LEARNING DIARY IMPLEMENTATION IN PROMOTING AUTONOMOUS LEARNING ON LISTENING SKILL THROUGH VIDEO-FORMATTED STORYTELLING

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Abstract

Di Indonesia, penelitian tentang keterampilan mendengarkan siswa, terutama dalam bahasa Inggris masih terbatas. Artikel ini bertujuan untuk mendokumentasikan penerapan *learning diary* dalam meningkatkan keterampilan mendengarkan bahasa Inggris siswa dalam mendukung pembelajaran mandiri mereka. Penelitian ini menggunakan desain penelitian kualitatif dimana data diperoleh dari wawancara semi-struktur yang disajikan dalam bentuk video *learning diary* yang diperoleh dari cerita pengalaman dua siswa yang dikirim melalui WhatsApp. Temuan penelitian ini menunjukkan bahwa ada beberapa tantangan yang dialami oleh siswa dalam menerapkan *learning diary*. Selain itu, dalam artikel ini juga dijabarkan bahwa ada beberapa strategi siswa dalam menerapkan *learning diary untuk* meningkatkan keterampilan mendengarkan siswa. Dalam hasil akhir dapat disimpulkan bahwa penerapan penggunaan *learning diary* memberikan kontribusi yang lebih positif terhadap peningkatan keterampilan mendengarkan bahasa Inggris siswa. Penerapan *learning diary*membantu siswa untuk memahami lebih banyak tentang materi, memberi mereka umpan balik secara terus-menerus, dan mendorong pembelajaran mandiri mereka.

Kata Kunci: Autonomous learning, Listening Comprehension, Listening Skill, Learning Diary, Students' Storytelling

1. INTRODUCTION

Nowadays, Indonesia is confronting a global problem, COVId-19 virus. It clearly affects government system, including education. In pandemic era, learning process is changing from school to home. It forces students to do autonomous learning. Holec (1981) defines learner autonomy as the ability to take responsibility about their learning in which the learners must be able to determine their learning objectives, define the contents and progression, select methods and techniques, monitor procedures of acquitition, and the end to evaluate what has been acquired through their learning." In Europe, for example, state learner autonomy as an objective. An increasing number of selfaccess centers in Asian tertiary institutions have also stimulated significant work in learner autonomy. Language learner autonomy is related to learners' interest and skills who are capable of creating and performing choices for their action. Those components are divided into motivation and confidence, and knowledge and skill. They are used for analyzing students' perceptions of their learning process. Their language learning final objective is mastering language proficiency. It can be implied that a learner should have capability to learn away from institutional programs. Zimmerman (2002) also stated that learners' autonomy is a major contribution to success in e-learning environment in which the learners are responsible with their own learning.

Some previous studies have proved that learner autonomy is an important factor in determining academic success. The success is associated with the learners' satisfaction in technology. According to Seiver & Troja (2014), satisfaction and success in online learning were analyzed as function of belonging, autonomy, and expertise.

In Indonesian case, pandemic era unexpectedly brought some changes in learning experience for both teachers and students. Students need technology to support their autonomous learning. It is because technology has become the knowledge transfer highway in many countries around the world especially distance learning.In educational field, technology is associated with Integration of Information, Communication, and Technology (ICT). It refers to the use of computerbased communication that incorporates into daily classroom instructional process. The use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components (Jamieson-Procter et al., 2013). ICT is very important because it gives meaningful advantages in teaching and learning process, such as facilitate teacher in using various media and materials.Many technology-based applications for language learners are applied. Teachers need to shift their way in delivering materials, from traditional setting into online

learning. They need to facilitate their students by using ICT learning platform. Some examples of technology-based tools that can be used mostly are WhatsApp, Zoom Cloud Meeting, Google Meet, Google Classroom, etc. WhatsApp is the most popular social networking application which allows the users to send and receive texts, audio, photos, videos, documents, location, video call, voice calls, and creating groups discussion. WhatsApp can be used to support students' language learning. This application is easy to access in both smartphone and computer, so they can improve their skills in order to mastering their English learning process.

Among four skills of English, many researchers believe that listening and speaking are the most significant skills to be learned (Bano, 2017). Listening is the difficult one because it must be the most practiced skill to communicate. According to Nunan (2003, p. 26), listening is a process of decoding the sounds that are heard from the phonemes to the text completely.Listening is a part of human communication. It is associated with human ability to identify the meaning. Brown (2001:247) stated that the major component in language learning and teaching is listening as classroom learners are more into as listeners than speakers. In other words, listening is very important in daily activities, because we can interpret the meaning of what people saying. It is inline with Nunan (2003:24), He argued that in making sense of what people hear requires an active process of listening. There are two kinds of listening. Intensive listening is the process of listening for precise sounds words, phrases, grammatical units and pragmatic units (Rost, 2002, 138). Intensive listening is prefer to use audio tapes as their favourite material in classroom since it gives students the opportunity to listen to a variety of voices with different accents, different topics with different genres, as well as it provides the learner with a significant source of language input (Harmer, 1998). In this listening type, teacher gives the students audio recorder and allows them to hear different accents of the speakers from different countries, especially English spoken countries. This listening type is also helping teacher to find various materials. It is because audio-files can be downloaded from internet freely. This type of listening also allows students to get real interaction with the speakers, for example in .live listening. Students dealing with this task actually listen to a natural spoken language of a written passage. Second is extensive listening. This type of listening usually happens in outside classroom, such as home or public places. The teacher encourages students to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement (Harmer, 1998). It means that extensive listening allows the teacher to give opportunity to their students in choosing their materials, so they can control what they want to listen by themselves. Extensive listening materials can be found from

different resources such as recordings of stories, passages taken from books, television, radio, etc. This type of listening is usually done in a group work task. The activity of extensive listening is mainly about asking the students about their record and respond about materials given. It is aimed to make students keep listen about the materials so they can answer the questions or give comments about the materials.

In understanding listening, we need an ability called listening comprehension. Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. In addition, Gilakjani and Sabouri (2016) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand. According to Chastain (1988), listening comprehension is classified into four components. The components are ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language, ability to understand the whole message uttered by a speaker, ability to hold that message in one's auditory memory until it can be processed and ability to comprehend the context of the message.

One of the ways to comprehend listening in this pandemic era is using learning diary. This tool assists the students in collecting their works regularly. In other words, learning diary/log gives assistance in recording students' activity in experiencing the materials, help in reflecting of what they have learned, think about what they have learned, and act out their comprehension through the logs (Sharifi and Hassaskhah, 2011). The previous study attempted to utilize a listening diary as a tool to help EFL students in a British university develop their independent learning skills, including monitoring their own performance and progress, making decisions on their learning, and acting upon them (Kemp, 2010). In addition, Chen, (2016) investigated the using a listening diary as a tool to raise students' awareness of their listening problems.

This study expands on previous researches by investigating students' experience in creating and implementing learning diary/log as the tool to enhance listening skill during their distance learning class. Specifically, the following question was sought in the study "How does creating and implementing learning diary enhancestudents' listening skill in promoting learning autonomy.

2. RESEARCH METHODS
This study examines specifically on theimplementation of learning diary in enhancing

students' listening skill through video-formatted storytelling. This study uses a descriptive qualitative method in the term of case study. According to Tomal (2010, p.8), descriptive research attempts to describe the existing nature of the phenomena. In case study, an event or a situation is examined deeply and multifacetedly within its own real life framework (Yildirim & Simsek, 2011). This study is focused on students' experience in implementing a learning tool. This research describes students' experiences in creating and implementing learning diary as a tool in enhancing their listening skills. Specifically, it explains about challenges and strategies in creating and implementing learning diary in listening class. This study is also conducted to find out the effect of learning diary in supporting students' autonomous learning in the term of listening skill enhancement.

The participants included are two university students in Jember who enroll in English language department. Bothare females, in the age of 23 years old and belong to the same listening class in one semester. In this study, the participants has been learning English since they were in elementary school. The researcher chose them because they get higher score in TOEFL-like test conducted by university. The participants will use pseudonym as Bella and Clara to keep their privacy.

The researcher uses two instruments in conducting this research. First, the researcher uses learning diary template used by participants from their lecturer for one semester class. Learning diaries are recognized as the documents in which learners compile all the learning activities they have been involved in (Uslu, 2009). Learning diary helps students to collecting their works continuously. Listening diary have already been used in teaching and learning process. The use of diaries in classrooms needs to achieve Experiential Learning Theory (ELT) in which learning is conceptualized as a four-stage cycle consisting of experiencing, reflecting, thinking, and acting. Specifically, ELT defines learning as "the process whereby knowledge is created through the transformation of experience" (Kolb & Kolb, 2009, p. 44). Second, the researcher uses semi-structure interview as the guidance of making video-formatted learning diary. Semi-structure interview includes some questions that are planned and created in advance. The questionnaire consists of 9 items. The instruments will becomprised into five themes.Theme A includes the participants' knowledge about learning diary.Theme B describestheir experience in creating and implementing learning diary. Theme C includes their challenges in creating and implementing learning diary during listening class. ThemeD mentions about students' strategies in creating and implementing learning diary during listening class. The last one is theme E which describes about the effect of implementing learning diary to enhance their listening skill.

Learning Diary Template

Today I have learned:	
My thinking and feeling about this:	
That was good:	That was not so good and I still do not understand:
Those things helped me to learn:	Those things hindered my learning:
I will do the following things to improve my learning: Generally: Specifically:	

Semi-structure interview items will be listed as follows.

1. Tell me about yourself!
2. How many years have you learned English?
3. What do you know about learning diary?
4. How do you create your learning diary for your learning process?
5. Describe your experience in implementing learning diary during your listening class!
6. What are your challenges in creating and implementing learning diary based on your experience?
7. What are your strategies in creating and implementing learning diary based on your experience?
8. How does creating and implementing learning diary assist you in enhancing your listening skill?
9. How did you feel after using learning diary as your learning tool in enhancing your listening skill?

The researcher usessome steps in conducting this research. First, the researcher collectssome audio-files of participants' listening class. Next, the researcher will create a WhatsApp group and have discussion session with the participants. This discussion is to know more about the participants' personality and what they need to do in participating the research. Then, the participants are asked to collect their learning diary given by their lecturer during the class as their guide in doing the next step. The fourth step is conducting semi-structured interview. The researcher distributes questionnaire including 9 items to guide them in making video-formatted learning diary storytelling. The researcher asks them to make video approximately in 5 minutes duration of each. The last step is collecting the video by using WhatsApp.

In this study, the data collected by means of the questionnaires with semi-structure questions were analyzed through descriptive analysis method. First, the collected data will be transcribed. In descriptive analysis, the data are analyzed according to the predetermined themes (Yildirim & Simsek, 2011). The collected data were then divided into meaningful parts and codes were developed. Next, the collected data will be analyzed into some meaningful themes. Under the title of finding, the codes were shown together according to their prevalence. To make sure about the validity and reliability of the research,

interaction with participants was sustained, so as to ensure that the participants truly reflected their real thoughts during implementing period. Finally the collected data will be interpreted to draw final conclusion.

3. RESULTS AND DISCUSSIONS
a. Understanding Learning Diary
This research is conducted to find outstudents' experience in implementing learning diary as their tool to enhance their listening skill. These are participants' knowledge about learning diary. The first participant, Bella, said that :

"In my opinion, learning diary is a tool to help students to assess what they have learned on a course. The aims of a learning diary are to summarize, analyse and give comment of the course."

She argued that learning diary is a tool that assist them in assessing their works. She can make a summarize or analysis to make a good understanding about material. The second participant, Clara, also has similar understanding regarded to learning diary. She argued as follows.

"In my opinion, learning diary helps students to understand better about the material they get from the lecturer."

Actually, a learning diary is used as the assessment and evaluation tool that enables teachers to give feedback to students as well (Aschbacher & Alonzo, 2006).

b. Creating and Implementing Learning Diary
Both participants have different way in creating and implementing learning diary.
Bella stated that :

"First of all, I wrote the date so it is easier for me to search the material we need. Then, I looked for things that challenging at that day. In other word, I take a note of difficult lesson. After that, I also looked for things that I can learn from the lesson. I also write the ideas, thoughts, and comments from my lecturer at that day. Sometimes, I took photos of material given by lecturer on the slide (if any) and pinned it in my book. Then, I add some views maybe from friends and have discussion with them to make better understanding. The last, I add what I would like to learn in the next lesson."

From that argument, Bella believes that her learning diary is effective to support her learning process. Meanwhile, Clara has her own wayin creating and implementing learning diary. She asserted :

"I preferto write the subject first. Then, I sort the lesson first from each meeting to make me easier to find it. Next, I write and take a note of the material at that day. Sometimes, I find difficulties in my understanding, so I write all

what I've heard. Then, I summarize it by my own understanding."

Clara explains that one of her difficulty is to understand what her friend said. In this case, listening class activity here is not only listening about the audio of native speaker speech but alsostudents need to find some audio files (MP3 format) from VOA News for their guide to retell the passage in front of the class. Then, lecturer or other students will give them questions or comments about their performance related to their understanding, pronunciation, vocabulary, grammar, intonation, fluently, etc.

The researcher does agree that listening skill will be improved by practice. More practice will give better result. Bella added that in listening, the skill of understanding meaning is the most important thing.It is because wrong utterance will give wrong perception. Therefore, they need to concentrate and focus in doing listening.

c. Challenges in Creating and Implementing Learning Diary
According to the data, participants of this research find some challenges in creating and implementing the data. Bella find some difficulties in using learning diary as her learning tools. She stated that :

"Using learning diary in supporting my lesson is effective, but I also face some challenges to create it. For example, sometimes, my lecturer is only joining the class without any preparation. I mean, there is no materials given by him. He also does not give comments or suggestions to my friends' performance. So, I cannot write anything in my diary."

From her explanation, it can be inferred that the learning diary needs to be filled in every meeting to get detailed information about the lesson. If there is no feedback, so the material is not complete. She also added :

"Other challenge in creating my learning diary is having no class. Therefore, my diary is empty because I didn't write anything. It's similar with having no feedback from my lecturer. However, the most challenging thing is too difficult to understand my friends' utterances. Sometimes, they use complex sentences but no meaning inside. I can't catch the passage of their speech".

Bella argued that not all of her friends have good skill in speaking. She realized that it is associated with their grammar and structure that needs to be corrected. The lack of vocabulary is one of factors in arranging good sentences. However, Bella said that some of her friends' speeches can be understood.

Meanwhile, the second participant, Clara, has different challenges in creating her learning diary. She is more concerned in the technical errors. She implied:

"I have some challenges in creating my learning diary. I don't know why the voice of my friends are not clear. When they perform their retelling task, the microphone in listening room is unclear, so I missed some parts and I didn't catch the passage of their speech."

Clara also added her argument. She argued that : "As I remember, another challenge is depending on my lecturer's explanation. Sometimes, he explained the materials too fast and give unclear instruction about what we need to do next. It makes me forget the detail of materials, so I cannot fulfill my diary in complete form."

Those are some challenges that participants found in creating their learning diary during their listening class. In regards to minimize their difficulties, they need to find out the best strategies to solve it.

c.   Strategies in Creating and Implementing Learning Diary

Creating learning diary needs some strategies. Both participants have many strategies in creating learning diary to support their learning process. Bella and Clara have different strategies in creating their own diaries. Bella has detailed steps in creating her learning diary. Bella said that detailed diary can help her understand better.

" I always bring the note book in every class meeting. In my note book, I include my learning diary template which are given by my lecturer for one semester class. My lecturer asks me to write everything related to materials, including good or bad comments I get in each meeting. I wrote the information in detail. After that, I read my note in my leisure time and compare it in each meeting lesson to get my better understanding. I believe that my diary will help me the most. Next, I wrote some comments related to my friends' performance. I usually list some difficult words in my friends' speech to avoid the same mistake for my next performance."

On the other hand, Clara has strategy of her own. She stated that her strategy in creating learning diary is concerned in improving her listening skill. She asserted that :
"I create my own learning diary by taking audio recording of my friends' performance. I think, it will more effective rather than only write something related to my lesson. However, I still take a note to make sure I'm not missing important thing and I can re-read my note while listen to my friends' recording. Next, I list some difficult words from my friends' recording".

Both participants show different strategies in creating their learning diaries, but the purposes are similar. They need to do it to make their learning process easier. Those strategies are quite useful in supporting their struggles to achieve their learning outcomes.

d.   Effect Learning Diary Implementation in Student's Listening Skill in Promoting Autonomous Learning

The findings reveal that there are positive and negative effects of using learning diary in enhancing students' listening skills. The positive effects are related to the advantages of learning diary as a supporting tool in enhancing students' listening skill. First, both of the participants believe that learning diary help them to understand materials. They get many information about material of each meeting. They can re-read the material and remember it in detail. It assists them to improve their listening skill in order to get good scores in listening class. Second, they have continuous feedback from their lecturer or friends. It includes questions, comments, or suggestions to give them better improvement in their listening skill. From those feedback, participants can reduce their mistakes or errors in order to increase their skill. It helps them in finding unfamiliar words, arranging good sentences and pronouncing words properly. The last positive effect in using learning diary is encouraging self-directed learning to the participants. It means that they will have initiative in diagnosing their learning needs, formulating learning goals, identifying materials for learning process, implementing appropriate learning strategies and evaluating learning outcomes with or without others' help. It will motivate their confidence in increasing their skills in language learning process.

On the other side, based on the participants' story, learning diary has some disadvantages. First, creating learning diary is wasting their time. Nowadays, students use smartphones and laptops to support their learning process. Technology is very important and useful in this era. They do not need to take a note by writing the materials. They just need to take a picture or record materials given by lecturer using their gadget. It does not need long time to do it. Second, participants do not have passion in writing. They have poor motivation in writing some materials with long paragraphs. Not only poor of motivation, they are also not good writers in making notes. Sometimes, they feel anxious because they do not understand which part is important to be noted during the lesson.

4. CONCLUSION

This study concerns in students' experience in implementing learning diary as a learning tool. The purpose of this study is to examine the effect of using learning diary in enhancing students' listening skill. It focuses on retelling the passage of VOA News audio-files in listening class. The finding of this research indicates that some challenges are faced by participants. Those challenges include lecturer's unwillingness to involve in giving comments or suggestions to students' performances, difficulty in

writing the words of other students' utterances, unclear voice of other students' performances, unavailability of listening class that causes no activity to be written, too fast speech of the lecturer, unclear instruction about what to do before beginning the class, and forget the details of the materials. Besides that, this research also discovered some strategies in creating and implementing learning diary as a tool to support their listening skill. The strategies include bringing notebooks in every class meetings to write the good or bad comments of the lesson in detail. The next one is reading the note and compare it in each meeting to get better understanding about the materials. In other words, re-reading the materials while listening to the recording is really necessary. Then, try to avoid doing same mistakes in every performance. In addition, taking record of other students' performances are greatly needed to find difficult words and increase fluency in pronunciation. The finding also revealed that the implementation of using learning diary gives more positive contributions in students' listening skill enhancement in promoting their autonomous learning. It helped students to understand more about materials, gave them continuous feedback on their works progress, and encouraged their self-directed learning.

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