

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of the diary writing method significantly enhances students' ability in writing recount texts. The results of the ANCOVA analysis showed a statistically significant difference between the experimental class (taught using diary writing) and the control class (taught using the picture series method), with the experimental class demonstrating improved performance in post-test writing scores after controlling for the pre-test results. Furthermore, the Partial Eta Squared value of 0.966 indicates that the diary writing method contributed substantially to the observed improvement.

The results of the online questionnaire also supported the effectiveness of the diary method. A majority of students in the experimental class reported positive experiences, such as increased fluency, better idea generation, and improved vocabulary usage. Although some students still faced challenges, particularly in grammar and sentence structure, most expressed motivation and enjoyment in writing diaries. The students' engagement with the diary-writing activity shows that this method not only improved technical writing aspects but also fostered a more personal and reflective approach to learning.

Therefore, it can be concluded that diary writing is not only an effective strategy for improving recount text writing but also a meaningful and enjoyable practice for students. This approach supports the development of both linguistic and cognitive skills in a more personalized and engaging learning environment.

## **B. Suggestion**

Based on the conclusions above, several suggestions can be proposed for English teachers, students, and future researchers.

For English teachers, it is recommended to implement diary writing as part of regular writing activities in the classroom, especially when teaching recount texts. This method allows students to write more freely and express their experiences in their own words, which can help reduce writing anxiety and increase motivation. Teachers are also advised to give consistent and constructive feedback on students' writing, especially in terms of grammar, vocabulary, and text organization.

For students, it is suggested that they practice writing diaries regularly to improve their writing fluency and self-confidence. Writing diaries can help students organize their ideas logically and express their thoughts more clearly. Students are also encouraged to review their writing and seek feedback from teachers or peers to improve the quality of their writing over time.

For future researchers, it is suggested to conduct further studies that explore the long-term effects of diary writing on other types of texts, such as narrative or descriptive texts. Future research may also investigate the use of digital diaries or blogs in combination with diary writing activities to support language learning in blended or online learning settings. In addition, further studies could examine how teacher guidance and feedback in the diary writing process can help students develop their writing skills more effectively. In conclusion, diary writing is not only a practical and effective teaching method, but also a powerful tool to support student learning, motivation, and language development especially in recount text writing.