



The Implications of Web-Driven Diary Writing on Students' Well-Being: A Piloting Study among University Students

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Abstract

The present article aims to describe to what extent VBee as a web-driven diary writing app affects university students' well-being during a month of usage. A descriptive qualitative design is used in this research as the details are described and the data obtained during the research are interpreted. This qualitative research data uses a written survey that is questionnaire. Google survey is free survey by Google to make it more practical for researchers to collect the data from the participants. The participants in the study consist of 13 English-as-a foreign-language learners in their second semester at a private university using VBee. After performing analysis on the data, it is found that mostly the students agree that by using this application they can freely express their ideas, communicate their daily thoughts and experiences, convey the students' doubts or feelings, and build continuous interactions between students and teachers. Finally, some practical recommendations are noted.

Keywords: *Put web-driven diary; writing; well-being.*

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1. INTRODUCTION

Among four primary skills of English, writing is the most challenging skill for non-native English learners. Unfortunately, this skill is essential in communicative language teaching due to its necessities of taking special attention and message delivery in various contexts, particularly in English language teaching. This fact goes in line with Chappell (2011) who claimed that writing is essential that brings a lot of advantages, such as fostering communication, providing and receiving feedback, developing thinking skills, and expressing one's personality. In short, writing is a unique skill that should be mastered by language learners because it synergizes practices and knowledge of other three skills: reading, listening, and speaking.

In the digitalization era, writing has tremendously been impactful not only in daily basis life but also in workplace life. It could be seen on the number of texting messages, emails, and letters are acrossed through smart gadgets, such as mobile phones, mobile apps, and social media. That is why strong writing skills have taken on a new level of importance in the globalization era (Sircy, 2018; Arbain & Nur, 2018; Nur et al, 2019). In addition, the existing rapid development of Web 2.0 has gained an indispensable role not only for students but also professionals in higher education context since it offers a variety of learning opportunities through engaging web 2.0 tools to promote learning autonomy. It is in line with what Pop (2010) confirmed that Web 2.0 can present interesting learning activities and foster learning autonomy in an online environment.

The fact that web-driven can stimulate an active and engaging learning environment, most universities allow students to integrate web technology apps in the learning process, particularly in English language learning. For instance, a study of an online diary writing app called Penzu by Yüce (2020) has proven that Penzu as an online writing app was successful in facilitating language learners in journal writing. However, the study has not yet indicated the psychological implications of the app toward the users, especially among university students (Sanu, 2016; Hapsari & Sukavatee, 2018; Merilia et al., 2019). Based on that condition, this present study will envisage its study on investigating the implication of web-driven diary writing for university students' well-being. Then, the objective of the study is framed into a research question as follows: To what extent VBee, a web driven diary writing app, can affect university students' well-being during a month of usage?

To deal with the research question, several literature reviews as foundation of this study are described as follows:

Web-Driven Application

Utilizing technology for educational purposes has become extremely popular in recent years. The more technologically advanced a society is, the more teachers, students, and educational institutions must adapt to technological advances. It includes real-time interactions, such as contemporary work, and interactions that take place over time, such as email or an online discussion forum (Shrestha and Singh, 2015). Furthermore, Gazzawe (2017) concludes that technological advancement has aided the development of the education industry by creating e-learning websites and applications called web-driven. Through web-driven applications, learning becomes the process of gaining knowledge using the internet and modern technology. Web-driven applications are now widely used because of the proliferation of mobile applications.

Furthermore, since it includes online course content such as discussion forums via email or videoconferencing, web-driven courses may also include static pages, such as printed course materials. One benefit of using the web to access course materials and do the exercises is that web pages may contain hyperlinks to other parts of the web, providing access to a large amount of web-driven information. Technology should be chosen based on the needs of the learners and the context in which we work, not on its novelty. Then, according to Usta (2011), students in higher education have encountered and interacted with web-driven educational practices and environments. This circumstance has an impact on the occurrence of this outcome. Similarly, because students in higher education widely use social networks and sharing websites, the readiness levels of students who had positive attitudes toward the internet and computers when they first encountered web-supported learning environments increased rapidly. After this stage, it does not appear reasonable to expect that web-supported environments created conventionally and with minimal interaction tools will improve students' attitudes toward the internet and computer.

Student attitudes toward web-supported instruction and the internet can also be necessary for web-driven instruction to contribute effectively to academic achievement. Given this, it is reasonable to anticipate that a well-designed web-supported education application will positively influence student attitudes toward web-supported instruction and the internet.

Diary Writing

One of teaching writing strategies that the teacher can use is diary writing. Diary is a straightforward application that enables students to record daily memories with a straightforward interface and add a photo as a visual component (Patil et al., 2015). According to Hardi (2020), there are several factors that contribute to the difficulty of acquiring foreign language writing skills, including a lack of student motivation and teacher interest. The diary is, therefore, the best way for students to record their daily activities to reflect on their achievements and happy moments in the future. There are two varieties of diaries: personal and professional. In addition, according to Adeyanju (2015), a personal diary contains the students' experiences, thoughts, and emotions. Diaries, in fact, allow the writer to record events as they occur.

Personal diaries must be kept private whereas private diaries may be shared with student organizations. Students can keep their personal and professional diaries in the same case, but with different privacy settings. Students can also record their memories on the web-driven application through cell phones, a more secure method than using a notebook. It ensures that the user maintains a daily diary for scheduling purposes using reminders and notifications. The web-driven application will be distinguished from others by enabling users to express themselves more vividly using images, videos, and audio files. It assists students in keeping track of their most memorable moments and viewing them will give them a unique sense of accomplishment. The diary can include the features of emoticons and colors that allow students to revisit their happiest moments whenever they wish.

The importance of maintaining a diary cannot be overstated. Diary writing provides the writer with mental, creative, and emotional benefits. Additionally, it aids in recalling personal moments and other memorable or significant events. Unfortunately, due to their size, people in today's generation dislike carrying their traditional paper diaries. Consequently, they are unable to record activities and events as they occur. Web-driven diary applications are part of an e-learning system that writers, in this matter the students, are likely to prefer because they can deliver learning content on-demand that is impossible in traditional classroom settings. Consequently, diary apps reduce the time required for delivering and gaining access to learning content that benefits both instructors and students. Using an e-learning platform drastically reduces travel time from home to class and vice versa, maximizing learning time. In addition, students can focus on precisely what they wish to

learn while skipping topics they believe they already know. All students in a classroom must complete the program at the same rate as the rest of the class rather than at their own pace (Gazzawe, 2017).

Well-Being: Psychological Implication of Writing on Students

Writing is one of the most important skills that the students must learn and one of its objectives is that the students are able to write on their own and understand what they have written. It is also a way to teach language because it lets students express their thoughts through written symbols or letters. Students can share their ideas, thoughts, and feelings through writing. Perdani (2020) finds that writing in English is one of the hardest skills to master. It also fits with what Indriyani (2020) says that writing is a dynamic process in which emotions, ideas, and a silent conversation between the reader and the writer are transformed through writing. Students could write articles, books, short stories, and diaries to get better at writing. They could spend more time thinking and choosing the right words to show how they feel, think, and feel.

Students may feel scared and unsure when given a blank sheet of paper and told to write a story about a certain topic. As stated by Azizah and Nugraha (2021), the learning environment, and critical thinking are three factors that influence students' attitudes toward writing activities. Students learn that writing can be fun through free writing exercises. It can be fun because it gives students a break from doing serious things like writing essays and taking vocabulary tests. The lecturer wants them to have creative ideas and ways to teach writing so that the students stay interested in the lesson and are eager to write their own stories. There are many ways to teach creative writing, and some of them may use ideas from real life. Students can practice writing daily and keep a record of their school years by keeping a diary. The students make their journals out of construction paper. The teacher can give them a topic to write about, or they can write about what they learned or how they felt that day.

For an article that will be published in the journal, the detailed rules following the provisions of article format on the journal article format. Articles typed on A4 paper and use top, bottom, left, and right margin 2,54cm. The template for this article format created in MS Word 2010, and then stored in docx format. This template allows the author to prepare articles in accordance with the rule relatively quickly and accurately.

2. METHODOLOGY

In this study, several articles are adopted to serve as references so as to obtain a theoretical study used to further clarify the purpose of research methods other than using qualitative methods Ghozali (2015). According to Creswell (2014), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researchers build a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting. It asks the students to comprehend how to write well using web-based applications that include appropriate emojis and colors that suit their feelings. A descriptive qualitative design is chosen because the details are described, and the data obtained during the research are interpreted.

This qualitative research data uses a written survey that is questionnaire. According to Creswell (2012:25), “survey designs are procedures in quantitative research in which you administer a survey or questionnaire to a small group of people to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population)”. In this study, the questionnaire is distributed to 13 student respondents through Google survey. Google survey is free survey by Google to make it more practical for researchers to collect the data from the participants.

3. FINDINGS

This section is the main part for the author state the result but does not interpret them. If you have subfield, you can write them as;

The finding of this research is explained in the graph below.

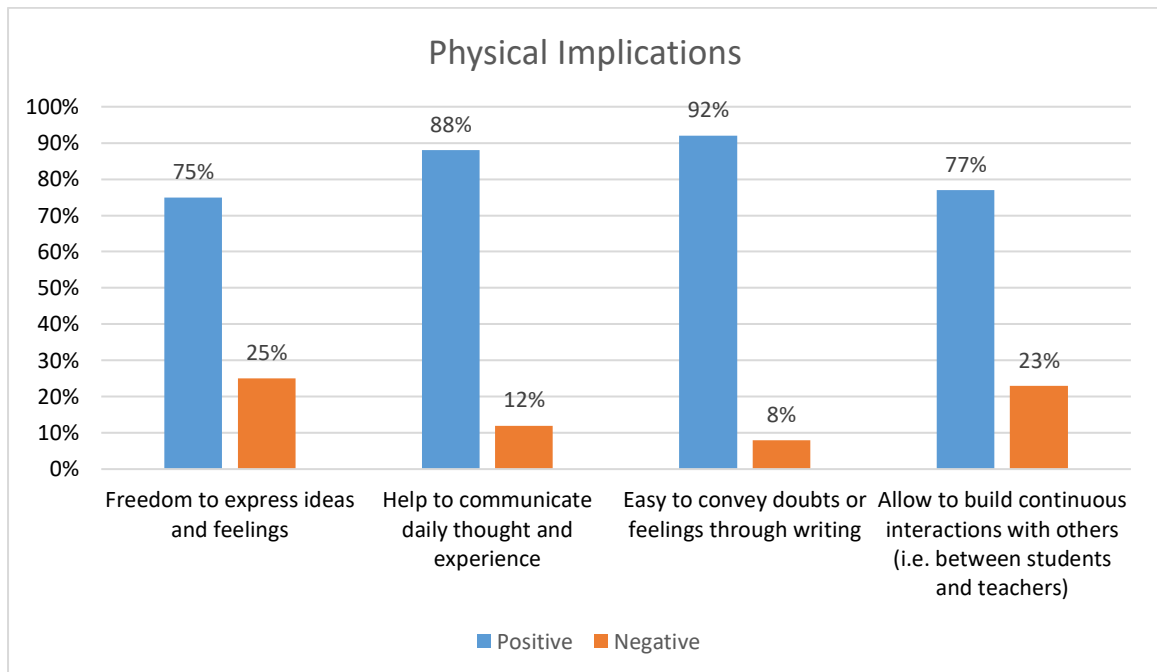


Chart 1 Physical Implications

4. DISCUSSION

Referring to research results, the implications of using VBee diary as a web-based diary writing app for writing enforcement are classified into four aspects. Firstly, 75% of the students agree that by using this application they can freely express their ideas. VBee diary, in fact, is a good application to help the students explore and express their ideas. It can be such a helpful way for students to express themselves and build comfort and confidence by writing an English diary. In addition, it provides students with a digital space to build their presence and be able to exchange ideas with their teachers.

After that, mostly the number of students also accepts that by using this application they can freely express their feelings. Here, the students can come with specific words that describe exactly how they feel. Instead of saying that they feel 'bad' to anyone, they can just write about their bad feeling on the app. After that, they are able to explain what makes them feel it.

Secondly, 88% of the students agree that this VBee diary can help the students communicate their daily thoughts and experiences. This writing encourages and provides an opportunity for them to reflect on an experience, connect, and think critically about ideas or situations. They can describe in their diary writing how their daily routine has changed throughout the course of the pandemic and how they think about those changes. The VBee diary usage does not need to follow any certain structure. It turns out to be students' own

private platform to discuss and write whatever they wish to express their thoughts and activities, or events preceded and followed by making the words and ideas flow freely without being worried about what other people might think.

Thirdly, 92% of the students agree that this VBee diary can express the students' doubts or feelings through writing. This web-based diary will make them more familiar and relaxed in communicating easily with others. Here, the students can write about their day and people they have spent time with. They may also write about anything that has happened or any person and anything that has made them feel happy or unhappy.

Fourthly, 77% of the students agree that this VBee diary allows the students to build continuous interactions with others (e.g., between students and teachers). This web-based diary will highlight interactive behaviors of both parties between students and teachers. Good two-way communication between them will promote a positive collective atmosphere. Adopting this web-based diary will promote teacher-student interaction that is also definitely a reflection of the relationship between teachers and students.

5. CONCLUSION

Since the coronavirus pandemic at the beginning of 2020, all of us have lived through an upheaval that has changed each of our lives and will become part of our global history. VBee diary can help students reflect on and process the loss, uncertainty, and changes that they have experienced during these difficult times. Using VBee diary in the learning process enables the students to express their ideas clearly and effectively in written form. The students, therefore, have a platform where they can put down their ideas. It becomes a tremendous resource for students to learn to reflect and to see their growth along the way, with the support of teachers in the process.

It is a safe space where students can simply write, reflect, and learn in more personalized and meaningful ways as well. Choosing one of the non-verbal emoticons with preferred color and diary writing to encourage the students in expressing emotions is an important part of healthy social-emotional development, particularly in the COVID-19 era at present. Here, helping the students write about their feelings is important as this is a way to get them writing about their feelings and experience that makes them feel that emotion. Obviously, this is good for students' self-regulation, behavior, and relationships.

Last but not least, this VBee diary application assists the students to communicate their inner thoughts and experience. This web-based diary, in fact, enables them to express

subjective knowledge and reflective experience over time. Next, this VBee diary enables the students to convey their doubts or feelings through writing. It allows them to channel both positive or negative feelings about what they have experienced. It, surely, creates a meaningful connection with themselves. Thus, it prompts reflection within the students. After that, this VBee diary promotes continuous interactions between students and teachers. It enhances the level of teacher-student relationship that triggers students' psychological learning effects, hence. Thus, this web-based technology has advantages over other types of diaries because they support text-based and visual forms of communication about students' personal information and even build students' well-being.

For recommendation, this web-based diary application needs to be modified based on the users' needs, particularly to achieve a simple and easy-to-use design. Here, the users, in this matter students, should not have difficulty when trying to use the app. Moreover, the app should be impactful for building and developing students' well-being, especially in connection with their learning process of the English writing skill.

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