



The Use of Diary to Improve Students' Writing in Recount Text

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Abstract

The research was aimed to investigate the use of diary writing to overcome students' problem in writing recount texts. The majority of students' writing issues stem from their inability to create and refine ideas. The diary writing technique is used to help students write recount texts better in order to solve this issue. An experimental study was carried out at SMA N 1 Gumay Ulu with a population of class X students consisting of 30 students as a sample in order to test this method. Pre-test and post-test were employed as instruments and measurement tests were utilized as data collection methods to generate data demonstrating the impact of the technique. According to the results of the effect size analysis and hypothesis testing, diary writing at SMA N 1 Gumay Ulu has a significant impact on students' ability to create recount texts. Students can practice writing more by keeping diaries, which can also aid in the development of their writing ideas. The improvement in students' writing abilities following treatment serves as evidence of this. Both groups received a post-test once the researcher had finished the treatment. The findings indicate that student achievement has increased. A significance value of 0.000 supports this. That is under 0.05. Finally, it was determined that keeping a diary helps students write better.

Keywords: Diary, recount text, students' writing

Introduction

Writing is one of the learning abilities that students need to improve. Writing is a skill that is used to convey ideas and thoughts. Out of the four language skills, writing is the most difficult for students to learn (Hermawan et al., 2020). This is because putting ideas on paper and turning thoughts into words through writing is understood to be a hard process (Nakagawa & Leung, 2020). Writing is a type of written communication, so the information must be understandable. Writing exclusively uses written form to communicate messages, as opposed to speaking, which also uses non-verbal cues like gestures, body language, and facial emotions (Qarina, 2018).

For a number of reasons, learning to write is crucial. They can first convey their ideas, experiences, opinions, and emotions through writing. Second, the English curriculum in Indonesia includes writing proficiency as one of the abilities examined. The text is written by the students in

class, and the teacher then grades it. In order to realize their maximum potential, pupils must be proficient writers. Writing can also improve thinking abilities. This will have an impact on pupils' cognitive abilities, including their capacity for analysis, evaluation, and decisionmaking (Shi & Qu, 2021). Concept creation, syntactic, grammar, organization, vocabulary, content, communication skills, and punctuation use are just a few of the numerous components that go into writing, which is a very challenging task (Togatorop, 2015).

According to some of the beliefs presented above, writing is a complex and challenging task. Grammar, punctuation, and vocabulary are all essential for writing. Writing abilities are crucial in the realm of education; students must receive ongoing training in order to develop strong writing abilities. For students, writing is essential and crucial since it has a significant impact on how well they perform in their academic endeavors. Text is a common component of human writing (Kusuma et al., 2020). Words abound in our environment. This word arrangement produces a statement that has meaning. When we talk or write, we produce text, and when we listen to or read it, we interpret its meaning. We must choose the appropriate words, sentences, methods, and features to create a decent document. Additionally, these decisions will represent our objectives and the situation.

In addition to numerous text categories, text can also be divided into a variety of text types, including descriptive text, narrative text, explanatory text, recount text, and many more. Additionally, this style of language is used to convey information to achieve a specific goal. This study, however, only focused on one document, a recount text. Tenth-grade students in literary classes study recount literature. We are telling ourselves things about our lives when we share them with others. Maybe it's because of what we did over the weekend or the interesting things that happened on our trip last year. A recount text is a piece of a text that describes events of the past, often in the order wherein they happened (Fauzi et al., 2021). With the help of this definition, it is made evident that a recount narrative is composed of historically significant incidents that are arranged sequentially. This suggests even more that we are unable to write about arbitrary events since certain guidelines must be followed in order for the information to be understandable.

The ability to write cannot be possessed by someone without learning and practicing (Alenezi, 2022). Several problems often arise in learning to write, which can be seen from the selection of inappropriate words, ineffective sentences, difficulty expressing ideas due to diction, and even being unable to develop ideas systematically. One of the crucial parts of encouraging students' interest in studying is the utilization of learning material. One of the instruments that may be utilized in teaching and learning activities is educational media (Tkavashvili, 2021). In order to enhance the achievement of the teaching and learning process and ensure that teaching and learning proceed smoothly, this is done to encourage learning patterns.

Diverse situations, such as letters, newspaper articles, and perhaps even diary, can use recount writing (Mutshliah, 2016). Every one of these is telling readers or viewers the story of past figures. While diaries detail personal experiences and events, newspapers typically report on accidents and

tragedies. Students can practice producing recount texts through diary writing, in particular. Both the words diary and journal have their roots in diaries, according to their etymologies, however journals may have been more concentrated on the thoughts, feelings, and actions of a single person. Diaries, journals, and notebooks can serve as historical documents, a repository for ideas, a record of past and present scientific investigations, or a thorough account of the private world (Ismael et al., 2022). Additionally, notebooks let writers explore their innermost sentiments and conflicts as well as store facts for later use. They also give writers the chance to hone their writing skills. The writer will then develop into an expert in writing, both now and in the future.

Another definition of a diary is a diary that contains entries on daily events, it is personal, daily updated, and targeted at only one audience (Taqi et al., 2015). Daily sentiments, ideas, and personal experiences are recorded in diaries, which are typically handwritten, chronologically organized, and not intended for public consumption. These definitions suggest that a diary is a book that we handwrite in which we record our regular feelings, ideas, and experiences. Additionally, only the author may read it because it is personal and confidential.

Writing a diary which is one of the techniques for learning to write, in this case does not require structured questions, the student's task is just to write without thinking. According to Qarina (2018) this is a fantastic approach to communicating thoughts and feelings. It is a daily writing assignment, hence the name "daily diary." Students should write in their diaries to practice their skills. By keeping a journal, students can develop their writing. Daily writing assignments will also aid pupils in producing accurate English documents. When teaching recount texts at SMA N 1 Gumay Ulu, diary writing is employed to determine whether the method is beneficial or not. Because writing issues are a common difficulty for students, this school was selected. Both students and teachers benefit from keeping diaries since it makes teaching writing texts easier.

Diaries are typically handwritten and employed to communicate everyday sentiments, thoughts, and personal experiences; they are organized by date rather than for publishing, as stated by Taqi et al. (2015). This term relates to language that recounts events or sentiments; nonetheless, the writer must take grammar into account when writing the text. Grammar is a common issue while learning to write. To make the writing process easier to transfer and more pleasurable, the teacher needs to pay greater attention to this. In order to effectively teach, teachers must use a variety of resources available to them.

Based on the aforementioned occurrence, the author discovered a method that may inspire and motivate students in writing classes and enhance their writing abilities. According to Alenezi (2022), writing is a skill, so it stands to reason that the more people write, the better they will get at it. As a result, keeping a diary is particularly helpful for raising students' positive attitudes and interest in learning English because, in their eyes, writing is pleasurable and unrestricted. The author believes that writing diary can help pupils with their writing issues. Students can freely express their thoughts, feelings, and other life events in writing by using the program. Additionally, they can improve their

vocabulary as well as their sentence construction and writing style. They can therefore learn English more effectively.

There are two previous studies that the authors found. The first study (Qarina, 2018) shows that the use of diary has a strong impact on learning to write texts at MAN 1 Pontianak. Keeping a diary gives students the opportunity to practice writing and can help them generate ideas for writing. This is indicated by an increase in students' writing performance after treatment. The second was researched by (Maharani, 2017), the findings of this study suggest that student performance has improved. A significance value of 0.005 reveals this, 0.05 is less than that. Finally, it was discovered that keeping a diary helps students write better.

The author's research and the study described above have commonalities in the media employed, especially diary writing. However, the authors found that the object under study was different from the above studies, the difference lies in the research location. The author chooses schools that are remote high schools that are located in remote areas with inadequate access to learning. This school is located in the Gumay Ulu area, Lahat, South Sumatra and is a school that is quite difficult to access internet signals. The author is interested in learning whether employing diary writing media can raise students' writing proficiency. The author focuses on the difficulties students have with writing mechanics and the progression of topics inside grammatical sentences. This study aims to determine whether a diary can enhance students' writing abilities or not. Based on the phenomenon, the author formulated the research question as follows: Is there any significant difference of students' achievement in teaching recount text taught by using diary writing at the tenth grade of SMA Negeri 1 Gumay Ulu in Academic Year 2022/2023?

Research Methodology,

Research Design

This research method was an experiment. The author chose this method because wanted to know how diary writing improves students' writing performance. The methodology is quantitative. This indicates that numerical measurements are used in the methodologies and instruments, and statistical quantization is then completed. In the design of experiments, separate methodological treatments are applied to several groups of students after preparatory research has been conducted. A post-test was conducted after a specific period of time. According to the previous explanation, the research design can be summarized as follows:

Experimental Group	Pre-Test	Treatment	Post-Test
Control Group	Pre-Test	Treatment	Post-Test

Population and Sample

The author conducted the research in SMA N 1 Gumay Ulu. It is located at Gumay Ulu, Lahat, South Sumatra. The population for the educational year 2022– 2023 is class X MIPA of SMA N 1 Gumay Ulu. The total population is 30 students. They were split into two groups, with 15 students in the experiment group receiving recount text instruction and diary writing assignments and 15 students in the control group receiving traditional instruction but just receiving recount text.

Instrument

Any indicators used to evaluate, analyze, or record numerical information gathered from a large number of people is a data-gathering instrument (Creswell, 2008). The author utilized a written test as an instrument to gather data. Both a pre-test and a post-test were conducted using the test. A pre-test is administered prior to receiving an intervention to understand the student's state, and a post-test is administered to ascertain whether the intervention had any impact. The independent and dependent variables are the other two variables in this study. Writing in a diary is an independent variable, and recalling text is a dependent variable. Thus, the objective of this research was to determine whether keeping a diary may enhance students' recall writing ability.

Data Analysis

The author in this study evaluated student writing achievement using a rating system. The assessment will take into account five factors. They were content, organization, vocabulary, use of language (grammar), and mechanics. Nurgiyantoro (2001) the percentages of each component in the authoring of recount texts were then evaluated using the following criteria :

Table 1

The Creterion of Writing Mastery (Scale Change of Five)

Score	Criteria
80-100	Excellent
66-79	Good
56-65	Enough
40-55	Poor
0-39	Failed

Once the data has been collected, the following step is to analyze it. Data from the test results in this study were automatically computed and analyzed using Microsoft Excel 2010 and SPSS 25 with a significance level of 0.05.

Findings and Discussion,

Findings

There are two groups of participants. They include both the Experimental group and the Control group. Students in the group were required to complete a pre-test before the researchers started the

treatment. The diary-writing intervention was only used on the Experimental group; there was no diary-writing intervention on the Control group. A post-test served as the final exam that the students had to complete. Written exams that are related to memorable student experiences are part of both the pre-test and the post-test. Researchers categorized students' writing based on Nurgiyantoro's writing grading standards (2001). The findings of the pre-test and post-test are as follows:

Table 2

The result of the control and experimental groups' pre-test and post-test

Score	Criteria	Experimental		Control	
		Pre-Test	Post-Test	Pre-Test	Post-Test
80-100	Excellent	0	2	0	0
66-79	Good	4	11	3	4
56-65	Enough	8	2	7	8
40-55	Poor	3	0	4	3
0-39	Failed	0	0	0	0
Total		15	15	15	15

Tests were conducted to gather data for the study. This study used data analysis software called SPSS to find the findings of the scores between both the pre-test and post-test in the experimental groups and the pre-test and post-test in the control class. The findings of the pretest for the experimental and control groups are contrasted in the following table.

Table 3

Independent Sample t-test between both the experimental and control groups' pre-test results

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Scores	Experimental	15	61.40	5.829	1.505
	Control	15	58.93	6.974	1.801

For the pre-test, the experimental group's mean result was 61.40, whereas the control class' mean result was 58.93. To determine how closely each student's results match the mean, the standard deviation, a measurement of the distribution of test scores, is used. The experimental class's standard deviation is 5,829. The control class's standard deviation is 6,974. The favorable results demonstrate that the standard deviation is within a reasonable range of the mean.

Table 4.

The favorable results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
S	Equal variances assumed	.420	.522	1.051	28	.302	2.467	2.347	-2.340	7.274

r Equal	1.051	27.	.302	2.467	2.347	-2.347	7.281
e variances		14					
s not		4					
assumes							

This table's purpose is to demonstrate student uniformity. If the result is greater than 0.05, the data are considered to be homogeneous; otherwise, if the result is less than 0.05, the data are not considered to be homogeneous. The outcomes of $F = 0.420$ and $Sig\ 0.522$ demonstrate this. Because the values are greater than 0.05, it may be inferred from the results of (F) and (Sig) that the data is homogeneous. The hypothesis is then evaluated to see if it is accepted or not using a two-way test known as sig 2-tailed. If the result is more than 0.05, the hypothesis is deemed invalid. In contrast, if the outcome is even less than 0.05, the hypothesis is accepted. This can be shown using the sig 2-tailed values, which are $0.302 > 0.05$. Based on these results, the hypothesis is disproved because there is no difference between the two classes and the result is greater than 0.05. It can be argued that pupils' writing skills were equivalent prior to treatment. The mean difference between the two groups was also 2.347. The comparison of post-test outcomes between the experimental and control groups is shown in the table below.:

Table 5

Independent Sample t-test between the experimental and control groups' post-test results.

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Scores	Experimental	15	73.40	5.448	1.407
	Control	15	62.47	8.383	2.164

The results showed that the experimental group's average score at the post-test reached 73.40, meanwhile the control group's mean score was 62.47. The standard deviation, a measurement of the dispersion of test scores, is used to ascertain how closely each student's results follow the average. The control group's standard deviation was 8,383, whereas the experimental group's was 5,448. The positive outcomes show that somehow the standard deviation is within a practical range of the mean.

Table 6

Result Varied Treatment

		Independent Samples Test							
Levene's Test for Equality of Variances		t-test for Equality of Means							
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	
S Equal	2.336	.138	4.235	28	.000	10.933	2.581	5.646	16.221

c	variances							
o	assumed							
r	Equal	4.235	24.03	.000	10.933	2.581	5.606	16.261
e	variances		8					
s	not							
	assumed							

Because the findings are greater than 0.05, it may be inferred from the results (F) and (Sig) that the data is homogeneous. The two-way test sig 2-tailed is then used to determine whether or not the hypothesis is accepted. In contrast, the hypothesis is accepted if the result is less than 0.05. The hypothesis is rejected if the result exceeds 0.05. The 2-tailed sig's 0.000 values serve as evidence for this. These findings support the hypothesis because the result is less than 0.05 and the difference between the two classes is significant. After receiving varied treatment, the students' writing skills can be deemed to have improved.

The two groups' mean difference was 10.933 between them. According to the justification above, the students in the experimental and control groups began out at the same level. In terms of the students' writing proficiency, the Independent Sample t-test on the post-test demonstrated a statistically significant distinction between both the experimental group and the control group. With scores of 73.40 as opposed to 62.47 for the control group, the experimental group outperformed it. In other words, H₀ is rejected while H₁ is accepted. There was a noticeable improvement in pupils' writing skills between groups of students who were taught via diary writing and those who were not.

Discussion

Students' writing abilities improved after completing additional tasks like diary writing (Taqi et al., 2015). Writing a diary can assist students to improve their writing abilities and record their daily experiences. This offers pupils the chance to reflect on what and how they are learning before they can openly share their thoughts and feelings. Additionally, it inspires students to write. The writing of the students considerably enhances as a result.

The findings of this study are consistent with earlier research by (Qarina, 2018), which found that using diaries to teach writing recount texts can considerably raise students' writing achievement. Writing a diary can be a lot of fun, especially when it comes to writing because it gives students more experience and inspires them to write well. Therefore, similar findings were found in Maharani (2017) who reported that writing diaries succeeded in improving students' writing fluency, because writing diaries made students practice writing every day. Diary writing forces students to concentrate on the concepts they want to improve on. Students can also better express themselves in their writing by basing it on their emotions and experiences.

According to the research, the same as previous research by (Qarina, 2018), it was discovered that students who were taught via diary writing were more adept at producing recount texts than those

who were taught using conventional techniques (just recount texts), probably because they felt more liberated while writing about their personal experiences. They can simply discuss their experiences and don't worry about making mistakes. The students' writing results are not adequate, and they still make some blunders, despite the technique being well applied. Students' lack of exposure to and practice with English writing techniques is the root of this issue.

In other circumstances, students still have trouble choosing words since they don't comprehend their vocabulary. Right now, the researcher gives students the option to talk to their friends about their struggles or use a dictionary to assist them to find the best phrases. In some cases, if they run into difficulties and persist, researchers will assist them. In previous research by (Maharani, 2017) stated that students had a lot of writing issues, according to the findings of the pre-test before the diary writing approach was applied. Their writing is typically ineffective and riddled with grammar mistakes. Sentences are poorly formed, difficult to grasp, and lack language. Ideas are not communicated properly. Additionally, they frequently omit the past tense and appear to be unsure of the distinction between regular and irregular verbs.

After the diary writing treatment and the post-test, it was found that the experimental group and the control group significantly differed, with the experimental group scoring better. According to the use of the past tense, the experimental group's generic structures are largely complete, and the concepts are simpler. In previous research by (Maharani, 2017) also found this happen because they were accustomed to keeping diary that were also written in the past tense, their writing fluency in recount texts is likewise better. Misspellings do still happen occasionally, and some pupils still struggle to use the past tense correctly. The habit of keeping diaries may have contributed to the increase in students' recount text writing abilities. The past tense form and organizational structure utilized in writing diaries and recounts are identical. Therefore, the pupils became more accustomed.

Some information was discovered using the research's data and methods. First of all, both classrooms did a good job in teaching and learning recount texts. Teaching materials can be effectively communicated and understood. Students' scores on texts evaluated using the writing component criteria by (Nurgiyantoro, 2001) also indicated that they received very little credit for rewriting. During the pre-test session, the average values for the experimental class and the control class were comparatively close. Here, we can see that the control class outperformed the experimental class in terms of the overall score, but that the results are quite close. Additionally, the pretest score t-test demonstrates that the two courses begin at the same location, which is crucial for the study's requirements. Then, to help the pupils improve their writing skills, an intervention was put into place in the experimental classroom that consisted of diary writing activities. Additionally, it was done for five meetings. Diary writing was offered and presented as a new option for the experimental class to study and practice recount text during the intervention. On the opposite side, the control course teaches lessons utilizing customary drills and accepted procedures.

Recount texts were created in the experimental class in the form of diary entries, with topics varying from students' everyday activities, emotions, recent events, and more. They had to add a few more entries at home as well. It was discovered from their diaries that they could communicate their ideas rather effectively because one student described being furious with a friend and refusing to speak to him for days. Contrarily, in the control group, the themes of the recount writings ranged from the students' experiences to their previous trips, this is reinforced by previous research by (Qarina, 2018). A conclusion that can be drawn from the exercises in both courses is that the students there share a similar concept of recount texts and share similar writing challenges, including trouble coming up with topic ideas, using proper grammar, and having a small vocabulary. Additionally, it is evident that students lack genuine enthusiasm for writing and have bad writing habits. Additionally, both classes took a post-test following the intervention. The post-test results show that the experimental class underwent significant changes in their comprehension of the recount text, which led to an increase in their scores. On the other hand, the control class's kids' writing and comprehension abilities barely improved.

The analysis of the data reveals that class X Mipa SMA N 1 Gumay Ulu appears to be a good fit for the technique of utilizing a diary to learn recount text. With the use of this technique, according Taqi et al. (2015) students were encouraged to write more actively and enthusiastically in English, particularly in recount narratives. Hypothesis testing revealed that the experimental group did substantially better than the control group. The mean score for the experimental group was 73.40, whereas the mean score for the control group was 62.47, a difference of 10.93. The aforementioned claim states that there are undeniable differences in students' academic achievement between those who were taught using diary writing as a teaching method for creating recount texts and those who were taught using conventional procedures or only recount texts.

Here, the author identifies a few variables that could affect the experiment's outcomes. The benefits of employing a diary in the instruction of producing recount texts are those things. First off, it might pique pupils' interest in writing. When they realize their error, they won't feel any pressure. Second, since they are accustomed to writing stories in English, they may write recount texts more effectively. In order for students to advance their abilities, particularly in writing recount texts due to the similarities of the tenses utilized. Thirdly, because they kept diaries every day while receiving treatment, students developed the habit of keeping them. Everyday writing practice helps them become more fluent and reduces writing errors (Maharani, 2017).

According to Mutshliah (2016) writing a diary has certain disadvantages as well. The findings of student writing can be used to draw conclusions about these flaws. They only know how to construct simple past-tense statements, hence they struggle to construct sophisticated ones. Because they write freely, pupils occasionally do not comprehend punctuation when writing stories.

Conclusion and Suggestion

Conclusion

Based on research findings and analysis, it was concluded that diary can enhance students' writing abilities. Student performance on writing assessments provides evidence of this. Acceptance of the alternative hypothesis and rejection of the null hypothesis is then used to show these points. Additionally, based on the effect size, the technique's effectiveness is classified as having a strong effect. Because the measurement of t count is bigger than the measurement of table value, creating recount text using diary writing is better to using conventional methods. According to the computation above, pupils in class X Mipa SMA N 1 Gumay Ulu who are taught using diaries perform significantly better than those who are not. Because of this, keeping a journal greatly encourages pupils to elaborate on their thoughts or expressions more effectively than they would before receiving treatment.

Students can be persuaded that writing is not difficult by having them keep diaries. When people know how to assist them convey their ideas or feelings in writing, ideas or feelings can be developed more easily. Additionally, this method encourages and assists students in exploring their writing and thinking abilities by having them work on assessments independently. Therefore, journal writing is particularly useful in assisting students in developing their writing habits, writing fluency, and finding writing ideas.

Suggestion

The conclusions presented above lead to a number of recommendations for educators, readers, and students. English teachers should read the first. It is recommended that English teachers use the diary writing technique while teaching English, particularly when teaching how to write recount narratives. This facilitates learning since it makes it simple for students to comprehend the information by having them write about events or activities from their daily lives. Since diary writing shares traits with recount text, it is preferable if the English teacher uses it to teach writing recount texts. Without any pressure, students can more freely share their opinions.

Then the second benefit for readers is that this study might give them a clear knowledge of diary writing as a substitute method for piqueing students' interest in creating recount narratives. To hone your writing abilities, we advise you to start keeping a diary. The diary not only helps us practice writing, but it also teaches us about retelling text. And for pupils is the final one. When the teacher used diary writing in the instruction of producing recount narratives, the students gave their cooperation and full attention. The kids are expected to concentrate more when writing. When they comprehend the subject, the students might also write responsibly. For students, keeping a diary is a valuable writing activity. It will encourage and motivate them to keep developing their writing ability.

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