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A DOCTORAL STUDENT'S JOURNEY AND EXPERIENCES IN WRITING A RESEARCH ARTICLE THROUGH DIALOGIC FEEDBACK: AN AUTOETHNOGRAPHIC SELF-REFLECTION

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Abstract

One of the requirements of doctoral students is the ability to research and write scientific articles. Even though there has been a lot of research on article writing among doctoral students, it is still limited to using autoethnography designs. This paper reflects on a doctoral student's experience in writing scientific articles during the intake of doctoral study. The design of this research is to use autoethnography which examines in depth the author's experience when writing articles during his doctoral studies. To collect data, this research uses reflective journals, photographs, and article document progress. Meanwhile, data analysis uses thematic analysis. The author's experience is operationalized by experiences, practices, and interesting episodes in the journey of writing articles presented meaningfully and in-depth. It is expected that this will have implications for becoming an alternative for writing scientific articles during doctoral studies or at other levels. The result of this study showed that dialogic feedback in writing an article promotes open-mindedness in accepting feedback that creates interactive discussion; stimulated problematizing dialog raises critical thinking in writing a research paper; and dialogic feedback enhances students' motivation in refining a research article

Keywords: autoethnography, dialogic feedback, experience, writing article

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INTRODUCTION

Writing a research article in a doctoral degree program becomes challenging as it requires students' research and academic writing ability. Students' research ability refers to students' capability to assign and practice myriad research designs to answer research questions. This writing process requires students' self-assessing of their work, learning needs, and supervisor feedback (Sun & Trent, 2022). Furthermore, it should be strengthened by writing its report in academic format. It is closely related to lexical grammar-emphasizing the interdependence of vocabulary and syntax. To make meaning of writing a research paper, it is crucial to learn what has to do with doing a particular writing research paper. Fortunately, I was introduced to auto-ethnography by my professor. It helped me see valuable experiences that shaped my research paper writing path. As a result, I traced my journey in writing a research paper. Truly, I experienced differently before and after enrolling doctoral degree program at one of the outstanding education universities in Indonesia.

Previously, I was a lecturer who had a duty to do teaching, research, and community service. To do teaching is enacted enthusiastically as I love teaching. I used numerous teaching strategies that fulfill students' needs and learning styles. From the previous semester, I was assigned to teach the teaching profession. In this subject, I stimulated and encouraged students to engage interactively in digital storytelling. It raised their creativity and awareness to be future professional teachers. In the research phase, I had an obstacle as limited time to do research and write academically. It also lacks of partner to collaborate in doing research. Last but not least is doing community service. In this phase, I love it as I sometimes share with students or teachers about professional development.

Besides being a lecturer, I became an expert staff in student affairs. This phase was very challenging since there are sorts of problems to be figured out. I start with students' card identity, achievement strategy, and protest. I spent much in this role in that I lacked an opportunity to write a research paper well. However, I learned many things from that position as I learned about management and having wide networking. Although I am limited in writing a research paper, I still have an opportunity to guide bachelor's degree students in writing papers. It energizes me to fully prepare to give the best feedback to my students. I engaged the students to actively participate during writing the paper. The students are stimulated to take an active role in reconceptualizing and developing their writing papers. I and my students had dialogic feedback. It is in line with Hill et al. (2023) on dialogic feedback which has revealed that dialogic feedback significantly generates emotional and relational support and strengthens individual growth. 10 out of 12 students have finished their writing a research paper well as they were mediated by dialogic reading. Nevertheless, students' prior writing ability and motivation become a challenge in accomplishing a research paper.

Since I am taking a doctoral degree program with a scholarship, I was mandated to focus only on learning. To me, this is very blessing as I have the opportunity to be fully concerned with learning. This situation shifted from many activities being a lecturer to writing a research article priority. This semester, I was challenged to write about five research articles. Fortunately, I was facilitated with many resources like lecturers, peers, sharing sessions, workshops, guest lecturers, and accessible journals. Here, I have many friends who are lecturers from different universities. I always share and collaborate, especially in giving and accepting peer feedback. It assists me in refining what went missing or errors in my manuscript. Having peer review boosted me to be a critical reflective language learner (Ramdani & Widodo, 2019). As a result, I can maximize my manuscripts from my peer feedback.

There are several doctoral study research that concern supervisory (Sun & Trent, 2022; Yang, 2023; Xu, 2017) which emphasize feedback in writing a dissertation. However, it is a scarcely conducted study about dialogic feedback in writing manuscripts. This study also has

a methodological gap that there is a lack of this study in the previous research. Therefore, based on the mentioned previous study, it is interesting and essential to conduct a study about how doctoral students experience dialogic feedback in writing an article. This work was guided by a research question: How are doctoral students engaged in dialogic feedback during writing an article? This present study aims to explore doctoral students' experiences journey in dialogic feedback in writing articles. This experience is operationalized through the doctoral meaningful practice of consultation and self-development in writing article

METHODS

This research aims at relieving personal experience about the experience of writing papers through dialogic feedback. There are some key characteristics and features of autoethnography that consist of self-reflection, narrative approach, and contextualization (Yin, 2008). In the phase of self-reflection, an autoethnography tends to emphasize self-reflection and self-awareness on related issues e.g. writing research papers through dialogic feedback. Thus, the narrative approach means closer to self-story in exploring uniqueness and insightful stories about writing a research paper through dialogic feedback. In addition, contextualization is to explore experiences that are probably against common understanding.

In the reflexivity phase, autoethnographers engage in reflexivity, which involves examining and acknowledging their role in shaping the narrative and analysis. This self-awareness is considered an important aspect of the method. Another characteristic is cultural critique which autoethnography often serves as a platform for cultural critique and social commentary. Researchers may use their personal experiences to shed light on issues of power, privilege, identity, and social justice (Cresswell & Guetterman, 2008). In addition, multimodal presentation represents autoethnographic works in numerous forms, including written texts, videos, photography, or other artistic expressions. These multimodal approaches allow for a more comprehensive and engaging exploration of the researcher's experiences.

Thus, it emphasizes exploring my own experience, beliefs, and practice in writing a research paper. It contributes to making insights to be learned especially in writing papers (Yin, K., 2008). The experience was transformed from real experience when I began a doctoral program in writing a research paper. It explores insightful experiences on having efforts to find the research gap, write the background of the study, literature review, and methodology. It is strengthened by supporting academic activities like joining training or workshops and writing a research paper.

Technique of Data Collection

To capture the experience of my adventure in writing a research paper needs to serve proper data collection. Reflective journals and documentation become suitable techniques for data collection since the reflective journal is aimed at gaining self-reflection on what is good and what needs to be improved (Ary et al., 2014). I used the reflective journal to examine my own experience and practice to portray my journey in writing a research paper. I learned what had been learned previously and made meaningful episodes in writing a research paper. As a result, I can find essential experience or practice that shapes my beliefs in writing a research paper. It also helps me to reveal everything that matches with meaningful episodes in writing a research paper. Furthermore, documentation of photographs assists me to re-capture my essential experience and practice in writing a research paper. It strengthens reflective journal data by serving a relevant photograph. Therefore, it can be easily related to what experience and practice of writing papers is inspiring.

Technique of data analysis

To analyze experiences in writing a research paper needs to use thematic analysis. Thematic analysis concerns identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). Then, it follows the thematic analysis phase that aims to find general pattern (themes) findings. Firstly, familiarize yourself with your data. In this phase, I need to read and re-read the data and note down the initial ideas of writing the paper through dialogic feedback. It requires a critical understanding of beliefs, experiences, and practice in writing a research paper through dialogic feedback. Secondly, generating initial codes, in this phase it is crucial to thoroughly check essential data that is relevant to other data. Therefore, it creates relevant initial codes. Thirdly, searching for themes, in this phase to generate all relevant code to produce potential themes. Fourthly, reviewing themes, this phase to make sure relevant themes are repeated. Fifth, defining and naming themes, in this phase, is ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. Sixth, producing a report, this phase refers to the last step in examining analysis. So, it needs to be selective to everything data, codes, and themes then producing a scholarly report of the analysis (Braun & Clarke, 2006).

MY JOURNEY IN WRITING AN ARTICLE: SELF-REFLECTION

Doctoral studies are closely related to writing scientific articles. The journey of writing scientific articles started in my first semester. In that semester, I had four courses whose output was a manuscript that was worthy of publication in a reputable journal. I was a bit surprised by the acceleration and outcome of the course while still adjusting to studying at the doctoral level. However, I am grateful because studying for a doctoral degree has been my dream for a long time.

Writing these articles at the same time made it a challenge for me and my classmates. This requires speed in taking action in determining research topics, strengthening arguments, and writing them scientifically. At first, I felt a bit pressured by the output of four manuscripts, as I went through it trying to learn to write as much as possible. My classmates and I tried to understand every feedback given by the lecturer. After understanding the feedback, my classmates and I revised the draft article according to the directions. Sometimes the challenge is a cognitive block that requires a lot of discussion with peers. Sometimes we visit the library, English corner, or seminar and training venues. So, I was able to pose in writing articles with the guidance of the lecturer. The discussion process with lecturers uses dialogic feedback which allows us to dialogue. Dialogic feedback facilitates us to actively ask questions and discuss issues in the article.

Sharing with peers strengthens me in arguing through discussions. This motivated me to complete the manuscript with my classmates. An equally important part is time management. Time management helps me determine the division of work on articles and daily activities according to the criteria of very important and urgent, important and urgent, not important and urgent. So, I can prioritize working on articles. One of the support systems offered by the State University of Malang is holding guest lectures, a publication center, and the UM writing center. Several times I took part in training from this institution regarding article writing. Every training was very memorable for me and my friends. Some of the research I participated in was regarding quantitative research design presented by Prof. Ali Saukah MA., Ph.D. with the theme Research Designs and Data Analysis within Quantitative Approach. The guest lecture program equipped me to understand and use quantitative research design and analysis. In this activity, I actively listened to and discussed quantitative designs that could be used in writing articles.

Then I took part in training on article writing which was completed by RELO Ambassador representatives. This also helps me in writing articles well. Apart from receiving training from UM, I also took part in a webinar series held by Satya Christian University with the theme "Can technology enhance language learning?" This webinar series opened my view about the use of technology in learning English. My friends and I also attended a guest lecture held by the UM English education study program through Psychometric Research Method training delivered by Prof. Clay William, Ph.D. In this guest lecture program, we actively participate and discuss these topics to contribute to improving article writing.

I also took part in a hybrid workshop with the theme fundamentals of writing and publishing workshop with Taylor & Francis organized by the UM library. In this activity, I was able to directly ask questions and dialogue with representatives of publisher Taylor & Francis regarding scientific publications. Apart from that, I also received enlightenment from one of the UM lecturers whose articles have been published in many reputable journals. He shared starting from determining interesting and impactful research topics. Then he showed several of his works that had been published in reputable journals with simple but interesting and impactful titles. This made me realize that I can have a manuscript that is simple but has novelty and contributes to learning and teaching English. To strengthen my ability to argue in writing articles, I also took part in a webinar series on critical thinking in the language classroom. This webinar series also equipped me to sharpen my arguments in manuscripts.

Furthermore, my provision in writing articles was added by attending a national seminar organized by the UM English education study program. This seminar presents various research ideas that are possible to carry out. So, my friends and I got insights into conducting research. Various webinars, workshops, and guest lectures contribute to building a proportional researcher profile. So that the article writing process can be carried out better by determining the appropriate research topic, using various research designs, and being able to analyze the data.

When we start writing, the biggest challenge is finding a research topic. Determining this topic made me reflect deeply and navigate the latest research related to this matter. Currently, I am interested in the topics of dialogic feedback, task-based language teaching, multicultural values, and grammar learning. After determining an interesting topic, I immediately navigated related matters in various reputable journals. I always use campus facilities that subscribe to published journals including Science Direct, Springer Link, Taylor & Francis, Wiley Online Library, ProQuest, Sage Journal, Cambridge Journal, Emerald Insight, Jstor, and Oxford Journal. Providing this facility helped me in navigating to find research gaps. As for the obstacles when navigating, sometimes some articles have not been subscribed to, which hinders the navigation process a little.

However, it can be tracked using platforms outside the campus journal provider. Once I can access the relevant journals, I then download all the relevant journals in one folder. This makes it very easy for me to sort and identify related journals. Then I read various relevant articles, then I highlight what has been researched and what is still lacking from previous research, and think about what implications will be contributed. This process takes a long time, especially with reading dozens of articles. So, it requires a special strategy to read it. My tip is to focus on reading the abstract because it is a summary of the research, making it easier to get information quickly. The next tip is to read the end of the introduction section because it lists research gaps. The next tip is to read the suggestions section where the authors usually reveal the weaknesses of their research as well as suggestions for further research.

The next step in writing an article is to write an introduction. This section is a challenging section where I have to convince lecturers and readers that my research has research gaps and contributions to the context of English language teaching and learning. The valuable experience I got when writing this section was getting dialogic feedback from the

lecturers. One of the lecturers always reminded me to write the introduction chronologically and have strong references and evidence. When I start writing, sometimes I write an introduction and make a direct claim without any cause or chronology. So, I was advised to write an introduction using a pattern of writing-related issues or problems, then explain the causes of the problem, such as perhaps monotony in-class activities, not updating teaching materials, and the absence of learning media. After that, just write the consequences, namely the problem that we will focus on, for example, related to the lack of student involvement in learning grammar. The next pattern is to present alternative solutions that we propose, for example by using task-based language teaching to involve students in learning grammar. Followed by writing about the importance of the solution we have adopted and followed by presenting the latest research related to the solution we have adopted. Writing down previous research will ensure that there is a research gap or lack of previous research so that I am more confident in raising the issue or topic. After that, I continued by writing potential contributions and ended by determining the research questions. In my opinion, determining research questions is very important because my research aims to answer these questions. An important thing that contributes to writing the introduction is discussion with colleagues. this gives me a bird's eye view of my writing in a more relaxed and acceptable way. In the end, writing the introduction is both interesting and challenging because when you have finished writing it, part of the success of the research has been completed.

The next interesting experience was writing a literature review. Writing in this section challenged me to review various related references to find the relevance of each topic written about to the research conducted. I got feedback which was also very valuable in writing a literature review. As for the phenomenon that is currently occurring, many authors write this section like a section in a book, even though a critical review is needed to present the common thread and use it as a theoretical lens in interpreting the data. I also experienced something interesting by reading various references to find common threads related to the sources I read. I also had the opportunity to learn a lot outside the classroom by attending seminars and guest lectures both at the State University of Malang and outside Malang state universities. This helped me both in using the right research design and writing scientifically. I still remember attending an article writing seminar held by the UM library where the speaker said that the key to writing articles is to improve your argument by looking at what has been done and looking for what is still lacking. then prepare a solution or innovation and present a contribution. In the seminar, the speaker said that one of the most important things in writing articles is commitment to writing. He added that writing a literature review requires reading a lot and critically so that it produces interesting things that can be used as a common thread.

Another interesting experience was when writing the research methods section. In this section, I must present clear research steps supported by adequate references. I use various research designs and one of the interesting and new ones is autoethnography. For me, this is very interesting because I have the opportunity to explore my valuable experiences presented scientifically. This helps me reflect on myself, especially in writing articles. I also found value from the lecturer in explaining the focus of the research design in detail so that later it would be easier to understand and carry out logically. The next feedback I got was related to the participants and research location. Determining participants and research locations requires logical and in-depth reasons for choosing these things. The unforgettable part was when I wrote down my research data collection techniques. I was asked for more details regarding the questionnaire. What are the indicators of engagement? How many items? The focus of questionnaire items? How long to respond? How to validate the questionnaire? Etc. Clear information about this will make it easy for readers to follow the presentation of the findings. This helped me in sharpening my as a researcher to focus on collecting research data. The thing that is almost forgotten is writing data validation. In validating the data, I used construct

validity where I focused on the content of the questionnaire questions with the underpinning theory used, namely engagement and task-based language teaching.

The next part is writing the data analysis. In this section, I am challenged to analyze data collection with the appropriate analytical knife. In this research, I used thematic analysis pioneered by Braun & Clark. This analysis helped me find the research theme by following the research steps. Then, what is no less important is writing down the findings and discussion sections. In this section, I try to synthesize the findings to become general findings in the research. After getting general findings, I then tried to select data from data collection to support related research findings. This requires carefulness and compliance with the data from data collection.

Reflections on my doctoral study journey during one semester at UM had an impact on writing the manuscript. I got the skills to write manuscripts through various activities such as lectures, dialogue feedback, as well as training and webinars. Apart from that, I am also supported by UM facilities, especially by subscribing to reputable journals. This helps me navigate current issues related to research that interest me. By navigating I can find out what research has been done and then find research gaps. One thing that impressed me when writing a manuscript was dialogue feedback with lecturers and peers. This gives me space to have arguments and write manuscripts well. Input from lecturers and peers builds my critical thinking about what I am researching. So that I have awareness in doing better research. Furthermore, dialogic feedback also builds my critical reflection by always asking what are you problematizing. This is very impressive for being a critical researcher and having strong arguments. Another activity that encourages improvement in article writing is the mentoring activity organized by the State University of Malang and the University of New South Wales. This mentoring presents UM and UNSW lecturers sharing experiences and tips in conducting dissertation guidance. Various aspects are discussed from academics to mental health. I also had the opportunity to take part in mentoring which involved UNSW students in thesis guidance experience. This program helped me and my friends in completing the manuscript. My friends and I were given tips and tricks as well as collaborative discussions with various experiences during dissertation guidance. I will not waste this opportunity considering that the opportunity to collaborate with lecturers and students from world-class universities is something I hope for. This program is still ongoing with the mentoring process divided according to the research topic. Self-development during my doctoral degree at UM made me forge various efforts in writing manuscripts. However, writing reputable articles is not easy, but it is not impossible if we try our best. The main point in writing a manuscript is committing yourself to start writing. The next step is to implement the commitment by navigating interesting topics and obtaining comprehensive information about what has been researched. then I can find out what is still lacking or has not been researched. So, I can determine research gaps. Starting to write an introduction is the part that challenges me to provide arguments for the choice of topic, problem, and solution offered. The introduction section is central because it presents the feasibility and novelty of the research. In sum up, if the introduction is good, it will be easier to write the next chapter.

Furthermore, writing a literature review encouraged me to synthesize various sources into a common thread that would be linked to the research topic. Feedback from lecturers also really built my awareness and understanding of writing literature reviews. In other words, writing a literature review is not as simple as what I wrote before. After getting dialogic feedback, I understood and improved my manuscript, especially in the literature review section. In the next stage, writing research methods becomes interesting because it reveals the research process. The dialogic feedback I got from this section improved my writing about the research place and participants. When writing about research locations and participants, you need strong reasons.

In addition, UM also provides an academic writing center that aims to help students in writing a research paper. This session presents academic consultation with the RELO embassy. This chance gives me insightful suggestions for refining my research paper. It enables me to consult my paper interactively as well. So, it builds my confidence, self-efficacy, and capacity to learn to write papers well.

Finally, the role of the lecturer is mainly essential as it scaffolds me to grasp and navigate the ideas of research articles. Things that make me always aware are what to problematize, what is different, and to what extent its contributions are. Therefore, lecturer feedback plays a pivotal role in enlightening students' writing research articles. Dialogic feedback is enacted during writing a research paper. It assists me to interpret the meaning and develop my research issue. This dialogic feedback process assists me in discussing my writing progress in terms of structure and language, advice on literature reference, and relationship development, creating writing tasks, discussing numerous ideas, and developing conceptual and analytical arguments (Sun & Trent, 2022). So, I have an opportunity to share and discuss my paper with my lecturer. This phase helped me to actively interact and learn more about my paper in terms of its topic, research gap, introduction, literature review, and research methodology. My lecturers use interactive discussion by initiating questioning and answering related to the research paper. Other students are invited to respond by giving suggestions or questions. This phase makes the class more active and everyone gets insights.

LESSONS LEARNED

There are some lessons that can be drawn from auto-ethnographic self-reflection on writing papers through dialogic feedback during the doctoral degree program. These lessons consist of open-mindedness in accepting feedback and creating interactive discussion; stimulated problematizing dialog raises critical thinking in writing a research paper; and dialogic feedback enhances students' motivation in refining a research article.

Being Open-Minded in Accepting Feedback creates an Interactive Discussion

Dialogic feedback allows students to be actively involved in doing paper revision. It gives implications in raising their open-mindedness. To me, it truly happens as I am stimulated to share my argument and insight in writing a research paper. This situation made me open-minded in accepting suggestions and contributing to the discussion refining the paper. It can be traced from my reflective journal as follows:

> 'I am interested in discussing with the lecturer refining my manuscript as I am allowed to challenge myself in doing reflection. I am also stimulated to find uniqueness or gap to make concise my manuscript"
>
> (Reflective Journal, 1)

It can be seen from reflective journal data that dialogic feedback scaffolds students to be open-minded in accepting suggestions. It helped me to easily gain valuable insights into dialogic feedback. As a result, it helped me to write my manuscript better. I was also encouraged to be active in delivering arguments in learning to write a research paper. It is in line with Hiver et al., (2021) claim that students' behavioral, cognitive, and emotional engagement become key to success in learning in which students actively to participated in seeking their research topic and research gap context. This engagement is a crucial thing since it maximizes students' potential in the writing process. It can be strengthened by a photograph that illustrates student' active engagement in dialogic feedback as follow:

It is clearly stated that students were fully engaged as they had the opportunity to actively discuss in classroom discussions in terms of refining research papers. It demonstrated that dialogic feedback strongly supports students to be open-minded and actively involved in

refining research papers (Er et al., 2021). Therefore, it is possible to promote student-centered learning in writing a research paper. In the ELT scope, students' interests are considered crucial things as it is close to the psychological aspect. This psychological aspect is manifested through motivation in writing an article. It is the same with the (Cheng & Dörnyei, 2007) claim that motivation is the key to success in learning a language as well. The student's effort in understanding teachers' feedback assisted them to refine as well as possible (Shintani et al., 2014; Ellis et al., 2008; Ellis, 2009).

Stimulated problematizing dialog raises critical thinking in writing a research paper

Seeking what to problematize challenges students to think critically. It encourages students to learn, review, and reflect on issues of what to research. To me, it is needed to figure out what missing in previous research and provide implications. To problematize means not only to solve pedagogic problems identified at the onset of research but also to help develop alternative ways of thinking and improve practices (Er et al., 2021; Dikiltas & Griffiths, 2017). Therefore, problematizing dialog feedback enhances critical thinking to find a research topic. It helps me a lot to pursue my interest in obtaining my research topic. It can be reflected in my reflective journal as follows:

> "I learned many things from my peers in terms of writing a research paper. It also energized by my lecturer to seek what to problematize. Dialog among students to students, and students to lecturers enhance students' critical thinking"
>
> (Reflective Journal, 2)

From reflective journal showcases that dialogic feedback encourages students to think critically to find their research interest. It also scaffolds them to have proper arguments in deciding uniqueness and research gap. It is the same with Wood's (2022) claims that technology-mediated dialog feedback also contributes to creating interactive discussion. Technology-enhance language learning also can be utilized in dialogic feedback. It occurs when I have experience in giving feedback through highlighting features. Overall, dialogic feedback potentially raises critical thinking since it serves interactive dialogic feedback in that coping students to have insights.

Dialogic feedback enhances students' motivation to refine research articles

To learn successfully needs to be supported by being motivated. It creates positive beliefs, attitudes, and practices in that it enables students to learn better. Dialogic feedback inspired students to accomplish their writing through a cross-sharing session with a mentor-lecturer. It gives them understanding, practice, and valuable insights in deciding research topics, research gaps, and uniqueness. Thus, motivation plays a pivotal role in gaining success in learning a language (Cheng & Dörnyei, 2007). Dialogic reading that serves students to gain interaction enthusiastically potentially motivates students to learn to write well. It also encourages and encourages students to write a research paper appropriately since they are inspired to have collaborative interaction in writing a research paper. It can be traced from my own experience which I wrote in a reflective journal.

"I enjoy the atmosphere of learning to write a research article in a doctoral degree program. Here I have interactive discussions through dialogic feedback. It boosts my motivation as I have a role model and environment that supports my writing progress. Dialogic feedback scaffolds me to write a research proposal, especially finding a research topic interest, gap, and uniqueness. This motivation makes me more powerful in writing a research paper since it maximizes my efforts in accomplishing it well"

Refers to the mentioned reflective journal, it is clearly understood that dialogic feedback serves interactive discussion in learning to write a research paper. So it encourages

students' motivation to discuss collaboratively. It engages students to write enthusiastically through dialogic feedback. As a result, it creates students' motivation to write. Thus, it becomes a key success in learning (Cheng & Dörnyei, 2007). Motivation helped me with the power to accomplish my writing properly as it encouraged my awareness in learning to write collaboratively. Therefore, dialogic reading facilitates me to exchange discussions about the research topic and it scaffolds me to find the research gap. Then it is composed of a writing introduction, literature review, and research methodology.

CONCLUSION

My journey experience in writing an article through dialogic feedback was wonderful. Dialogic feedback serves as a meaningful activity in which students and lecturers discuss each other. It potentially engages students' behavior, cognitive, and emotional in writing articles. It has pedagogical implications that provide collaborative writing in writing a research article. Consequently, the students have active interaction in consulting their articles and opportunity to write articles well. The students can exchange ideas and clarify what must be revised in the article. Therefore, it builds students' confidence in writing an article.

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