

Learners' Diary In The Implementation of Project - Based Learning Strategy In English Instructional Technology Class

Novita Eka Tristiana*, Rudi Hartono, Abdurrachman Faridi, Sri Wuli Fitriati

Universitas Negeri Semarang, Indonesia

*Corresponding Author: novita13@students.unnes.ac.id

Abstract. Learners' diary used to build good relationship and communication between lecturer and students on the implementation of Project-Based Learning Strategy in teaching English Instructional Technology Class. This research aims to describe about the students experience in the implementation of Project-Based Learning Strategy in teaching English Instructional Technology through learners' diary. The descriptive qualitative is used in this research. The data collecting techniques used are learners' diary, observation, and interview. The participants of the research are ten pre-service teachers who take English instructional technology class in English department at one of the University in Pringsewu Lampung. The result of the study shows that the pre-service teachers know about the project topic and want to know more about the topic in implementing the project. Moreover, pre-service teachers also encounter some problems in doing the project, but they have tried to solve their problems by group discussion. Learners' diary is important to be used in implementing project-based learning to control the students in doing the project and as the communication media for the pre-service teachers to share their experience and activities in doing the project.

Keywords: Learners' diary; Project-Based Learning; Pre-service Teacher; English Instructional Technology

INTRODUCTION

Learner engagement is one of the crucial aspects in language learning. Good learner engagement will create active learning atmosphere since all the students get involve in teaching activity attractively. It means that students will have a good responsibility on their learning, obey the classroom' rule, take a part well in the teaching and learning process, and have good communication ability to interact with the others students, teachers, principal and stakeholder who support their learning ability. (Aubrey, 2022) mention that engagement has many different facets and takes many different forms in the classroom. For instance, we might take into account how much kids are engaging cognitively when describing participation in language exercises. Project-based learning strategy is one of the strategies which involves the students to do some activities in the teaching learning process. In implementing this strategy, the students' learning engagement is really needed since in the learning and teaching process, the students should be active in doing all the project given by the teacher. In achieving the learning objective. Project- based learning is strategy can improve the learners' learning achievement through various activities when doing the project (Mursid et al., 2022).

A larger number of the students in a class

and also limited time in teaching and learning process in implementing Project-based learning strategy causes the lecturer faces a problem to control the students' engagement in the teaching and learning process. So, learners' diary can be used as the media to know about the students' problems, progress, experience in doing the project. Since, the students write their learning diary regarding on their teaching and learning process experience outside the classroom, as learning reflection. Diary is a set of written used by someone to express their feeling and situation honestly and naturally (Wahyuni, 2019). The benefits of diaries are regarded to be more trustworthy, offering data suitable for examining issues specific to the learner, and being able to gather careful and reflective data on the acquisition process (Tiarsiwi, 2021).

Through learners' diary, the students also have self-awareness on their learning experience and they can study autonomously. Experiential Learning Theory (ELT), which conceptualizes learning as a four-stage cycle consisting of experiencing, reflecting, thinking, and doing, states that using diaries in the classroom would help to attain this goal (Mayangsari et al., 2021). The learning diary has a significant impact on how metacognitive strategies evolve throughout life in general and in the academic environment in particular. In the academic context, it is crucial to promote the capacity for learning because it

indicates the level at which the Future citizens are prepared to be involved, active, and free through the learning process (Clipa et al., 2012).

Some previous research on learner's diaries have been conducted by some researchers such as (Cavalari & Aranha, 2022; Dhillon & Wanjiru, 2013; Ihsan et al., 2023; Taqi1 et al., 2015). The first study shows that learners' diary is really important to build students' autonomous learner and this also used for the teachers as an assessment. The second study shows that learners' diary regarded as the learners' strategy and self-reflection on their learning activities. The third study shows that learners' diary improves the students' willingness in learning, and the last of those previous study shows that using learners' diary students improve vocabulary and grammar on their writing. Based on those previous study, learner's diary was used as assessment, strategy, and learning media. But there is not any previous research which discuss learners' diary on the implementation of project-based learning strategy. So, this study aims to describe about the students experience in the implementation of Project-Based Learning Strategy in teaching English Instructional Technology through learners' diary. Hopefully, this will be beneficial for the future EFL teaching.

METHODS

Descriptive qualitative research design was implemented in this study to investigate pre-service students' experience and problem in the implementation of Project-Based Learning Strategy in teaching English Instructional Technology through learners' diary. The participant of this research are ten pre-service teachers who take English instructional technology class in English department at one of the University in Pringsewu Lampung. The primary data collecting techniques used is learners' dairy and the others data used are fieldnote and interview. The triangulation data resources are used in this research. The template of the learners' diary as follows;

Learners' diary

Before the project

1. What are the things you know about the project topic?
2. What are the things you want to know about the topic?
3. What do you expect to learn from this project learning experience?

4. What problems do you think may arise during project learning?

During the project

5. How are you finding the project learning experience so far? What do you enjoy most? What do you enjoy least? Why?
6. Have you had any problems so far? List all the problems, and describe the actions, if any, you have taken to try to solve the problems.

Problems	Attempted solutions (if any)	Evaluation of Outcomes

After the project

7. What have you learnt about the project topic?
8. What did you enjoy most about project learning? Why?
9. What did you enjoy least about project learning? Why?
10. How would you evaluate learning in a small group? Overall, was it a good experience? Why?
11. In your opinion, has the project learning experience helped you improve your English? Explain your answer.
12. Would you be happy to take part in another cycle of project learning in the English classroom? Why?

RESULTS AND DISCUSSION

Regarding on the students' experience on the implementation of Project-Based Learning Strategy in learning English instructional technology through learners' diary, the researchers found the results as follows:

SS1 "I find myself excited and let myself falling' to the process itself, blissfully. Mistakes are fun to be explored. My partner also can take these problems as something we have to solve immediately, not as the core issues to be exaggerated".

SS2 "I enjoy knowing students are interested and happy with learning products that are made according to their needs".

SS3 "I enjoy it at least when there are students who have difficulty adapting to the media I choose because they feel there are other easier media they can use".

SS4 "I enjoy of project learning experiences because I learn how to create a product by exchanging opinions regarding project learning undertaken with friends and lecturers".

SS 5 “experience I gained from project topic has greatly helped me to be able to create and develop a product to support the student learning process and student understanding of material”.

SS 6 “I enjoy when students can receive the project topic I create, students can follow the study by proximity, and little by little can understand the material being transmitted through the use of the topic project”.

SS 7 “I can understand how to write properly and correctly so that one day if there is a writing project, I can work on it without having ask again”.

SS 8 “As this project progresses, we hope to make all of that happen”.

SS 9 “From the project, I have an experience in designing learning instruction”.

SS 10 “working in group and have good collaboration is awesome experience”.

From the result of learners’ diary above, it can be highlighted that the pre-service teachers love the project since they can explore

themselves. The project given by the lecturer is interesting and challenging since the pre-service teacher can determine their own topic to design learning instruction. It in line with the previous studies conducted by (Hytinen & Suhonen, n.d.) which found that the learning resources, learning diary, and face-to-face classes were discovered to increase and deepen the students' learning, as a summary of the section. According to what was said, the lectures gave information, the resources assisted with assignments, and the learners’ diary deepened learning. Moreover, by learners’ diary, pre-service teachers also have improvement in writing since they are accustomed to write their experience, activity and thinking through learners’ diary. Learners’ diary has significant influence on the students’ writing abilities (Susanto, 2015). Thus, learners’ diary is recommended to be used as learning reflection in the implementation of project-based learning strategy.

During the learning process, pre-service teachers also face some problems which written in the learners’ diary. The problems are described in the following table:

Problems	Attempted solutions (if any)	Evaluation of Outcomes
<ul style="list-style-type: none"> Don't understand in determining the learning media to be made, but must be in accordance with the needs of students and existing. determine the topic conclude the problems experienced by students during learning determine the appropriate product as a solution to the problem implementation of the products that have been made 	<ul style="list-style-type: none"> look for references in various media and also try to understand the characteristics of students 	<ul style="list-style-type: none"> understand the next process from the results of the explanation
<ul style="list-style-type: none"> Don't understand in determining the learning media to be made, but must be in accordance with the needs of students and existing lesson plans material. 	<ul style="list-style-type: none"> look for reference sources via the internet and ask the lecturer for a clearer explanation. 	<ul style="list-style-type: none"> understand the next process from the results of the explanation
<ul style="list-style-type: none"> Difficulties arising in the process make the project, which is matching the media to the material, adjusting the media to the needs of the students, must innovate to make the media of learning interesting and make students happy to take part in the learning. 	<ul style="list-style-type: none"> The solution that was tried to solve my problem was to create an interesting and appropriate project for student study, and it can help the teacher make it easier to explain the material to the students 	<ul style="list-style-type: none"> Given the students' results after the project's use of a decline or increase, this is what comes up with the evaluation of results

From those results, in doing the project in English instructional technology class, the pre-service teachers encounter some problems, such as; determine the topic, choosing the media, conclude the students' problems, determine appropriate product and implementing the product, and difficulties in arising in the process in doing the project. Since in the project-based learning the students work in group so they try to solve the problems by themselves. For overcome the problems, the pre-service teachers try to look for references from various resources, like internet, book or articles and also confirm to the lecturer. Participants noted that looking for and presenting ideas as well as developing a new product that encapsulated their ideas became more interesting and doable as a result of the promotion of peer collaboration (Yaprak Zeynep, 2022). Hence, collaboration as one of the characteristics of project-based learning is very important to overcome the project problem.

CONCLUSION

Learners' diary can be learning reflection to control the pre-service teachers' engagement in the teaching and learning process at English instructional technology class. In this case, the students are allowed to express their feeling, opinion, thinking and explore their learning experience in the implementation of Project-based learning in teaching English instructional technology. According to the learners' diary, pre-service teachers have enjoyable experience in doing the project start from making planning, building up the project, finishing the project and presenting the project. They also stated that doing the project is not easy as the students face some problems. Some problems occur in determining the topic, choosing the media relate to their project and so on. For overcome those problem, the students work collaboratively in with their member of group.

ACKNOWLEDGEMENT

The authors would like to thank Indonesia Endowment Fund for Education (Lembaga Pengelola Dana Pendidikan) through Beasiswa Pendidikan Indonesia (BPI).

REFERENCES

Aubrey, S. (2022). Enhancing long-term learner engagement through project-based learning. *ELT Journal*, 76(4), 441–451.

- <https://doi.org/10.1093/elt/ccab032>
- Cavalari, S. M. S., & Aranha, S. (2022). Learners' diaries as a tool for teachers' assessment in teletandem. In *Assessing virtual exchange in foreign language courses at tertiary level* (pp. 65–78). Research-publishing.net. <https://doi.org/10.14705/rpnet.2022.59.1410>
- Clipa, O., Ignat, A. A., & Stanciu, M. (2012). Learning diary as a tool for metacognitive strategies development. *Procedia - Social and Behavioral Sciences*, 33, 905–909. <https://doi.org/10.1016/j.sbspro.2012.01.253>
- Dhillon, J. K., & Wanjiru, J. (2013). Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya. *International Journal of English Linguistics*, 3(2). <https://doi.org/10.5539/ijel.v3n2p14>
- Hyttinen, M., & Suhonen, J. (n.d.). *Using the flipped classroom and learning diary to enhance learning in higher education-Students' experiences of flipping the Basics of Law course Developing mobile learning application for ICT/Programming View project Computing education in context View project*. <https://www.researchgate.net/publication/363670028>
- Ihsan, P., Mustofa, A., & Kurnia, F. (2023). The Implementation of Freedom Writers Diary Utilized in Speaking for Debate Class. *International Journal of Social Science And Human Research*, 06(01). <https://doi.org/10.47191/ijsshr/v6-i1-51>
- Mayangsari, M., Anam, S., & Retnaningdyah, P. (2021). *Learning diary implementation in promoting autonomous learning on listening skill through video-formatted story telling*.
- Mursid, R., Saragih, A. H., & Hartono, R. (2022). The effect of the blended project-based learning model and creative thinking ability on engineering students' learning outcomes. *International Journal of Education in Mathematics, Science and Technology*, 10(1), 218–235. <https://doi.org/10.46328/ijemst.2244>
- Susanto, S. (2015). *Developing Students' Writing Skill by Diary Writing Habit*. <https://www.researchgate.net/publication/325967025>
- Taqi1, H. A., Akbar1, R. S., Al-Nouh1, N. A., & Dashti1, A. A. (2015). The effect of diary writing on EFL students' writing and language abilities. *British Journal of Education*, 3(2), 75–91. www.eajournals.org

- Tiarsiwi, F. (2021). The use of learners' diaries: does it work to engage students' metacognition in learning if clauses? *ELLTER Journal*, 2(2), 26–35. <https://doi.org/10.22236/ellter.v2i2.7684>
- Wahyuni, I. (2019). Exploring implementation of students' diary as a learning reflection in EFL writing. *JOURNAL OF ADVANCED ENGLISH STUDIES*, 2(2), 88. <https://doi.org/10.47354/jaes.v2i2.66>
- Yaprak Zeynep. (2022). The effects of project-based learning (PBL) in EFL context: general language development and personal empowerment. *Journal of Computer and Education Research*, 414–433. <https://doi.org/10.18009/jcer.1104483>