

ABSTRACT

Kurnia Esa, 2024. *“The Use of Diary Writing to Improve Students’ Writing Skill of Eleventh Grade of MAN Palopo”* A thesis of English Language Education Study Program of Education and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Magfirah Thayyib and St. Hartina.

This research aims to assess the effectiveness of diary writing in enhancing the writing skills at 11th-grade students at MAN Palopo. The study adopts a preexperimental method involving a population of 60 students from the 11th grade at MAN Palopo, with a sample size of twenty students. In this research, the researcher collected data through the pre-test, treatment, and post-test phases. The researcher conducted statistical analysis on the collected data using SPSS 25. The findings indicate a noteworthy improvement in students' writing skills, particularly in writing recount texts, as demonstrated by a higher mean post-test score (77.95) than the pre-test score (54.70). The statistical analysis further supports this improvement, revealing that the T-count value (14.151) exceeds the T-table value (1.729). The significant (2-tailed) value = 0,000, which means it is smaller than 0,05 (the value for the standard of substantial level). The comparison of student scores between the post-test and the previous tests affirms the effectiveness of the treatment in enhancing learners' writing abilities. In conclusion, diary writing significantly contributes to improving students' writing skills, particularly in the context of composing recount texts. The implications of this study demonstrate that the diary writing method is effective in improving students' writing skills, increasing their interest and motivation in writing, and aiding the development of other language skills. Despite challenges in its implementation, the positive results indicate the significant potential of this method in the educational context.

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