

**USING DIARY APPLICATION TO INCREASE STUDENTS'
WRITING SKILLS IN RECOUNT TEXT IN THE SECOND
YEAR OF SMAN 2 PALOPO**

Thesis

*Presented as Partial Fulfilment the Attainment of S.Pd Degree in English Language
Education Study Program Tarbiyah and Teacher Training Faculty
State Islamic Institute of Palopo*



IAIN PALOPO

Submitted By
IDARMAWATI
17 0202 0048

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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- 1. Dr. H.Rustan S., M.Hum.**
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TARBIYAH AND TEACHING TRAINING FACULTY
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2022**

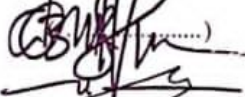
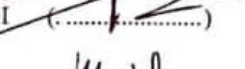
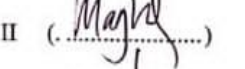
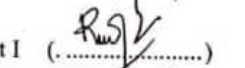

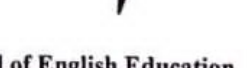
THESIS APPROVAL

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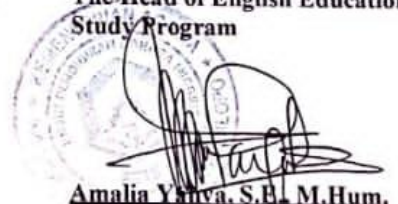
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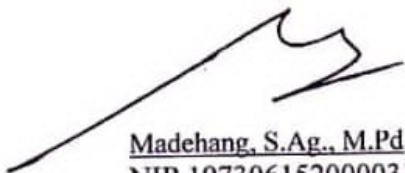
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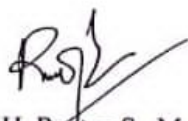
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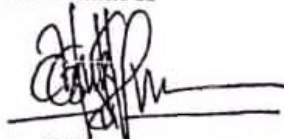
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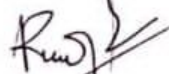
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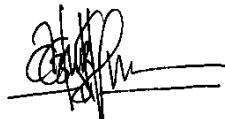
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ACKNOWLEDMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and gratitude to God Almighty Allah SWT for mercy and grace so that researchers can complete this thesis as one of the requirements to obtain a bachelor's degree in education at the Palopo State Islamic Institute with the title "Using Diary Application to Increase Students' Writing Skill in Recount Text At The Second Year Of Sman 2 Palopo". Sholawat and greetings may be poured out on our lord Prophet Muhammad SAW, his family, and his companion.

The researcher realises that this thesis can be completed with many parties' help, advice, and guidance. Therefore, on this occasion. The researcher wouldlike to express the highest appreciation to:

1. Prof. Dr. Abdul Pirol, M. Ag as the Rector of State Islamic Institute of Palopo.
2. Dr. Nurdin K, M.Pd as dean of Tarbiyah and Teachers Training Faculty.
3. Amaliyah Yahya, S.E, M.Hum as Chair of the English Education Research Program.
4. Dr. H. Rustan S., M.Hum as the first supervisor, who always gives encouragement and motivation.
5. Andi Tenrisanna Syam, S. Pd., M.Pd. as the second supervisor who always provides explanations, corrections, guidance, suggestions, and kindness during the research.
6. H. Madehang, S.Ag., M.Pd, and Dr. Magfirah Thayyib, S.S., M.Hum, as the first and the second examiner who have provided guidance, input and directed to

complid this thesis.

7. All lecturers and staff of IAIN Palopo, especially lecturers of the English language education study program.
8. Hj. Kamlah, S.Pd., M.Pd. as the Headmaster of SMAN 2 Palopo and special thanks to English teacher Dortje Ruphina and the staff of SMAN 2 Palopo for their help during the researcher's research.
9. All students of SMAN 2 Palopo, especially XI IPA 5, who have collaborated with researchers until this research is completed.
10. The highest appreciation and a million thanks to the parents of the late researcher, Hasmawati R and Nada, who always supported, prayed for and motivated me to complete this thesis, and the researcher's beloved brothers and all familyfor their support.
11. Special thanks to the researcher's best friends Tendri Sa'nah Mursalim, Wiwin, Ine Suari, Alpiasri Alsaban, and Dian Saputri.
12. The members of Big BOLD17 for togetherness, motivation, and happiness during the researcher's study.

The researcher would also like to thank those who cannot be mentioned, one by one, who has helped and supported the researcher in completing this research.

The researcher admits that this thesis is still not perfect, but she will accept suggestions and input from readers for improvement. Finally, the researcher hopes Allah SWT will continually bless us.

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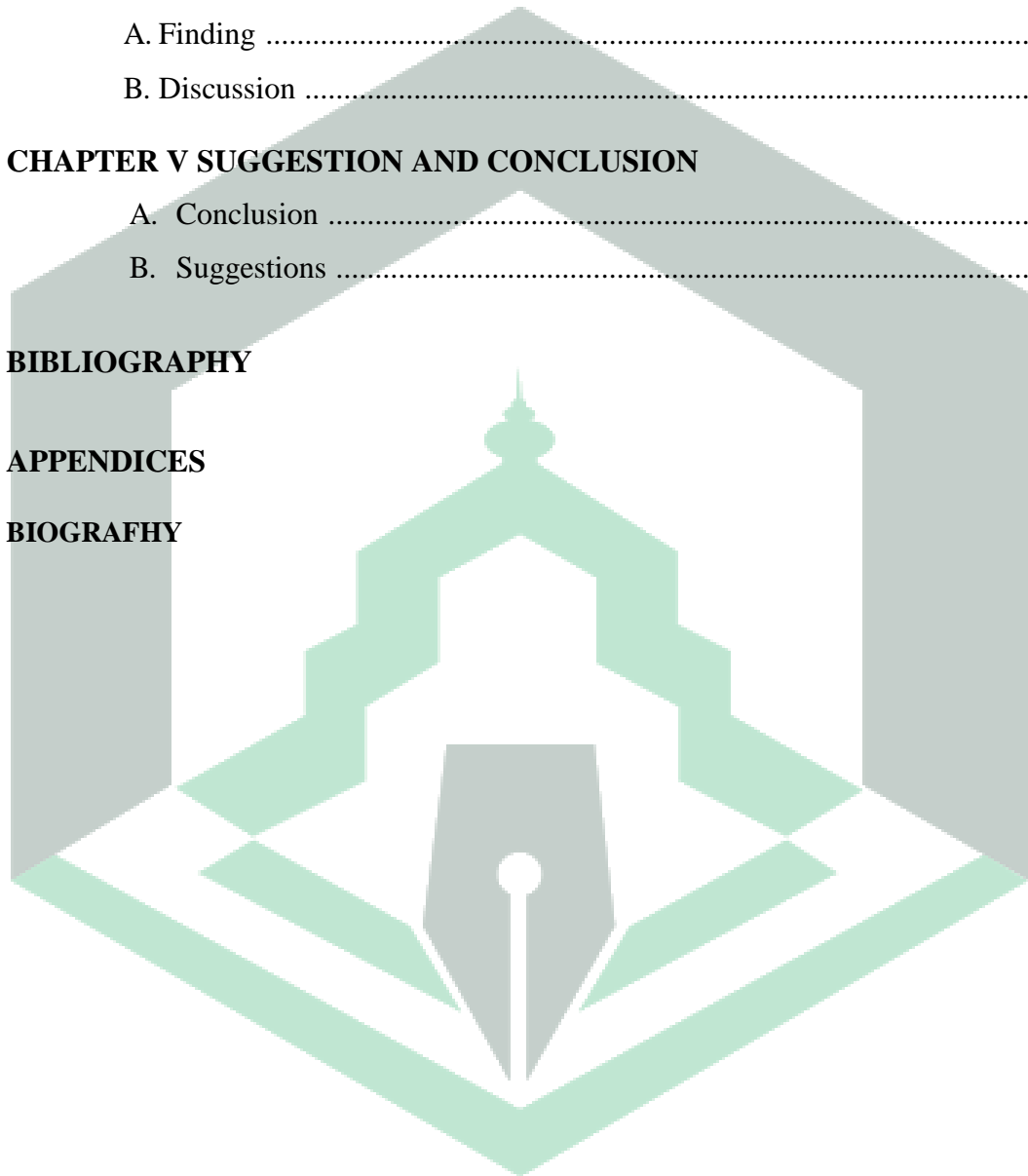
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TABLE OF CONTENTS

THESIS APPROVAL	i
EXAMINER APPROVAL	ii
CONSULTANT APPROVAL	iii
NOTA DINAS PEMIMBING	iv
PRONOUNCEMENTS	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement.....	5
C. Objective of the Research	5
D. Scope of the Research	5
E. Significance of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Research	7
B. Review of Related Literature	9
1. Theories Description Perceptions	9
2. Theories Diary	11
3. Theories Writing	13
4. Teaching Writing Skill	21
5. Kinds of Writing	22
6. Diary Application	26
7. Theoretical Framework	29
CHAPTER III METHOD OF RESEARCH	
A. Method and Design of Research	28
B. Population and Sample	28
C. Variable	29

D. Instrument of the Research	29
E. Procedure of collecting Data	30
F. Technique of Data Analysis	32
 CHAPTER IV FINDING AND DISCUSSION	
A. Finding	38
B. Discussion	55
 CHAPTER V SUGGESTION AND CONCLUSION	
A. Conclusion	58
B. Suggestions	59
 BIBLIOGRAPHY	
 APPENDICES	
 BIOGRAFHY	



LIST OF TABLES

Table 4.1 The Students Initial test Scores	37
Table 4.2 The Criteria and Percentage of Students' Content in the Initial Test	39
Table 4.3 The Criteria and Percentage of Students Organization in the Initial Test.....	40
Table 4.4 The Criteria and Percentage of Student's vocabulary in the Initial Test	40
Table 4.5 The Criteria and Percentage of Student's Grammar in the Initial Test	41
Table 4.6 The Criteria and Percentage of Students Mechanic in the Initial Test	41
Table 4.7 The Score of Initial Test	42
Table 4.8 Table of Students' Raw Scores in Final Test	43
Table 4.9 The Criteria and Percentage of Students' Content in the Final Test	44
Table 4.10 The Criteria and Percentage of Students Organization in the Final Test	44
Table 4.11 The Criteria and Percentage of Student's Vocabulary in the Final Test	45
Table 4.12 The Criteria and Percentage of Student's Grammar in the Final Test	45
Table 4.13 The Criteria and Percentage of Students Mechanic in the Final Test	46
Table 4.14 The Score of Final Test	47
Table 4.15 The total Score of the Final Test and Initial Test.....	48

Table 4.16 Descriptive Statistic	49
Table 4.17 Paired Sample Test	49
Table 4.18 The Mean Score	50
Table 4.19 The Respondents Score of the Questionnaire.....	52



ABSTRACT

Idarmawati, 2022. *“Using Diary Application to Increase Students’ Writing Skill in Recount Text at the Second Year of SMAN 2 Palopo”*. Thesis English Research Program Educational Department in the State Islamic Institute of Palopo. Supervised by Rustan Santaria and Andi Tenrisanna Syam.

This research aims to increase students’ writing skills by using a diary application for learning English at SMAN 2 Palopo. This thesis used a pre-experimental research design. The population in this research was students of class XI IPA 5 SMAN 2 Palopo. The sample was taken by purposive sampling. The number sample was 25 students. Writing tests and questionnaires are the instrument of this research. The researcher gave the initial test and final tests to students. The researcher used SPSS to analyze the data. The researcher determined the assessment’s classification including content, organization, vocabulary, grammar, and mechanics. In this finding, the use of diary application for students of class XI IPA 5 SMAN 2 Palopo is very visible to increase their writing skills. The results of this report show the mean score of the student's initial test and final tests. In the initial test, the mean score of the students was 77.92 and, in the final test, the mean score of the students was 87.72. The students also responded positively to using the diary application in teaching recount text. The researcher hopes that the teacher considered using the diary application as a learning tool.

Keywords: Diary application, writing skill, recount text, pre-experimental design.

CHAPTER I

INTRODUCTION

A. Background

Writing is one of the necessary English skills, especially its application in second language students. Writing is a part of students' daily activities. In student's daily life there are so many products of writing that can support their need and those can be seen in any place and at any time like brochures, magazines, newspapers, etc. The forms of writing are very important for a student to support the needs of the student. In academic life, students need to read various forms of writing so that students can find the information that they need to know. For example, when someone wants to make a cake that previously he did not know how to make, he should read the instructions on how to make a cake so that he can make it based on the information that he obtained from books.

Unfortunately, teaching speaking in senior high school, especially for teenager learners in Indonesia is doing so proved to be anything but simple. The students sometimes found some problems when learning English because English is a foreign language for them. To handle this, the teacher was required to be more creative in teaching English. Many problems happen in the teaching and learning process of writing. The problems not only come from the teacher but also for the students. From the experience of the researcher when she was still in school, the researcher felt that she was still confused about the rules of writing.

Keeping a diary is a very good thing to do. In our diary can recognize who we are. A diary is personal and generally not meant for someone else unless the

owner permits it to be shared. The concept of the diary is a durst hand record of ideas, impressions, feelings, and opinions about the events in a person's life. Record the events in the order in which they happen in as brief or as detailed a way as the writer of the diary wishes.¹ As for the benefits of a diary in teaching writing, they are to record accurate occurrences and ideas, not to exaggerate, and to be thorough without summarizing what is. or, to put it another way, a letter that is honest and straightforward, with nothing to hide or withhold from the context.²

Ihda Muflih Saifullah, in her thesis, written under the title “The Use of Diary Writing to Improve the Students’ Writing Skill in Recount Text (A Classroom Action Research of the Second Grade Students of MTsN Ngemplak Boyolali in the Academic Year of 2016/2017)” is a Classroom Action Research at Sanata Dharma University Yogyakarta, Indonesia. She found that the use of a Diary in writing exercises could improve her writing skills.

Numerous strategies can adopt in the process of English learning, especially to improve the student's writing skills. Recently, technology has an important role in enhancing and facilitating English language teaching and learning. Consequently, teachers opt to use technology in the English classroom. Stone added that technology has an impact not only on the way students seek educational information but also on how it can also be incorporated into the

¹Yaman Suryaman, ‘Improving Students’ Ability In Writing Recount Text Using Diary At One Of Junior High School In Campaka – Ciancur’, *PROJECT (Professional Journal of English Education)*, 1.2 (2019), 43 <<https://doi.org/10.22460/project.v1i2.p43-48>>.

²Rumi Sholikhah Zakhiatus, ‘Dengan menggunakan metode pembelajaran dengan langsung dan teknik modeling padasSiswa kelas VIIE SMP Negeri 30 Semarang Tahun Ajaran 2008 / 2009 Disusun Untuk Memperoleh Gelar Sarjana Pendidikan Oleh Nama Nim Prodi Jurusan : Rumi Zakhiatus Sholikhah : Pend’, 2009.

teaching-learning process. Therefore, teachers to integrate technological devices into the teaching-learning process. One of the recent technologies that were widely becoming popularized is mobile learning (MLearning), it is mainly described as a learning method where users use mobile platforms to learn. Jacob & Isaac added that MLearning possibly makes a learning atmosphere more joyful and could also be an additional learning medium.

Regarding realizing obvious difficulties in improving their writing skills, students need to acquire the skill through different approaches and strategies. M-Learning provides the privilege for students to utilize their smartphones to acquire writing skills more efficiently. As mobile phones have integrated into youth's life and become the main part of their life, it is believed that the use of mobile phones in learning is convenient, fast, and brings high efficiency so it could be beneficial for the students.³

In the pre-observation research, when the researcher while doing Practice Teaching (PLP) in SMAN 2 Palopo what makes writing lessons very difficult to build in the classroom is that the activities involved are quite boring. Mostly, the teacher only gives some text to students to write rather than giving students a method or technique to get the target lessons. The writing lessons done by the students are commonly written texts, which is not interesting.

The Researcher found some problems through the interviews with the English teacher in the eleventh grade of SMAN 2 Palopo about the ability of the

³Endar Rachmawaty Linuwih and Yohanes Kurniawan Winardi, 'Improving Students' Writing Skill Using a Mobile Learning Application', *Jurnal Basis*, 7.2 (2020), 281<<https://doi.org/10.33884/basisupb.v7i2.2433>>.

student to receive English lessons. It found that there were many students low in English. In addition, the researcher also tested several students on their ability to write skills. The problems were the students it is difficult for there to understand the subject mastery and lack of writing using tenses.

To achieve the goal, the students can master their writing skills which is an obligation for them. Students must do some effort to achieve the goal. The effort can be achieved by various approaches, methods, and learning techniques that can facilitate students mastering of writing. Here to master writing, the researcher tries to offer a technique of writing, especially the diary writing technique.

Learning writing activities that will be carried out will cause there are different perceptions of each other. Because the perceptions that arise from students come from the observations they make during the learning process of the writing material. The results of this observation will give perception, where the perception is positive or negative depending on the observations made by students. It will later be used as an evaluation of the advantages and disadvantages of learning writing by an English teacher. So, the perception given by students is important it determines the final result of the learning process of writing material at SMAN 2 Palopo.

In responding to the problems faced by students, teachers are expected to get students interested in writing by applying innovative ways and using approaches, techniques, methods, and media in solving student problems. Harmer explains that in explaining the meaning and construction of language, there are various kinds of learning media items that can be used by teachers to help for both

practical and motivational reasons.⁴

Based on the explanation above, the researcher will conduct research to find out how students' perceptions of these problems. Then the researcher determined the title of the research, namely **“Using Diary Application to Increase Students' Writing Skills In Recount Text In The Second Year Of Sman 2 Palopo”**

B. Problem Statement

Based on the background above, the researcher formulates research questions as follows:

1. Does the use of diary applications increase the student's writing skills in the second year of SMAN 2 Palopo?
2. What are the student's perceptions towards the use of diary application in teaching writing skills in the second year of SMAN 2 Palopo?

C. Objectives of the Research

Related to the research questions above, this research aims to:

1. To find out whether the use of diary applications increases the student's writing skills at SMAN Palopo.
2. To find out the students' perception towards the use of diary application in teaching writing skills in the second year of SMAN 2 Palopo.

D. Scope of the Research

The focus of the research is using diary application to teach writing skills especially recounting text in the second year of SMAN 2 Palopo. The researcher assessed the writing components, namely, content, organization, vocabulary,

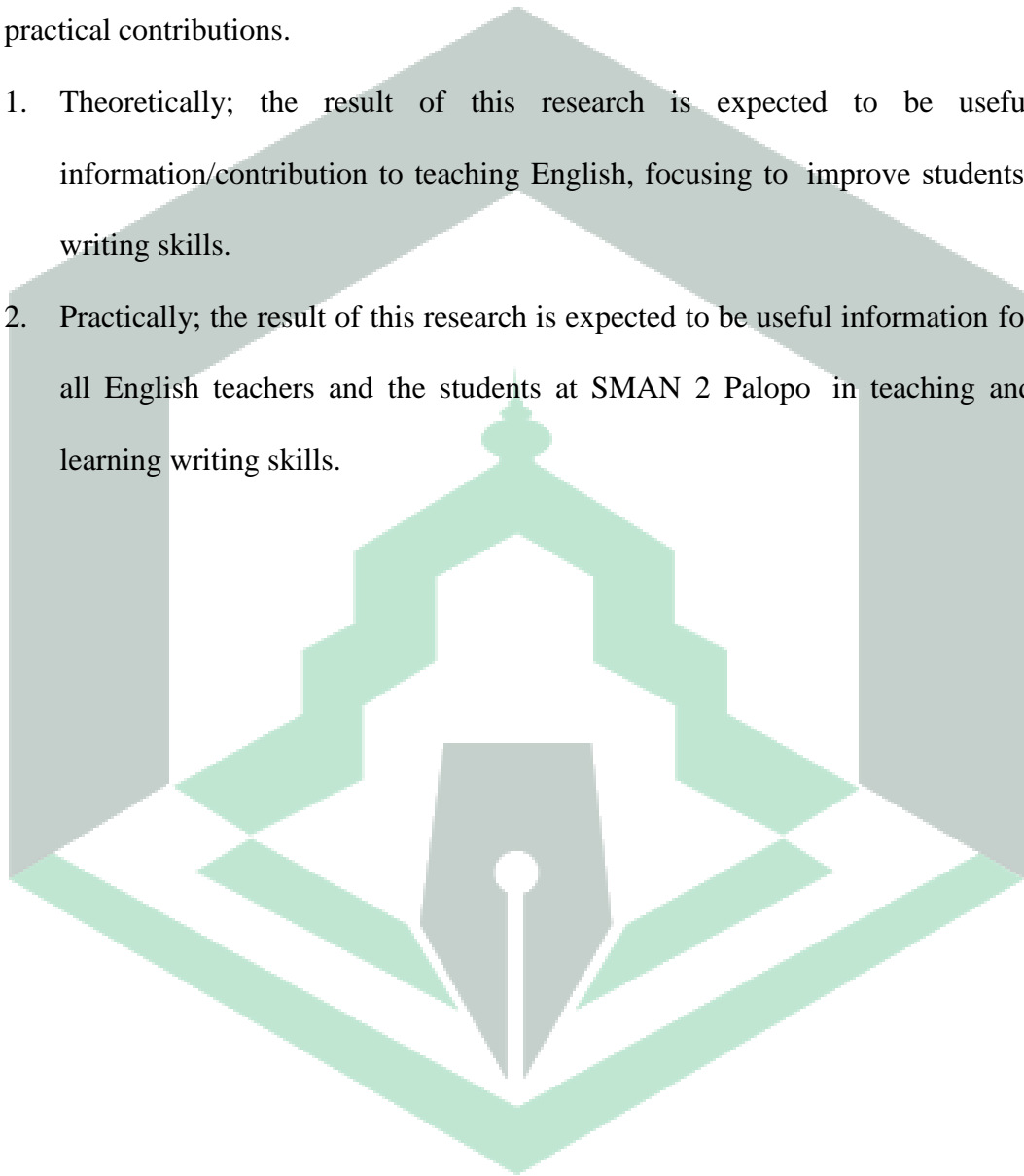
⁴Jeremy Harmer, *How to Teach Writing*. Cambridge: Longman

grammar, and mechanics.

E. Significance of the Research

The significance of this research is expected to have both theoretical and practical contributions.

1. Theoretically; the result of this research is expected to be useful information/contribution to teaching English, focusing to improve students' writing skills.
2. Practically; the result of this research is expected to be useful information for all English teachers and the students at SMAN 2 Palopo in teaching and learning writing skills.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Research Findings

1. Yohanes kurniawan winardi (2020), in his thesis entitled "*Improving Students' Writing Skill Using a Mobile Learning Application*". This research use Class Action Research (CAR) method design. The result of the interview showed that the students had a positive attitude toward the implementation of mobile learning application Busuu in the activities of learning writing.⁵
2. Ihda Muflih Saifullah, in her thesis, written under the title "*The Use of Diary Writing to Improve the Students' Writing Skill in Recount Text (A Classroom Action Research of the Second Grade Students of MTsN Ngemplak Boyolali in the Academic Year of 2016/2017)*" is a Classroom Action Research at Sanata Dharma University Yogyakarta, Indonesia. She found that the use of a Diary in writing exercises could improve her writing skills.⁶
3. Mega Mulianing Maharani, in her thesis, has written under the title "*Using Diary to Develop Writing Ability of The Fourth Graders of Kanisius Notoyudan Yogyakarta Elementary School*". From her research, she found information by using diary writing in the learning process can improve the writing skills of the fourth graders of Kanisius Notoyudan Yogyakarta

⁵ Winardi, Yohanes Kurniawan. "Improving Students' Writing Skill Using a Mobile Learning Application" *Jurnal basis*, No. 7, Vol. 2, 2020, p. 281-290.

⁶Ihda Muflih Saifullah, Thesis. "*The Use of Diary Writing to Improve The Students' Writing Skill in Recount Text (A Classroom Action Research of the Second Grade Students of MTsN Ngemplak Boyolali in the Academic Year of 2016/2017)*". Yogyakarta. 2016

elementary school.⁷

4. Brigitta Dwivania Adnyana, in her thesis, has written under the title "*Students Perception Toward the use of Diaries in Extensive Reading Class*". From her research, she found the information by Diary is one of the tools that is used in the extensive reading class.⁸
5. Supian, in her thesis, has written under the title "*The use of Diary in Teaching of Writing Recount Texts at SMPN 03 Banjarbaru, South Kalimantan Province*" The research employs descriptive qualitative research, in which the instruments come from observation, interview, and documentation.

⁷Mega Mulianing Maharani, Thesis. "*Using Diary to Develop Writing Ability of The Fourth Graders of Kanisius Notoyudan Yogyakarta Elementary School*". Yogyakarta.

⁸Brigitta Dwivania Adnyana, 'Students Perception toward the Use of Diaries in Extensive Reading Class', 2016

9

Jyi-Yeon Yi, in her thesis written under the title *“The Use of Diaries as a Qualitative Research Method to Investigate Teachers’ Perception and Use of Rating Schemes”* From her research, she found the information by diaries can be employed in assessment, that is to reveal raters’ perception of rating schemes, to investigate the validity of the assessment and to identify the aid and guidance that they might need for assessment.¹⁰

B. Review of Related Literature

1. Definition of Perception

Perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman’s perspective, perception is defined as the consistent act of a person’s environment through physical which demonstrates the ability of the individual to understand. The theories of perception by taking some expert’s explanations. The first, theories as postulated by Allport cite in Adediwura and Tayo defines perception as the way people judge or evaluate others. The second, Eggen and Kauchak’s theories cite in Adediwura and Tayo see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory. This theory is strengthened

⁹Nofi Yulianti, ‘Improving The Skills Through Diary Writing Of The Tenth Grade Students Of SMAN 1 Ngemplak’ (Yogyakarta State University, 2014) <<https://repositories.lib.utexas.edu/handle/2152/39127>><https://cris.brighton.ac.uk/ws/portalfile/portal/4755978/Julius+Ojebode's+Thesis.pdf>>https://ausir.salford.ac.uk/29369/1/Angela_Darvill_the_sis_esubmission.pdf><https://dspace.lboro.ac.uk/dspace-jspui/ha>>.

¹⁰ Jyi-Yeon Yi, ‘The Use of Diaries as a Qualitative Research Method to Investigate Teachers’ Perception and Use of Rating Schemes.’, *Journal of Pan-Pacific Association of Applied Linguistics*, 12.1 (2008), 1–10.

by the next statement from Glover et al cite in Adediwura and Tayo They state that background knowledge in the form of schemas affects perception and subsequent learning. Even, research findings have verified that background knowledge resulting from experience strongly influences perception. Finally, Baron and Byrne cite Adediwura and Tayo to explain it as the process through which people attempt to understand other persons and attempt to obtain information about the temporary causes of others, behavior, for example, emotions or feelings.¹¹

a. Factors that Influence Someone's Perception

Some factors influence and contribute to determining the perception. This factor includes functional or personal factors and structural factors. In more detail, the explanation of functional or personal factors consists of the needs, experience, past, motivations, hopes, desires, attention, emotions, values, memory, and mood. Meanwhile, the structural factors consist of physical stimulus and the neutral effects that work in the nervous system.

According to Sobur, some factors influence the selection of perception. These factors consist of (1) internal factors consisting of the need for enhanced psychological, background, experience, personality, attitude and general confidence, and self-acceptance; and (2) external factors consisting of intensity, size, contrast, movement, repetition, familiarity, and something new.¹²

¹¹T H E Faculty and O F Teachers, 'Students ' Perception Towards Teacher' s Talk In English Classroom (A Descriptive Research at the Eleventh Grade of SMA Muhammadiyah LimbungKab . Gowa)', 2018.

¹²Gokhan, "Students' Perception About Their Reading Attitude Toward Academic Journal

b. Process of Perception

Perception is not happening directly. There are some psychological processes in influence perception. According to Toha, there are four processes of perception, they are stimulation, registration, interpretation, and feedback. Accepted, the next process will take important rules. Each learner has a different process of cognitive in interpreting the stimulation, it happens because this process is influenced by the motivation, experience, and personality of each learner. Furthermore, each of them has his/her perception of a thing or things.

The last process of perception is feedback, in which the information is interpreted. As a result of interpretation, the learner makes a reaction toward the stimulation. In this case, both negative and positive reactions could happen. It depends on many factors that influence the process of interpretation. If the reaction is negative, the learner will have a bad attitude toward that stimuli such as rejection, disagreement, prejudice, or even rebellion. On the other hand, if that learner has a positive interpretation, she or he will have a good manner or attitude towards the stimuli. She or he will accept and please or even respect the stimulation she perceives or interprets.

To summarize perception involves a very complete process is starts from the stimulation, registration of the information accepted and inner ability (motivation, experience, etc), and final decision on the reaction of feedback towards stimulation.

2. Diary of Perception

The diary is a personal record that provides information on personal experiences and occurrences in a non-binding, confidential writing style (free). The contents of the journal can be used to record all kinds of feelings and events, such as happiness, sadness, anger, pity, resentment, love, and so on. Because it is free, no one else can read the diary without the owner's permission. According to Astri Kurnianingsih, a diary is a record (originally in written book format) with discrete entries arranged by date reporting on what has happened over a day or other period. In addition, Bailey, Kathleen M. States that diary research is an in-depth reflection on learning processes or teaching experiences regularly kept by an individual and then analyzed to look for recurring patterns or significant events.¹³

a. The Benefit of Using a Diary in the Language Classroom

There are several benefits of writing a diary in language classes such as training students to be creative, building self-confidence, and being free to experiment, as well as enriching language vocabulary. However, most students are not confident when they have to write about something in the classroom. It's because they think that they have nothing to say or write.

In those cases, Chandrasegaran states that writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping journals or diaries. Spaventa points out that writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily

¹³Ethical Lingua, 'Ethical Lingua, Vol. 3, No. 1, February 2016', 3.1 (2016), 36–48.

life which help the writers to develop their creativity.¹⁴

In addition, students are exposed to diary writing to familiarize them with the writing process and encourage them to write on their own more frequently. Students' writing skills will improve or at least improve day by day if they keep a diary since it allows them more possibilities to write freely about whatever they desire.

Harmer states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing, they can write about their daily life, love story, or anything they want to write about. The next is developing writing skills. Diary writing contributes to the students' general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with it.

Ngoh also adds the benefit of diary writing it also provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Langan says that keeping a diary is one excellent way to get practice in writing and it will help the students develop the habit of thinking on paper. A diary or journal can also make writing a familiar part

¹⁴Yulianti, Nofi, 'Improving The Skills Through Diary Writing Of The Tenth Grade Students Of SMA N 1 Ngemplak' (Yogyakarta State University, 2014) <https://repositories.lib.utexas.edu/handle/2152/39127> <https://cris.brighton.ac.uk/ws/portalfiles/portal/4755978/Julius+Ojeboode's+Thesis.pdf> https://ausir.salford.ac.uk/29369/1/Angela_Darvill_thesis_esubmission.pdf <https://dspace.lboro.ac.uk/dspace-jspui/ha>

of the students' life.

3. The Definition of Writing

Many experts have defined the definitions of writing. Writing is one of the four language skills after listening, speaking, and reading. Moreover, writing is also a productive skill that is meant for communication to deliver messages in the form of letters and symbols. In a message, there is something which is needed to be informed to others called a purpose. In other words, the activity of writing is aimed at creating a written product which is containing a certain message or information. . Writing concerns 13 aspects such as content, organization, originality, style, fluency, accuracy, and the appropriate use of rhetorical forms of discourse.

Writing skill as said by Brown is a written product that is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers, and the rhetorical conventions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product.

Furthermore, Brown states that writing is a learned behavior that is similar to swimming. People speak as their natural behavior, but not all of them can write as it is a skill that only can be done consciously with effort.

According to Harmer's theory, writing is the only skill that can produce a real product, which is touchable, readable, and keepable for a long time. When the spoken form of language is an act of the here-and-now world, the written one

involves time and also space. In writing, people must get everything right. Unlike speaking where the clarification and explanation can be made directly to make the messages clearer, we deliver to people we talk to, writing tends to be more exact, and precise and uses some special devices to make it work properly on the readers without creating any confusion and misunderstanding or misinterpretation.

From the definitions proposed by many experts above, it can be inferred that writing is a productive skill that functions as a permanent record of communication events in delivering messages and information which provides the opportunity to connect the world of past, present, and even future and allows the 14 communications from near and also far distances after going through the process of thinking, drafting, and revising.

a. Writing Process

To make good-structured writing, a writer should refer to a certain checklist. Nation states that to focus on the different aspects of writing, the best way is to face writing as a process. When we try to make a product of writing, we need to go through several steps as parts of a process. It is not merely putting words together into a sentence and then compiling sentences into a text. The steps act as guidelines for students to start their writing until they can finally finish it. In the process of writing, there are four stages proposed by Harmer.

1) Planning

Before starting to write down on paper, a writer needs to decide what to write. That is why the plan must be set up first. What we are going to say, what message we want to deliver, and what information we want to tell to others. The

plan can be made by writing down every single thought which is still in pieces on a note. But some may prefer to do all the planning in their heads.

During the moment of making a plan, 3 main points that must be kept in mind. First, a writer must determine the purpose of writing as its importance can influence what type of text he wants to make, what language we want to use, and what information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure. It is crucial as it can help the readers to understand the writing. Moreover, a writer also needs to make determine putting the order of facts, arguments, or ideas in his writing.

2) Drafting

The very first piece of writing a writer makes is usually called a draft as it will be going through editing steps. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.

3) Editing (Reflecting and Revising)

After the first draft, a writer needs to reread his work to see which one is working, which one is not, and also to see some parts which are not grammatically accurate or some words that have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper who points out the errors and mistakes and also suggests the best final product.

4) Final Version

After all of the steps above, the last one is the final writing which is ready to be delivered to the audience. The first draft and the final version will be very different as it has gone through a process that makes many changes to its content.¹⁵

b. Characteristics of Written Language

Brown points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

1) Permanence

Spoken language is fleeting. Written language is permanent (or as permanent as paper and computer disk area), and therefore the reader has an opportunity to return again and again.

2) Production

Time Most reading contexts allow readers to read at their rate. They are not forced into following the rate of delivery, as in spoken language.

3) Distance

The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The task of the reader is to interpret language that was written in some other place at some other time with only the written words themselves as contextual clues.

4) Orthography

¹⁵Arina Muflikhati, 'Improving Students' Writing Skills on Recount Texts Through the Use of Dialogue Journal Writing of the Tenth Grade Students of Sma It Abu Bakar Yogyakarta in the Academic Year of 2012/2013', *Universitas Negeri Yogyakarta, Yogyakarta*, 2013, 33.

In spoken language, we have phonemes that correspond to writing graphemes. But we also have stress, rhythm, juncture, intonation, pauses, volume, voice quality, setting, and nonverbal cues, all of which enhance the message. In writing, we have graphemes punctuation, pictures, or chart that lends a helping hand.

5) Complexity

Writing and speech represent different modes of complexity, and the most significant difference is clauses. Spoken language tends to have shorter clauses connected by more coordinated conjunctions, while writing has longer clauses and more subordination.

6) Vocabulary

It is true that written English typically utilizes a greater variety of lexical items than spoken conversational English. Because writing allows the writer more processing time, because of a desire to be precise in writing, and simply because of the formal conventions of writing, the lower-frequency word often appears.

7) Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must hold on to.

c. Process and Approach in Teaching Writing

Based on Brown there are two approaches to teaching writing. Those two approaches are as followed:

1) Product-Oriented

In Brown the compositions of the product-oriented approach were supposed to:

- a) Meet certain standards of prescribed English rhetorical style;
- b) Reflect accurate grammar;
- c) Be organized in conformity with what the audience would consider to be conventional.

2) Process-oriented

In Brown adapted from Shih, process approaches do most of the following:

- a) Focus on the process of writing that leads to the final written product;
- b) Help student writers understand their composing process;
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d) Give students time to write and rewrite;
- e) Place central importance on the process of revision;
- f) Let students discover what they want to say as they write;
- g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h) Encourage feedback from both the instructor and peers;
- i) Include individual conferences between teacher and student during the process of composition.

d. Category to Measure in Writing Skill

Writing has some components that should be done by the researcher to get good writing. There are five components to measure writing tests in the profile of writing adopted by Jacobs in Laras:

1) Content

The measured content of the written product is not easy to do. To make the teacher or evaluator simple to count, he applies several descriptors; knowledgeable, substantive, thorough in the development of the thesis, and relevant to the assigned topic.

2) Organization

In an organization, six descriptions have to take into well-written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, and cohesive.

3) Vocabulary

Good writers have to enrich their vocabularies for their writing quality. But it is not enough without choosing the correct vocabulary for the text. Jacob states vocabulary into four descriptors: sophisticated range, Effective word/ idiom choice and usage, word form mastery, and appropriate register.

4) Language

Use as the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, word order/function, articles, pronouns, and prepositions.

5) Mechanics

Mechanics are descriptions of the spelling, punctuation, capitalization,

paragraphing, and handwriting in the written product. It is as basic of the evaluation in the profile of composition.

Besides, Brown explains there are many categories of writing;

- a. Content that contains thesis statement; related ideas; development of ideas through personal experience, illustration, and facts opinion; use of description, cause/effect, comparison/contrast; consistent focus.
- b. The organization involves the effectiveness of the Introduction; logical sequence of ideas; conclusion; appropriate length.
- c. The discourse contains topic sentences; paragraph unity; transitions; discourse markers; cohesion; rhetorical conventions; reference; fluency; economy; variation.
- d. The other categories are syntax, vocabulary, and mechanics (spelling, punctuation, citation of references, neatness, and appearance).¹⁶

According to the theory, students must go through numerous processes, including prewriting, planning, writing, and correcting drafts before moving on to final writing. Writing takes time. Setting goals, developing ideas, organizing material, picking an acceptable language, creating a draft, reading and reviewing it, then rewriting and editing are all stages in the writing process. As a result, to write and become a competent writer, students must follow a process, practice, and follow some stages.

4. Teaching Writing Skill

¹⁶Vivi Ronica, 'Improving Students' Writing Skill In Recount Text by Using Transition Action Details Strategy of The Eighth Grade Students of SMP Islam El Syihab Academic Year 2020 / 2021', 2021.

One technique to help students improve their writing skills is to teach them how to write in a diary. For those who are used to writing, it will be very fun, but it will be different for those who are not used to it. It can be difficult for people who are not used to writing to communicate all their feelings, thoughts, and experiences.

Based on an interview I did with an English teacher from IPA class XI IPA 5 SMAN 2 Palopo during PLP. Some students don't know how to keep a diary. This is a problem. This happens because the teacher only provides learning material for writing diaries that are not accompanied by examples of diaries, making it very difficult for students to write student diaries when asked.

Because the grammar and punctuation are still incorrect, the sentences written by students are less intelligible, and the language used is inappropriate, the essay's outcomes are less entertaining to read. As a result of witnessing this fact, improvements in acquiring diary writing skills of science students in class XI IPA 5 SMAN 2 Palopo are needed to increase student skills and understand student views in learning to write a diary.

5. Kinds of Writing Text

Students in Secondary School need to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive, and Report Text.

a. Definition of Recount text

A recount text is a type of text that describes the writer's or someone else's prior experience. The words can be about vacations, unforgettable days, trips to new places, and other things that fall under the category of former experiences.

Because one of the goals of learning recount texts is for students to be able to compose simple oral and written recount texts about experiences/activities/events/phenomena while paying attention to a social function, text structure, and linguistic elements correctly and according to context, keeping a diary is a good way for students to practice writing not only in class but also outside of class.

According to Djoehari, a recount is a type of text that contains a report of an event, an incident that happens to a person, or a person's experience. Recount text aims to inform or entertain. In this research, recount text was a text chosen by the writer because of its social function and its familiarity with students' life.¹⁷

In addition, a recount text is more than just a list of events in chronological order. Other writing factors, such as the text's function, structure, and language qualities, must be taken into account. Because the actions and events took place in the past, students must learn about past tenses.

b. Kinds of Recount Text

Derewianka explains that there are five types of recount text, namely:

- 1) A personal recount is retelling an event that the researcher was personally involved in for example personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. A personal recount is usually written in the first person (I and We) and often to entertain and inform.
- 2) A factual recount is concerned with recalling events accurately. It can

¹⁷Anniza Saena, 'Teaching Writing by Using Diary towards Students' Writing Ability in Recount Text at Senior High School 1 Rengat', 2546.

range from everyday tasks such as accidents, structured research, science, news recording, and police report. The emphasis is on using language that is precise, factual, and detailed so that the reader gains a complete picture of an event, experience, or achievement.

- 3) Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- 4) A procedural recount records the steps taken in completing a task or procedure. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- 5) A biographical recount tells the story of a person's life using a third-person narrator (He, She, and They). In this case, of autobiography, first-person narration (I, We) is used.¹⁸

As a result, the researcher aims to limit the sorts of data that will be used in this research to make future research easier. This is a story about me. The reason the researcher chose that type to utilize in this research is to learn about the pupils' writing abilities.

c. The Schematic Structure of Recount Text

A recount has a schematic structure defined:

- 1) The Schematic Structure of a Recount Text

Schematic Structure

Function: Orientation Orients the readers to the events that follow which

¹⁸Vivi Ronica, 'Improving Students' Writing Skill In Recount Text by Using Transition Action Details Strategy of The Eighth Grade Students of SMP Islam El Syihab Academic Year 2020 / 2021', 2021.

introduces character(s) in a setting of time or place (or sometimes both)
 (Some recounts, introduced to Indonesia students, like those written by the
 students in this research, have an Opening Salutation (Hi, my name is Karina)

Record of Events

Function: Give a sequence of events

Reorientation (and sometimes comments)

Returns the reader to the point of departure (and sometimes the researcher
 also gives comments on the whole sequence of events described). Rounds of
 the text normally return to the protagonists to the point when they come.

2) The Language Features of Recount Text.

The language features of recount texts are:

- a) Use of specific participant: a younger brother, sister, mother, or the
 researcher him/herself: I, my brother, and mother.
- b) Use of the past tense: (Last school holiday I decided to spend my
 vacation);
- c) Use of temporal and additive conjunction to connect the messages of
 clauses and help make the text cohesive: After, when, then, before, during,
 or conjunction such as first, next, then;
- d) Personal comments (except for factual recount) (The holiday was cool ...:
 I was happy because I had a great vacation in Italy).

3) The Example of Recount Text

Title: My Holiday

Orientation: Last holiday, I went to Bali with my family. I went to Bali by bus.

We started the journey from Bandung to Bali at 08.00 o'clock.

Event: In Bali, we stayed at my aunt's bungalow. The bungalow is near the Pura. Then, we took a recess because we felt so tired. On the second day, we went to "Tanah Lot". In Tanah Lot, I touched a snake. At first, I thought the snake was dangerous, but it was not. The next day, I continued my tour. My family and I went to Sanur Beach. There we played a canoe. I liked the moment because playing canoe is very interesting. I also swam in there. After that, my family and I visited the museum which is near the beach. The name of the museum is "Laumeyer Museum". I've got a lot of knowledge there. The next day, my family and I went to Kuta Beach. On the journey to Kuta Beach, I saw the first Bali bomb memorial in Kuta Beach. My family and I swam and played sand. We also took a lot of pictures there, and we also saw a sunset moment. It looked so beautiful. On the last day in Bali, before we came back to Bandung, we went to Sukowati traditional market. There we bought a lot of souvenirs. The price in Sukowati traditional market was so cheap, and if the price was too high we could bargain.

Reorientation: After we bought some souvenirs, we came back to Bandung by airplane.

C. Diary Application

1. The Defenition of Diary Application

The diary application can actually help write daily activities and be more practical because it is directly recorded in hand, usually not always.

According to Thomas, stated that Diary Application is a key component of

learning a second language, because allows for a more personal and nuanced use of language in a safe environment. There are several diary applications that are available for free such as diary and private note diary available on the Apps Store and Google Play Store). It is a tool where students record their daily lives and events. Meanwhile, Nunan said that the goal is students can convey their information in written form using a diary application instead.

The Diary has advantages and allowed students to engage in more natural speech and give them the benefits of engaging them on a personal level, which helps improve their overall motivation with subject matter. In the other hand, Gleaves et al., stated that digital diary compared to paper-based diaries, also used more often than paper-based diaries, help students to involving more frequently.

Zwart et al., said that the teacher's role in oral diary is to encourage students to continue to engage in the program, to provide feedback for students' language acquisition.¹⁹

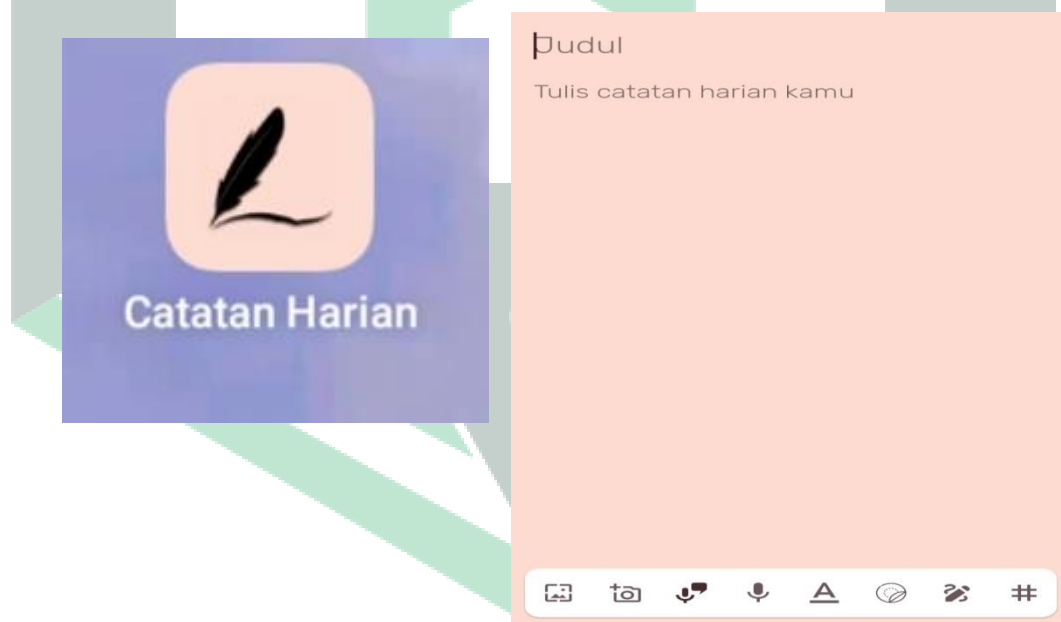
According to Dehlinger and Dixon , mobile devices are the fastest growing computing platform with an estimated 1.6 billion mobile device users by 2013 as compared to the current estimate of 2 billion personal. Mobile devices, it is important to acknowledge and understand the key differences between a mobile website and a mobile application, which are both accessible on handheld devices.

Harrison, Flood and Duce believe that advances in mobile technology have

¹⁹Christina Lhaksmita Anandari, *The 5th Undergraduate Conference on ELT, Linguistics, and Literature 2017 "Exploring Language and Language Learning* (Yogyakarta: Sanata Dharma University Press ;2017) , p.14

enabled a wide range of application to be developed that can be used by people on the move and mobile applications are seen as a replacement to traditional and logical tools that was once useful to the mankind that can be cramped inside a handheld device, newspapers, magazines and books to name a few.

Lettner, Tschernuth and Mayrhofer reported in their research that smartphone penetration in 2011 is at 50 percent in the U.S. and according to a new report from Nielsen, mobile consumers download more apps than ever before, with the average number of apps owned by a smartphone user now at 41, a rise of 28 percent from the 32 apps owned on average last year.²⁰



2. Technique in Using Diary Application

²⁰ Mohammed Nasrin b, and Mohd.Zakaria, "Mobile Application for personal journal\Diary," (2013): 6, http://utpedia.utp.edu.my/13569/1/Nazrin_13567.

There are several steps to use the diary application in teaching writing, namely:

1. There is a dotted three lines in the lower left corner, please click.
2. To download change the theme Si accompany please choose a theme later there will be a theme that can be used just swipe right
3. Please choose according to the tastes
4. If it is okay then click apply below
5. Please click on the settings section, rich text editor
6. Default font, so here you can choose the writing style you want
7. Taking notes in the diary application, please click on the button of + this later on the title and the content of the diary will appear.
8. You can also add photo or background
9. To save the diary, click in the upper right corner, then click save.

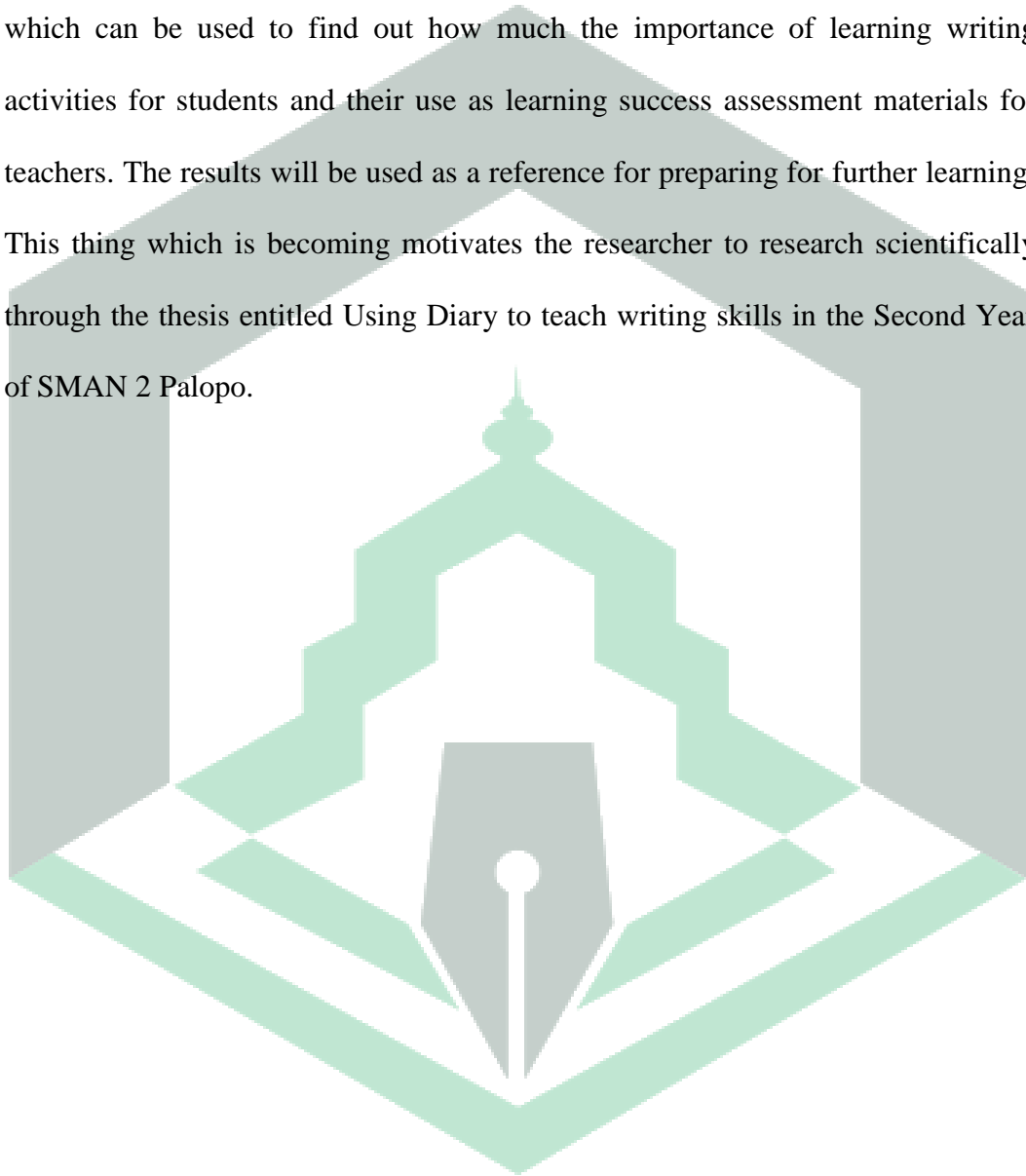
D. Theoretical Framework

Diary in teaching writing can motivate, interest, and make the students fun in learning to write English. That is where can teach the students' writing skills at Eleventh Grade Students of SMAN 2 Palopo.

Perception is a process of external stimulation through means of sensing to the center of the brain for completion, filtering, and organizing so that it can be interpreted or expressed in form of attitude or behavior. The results of the observations can lead to a response positive or negative depending on what is observed. The function of perception is to judge everything from the observations that have been made. Meanwhile, in a lesson, perception functions to know the

success of the learning process. That perception was later used as a reference and assessment of learning.

From these observations, it will generate responses positive or negative which can be used to find out how much the importance of learning writing activities for students and their use as learning success assessment materials for teachers. The results will be used as a reference for preparing for further learning. This thing which is becoming motivates the researcher to research scientifically through the thesis entitled Using Diary to teach writing skills in the Second Year of SMAN 2 Palopo.



CHAPTER III

METHODE OF THE RESEARCH

The chapter deals with the research method, design, variable, population and sample, the procedure of collecting data, and data analysis.

A. Research Method

To find the result of the research, the researcher used the pre-experimental method. The researcher gave an initial test, conducted treatment, and gave a final test. The research design is shown below:

$X_1 - T - X_2$

X_1 : Pretest
 T : Treatment
 X_2 : Post test¹

B. Population and Sample

1. Population

The population of the research is the second-grade students of SMAN 2 Palopo in the academic year 2022. The total population was 191 students.

CLASS	STUDENTS
IPA 5	25
IPA 4	29
IPA 3	30
IPS 1	29
IPS 2	25
IPS 3	26
IPS 4	27
Total	191

2. Sample

The sampling technique used in this research is purposive sampling. The research took one class that consists of 25 students from XI IPA 5 of SMAN 2 Palopo as the sample. The researcher chooses this class as the sample because the students more need help to increase their English skills, especially writing skills.

C. Variables

Variables are anything in the form that is determined by the researcher to be studied to obtain information about it, then conclude. This research involves two variables, namely an independent variable and a dependent variable. The independent variable is diary application. The dependent variable is the students' writing skills.

D. Instrument of the Research

An instrument is a tool or means that help researchers to obtain data before. The instrument used in this research is to answer the question of the research as follows:

1. Test, the researcher examined the students before and after treatment to know the students' prior knowledge and the student's achievement. The test spent approximately 45 minutes. The test form was a written test.
2. The questionnaire, this instrument was used to know the students' perception about diary application as media. The researcher used the Likert scale for the questionnaire where the questionnaire consisted of 20 statements (16 items for positive and 4 items for negative statements). The researcher shared the questionnaire and collected the data by using Google Forms.

The questionnaire was given by the researcher to the students at the last meeting after the treatment was given.

E. The Procedure for Collecting Data

1. Initial Test

The initial test is an activity carried out to determine the ability of students before treatment. At the first meeting, the researcher gave a test in the form of a writing test where students were free to write what they wanted, either their experience or a visit to a place.

2. Treatment

Giving treatment is an activity carried out by researchers after the initial test. Researchers gave 5 treatments to students. The students will learn to write using the learning application (Diary application). But first, the researcher explains how to use the learning application properly and correctly.

Now, here are some steps to use the diary application in learning English, especially in recounting text, 1) namely the teacher instructs students to open the diary application first, then clicks the plus sign in the lower right corner, 2) students write the title of the story they will tell, 3) students can also include pictures as the background of their stories to make it look more interesting. 4) Students begin to write stories (recount text) such as personal experiences or visits to a place. Then when students are finished, they choose the save section, after which students can directly send the story on the researcher's Whatsapp application.

By using a diary application to write recount text, the teacher advises students to pay attention to the Generic structure of the recount text, the characteristics of recount text, the kinds of recount text, and language features in recount text.

The researcher conducted five meetings.

1. First meeting, the researcher asked students to make recount text using a diary application, with a free theme.
2. Second meeting, the researcher asked students to make recount text, and then determine the structure of the recount text (Orientation, events, and Reorientation).
3. Third meeting, the researcher made a recount text story and then asked the students to determine the structure of the recount text.
4. Fourth meeting, researchers determined the theme of the story and asked students to tell stories using a diary application and then determined the structure of the recount text.
5. Last meeting the researcher still asked students to make recount text using a diary application with the theme determined by the researcher "Online learning during the covid 19 pandemic, then determine the structure of the recount text.

3. Final Test

After the treatment, the last thing the research did was to give a final- test to the participants to measure treatment outcomes. In the final test, students will

write a recount text.

F. The Technique of Analysis Data

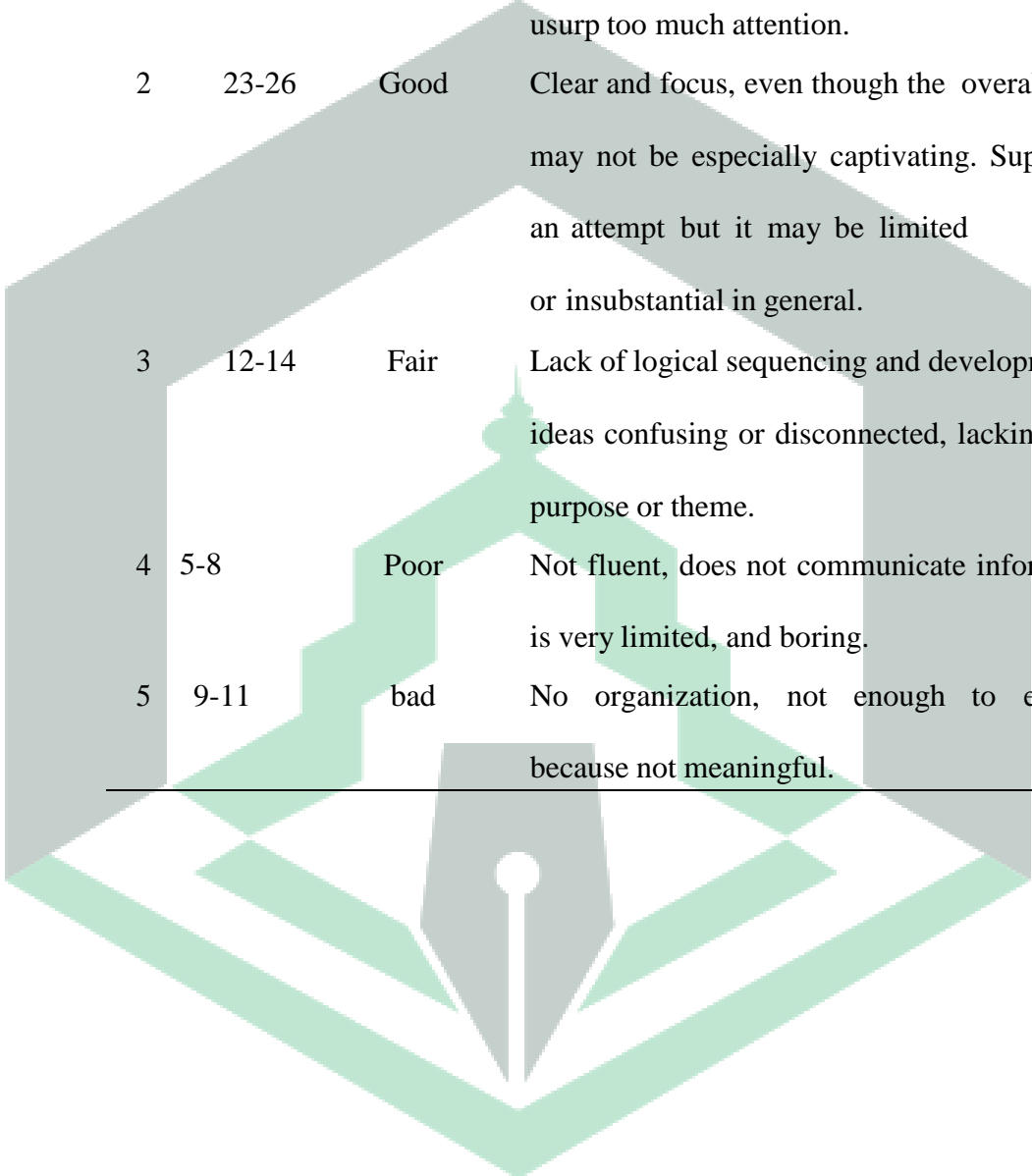
Before analyzing the data, the researcher collected the data and analyzed them by using the procedure as follows:

1. The author uses a writing test. The objective score is converted on a scale of five. The components will include:
 - a. Content is the substance of the writing, the ideals that are expressed.
 - b. The organization is the goal of organizational material in writing that occurs from beginning to end.
 - c. Vocabulary is all the words that will be used.
 - d. Grammar is the correct use of syntactic patterns and structural words.
 - e. Mechanic, it uses the graphical conventions of the language

The analytical rating scale for evaluating written language is presented as follows:

- a. Content

No	Score	Classification	Criteria
----	-------	----------------	----------



1	27-30	Excellent	Clear, focused, and interesting detail, complete, rich. Well, the focus of the main ideas is to stand-out secondary ideas do not usurp too much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is an attempt but it may be limited or insubstantial in general.
3	12-14	Fair	Lack of logical sequencing and development of ideas confusing or disconnected, lacking in purpose or theme.
4	5-8	Poor	Not fluent, does not communicate information is very limited, and boring.
5	9-11	bad	No organization, not enough to evaluate because not meaningful.

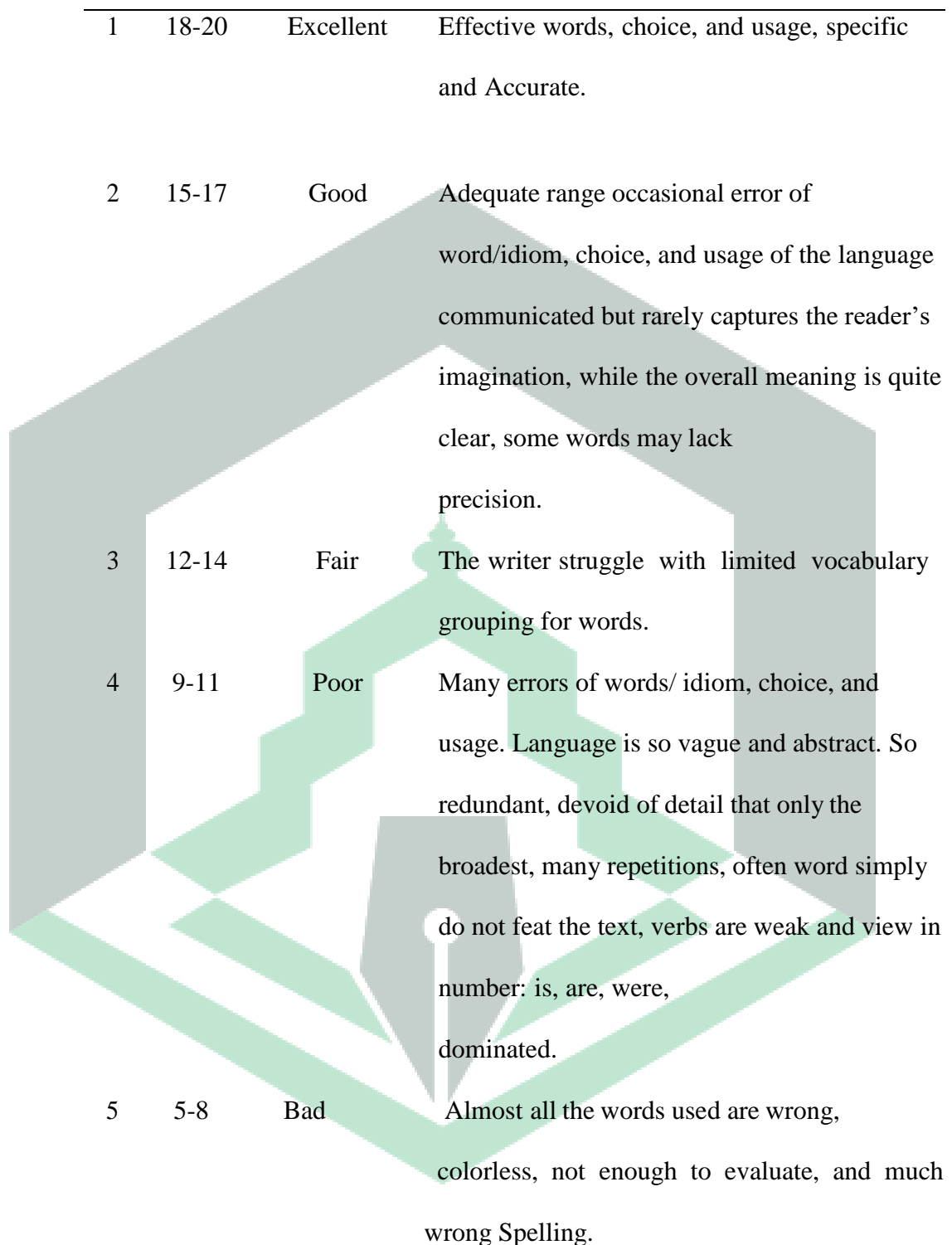
b. Organization

Score	Classification	Criteria
-------	----------------	----------

1	18-20	Excellent	Effective words, choice, and usage, specific and Accurate.
2	14-17	Good	Adequate range occasional error of word/idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair	Is quite clear, but some words may lack precision. The writer struggle with eliminating vocabulary grouping for words.
4	7-9	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract. So redundant, and devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in number: is, are, were, dominated.
5	5-6	Bad	Almost all the words used are wrong, colorless, not enough to evaluate and have much wrong spelling.

c. Vocabulary

No	Score	Classification	Criteria
----	-------	----------------	----------



1	18-20	Excellent	Effective words, choice, and usage, specific and Accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice, and usage of the language communicated but rarely captures the reader's imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with limited vocabulary grouping for words.
4	9-11	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in number: is, are, were, dominated.
5	5-8	Bad	Almost all the words used are wrong, colorless, not enough to evaluate, and much wrong Spelling.

d. Grammar

No	Score	Classification	Criteria
1	23-25	Excellent	Effective complex construction few errors of agreement, tense, number, word order/function, pronouns, and preposition.
2	20-22	Good	Effective but simple construction minor the problem in complex construction severals error of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
3	16-19	Fair	The major problem in simple construction, is a frequent error of negative, agreement, tense, word order/function, pronouns, preposition, and or fragment. Do not communicate.
4	9-15	Poor	Dominated by an error in grammar, cannot be understood and evaluated.
5	5-8	Bad	Virtually no mastery of sentence construction Rules.

e. Mechanics

No	Score	Classification	Criteria
1	5	Excellent	Demonstration of mastery of convention not a problem with spelling, punctuation, capitalization, and paragraph
2	4	Good	Few errors in spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some errors are spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Many errors in spelling, punctuation, capitalization.
5	1	Bad	Illegible writing. ²¹

From the data of the questionnaire, the researcher used percentage, and to analyze it, the researcher use the formula as follow:

Note:

X= Part

Y= Whole

2. Measuring the result of the questionnaire using a Likert Scale, the score of each statement is as follows:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

No	Criteria	Score	Meaning
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²¹J.B Heaton, Writing English Language Test, (New York:Longman 1988), p.146.

1	Very High	4,51-5,0	Most respondents strongly agree with the statement
2	High	3,76-4,50	Most respondents agree with the statement
3	Fair	3,36-3,75	Most respondents are not sure
4	Low	2,51-3,25	Most respondents disagree with the statement
5	Poor	00-2,50	Most respondents strongly disagree with the statement.

The researcher employs descriptive analysis along with percentage to determine the students' writing skill when analyzing the research's data. To examine the data on the students writing skill use diary application, the researcher employed a descriptive statistic with the Microsoft Excel 2019. A measurement method was used to analyze the questionnaire's responses.

$$P = \frac{F}{N} \times 100\%$$

Note:
P = Percentage
F = Frequency
N = Number of Sample
100% = Constant Value

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section discusses the findings of research results obtained from data analysis. These results are based on research on questions that have been formulated or have been previously designed. This research uses a type of pre-experimental research that was analyzed statistically. SPSS 20.

This research uses a frequency distribution table for the fair or gains classification method and the percentage of student scores is taken from several criteria, namely, content, organization, vocabulary, grammar, and mechanics in the initial test and final test, the significance between the pre-test and final test.

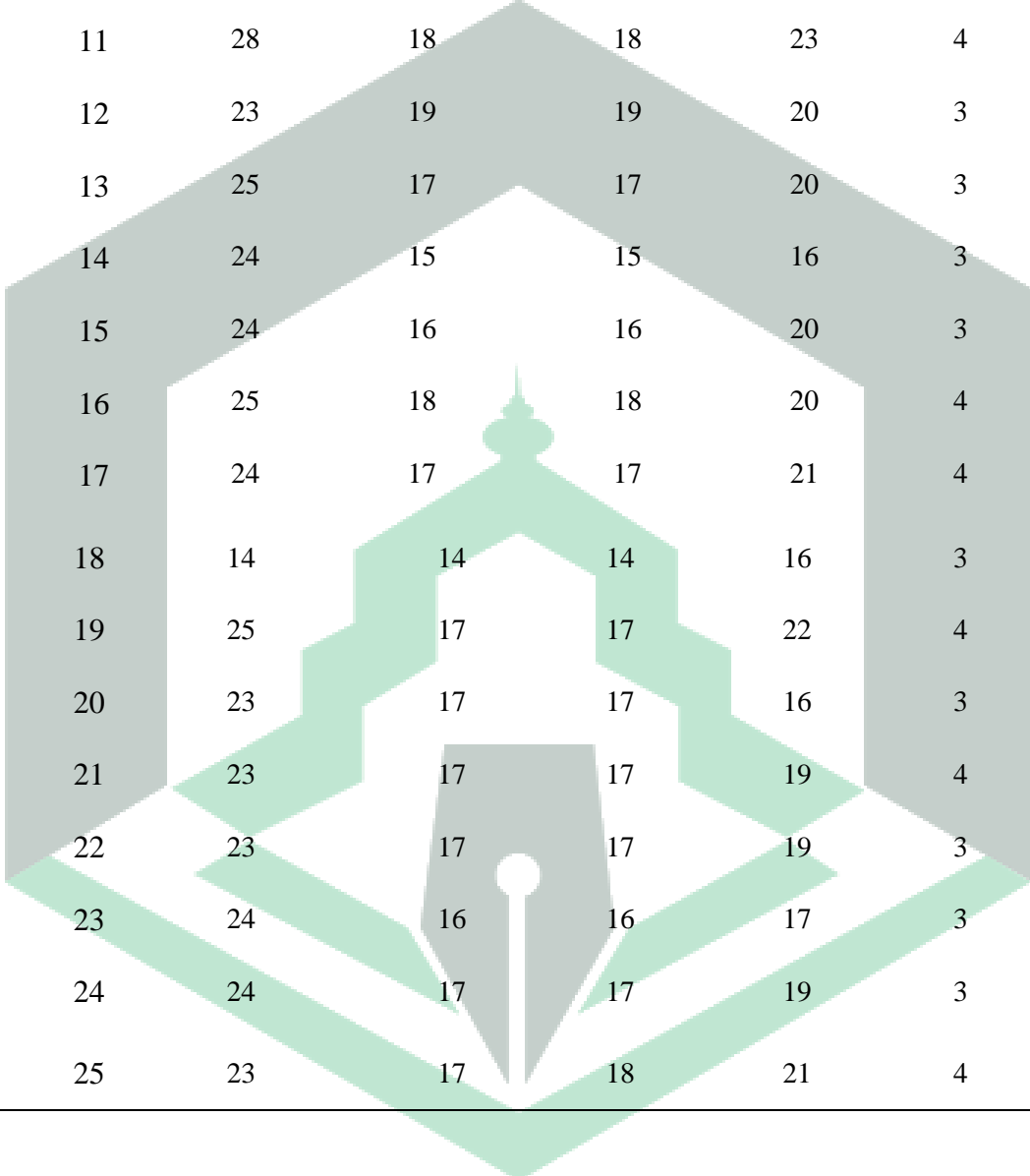
Student scores from the initial test and final test are classified into several criteria and the percentage of student scores from the initial test and final test is presented as follows:

1. Initial Test

a. Table of Students' Raw Scores in the Initial Test

Table 4.1
The Students' Initial Test Scores

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic
1	14	17	17	19	3
2	24	17	17	21	3
3	14	17	17	19	3
4	14	16	16	19	3
5	25	17	17	20	4
6	24	17	17	21	4
7	23	17	17	20	4



8	23	16	16	16	3
9	23	16	16	16	3
10	14	16	16	19	3
11	28	18	18	23	4
12	23	19	19	20	3
13	25	17	17	20	3
14	24	15	15	16	3
15	24	16	16	20	3
16	25	18	18	20	4
17	24	17	17	21	4
18	14	14	14	16	3
19	25	17	17	22	4
20	23	17	17	16	3
21	23	17	17	19	4
22	23	17	17	19	3
23	24	16	16	17	3
24	24	17	17	19	3
25	23	17	18	21	4

It can be seen in table 4.1, that in the ability to fill the highest score of 28, 1 student gets a score that is classified as very good, 15 students get a score that is classified as good, and 9 students get a score classified as fair. In organizational ability, only 3 students got a score of 18 and 19 which was classified as very good

and 22 students got a score of 14-17 which was classified as good. On vocabulary skills, only 1 student scored 14 which was considered sufficient, 20 students got a score of 15- 17 which was classified as good and 4 students got a score of 18 -19 which was classified as very good. In grammar ability, only 1 student got a score of 23 classified as very good, 11 students got a score of 20-22 classified as good and 13 students got a score of 16-19 which was classified as fair. On the mechanical ability, only 9 students got a score of 4 which was classified as good and 16 students got a score of 3 which was classified as fair.

b. Content

Table 4.2

The Criteria and Percentage of the Student's Content in the Initial Test

N	Classification	Score	Frequency	Percent
1	Excellent	27-30	1	4%
2	Good	23-26	19	76%
3	Fair	12-22	5	20%
4	Poor	9-11	-	0%
5	Bad	5-8	-	0%
Total		-	25	100%

Table 4.2 shows that the criteria and percentage of student content in the initial test show that there are no students who get excellent, good, or poor scores. There is 1 student (4%) who gets excellent scores, 19 students (76%) get a good score, and 5 students (20%) who get fair scores.

c. Organization

Table 4.3

The Criteria and Percentage of Student's Organization in the Initial Test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	3	12%
2	Good	14-17	22	88%
3	Fair	10-13	-	0%
4	Poor	7-9	-	0%
5	Bad	5-6	-	0%
Total			25	100%

Table 4.3 shows that the criteria and percentage of a student organization in the initial test show that there are no students who get excellent and good scores. There are 3 students (12%) who got excellent scores, and 22 students (88%) who get good scores.

d. Vocabulary

Table 4.4
The Criteria and Percentage of the Student's Vocabulary in the Initial Test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	2	8%
2	Good	15-17	23	92%
3	Fair	12-14	-	0%
4	Poor	9-11	-	0%
5	Bad	5-8	-	0%
Total			25	100%

Table 4.4 shows that the criteria and percentage of student vocabulary in the initial test show that, there were 2 students (8%) who got an excellent score, and 23 students (92%) who get a good score.

e. Grammar

Table 4.5
The Criteria and Percentage of the Student's Grammar in the Initial Test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	1	4%
2	Good	20-22	11	44%
3	Fair	16-19	13	52%
4	Poor	9-15	-	0%
5	Bad	5-8	-	0%
Total			25	100%

Table 4.5 shows that the criteria and percentage of student grammar in the initial test show that there are no students who get excellent and good scores. There is 1 student (4%) who gets excellent, 11 students (44%) get good students and 13 students (52%) who get fair.

f. Mechanic

Table 4.6
The Criteria and Percentage of the Student's Mechanics in the Initial Test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	0%
2	Good	4	9	36%
3	Fair	3	16	64%
4	Poor	2	-	0%
5	Bad	1	-	0%
Total			25	100%

Table 4.6 shows that the criteria and percentage of student grammar in the initial test show that there are no students who get excellent and good scores. 9

students (36%) get good students, and 16 students (64%) get fair students. The student's total score on content, organization, vocabulary, grammar, and mechanics in the initial test is 1.948

Table 4.7

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	14	17	15	19	3	68
2	24	17	17	21	3	82
3	14	17	17	19	3	70
4	14	16	17	19	3	69
5	25	17	16	20	4	82
6	24	17	17	21	4	83
7	23	17	17	20	4	81
8	23	16	17	16	3	75
9	23	16	17	16	3	75
10	14	16	17	19	3	69
11	28	18	18	23	4	91
12	23	19	16	20	3	81
13	25	17	17	20	3	82
14	24	15	16	16	3	74
15	24	16	16	20	3	79
16	25	18	17	20	4	84
17	24	17	17	21	4	83
18	14	14	15	16	3	62
19	25	17	17	22	4	85
20	23	17	16	16	3	75
21	23	17	17	19	4	80
22	23	17	17	19	3	79
23	24	16	16	17	3	76
24	24	17	17	19	3	80
25	23	17	18	21	4	83
						1.948

2. Post Test

a. Table of Students' Raw Score in Final Test

Table 4.8

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic
1	26	17	18	22	4
2	30	17	20	23	5
3	26	17	17	22	4
4	23	19	17	21	4
5	27	18	17	22	4
6	26	18	18	23	5
7	27	17	20	23	5
8	23	17	17	23	4
9	23	16	17	20	4
10	23	17	17	19	3
11	30	20	20	24	5
12	26	20	19	22	4
13	26	20	19	23	5
14	23	17	17	20	4
15	24	17	17	20	4
16	27	20	18	22	4
17	26	18	18	22	5
18	23	18	17	20	3
19	26	18	18	24	5
20	30	19	20	25	4
21	27	18	18	23	4
22	24	18	19	22	4
23	24	17	17	17	3
24	25	20	18	21	4
25	26	19	20	23	5

It can be seen in table 4.8, that on content ability, 7 students get a score that is classified as excellent, and 18 students get good scores. In organization ability 1 student gets very good scores, and 10 students get a good score. In vocabulary ability, 15 students get very good scores, and 10 students get good scores. In grammar ability, 10 students get very good scores, 13 students get good scores and 2 students get fair scores. In the mechanic ability, 8 students get very good scores and 14 students get good scores and 3 students get fair scores.

b. Content

Table 4.9
The Criteria and Percentage of the Student's Content in the Final Test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	7	28%
2	Good	23-26	18	72%
3	Fair	12-22	-	0%
4	Poor	9-11	-	0%
5	Bad	5-8	-	0%
Total			25	100%

Table 4.9 shows that the criteria and percentage of student content in the initial test show that there are no students who get fair, poor, or bad scores. There are 7 students (28%) who get excellent scores and 18 students (72%) who get good scores.

c. Organization

Table 4.10
The Criteria and Percentage of the Student's Organization in the Final Test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	15	60%
2	Good	14-17	10	40%
3	Fair	10-13	-	0%
4	Poor	7-9	-	0%
5	Bad	5-6	-	0%
Total			25	100%

Table 4.10 shows that the criteria and percentage of a student organization in the final test show that there are no students who get fair, poor, or bad scores.

There were 15 students (60%) who got an excellent score, and 10 students (40%) get a good score.

d. Vocabulary

Table 4.11

The Criteria and Percentage of the Student's Vocabulary in the Final Test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	15	60%
2	Good	15-17	10	40%
3	Fair	12-14	-	0%
4	Poor	9-11	-	0%
5	Bad	5-8	-	0%
Total			25	100%

Table 4.11 shows that the criteria and percentage of student vocabulary in the final test show that there are no students who get fair, poor, or bad scores. There are 15 students (60%) who get an excellent score and 10 students (40%) who get a good score.

e. Grammar

Table 4.12

The Criteria and Percentage of the Student's Grammar in the Final Test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	10	40%
2	Good	20-22	13	52%
3	Fair	16-19	2	8%
4	Poor	9-15	-	0%
5	Bad	5-8	-	0%
Total			25	100%

Table 4.12, shows that the criteria and percentage of student grammar in

the final test show that there are no students who get poor or bad scores. There are 10 students (40%) who get excellent scores, 13 students (52%) who get a good score, and 2 students (8%) who get a fair score.

f. Mechanic

Table 4.13
The Criteria and Percentage of the Student's Mechanic in the Final Test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	8	32%
2	Good	4	14	56%
3	Fair	3	3	12%
4	Poor	2	-	0%
5	Bad	1	-	0%
Total			25	100%

Table 4.13, shows that the criteria and percentage of student grammar in the post-test show that there are no students who get fair and bad scores. There are 8 students (32%) who get excellent scores, 14 students (56%) who get good scores, and 3 students(12%) who get fair scores.

The complete student's scores of content, organization, vocabulary, grammar, and mechanics in the final test are percentage as follows:

The student's total score on content, organization, vocabulary, grammar, and mechanics in the final test is 2.193

Table 4.14

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	26	17	18	22	4	87
2	30	17	20	23	5	95
3	26	17	17	22	4	86
4	23	19	17	21	4	84
5	27	18	17	22	4	88
6	26	18	18	23	5	90
7	27	17	20	23	5	92
8	23	17	17	23	4	84
9	23	16	17	20	4	80
10	23	17	17	19	3	79
11	30	20	20	24	5	99
12	26	20	19	22	4	91
13	26	20	19	23	5	93
14	23	17	17	20	4	81
15	24	17	17	20	4	82
16	27	20	18	22	4	91
17	26	18	18	22	5	89
18	23	18	17	20	3	77
19	26	18	18	24	5	91
20	30	19	20	25	4	98
21	27	18	18	23	4	90
22	24	18	19	22	4	87
23	24	17	17	17	3	78
24	25	20	18	21	4	88
25	26	19	20	23	5	93
						2.193

After calculating the result of the student's initial test, the mean score and standard deviation of both groups are presented in the following table:

Table 4.15

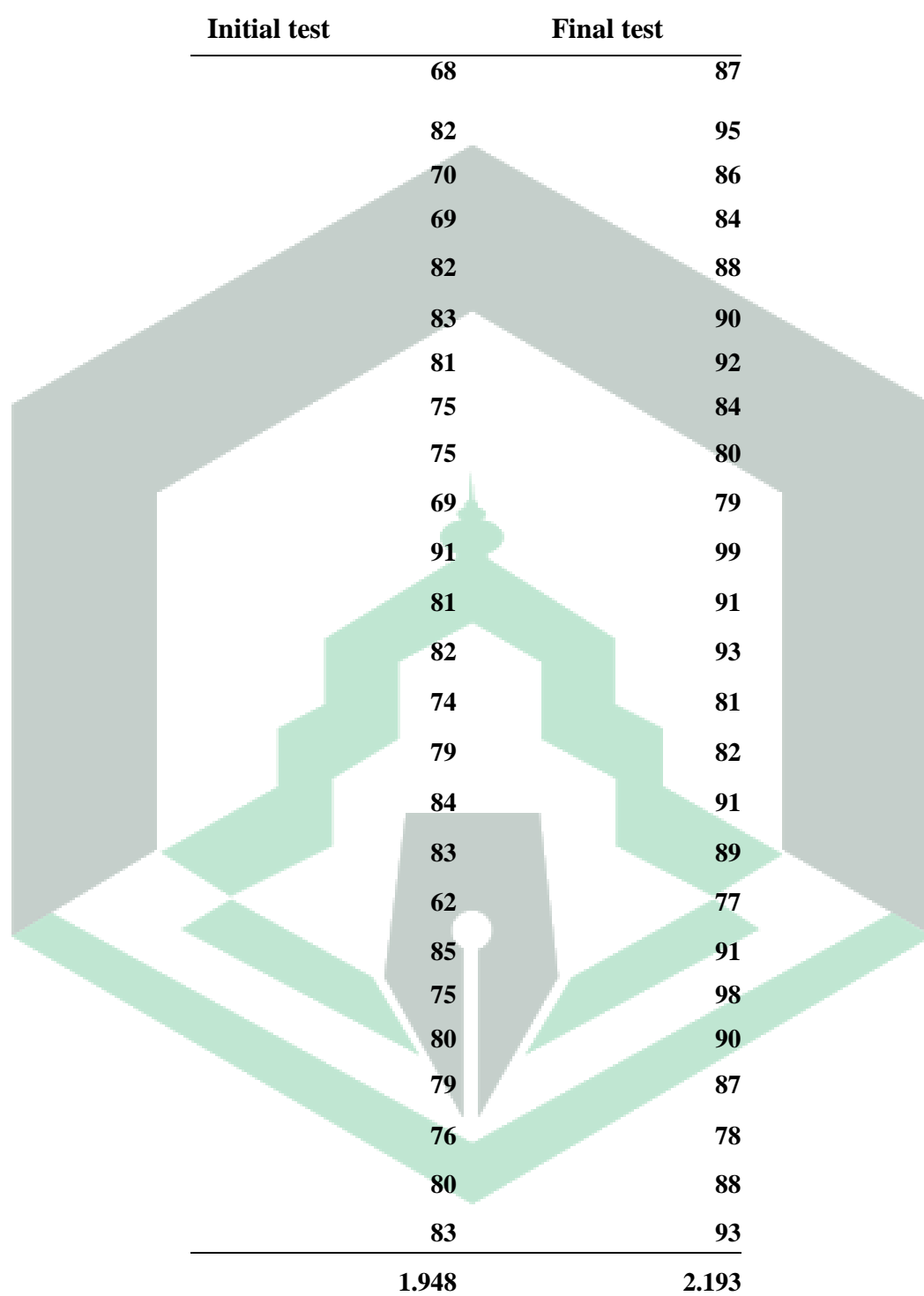


Table 4.16

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	62	91	77.92	6.563
Posttest	25	77	99	87.72	5.983
Valid N (listwise)	25				

Table 4.16, shows the mean score of the student's pretest was 77.92 and the mean score final test was 87.72. The standard deviation of the pretest was 6.56 and the standard deviation of the final test was 5.98. It means that using media direction clues in teaching writing can enhance the student's achievement.

The t-test of Students' Writing Achievement Scores

The hypothesis was tested using inferential statistics. In this case, the researcher uses a t-test (significance test) with a paired sample t-test, namely the test to find out the significant difference between the results of students' mean scores on the initial test and final test.

Assuming a significance level of $(\alpha) = 0.05$, what is needed is; degrees of freedom $(df) = N - 1$, where $N = 25$, then the t-test is presented in the following table:

Table 4.17 Paired Sample Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pretest - 1 Posttest	-9.800	4.882	.976	-11.815	-7.785	-10.037	24	.000

From the analysis, the researcher concluded that there was a significant difference between the pretest and posttest in improving student's writing skills by using a diary application. The results of statistical analysis of significance level ($p < 0.05$) with degrees of freedom ($df = N-1$, where $(N) = 25$, $df = 24$). The probability value is smaller than α ($0.00 < 0.05$). That alternative Hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This means that teaching writing using direction clue media is effective in improving students' writing skills.

g. Students' Perception of the Using Diary Application

Table 4. 18 Students' Answers to Questionnaire

No	Pernyataan	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Buku harian membantu saya dalam meningkatkan kemampuan menulis saya.	24%	76%	0%	0%	0%
2	Buku harian membantu saya untuk meningkatkan kemampuan saya untuk menggunakan bahasa kreatif dan efektif.	25%	64%	8%	4%	0%
3	Saya tidak takut apabila saya membuat kesalahan dalam menulis Bahasa Inggris.	20%	36%	8%	32%	4%
4	Dengan menulis buku harian memungkinkan saya untuk memperkaya perbendaharaan bahasa.	32%	56%	8%	4%	0%
5	Saya tidak percaya diri ketika pertama kali menulis menulis menggunakan Bahasa Inggris.	16%	28%	16%	36%	4%
6	Dengan menulis buku harian, sekarang saya bisa membangun kepercayaan diri saya.	28%	60%	4%	4%	05%
7	Buku harian membantu saya untuk mengabadikan momen.	48%	44%	4%	4%	0%
8	Saya tidak takut bertanya kepada guru jika ada yang tidak saya pahami.	28%	56%	4%	12%	0%
9	Buku harian membantu saya	23%	68%	0%	0%	0%

	melihat progress perkembangan diri.					
10	Buku harian membantu saya mempertajam ingatan.	48%	28%	4%	0%	0%
11	Buku harian memotivasi saya untuk menulis dengan baik.	36%	60%	0%	4%	0%
12	Buku harian bisa meningkatkan produktifitas saya dalam hal menulis.	16%	76%	0%	4%	4%
13	Dibandingkan siswa lain saya adalah seorang siswa yang lemah dalam pelajaran bahasa inggris, Khususnya menulis.	16%	24%	20%	24%	16%
14	Dengan menulis buku harian saya bisa menghafal kosa kata, meskipun itu sulit tapi saya yakin bisa melakukannya.	32%	52%	8%	8%	0%
15	Dengan membuat buku harian dapat menjadikan ide – ide saya tercatat dengan baik.	36%	60%	4%	0%	0%
16	Dengan menulis buku harian secara rutin saya bisa mengenal diri saya sendiri. Karena bisa mengetahui hal – hal yang saya sukai, syukuri,dan cita – cita yang ingin saya capai.	36%	64%	0%	0%	0%
17	Dengan menulis buku harian bisa meredakan stress saya, karena dengan rutin melakukan aktivitas ini akan membuat fikiran saya menjadi lebih rileks dan mengurangi beban fikiran.	20%	68%	12%	0%	0%
18	Bagaimanapun saya berusaha, saya titak yakin akan bisa menulis buku harian dengan menggunakan bahasa inggris,	8%	20%	8%	40%	24%
19	Menulis buku harian melatih saya untuk bebas bereksperimen.	44%	52%	4%	0%	0%
20	Dengan menulis buku harian dapat membantu saya untuk memperbaiki tulisan tangan saya dan dapat pula melatih saya untuk membuat suatu novel.	36%	56%	4%	0%	4%

Based on the student's answers to the questionnaire, was evidence that the students gave a positive statement about the use of dairy applications.

Table 4.19 The Respondent's Score of the Questionnaire

No	Respondents	Score	Mean	Criteria
1	R1	43	2,15	Poor
2	R2	57	2,85	Low
3	R3	63	3,15	Low
4	R4	68	3,40	Fair
5	R5	71	3,55	Fair
6	R6	71	3,55	Fair
7	R7	72	3,60	Fair
8	R8	72	3,60	Fair
9	R9	72	3,60	Fair
10	R10	73	3,65	Fair
11	R11	75	3,75	Fair
12	R12	76	3,80	High
13	R13	76	3,80	High
14	R14	78	3,90	High
15	R15	80	4,00	High
16	R16	81	4,05	High
17	R17	86	4,30	High
18	R18	89	4,45	High
19	R19	92	4,60	Very High
20	R20	94	4,70	Very High
21	R21	96	4,80	Very High
22	R22	99	4,95	Very High
23	R23	99	4,95	Very High
24	R24	100	5,00	Very High
25	R25	100	5,00	Very High

From the table above, the results of the questionnaire show that students agree with positive statements and disagree with negative statements. This means that project-based learning has a positive effect on students. The highest susceptibility score is 4.60-5.00 in the "very high" category. The results of the questionnaire show the "very high" category, so it can be obtained that students strongly agree that PBL in improving student's writing skills in class can be used and accepted well by students, as evidenced by the results of the student

questionnaires in class that can be used and well received by students. questionnaire data that has been distributed Scores are obtained through the number of respondents who answered the items of agreement in the questionnaire.

B. Discussion

The following contents were the description of students' writing documents:

1. Contents

The first aspect of the initial test was the content of diary entries. The result of analyzing was satisfying. Most of the students were able to deliver their idea by composing their recount text in a form of a diary using a dairy application. Concerning the content 1 student gets excellent scores, 19 students get a good score, and 5 students get fair scores. Meanwhile, in the final test, all students had completed composing all structures of recount text in the form of diary writing using a diary application. As proved by the result of the students' work where students had been able to write recount text with complete generic structures and also good content, not even that, 7 students get excellent scores and 18 students get good scores.

2. Organization

Developing and organizing ideas are the other problems that the students faced in the process of writing. Most of the students cannot control their thoughts so they tend to write whatever comes to their mind at that time. As a result, their sentences usually do not connect, for example, their writing is irregular. This can be seen from the difference between the ideas of the first paragraph and the

second paragraph. The ideas do not connect and jump. He does not provide a connecting sentence to create coherence between the two paragraphs, and he does not provide detailed information from the previous paragraph regarding his opinions or suggestion on the topic under discussion. Meanwhile, in the final test, all students were able to compose their recount text in a form of diary writing using a diary application with complete generic structures. 15 students got an excellent score and 10 students get a good score.

3. Vocabulary

It focused on analyzing the word choice of diary entries. It was done since students were wrong in using it, it could result in the changing of meaning. Some students use imprecise words and foreign words to their level but they don't know the real meaning of them. That's why they are wrong in constructing sentences using these words. Meanwhile, in the final test, students used the right words, as proved by the result of the student's work. 15 students get an excellent score and 10 students get a good score.

4. Grammar

It focused on the grammatical use of tenses and pronouns. The result of analyzing was poor. Many students still had difficulty, especially in producing past forms and using the correct pronoun. The cause of this phenomenon is students' understanding of the past tense. Most students use the past tense for only half of the entire entry and the present tense for the other half. Meanwhile, in the final test, the grammatical use has begun to develop, but there are still some errors and some students still have difficulty in producing the past tense such as,

they do not use the past tense in all the last entries.

5. Mechanics

The last aspect was the mechanics of diary entries. It focused on capitalization, number of sentences, connections, and paragraphing. The result was unsatisfying there were many students not able to write some words correctly. There was even 1 student who only made one sentence. In addition, some students do not know how to produce coherence and cohesion in their writing. As the researcher observed, students still need to practice more on how to compose a good paragraph. Meanwhile, in the final test, the number of sentences and paragraphs of student entries increased significantly, there were more students whose diaries are less than two paragraphs, they even do more than two paragraphs on the last entry. In addition, this aspect is also focused on spelling, punctuation, and the use of capital letters. The result is satisfactory. Most of the students were able to write every word correctly. The problem only arises in the use of punctuation and capitalization, such as after the period punctuation marks always start with a capital letter, and in terms of coherence and cohesiveness, the result is also satisfactory.

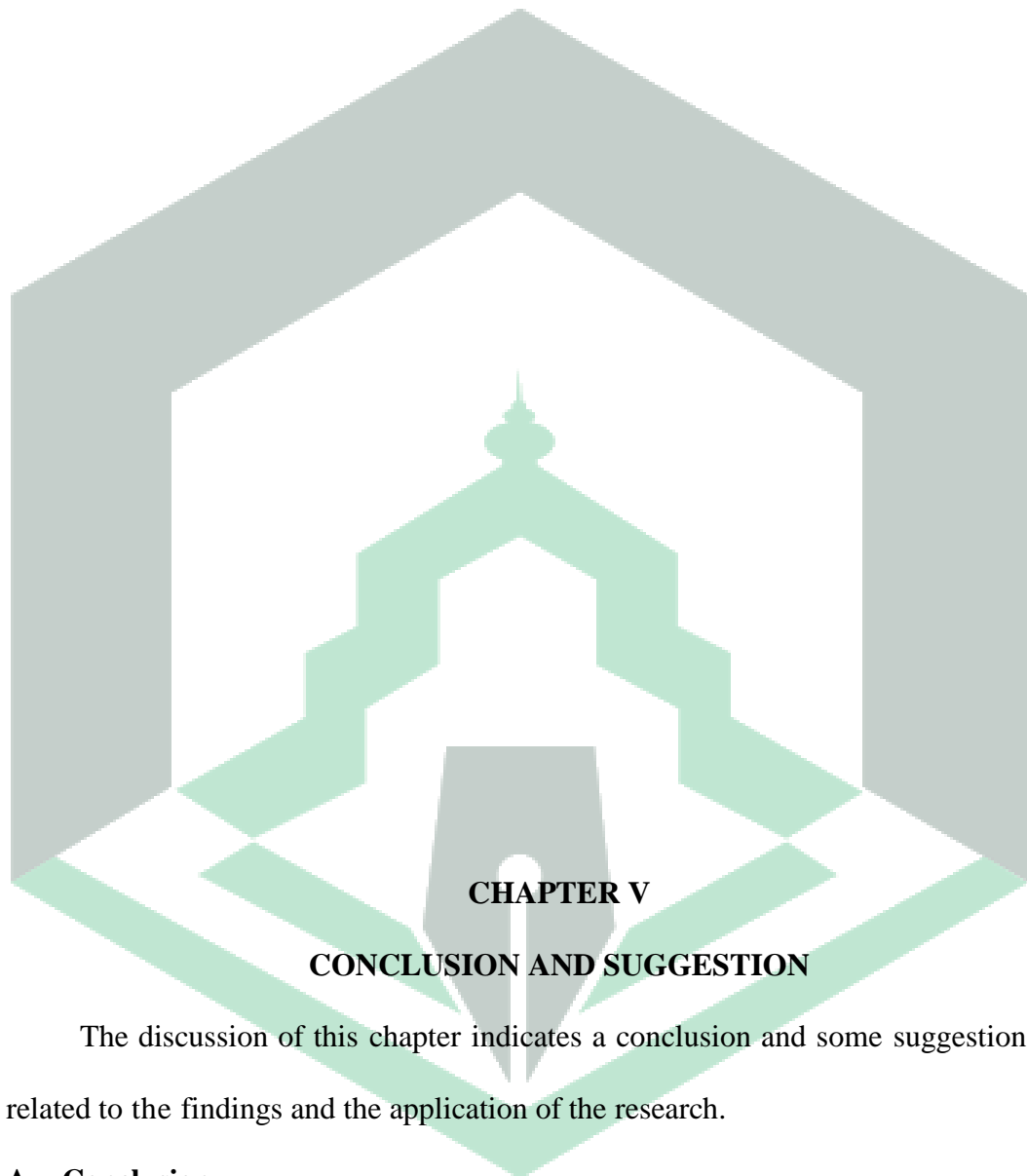
Based on the results of data analysis, the researcher concludes that one of the essential things is that teachers must give full attention to and understand students' potential, especially in writing skills. Here, the students were taught and led on how to write well and they were acquainted with writing, however unlike the previous writing English with repetitive techniques, where they were taught and coached on how to write well and were acclimated to writing. The researcher

established that the use of diary writing improved the students' writing abilities.

The learners had the option of sharing their thoughts and structuring their stories sentence by sentence. Even though their vocabulary in English was limited, they exuded confidence because the teacher seemed to value their diary writing. Writing became less terrifying for the students. The result also demonstrated how much the learners delighted in taking part in this diary writing. They discovered that keeping a diary was an enjoyable approach to improving writing abilities, which helped them to feel less bored in English class.

By the looking at the results of the questionnaire and the results of the student tests, the researcher concluded that the questionnaire and the test results were interrelated. Because the results of the questionnaire showed that students agreed with the positive statement and disagreed with the negative statement. This means that it has a positive effect on students. The highest vulnerability score is 4.60-5.00 in the “very high” category. The results of the questionnaire show the "very high" category, so that it can be obtained that students strongly agree that in improving students' writing skills in class it can be used and received well by students, as evidenced by the results of student questionnaires in class that can be used and received well by students.

While the test results can be seen from the average value of the pretest of students is 77.92 and the average value of the final test is 87.72. The standard deviation of the pretest was 6.56 and the standard deviation of the final test was 5.98. This means that the use of a diary application in learning to write can improve student achievement.



The discussion of this chapter indicates a conclusion and some suggestions related to the findings and the application of the research.

A. Conclusion

The results showed that the students' null hypothesis (H_0) was rejected and the alternative hypothesis was accepted (H_1). Students' reactions to the use of the diary application showed positive enthusiasm. This means that the diary

application improves the writing skills of students at SMAN 2 Palopo.

B. Suggestion

Success in teaching depends not only on the lesson program but more importantly how the teacher presents the lesson and uses various methods or media to make the class more live and fun. This media also helps teachers and provides many opportunities for students to be active in the teaching and learning process. Regarding teaching writing, the researcher gives some suggestions for teachers and students as follows:

1. For teachers, the results of this research can be used as a reference that the use of diary application can improve students' writing skills, and become an alternative to improve classroom management in learning to write.
2. For students, this research is expected to stimulate their motivation in learning English, especially in writing English, and they are not afraid to make mistakes when writing.
3. For future researchers, I hope to complete this research because the diary application is very interesting and helpful in teaching writing specifically, where students used to be lazy in writing diaries, but now they are no longer.

Finally, the researcher concluded that this thesis had flaws and was not flawless. As a result, the researcher is hoping for comments and ideas that will assist him or her improve this thesis. Readers will hopefully find this thesis to be helpful, and if anyone feels that it should be improved upon, the researcher wishes to use a range of interesting media to enhance education and allow more people to profit from the advancement of technology.



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A

P



Appendix 1: Surat Izin Penelitian



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasjmi No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 503/PP/DPMP/PTSP/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : IDARMAWATI
Jenis Kelamin : Perempuan
Alamat : Jl. Tokasira Balandi Kota Palopo
Pekerjaan : Mahasiswa
NIM : 17 0202 0048

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING DIARY APPLICATION TO INCREASE STUDENTS' WRITING SKILL IN RECOUNT TEXT AT THE SECOND YEAR OF SMAN 2 PALOPO

Lokasi Penelitian : SMA NEGERI 2 PALOPO
Lamanya Penelitian : 25 Mei 2022 s.d. 25 Juli 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 24 Mei 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1401 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 2 PALOPO

Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914



KETERANGAN PENELITIAN

Nomor : 421.3/ 136 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : Idarmawati
NIM : 17 0202 0048
Tempat/Tgl.Lahir : Toraja/ 15 September 1998
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Tokasira Balandai Kota Palopo

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul ***"USING DIARY APPLICATION TO INCREASE STUDENTS WRITING SKILL IN RECOUNT TEXT AT THE SECOND YEAR OF SMAN 2 PALOPO"***.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.



Hj. KAMELIA, S.Pd., M.Pd.
NIP 19690912 199203 2 014

LEMBAR VALIDASI

Petunjuk

Dalam rangka menyusun skripsi dengan judul: **“USING DIARY APPLICATION TO INCREASE STUDENTS’ WRITING SKILL IN RECOUNT TEXT AT THE SECOND YEAR OF SMAN 2 PALOPO”**. Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk table Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (√) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

Keterangan Skala Penelitian:

1 : berarti “kurang relevan” 2 : berarti “cukup relevan” 3 : berarti “relevan” 4: berarti “sangat relevan”

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas				✓
2	Kesesuaian pernyataan/pertanyaan dengan indicator				✓
3	Menggunakan bahasa Indonesia yang baik dan benar			✓	
4	Menggunakan pernyataan yang komunikatif				✓

Penilaian Umum:

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat dengan revisi kecil
4. Dapat digunakan tanpa revisi

Saran-saran:

Diperbaiki kesalahan pengetikan!

Palopo, Mei 2022
Validator

Hartina

St. Hartina, S. Pd., M.Pd

NIP. 199109092019032021



No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas				√
2	Kesesuaian pernyataan/pertanyaan dengan indicator				√
3	Menggunakan bahasa Indonesia yang baik dan benar				√
4	Menggunakan pernyataan yang komunikatif				√

Penilaian Umum:

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat dengan revisi kecil
4. Dapat digunakan tanpa revisi

Saran-saran:

Palopo, 17 Mei 2022
Validator



Andi Tenrisanna Syam, S. Pd., M.Pd

NIP. 19860423 201503 2 005

Appendix 4: Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Pembelajaran

Sekolah : SMA Negeri 2 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA 5

Waktu : 2x40 menit

- A. Tujuan Pembelajaran**
1. Siswa mampu menunjukkan kemampuan literasi seperti literasi baca, menulis, berhitung, dan digital.
 2. Siswa mampu menunjukkan karakter yang baik seperti moral dan kinerja.
 3. Siswa mampu menjadi penulis yang baik dengan meningkatkan writingskills siswa.
 4. Siswa mampu menceritakan hasil pemikiran mereka melalui Diary aplication
 5. Siswamampumembangun dan meningkatkan kompetensi critical thinking, communication, creativity, dan collaboration.

A. Materi dan Strategi Pembelajaran

1. Materi : Writing (Recount Text)
2. Strategi : Indirect Instruction
 - a. Teori : Konstruktivisme
 - b. Pendekatan : Cooperative/Sosial
 - c. Model : PBL (Problem Based Learning)
 - d. Metode : Diskusi
 - e. Teknik : Presentasi, Tanya jawab
 - f. Perangkat : RPP, Diary aplication/Media.
 - g. Moda : Luring.

B. Assesment Pembelajaran: Literasi, karakter.

1. Non Test : Observasi (Menggunakan Rubrik)
2. Test : Test writing

Appendix 5: Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Identitas Pembelajaran

Sekolah : SMA Negeri 2 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA 5

Waktu : 2x40 menit

A. Tujuan Pembelajaran

1. Siswa mampu menunjukkan kemampuan literasi seperti literasi baca, menulis, berhitung, dan digital.
2. Siswa mampu menunjukkan karakter yang baik seperti moral dan kinerja.
3. Siswa mampu menjadi penulis yang baik dengan meningkatkan writing skills siswa.
4. Siswa mampu menceritakan hasil pemikiran mereka melalui Diary application.
5. Siswa mampu membangun dan meningkatkan kompetensi : critical thinking, communication, creativity, dan collaboration.

B. Materi dan Strategi Pembelajaran

1. Materi : Writing, Membuat recount text, lalu menentukan struktur dari recount text (orientation, events, dan reorientation).
2. Strategi : Indirect Instruction
 - a. Teori : Konstruktivisme
 - b. Pendekatan : Cooperative/Sosial
 - c. Model : PBL (Problem Based Learning)
 - d. Metode : Diskusi
 - e. Teknik : presentasi, Tanya jawab
 - f. Perangkat : RPP, Diary application/Media.
 - g. Moda : Luring.

C. Assesment Pembelajaran: Literasi, karakter.

8. Non Test : Observasi (Menggunakan Rubrik)
9. Test :Test writing

Appendix 6: Rancangan Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Identitas Pembelajaran

Sekolah : SMA Negeri 2 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA 5

Waktu : 2x40 menit

A. Tujuan Pembelajaran

1. Siswa mampu menunjukkan kemampuan literasi seperti literasi baca, menulis, berhitung, dan digital.
2. Siswa mampu menunjukkan karakter yang baik seperti moral dan kinerja.
3. Siswa mampu menjadi penulis yang baik dengan meningkatkan writing skillssiswa.
4. Siswa mampu menceritakan hasil pemikiran m melalui Diary application.
5. Siswa mampu membangun dan meningkatkan kompetensi : critical thinking,communication, creativity, dan collaboration.

B. Materi dan Strategi Pembelajaran

1. Materi : Writing, menentukanstruktur recount text.
2. Strategi : Indirect Instruction
 - a. Teori : Konstruktivisme
 - b. Pendekatan : Cooperative/Sosial
 - c. Model : PBL (Problem Based Learning)
 - d. Metode : Diskusi
 - e. Teknik : presentasi, Tanya jawab
 - f. Perangkat : RPP, Diary aplication/Media.
 - g. Moda : Luring.

C. Assesment Pembelajaran: Literasi, karakter.

1. Non Test : Observasi (Menggunakan Rubrik)
2. Test :Test writing

Appendix 6: Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Pembelajaran

Sekolah : SMA Negeri 2 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA 5

Waktu : 2x40 menit

A. Tujuan Pembelajaran

1. Siswa mampu menunjukkan kemampuan literasi seperti literasi baca, menulis, berhitung, dan digital.
2. Siswa mampu menunjukkan karakter yang baik seperti moral dan kinerja.
3. Siswa mampu menjadi penulis yang baik dengan meningkatkan writingskills siswa.
4. Siswa mampu menceritakan hasil pemikiran mereka melalui Diary application
5. Siswa mampu membangun dan meningkatkan kompetensi critical thinking, communication, creativity, dan collaboration.

B. Materi dan Strategi Pembelajaran

1. Materi : menentukan struktur recount text dari cerita yang disiapkan oleh guru
2. Strategi : Indirect Instruction
 - a. Teori : Konstruktivisme
 - b. Pendekatan : Cooperative/Sosial
 - c. Model : PBL (Problem Based Learning)
 - d. Metode : Diskusi
 - e. Teknik : Presentasi, Tanya jawab
 - f. Perangkat : RPP, Diary application/Media.
 - g. Moda : Luring.

C. Assesment Pembelajaran: Literasi, karakter.

1. Non Test : Observasi (Menggunakan Rubrik)
2. Test : Test writing

Appendix 6: Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Pembelajaran

Sekolah : SMA Negeri 2 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA 5

Waktu : 2x40 menit

A. Tujuan Pembelajaran

1. Siswa mampu menunjukkan kemampuan literasi seperti literasi baca, menulis, berhitung, dan digital.
2. Siswa mampu menunjukkan karakter yang baik seperti moral dan kinerja.
3. Siswa mampu menjadi penulis yang baik dengan meningkatkan writingskills siswa.
4. Siswa mampu menceritakan hasil pemikiran mereka melalui Diary application
5. Siswa mampu membangun dan meningkatkan kompetensi critical thinking, communication, creativity, dan collaboration.

B. Materi dan Strategi Pembelajaran

1. Materi : Writing(recount text dengan tema online learning when pandemi covid 19, lalu tentukan struktur recount text)
2. Strategi : Indirect Instruction
 - a. Teori : Konstruktivisme
 - b. Pendekatan : Cooperative/Sosial
 - c. Model : PBL (Problem Based Learning)
 - d. Metode : Diskusi
 - e. Teknik : Presentasi, Tanya jawab
 - f. Perangkat : RPP, Diary application/Media.
 - g. Moda : Luring.

C. Assesment Pembelajaran: Literasi, karakter.

1. Non Test : Observasi (Menggunakan Rubrik)
2. Test : Test writing

Holiday with my friends

By Resky Ramadhani XI IPA 5



Last holiday, my friends and I went to the bath tour in our city. We leave at noon and get there at 3 p.m. Luckily, that day was sunny. The bath tour seemed so beautiful under the blue sunny sky. It's so fun when we sit at the edge of the pool and soak our feet in the water while telling me how much fun it was that day.

Calatton Harion

Finished bathing, we started to feel hungry, so we decided to head to the nearest food stall. We bought pop noodles and we filled our bellies to our heart's content.

We stay until the sun set because we still feel at home bathing and telling stories. We took great photos as a keepsake of our beautiful moments here. We went home happily and fully recharged, ready for our daily routine, and going to school the next day.

Football Tournament

By Given Hadinataniel Bode XI IPA 5



Last December I participated in an inter-district/city football tournament in Gowa. In the tournament we faced teams from Enrekang, Sidrap and Pinrang and at that time we came out as group winners and will continue to the round of 8 in Makassar

In the round of 8 we faced teams from Bulukumba, Gowa and the home team

In the last 8 round we failed to qualify for the next round so after the match was over we together with the coach and official returned to our hometown

Thank you....

Catatan Harian

My activity



Yesterday was a tiring day for me. I did a lot of activities with my friends, so I couldn't rest and have a vacation with my family.

First, in the morning my friends and I were worshipping. After that around 14.00 we got ready to do social service activities as a form of spiritual activity, in this activity we cleaned places of worship, fields, and streets. 17.30. After that we can finally rest and return to our respective homes.

All these activities made us tired but we feel happy and proud of the appreciation from the local government and the community for the activities we do.

On behalf of William Hengki Class XI
IPA 5 🙏

Appendix 8: Final Test

Study online during the covid pandemic

By: Resky Ramadhani XI IPA 5

In March 2020, I have my first experience of online learning. Since the COVID-19 pandemic has spread widely around the nation, all the students have to do online learning from home.

On my first day, I was having some difficulties. While I was having an online class, I couldn't hear my teacher very well because she was having a connection problem. I could not understand the material so I have to learn it by myself. And also, it was boring because I can not meet my friends in school. But on the other side, it was fun because I can get more focus on learning by myself and my teachers provided us with fun activities like having quizzes in Kahoot.

It was neither a good nor a bad experience. I was getting used to it for a year, and now I am having direct learning activities in school.

Orientation: In March 2020, I have my first experience of online learning. Since the COVID-19 pandemic has spread widely around the nation, all the students have to do online learning from home.

Events: On my first day, I was having some difficulties. While I was having an online class, I couldn't hear my teacher very well because she was having a connection problem. I could not understand the material so I have to learn it by myself. And also, it was boring because I can not meet my friends in school. But on the other side, it was fun because I can get more focus on learning by myself and my teachers provided us with fun activities like having quizzes in Kahoot.

Reorientation: It was neither a good nor a bad experience. I was getting used to it for a year, and now I am having direct learning activities in school

Name: Given Hadinataniel Bode
Class: XI IPA 5

Orientation:

One day, when i was ten years old, my father bought an old motorcycle, that was "honda 75". think it was small light object and easy to ride it. i persuaded my father to teach me to ride "honda 75". firstly, my father refused my request and promise that he would teach me to or three yaeears later, but i still whimpere finally, my father surrendered and promise to teach me.

Events:

He began to teach me riding the motorcycle a round a field in my village. my father was very patient to give me some direction. i was very happy when i realized my ability to ride a motorcycle. "yes i can". one day later, when i was alone at home, i intended to try my riding ability, so, my self tried bravely.

all ran fluently in the begining, but when i was going back to my home and i passed through a narrow slippery street, i got nervous. i lost my control and i fell to the ditch.

Re-orientation:

after that, i told my father about the last accident. i imagined my father would be angry and never let me ride again. but the reality is exactly on the contrary, my father was very proud of me. he just gve me some advices and since that accident, i got my father's permission to ride motorcycle.

Name: William Hengki
Class: XI IPA 5

(Orientation)

Since covid-19, I have to learn from home.

Actually, I was so disappointed to find out that my school is still closed due to the pandemic, but I try my best to follow my school activities.

(Event)

During the pandemic, I wake up at 6 or 7 in the morning. After showering and having breakfast, I put on my school clothes and prepare school supplies. My mother always prepares breakfast for me. After that, I use my cell phone to access the learning materials. I listen to my teacher and I do my homework. Sometimes, I find it difficult to do online school and find it difficult to understand the material given by the teacher via cellphone.

(Re-orientation)

After online school is over, I tidy up my school equipment and rest for a while. I remember I have some homework to do. I do my homework until 8 pm. This activity made me tired.

Appendix 9: Documentation

The researcher explain how to use diary application



The teacher is supervising the students learning process using diary application



The students are writing use diary application



The researcher give some advice before ending the research



Photo with the all students XI IPA 5 SMAN 2 Palopo



BIOGRAPHY



Idarmawati, born in Toraja on September 15, 1998.

The researcher is the third child of four children from a father named Nada' and a mother named Hasmawati R. Currently, the researcher lives in Tabah Village, East Walenrang District, Luwu Regency. Primary education was completed in 2011

at SD Negeri 99 Pongrakka. Then in the same year, he continued his education at SMP Negeri 1 Walenrang until 2014. The researcher finished high school at SMA Negeri 2 Palopo in 2017. After graduating from high school, the researcher continued his studies in the field he was involved in. at, namely the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Palopo.

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