilized surveys to examine the role of Diary Writing in the learning and studying process within the writing lecture.

Moloeng (2014) explains that an interview is undertaken for a specific reason and involves two parties: the interviewer, who offers questions, and the respondent, who provides responses to the queries given. Edwards and Holland (2013) further emphasize that semi-structured and unstructured interviews are largely employed by qualitative researchers, as they are more likely to offer rich, thorough material covering the opinions, viewpoints, and experiences of each interviewee.

The researcher conducted observations to analyze the progress and attitudes of the pupils during the study. According to Sugiyono (2013), observation is a complicated process including a range of biological and psychological systems. Two of the most significant are the processes of observation and remembering. Furthermore, according to Nazir (2014), observation constitutes a way of data collecting through visual perception without relying on any specific equipment for this purpose.

Documentation, as stated by Sugiyono (2015:329), is a strategy adopted to obtain data and information in the form of books, archives, documents, written records, and photos given in reports and informational formats that might help study. Sugiyono, as cited in Pratiwi (2017), states that records serve as chronicles of historical occurrences. Documents may consist of texts, photos, or major works generated by an individual.

Data Analysis

Descriptive statistics were employed in the analysis of the quantitative data. The analysis compared the pre-test scores, obtained prior to the implementation of diary writing, with the scores from the cycle exams and the post-test scores, which were collected subsequent to the diary writing intervention.

The qualitative data were analyzed using constant comparative analysis. The procedure entailed comparing a single data point against all other data points, categorizing them by their similarities and dissimilarities.

4. FINDINGS AND DISCUSSION

Findings

The students of the English Study Program had studied the categories and functions of words, as well as the different types of sentences, during the first semester. The students would employ some elements in writing a paragraph such as topic sentence, supporting details, and a concluding sentence. Furthermore, coherence and unity are essential elements of effective writing that should be employed to conclude the paragraph.

It was intended that, through these procedures, the second-semester students of the English Department would understand these theories and be capable of applying them when composing a paragraph or text. In the second semester, upon completing intermediate writing lectures, they were also anticipated to attain proficiency in these writing theories and to incorporate them with the new theoretical frameworks.

A significant proportion of second semester students in the English Study Program encountered difficulties in applying the theories taught during lectures to practical situations. They often encountered difficulties in utilizing specific vocabulary, applying English grammatical structures, and constructing well-organized paragraphs or texts that include a clear topic sentence, supporting details, and a concluding statement. Moreover, they were unable to differentiate between paragraphs or texts depending on whether or not they adhered to the principles of unity and coherence.

Drawing upon the researcher's observations and interview data obtained from the initial and subsequent surveys. Students encountered difficulties in several areas, including the organization of writing (topic sentences, supporting sentences, and concluding sentences), grammatical accuracy (tense consistency), stylistic elements (syntactic structure and punctuation), vocabulary selection (word choice), and the application of writing theory to develop effective paragraphs and texts, specifically concerning the principles of unity and coherence.

Cycle I

The students of Class A encountered difficulty in identifying the position of the topic sentence, supporting sentences, and concluding sentence. Furthermore, they encountered difficulties in applying the principles of unity and coherence within a paragraph, managing tense consistency, and differentiating between linking verbs and the verb to be. To produce a well-structured paragraph and text grounded in the principles of unity and coherence, it was necessary to address various aspects including writing organization (topic sentence, supporting sentences, and concluding sentence), grammar (tense consistency), style (syntactic structure and punctuation), vocabulary (word selection), and content planning.

Planning

In this stage, the researcher formulated the lesson plans to accomplish the objective. Diary writing was selected as it was a recommended strategy to facilitate students' understanding, enable effective practice, and promote skill development within a brief timeframe and in a straightforward manner. The following outlines the instructional plans: 1) Designing the attained indicators; 2) Selecting the activities and composing a paragraph titled "Visiting

Tourism Object"; 3) Incorporating students' experiences; 4) Organizing students' assignments; and 5) Developing the written assessment.

Acting

The action addressed four meetings. The researcher discussed the application of the simple past tense in both complete verbs and linked verb forms during the initial encounter. The researcher provided an explanation of the vocabulary and the different functions of verbs, adjectives, nouns, and adverbs during the second meeting. In the third meeting, the researcher presented examples demonstrating how to apply the theories to construct sentences that develop paragraphs about recounts and discussed the structure, including theme, supporting, and concluding sentences. The researcher requested that each student submit their work to the class during the fourth meeting, when they discussed possible solutions to problems and provided suggestions.

Observing

Observation was aimed at assessing the effect of the teaching and learning methodology. The observation comprised three stages: observing the class during Diary Writing activities utilized for instruction and learning; conducting interviews with students following their presentation of recount texts through Diary Writing; and administering a written test to assess the students' progress in their writing skills, based on established writing indicators.

Reflecting

As reported by the students in cycle I, the Diary Writing activities and experience-based text recall facilitated an improved understanding of English, particularly in the area of writing. Throughout the teaching and learning process, they consistently engaged by posing queries to the lecturer and to one another. They made a deliberate effort to comply with the Diary Writing guidelines. Prior to proceeding to the individual writing, they collaborated to address the challenges and issues encountered during the second and third phases. During the Diary Writing cycle, the researcher also offered participants a novel opportunity to enhance their English writing skills, enabling them to practice and acquire the language in a distinct context through the utilization of both independent and dependent processes. Prior to engaging in individual writing, diary writing provides an opportunity to understand the theory presented in the paragraph or text under the lecturer's guidance, through a series of straightforward steps and discussions.

Cycle II

Based on the evaluation of the initial cycle, the researcher identified that some students make errors in pattern formation when arranging words into sentences, particularly with verbs

such as selecting the correct form with s or es, using incorrect linking verbs and to be, combining double verbs that should be separated by "to," and merging past and present tenses in statements of general truth. They also made errors in organizing sentences into paragraphs, particularly regarding the topic sentence, which should encompass both the topic and the controlling idea.

Revised Planning

Some students encountered challenges in identifying the correct verb form with s or es, misused linking verbs and to be, combined double verbs that should be separated by "to," and improperly merged past and present tenses for general truths. They also made errors in organizing sentences into paragraphs, particularly regarding the topic sentence, which should encompass both the topic and the controlling idea. They also made errors in organizing sentences into paragraphs and text during the teaching and learning process through the use of Diary Writing. The researcher developed the lecture plans to address the issues. They were enumerated as follows: 1) Designing the achieved indicators; 2) Selecting activities to develop a paragraph titled "The Unforgettable Memory" by utilizing Diary Writing activities; 3) Incorporating various pictures depicting different locations, objects, or activities; 4) Organizing the students' tasks; and 5) Developing a written assessment.

Acting

In accordance to the updated strategy, the action was successfully executed for four meetings. During the initial meeting, the researcher discussed the criteria for selecting appropriate words based on the function and category of their structure. The researcher explained the methodology for categorizing words with different classifications and functions within sentences during the second meeting. The sentences were subsequently organized to form a paragraph comprising a topic sentence, supporting statements, and a concluding sentence. According to writing theory, the researcher explained how to structure sentences within a paragraph utilizing the following components: a topic sentence, supporting sentences, elaborative supporting details, a concluding sentence, as well as ensuring coherence and unity in the third session. During the fourth meeting, the researcher afforded each student an opportunity to present their writing outcomes to the class.

Observing

The objective of the observation was to assess the effect of the teaching and learning methodology. The observation comprised three stages: observing the class during Diary Writing activities utilized for instruction and learning; conducting interviews with students following their presentation of recount texts through Diary Writing; and administering a written

test to assess the students' progress in their writing skills, based on established writing indicators.

Reflecting

Students in Cycle II indicated that the Diary Writing activities, which involved composing recount texts titled indelible memories based on photographs, objects, and activities, offered them valuable opportunities to enhance their English language skills, particularly in writing. Throughout the teaching and learning process, they consistently engaged by posing queries to the lecturer and to one another. They made a deliberate effort to comply with the Diary Writing guidelines. Prior to proceeding to the individual writing, they collaborated to address the challenges and issues encountered at the second and third levels. They also gained a new experience in studying English for writing in cycle II, which enabled them to practice and develop the language within an innovative context, employing both autonomous and interdependent processes. Prior to transitioning to individual writing, diary writing provided an opportunity to understand the theory presented in the paragraph or text under the guidance of the instructor, through a series of simple steps and discussions.

Cycle III

Based on the evaluation of the second cycle, the researcher observed that some students make errors in sentence structures when arranging words, particularly with verb usage such as incorrect application of linking verbs like *was* and *were*, improper addition of *-ed* or irregular verbs, and errors in forming negative structures with *did*, *wasn't*, or *weren't*. They also made errors in organizing the sentences into coherent paragraphs and text.

Revised Planning

Some students encountered difficulties in using structures when arranging words into sentences, particularly with verbs such as selecting the correct linking verb *was* or *were*, adding *-ed* or irregular verb forms, and forming negative structures with *didn't*, *wasn't*, or *weren't*. They also made errors in organizing the sentences into coherent paragraphs and text. The researcher developed the lecture plans to address the issues. They were enumerated as follows: 1) Designing the indicators achieved; 2) Selecting activities and discussion texts related to the national tragedy; 3) Incorporating images and videos that depict the facts and impacts of the national tragedy; 4) Organizing student assignments; and 5) Developing the written assessment.

Acting

Corresponding to the revised strategy, the action carried out effectively for four meetings. The researcher examined the linking verb form and simple past tense during the initial

encounter. The researcher outlined methods for utilizing sentence structures during the second encounter. The sentences were organized to form a paragraph consisting of a topic sentence, supporting details, and a concluding sentence, supplemented by numerous examples. According to writing theory, the researcher explained how to structure sentences within a paragraph utilizing the following components: a topic sentence, supporting sentences, elaborative supporting details, a concluding sentence, as well as ensuring coherence and unity in the third session. During the fourth meeting, the researcher afforded each student an opportunity to present their writing outcomes to the class.

Observing

The objective of the observation was to gauge the effect of the teaching and learning methodology. The observation comprised three stages: observing the class during Diary Writing instruction and learning; conducting interviews with students after they had presented their recount texts using Diary; and administering a written test to assess the students' progress in their writing skills through the use of writing indicators.

Reflecting

Based on feedback from Cycle III students, the diary writing exercises and the discussion of a national calamity, incorporating visual aids such as images and videos to depict the events and consequences, provided an enhanced opportunity for English language acquisition, specifically in the area of written communication. During the instructional period, participants engaged in active inquiry, posing queries to the lecturer and their peers. The team diligently endeavored to comply with the Diary Writing Guidelines. Prior to undertaking individual writing assignments, the participants collaborated to address difficulties and concerns encountered at the second and third levels. Furthermore, the participants gained valuable experience in English composition during Cycle III, which facilitated language acquisition and practice within an innovative context, leveraging both autonomous and collaborative methodologies. Prior to transitioning to independent writing assignments, the diary writing exercise facilitated understanding of the theoretical concepts presented in the assigned text. This comprehension was achieved through structured discussions and guided instruction provided by the lecturer, utilizing a series of straightforward steps.

Discussion

The Improvement of Students

The observation of Cycles I, II, and III demonstrated the enhancement of writing indicators throughout the teaching and learning process. The evidence of the enhancement was based on:

a. Organization.

Most second-semester students successfully applied their knowledge of paragraph organization theory. They were able to determine the location of the main idea and supporting details within each topic sentence. They have the ability to elaborate on the central idea by incorporating phrases that are substantiated by evidence, data, and quotations. They may also compose a concluding sentence to effectively close their paragraph.

b. Content.

Most second-semester students successfully composed a paragraph by elaborating on their ideas related to the subject matter discussed. Furthermore, they endeavored to ensure that the subsequent paragraph's phrases are relevant to the subject.

c. Structure.

Following the cycle of instruction, most students successfully corrected verb tenses and forms and avoided common writing issues such as sentence fragments, run-on sentences, disjointed sentences, overly lengthy sentences, and inappropriate sentence types.

d. Mechanics.

Most second-semester students demonstrated the ability to correctly utilize punctuation. The misspelling was not attributable to them. Furthermore, they utilized capitalization in accordance with established writing theories.

e. Vocabulary.

Most students succeeded in choosing the appropriate words for the subject they were writing about. Furthermore, they utilized terminology based on the sentence's parallel structure. They employed a limited number of terms.

The following tables present evidence of the students' progress subsequent to their treatment, as demonstrated through the use of Diary Writing during the teaching and learning process across successive cycles. They presented both the post-test outcomes and the satisfactory grade results.

The students' writing scores demonstrated improvement from one cycle to the next, as illustrated in the following tables.

Table 2. The score of pre-test and post-tests.

No	Score Level	Pre-test	Post-test	Post-test	Post-test
1.	Highest	76	80	84	88
2.	Average	61	64	67	71
3.	Lowest	52	52	56	56

Table 3. The students' passing grade.

No	Passing grade	The students' score	Pre-test	The sum of students		
				Cycle II	Cycle II	Cycle III
1.	65	Above passing grade	6	9	14	17
2.	65	Under passing grade	17	14	9	6

5. CONCLUSION

Most students were able to select suitable words relevant to the subject they were writing about. Additionally, they employed terminology rooted in the sentence's parallel structure. They utilized a restricted set of terminology. The accompanying tables provide evidence of the students' progress following their treatment, as illustrated through Diary Writing throughout the teaching and learning process across successive cycles. They presented both the post-test results and the satisfactory grade outcomes. The students' writing scores showed progress from one cycle to the subsequent, as demonstrated in the following tables.

Additionally, because Diary Writing may be categorized as an effective method, it motivated the researcher to consider a solution technique for teaching writing. The process for using and practicing this method is simple and straightforward. Students' perceptions that writing is easy to practice and not a tough lecture can be altered by it. Thorough text analysis and examples, it helps the students grasp the subject matter quickly.

Acknowledgments

The authors like to convey their appreciation to the students who participated in this study and to the English Study Program at Politeknik Negeri Madiun for their administrative and technical assistance. The authors recognize the utilization of an AI-assisted tool for language refinement and proofreading during the manuscript preparation process.

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