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The Effectiveness of Writing Techniques in Improving Students' Writing Ability with Different Self-Esteem

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Abstract

Identifying appropriate writing techniques to help students with different self-esteem improve their writing ability needs to be considered by educators. This study attempted to examine the effectiveness of two writing techniques, Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW) in improving the writing ability of undergraduate students with different self-esteem. A quasi-experimental design was employed in this study. The participants of the study were 62 undergraduate students from a private university in West Java, Indonesia, which were divided into two groups that received different treatments, RLP and DJW techniques. A set of questionnaires to measure students' self-esteem and writing tests were utilized to collect the data. Data from questionnaires were analyzed by using Likert Scales. Data from pre-test and post-test, to know the effectiveness of RLP and DJW was administered by using a paired t-test. The finding revealed that the writing performance in RLP class was significantly better than in DJW class. In other words, RLP is more effective in teaching writing to students with different self-esteem. The use of explicit teaching, peer feedback, and teacher feedback in RLP class could have caused the RLP technique to be more effective in improving the students' writing ability compared to the DJW technique.

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1. INTRODUCTION

Writing is not easy and is probably the most complex and challenging skill in language learning (Harmer, 2007; Hyland, 2002). It requires many devices such as complex grammatical devices, stylistic skills, mechanical skills, a careful choice of vocabulary, and judgment skills (Hedge, 2005). Writing is also tricky because it deals with psychology, linguistics, and cognition (Byrne, 1995). Moreover, many students feel reluctant to engage in writing activities with enthusiasm (Harmer, 2007). Foreign language writers usually encounter a significant challenge in developing their writing skills (Evans et al., 2010). The teachers' main challenge in teaching writing is seeing that learners learn from their previous mistakes and acquire writing fluency and accuracy (Hemmati & Soltanpour, 2012).

Writing has become a widely researched topic around the world in the past few decades. To write a text, the students need to understand what they expect to write, why it is written in a particular way, and the form that their final text should take. Students at all levels of education should produce a text, whether it is simple or even more complex. For example, higher education students are expected to write syntheses after reading the texts (van Ockenburg et al., 2019). When students read a source text, they must consider what information is relevant for their purpose and is important enough to include in their synthesis text.

One of the texts that students have to write is argumentative text. They have to write argumentative text to fulfill the daily task or thesis (Hasani, 2016). Despite writing argumentative text is supposed to be a common task for higher students in the university, it is quite difficult (Deane & Song, 2015). The students usually face problems such as writing incomplete arguments, not asserting elements of arguments, not writing arguments clearly, having insufficient evidence to support arguments, and not comprehending or responding to other viewpoints (Hasani, 2016).

Some other challenges are also faced by the university students when they are expected to produce academic texts, including psychological problems when writing, such as low confidence and unenthusiastic writers (Harmer, 2007). Self-esteem is considered as one of the factors that influence the students writing ability. This is because both self-esteems could bring successful cognitive or affective activity by the attitude of approval or disapproval and could indicate the extent to which individuals believe themselves to be capable, significant, successful, and worthy (Brown, 1994).

Classroom writing activities should be explicitly designed to build the students' writing habits that motivate them, build their confidence, and conform to writing (Harmer, 2007). Teachers need to provide extensive encouragement in meaningful contexts, peer involvement, primary texts, helpful feedback, as well as guidance in the writing process (Hyland, 2002).

Due to the difficulties in acquiring writing ability, many techniques were used by the teachers. This study discussed two writing techniques namely Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW). Both techniques try to develop reflective practice through social interaction. RLP is a teaching technique used to teach writing that contains a collection of students' works that exhibits their

efforts, progress, and achievements in writing class (Corley & Zubizarreta, 2012). Meanwhile, DJW is a teaching technique that contains a written conversation between the teacher and the students (Gebhard, 2006). Thus, self-esteem is a personal judgment of worthiness expressed in an individual's attitude towards themselves (Brown, 2000).

Earlier studies have shown that the reflective learning portfolio made students adapt to the classroom situation, promote reflective thinking, and improve their writing ability (Farahian & Avarzamani, 2018; Khodadady, 2012; Reyes-Chua et al., 2020; Sulisty et al., 2020). Meanwhile, Dialogue Journal Writing helps enhance students' writing ability and improves their motivation to write English texts (Foroutan & Noordin, 2012; Liao & Wong, 2010; Rokni & Seifi, 2013).

This study aims to identify the effectiveness of RLP and DJW in improving the writing ability of students with different self-esteem and to examine the significant differences between the two techniques. This study is different from the previous studies because it used RLP and DJW to teach writing viewed from students' self-esteem. Accordingly, this research intended to answer the following questions:

1. How effective is Reflective Learning Portfolio (RLP) on improving the writing ability of undergraduate students with high and low self-esteem?
2. How effective is Dialogue Journal Writing (DJW) in improving the writing ability of undergraduate students with high and low self-esteem?
3. Is there any significant difference in the writing ability of students (with different self-esteem) who were taught with RLP and those who were taught with DJW?

2. LITERATURE REVIEW

2.1 Reflective Learning Portfolio and Dialogue Journal Writing

Teachers may need to change their techniques and even their classroom layout to engage all students in writing class. Engaging students in an interactive writing format will require teachers to teach in an authentic manner that is responsive to all students' needs (Jordan, 2009). According to Ruddell and Unrau (2004), several interacting components influence the writers' ability to make meaning from written text. Prior beliefs and knowledge affect the writers' construction of meaning. It includes both affective and cognitive conditions. Affective conditions include motivation to write, attitude toward writing and content, writer's stance, and socio-cultural values and beliefs.

Reflective Learning Portfolio (RLP) is a part of reflective learning which focuses on the context and learning process (O'Donoghue, 2010). This writing technique encourages the students to learn in a problem-solving environment that challenges their knowledge and encourages them to reflect on what they know and whether or not their knowledge is accurate and profound enough based on the course content (Hemmati & Sultanpour, 2012). The portfolio must include the students' participation in selecting contents, the criteria for selection, and the evidence of student self-reflection. It involves learners in continuous reflection and collaboration, focusing on selective evidence of learning (Hemmati & Soltanpour, 2012), making students evaluate themselves and monitor their progress over time (Zubizarreta, 2009). Moreover, the portfolio can have different forms, such as written text, electronic display, or other creative projects (Zubizarreta, 2008). A study conducted by Sabooni

and Salehi (2015) found that the students' writing accuracy performance was improved by using a reflective learning portfolio.

The second technique in teaching writing is Dialogue Journal Writing (DJW). DJW is a written conversation between two sides, the teacher and students (Gebhard, 2006). This technique encourages the students to write on a topic or topics of their choice, and the teacher will write individual responses. Dialogue Journal Writing is a written interaction between teachers and students that focuses on meaning rather than form. It is a means of improving students' linguistic competence, course content, and communication in written English (Peyton, 1993). Furthermore, DJW is one of the techniques to help students improve their writing ability through meaningful interaction. It has been used in educational settings to foster students' writing abilities, enhance students' reading comprehension, and help students retain content knowledge. In addition, DJW is also used to build classroom communities, teacher-student rapport, and students' self-awareness and confidence (Trites, 2009).

2.2 Self-Esteem and Writing Achievement

Writing as one of the English skills requires the learners to communicate the English language in written form that is by writing something. Harmer (2007) argues that the focus of teaching writing is on the product of that writing or on the process of writing itself. In comparison, Linse and Nunan (2005) say that writing is a combination of process and product.

The affective factors such as self-esteem, motivation, anxiety, and attitudes can have positive and negative effects (Brown, 2000). In recent years, the importance of affective factors such as self-esteem has been of interest in language learning because of their high effects on learning a foreign or a second language. Self-esteem is frequently considered as an evaluative part of the self-concept (Blascovich & Tomaka, 1991). People with high self-esteem are highly motivated to seek and acquire a high level of self-esteem, protect and increase it through their thoughts and actions (Rossouw, 2010). In contrast, low self-esteem is often seen as a threat that people are motivated to avoid and is typically dysfunctional. Individuals with a high level of self-esteem enjoy accurate descriptions of themselves and are more assured about their self-views.

Self-esteem is a psychological factor that is positively related to the students' ability in writing (Fahim & Rad, 2012). The importance of self-esteem as a crucial factor affecting motivation should not be underestimated. The role of self-esteem is used among the students as an aspect of motivation that is helpful for them in showing their ability in writing their papers. The students' writing achievement was significantly affected by their self-esteem (Khansir & Abdolahi, 2014). Students with high self-esteem had been shown to have high writing ability. In contrast, students with low self-esteem face many problems in their writing (Fahim & Rad, 2012). Furthermore, Swärd (2012) explained that there is a relationship between students' self-esteem and their writing ability. The students who scored high on the self-esteem questionnaire also had high writing tests and academic scores.

3. METHODS

3.1 Research Design

A quasi-experimental design was used in this study to answer the research questions. The quasi-experimental design was carried out through factorial design 2x2 to explore some of the salient qualities of the effectiveness of Reflective Learning Portfolio and Dialogue Journal Writing on students; writing abilities with different self-esteem (Fraenkel et al., 2012). As the research design used quasi-experimental, the study utilizes quantitative instruments to collect the data. Among types of non-probability sampling techniques, the purposive sampling technique was chosen. The study was conducted in the English Department of Wiralodra University, Indramayu, West Java, Indonesia.

3.2 Participants

The participants of this study were sixty-two students enrolling in two writing groups, whose ages were from 18 to 23 years old. Each group consists of thirty-one students. The students were all native speakers of Bahasa Indonesia. Two classes were treated differently: the first experimental group was treated using the RLP technique, and the second experimental group was treated by using DJW. As this study also deals with students' self-esteem, the students in each group were classified into high and low self-esteem groups which were determined by administering a questionnaire of Rosenberg Self-Esteem Scale (RSES) to the students. High self-esteem students are highly motivated, more confident, and have a good academic performance, meanwhile, low self-esteem students are uncertain about themselves and have a low academic performance (Baumeister et al., 2003)

3.3 Instrument

The instruments for collecting data include writing tests and questionnaires about the students' self-esteem. All of the instruments had been tried out in the earlier semester. The try-out students' characteristics are similar to the actual student participants –the fourth-semester students of the English Department of the university. The validity and reliability had also been calculated using SPSS.

To assess the students' writing achievement, the researchers used a writing test. In this test, the students were assigned to write a short essay consisting of four paragraphs. The test was given to students of each experimental group before the treatment (pre-test), and after the treatment (post-test). To score the writing, two independent lecturers were chosen as the raters of students' writing. This scoring scale was based on Cohen (1994). It consists of content, organization, language in use, grammar, and mechanics.

The questionnaire used to measure the students' self-esteem is a ready-made questionnaire developed by Rosenberg (1965) called Rosenberg Self-Esteem Scale (RSES). The Rosenberg Self-Esteem scale consists of a ten-question instrument scored on a four-point response system. It reflects a two-dimensional construct: a positive self-image (items 1, 3, 4, 7, 10) and a negative self-image (items 2, 5, 6, 8, and 9). It requires the participants to indicate their level of agreement with a range of statements

about themselves. Among the many instruments for assessing self-esteem, the Rosenberg Self-Esteem Scale (RSES) remains the most popular and the most widely applied measurement because its simplicity has encouraged its translation into many languages (Schmitt & Allik, 2005). Acceptable reliability (internal consistency and test-retest) and validity (convergent and discriminant) information are available for the Rosenberg Self-Esteem Scale. The Rosenberg Self-Esteem Scale has been translated into 28 languages in 53 nations (Schmitt & Allik, 2005). This includes Italian, Persian (Khansir & Abdolahi, 2014), and Bahasa Indonesia. The scale of Rosenberg Self-Esteem Scale reflects a two-dimensional construct: a positive self-image (items 1, 3, 4, 7, 10) and a negative self-image (items 2, 5, 6, 8, and 9).

3.4 Data Collection

There were two phases of data collection done to answer the research questions. Phase one is the preparation of teaching writing using RLP and DJW. Subsequently, the researchers prepared the lesson scenario for each class based on the syllabus of the Academic Writing subject at the university under study. The researchers also prepared the instruments for the research. Meanwhile, phase two was the implementation of writing techniques, including data collection activities, such as giving pre-test and post-test as well as distributing the RSES questionnaire.

In the first week, the participants were given a writing test to gain data about the student participants' writing achievement. After that, RSES (Rosenberg Self-Esteem Scale) was also distributed to them to gain data about their self-esteem. From the second to the fourteenth week, the participants in both treatment groups, namely RLP class and DJW class, had one meeting each week. Each class session lasted for 100 minutes. The first experimental group was taught by using RLP, and the second group was taught by using DJW.

There were six steps in the implementation of the RLP technique in Class A. The first step was writing a draft, the second step was self-revising, the third was writing the second draft, the fourth was receiving teacher and peers' feedback, the fifth was writing the final draft, and the sixth was reflecting on the achievement made in the final writing draft. From the second to the fourteenth meeting, the RLP class had a break for about 20 minutes at the end of each meeting to write a reflective journal about the lesson. The reflective journal covered the description of the course, what they have learned, and whether their self-development was improved because of the situation. The participants were asked to save all of their works, including worksheets are done in the class, notes kept after reflection on the teacher's feedback, drafts of their essays, homework, and their learning portfolio forms.

Meanwhile, the DJW technique was implemented in Class B with four steps. The first step is planning, the second is drafting, the third is editing, and the last is collecting the final version of the student participants' essays. Each meeting in the DJW class also had a break of about 20 minutes at the end of the class. In this class, the participants were required to write to their teacher in their dialogue journal. The participants were told not to worry about grammar or spelling and to express their thoughts and feelings freely. After the class ended, the teacher read what the learners had written and gave feedback in their journals. Finally, after all of the groups were taught by using the RLP and DJW techniques, a test on essay writing composition was conducted as a post-test to gain the participants' writing achievement.

3.5 Data Analysis

The next step after collecting the data was analyzing the data. The writing scoring scale used was based on Cohen (1994). It consists of content, organization, language in use, grammar, and mechanics. The data gained from the student participants' writing scores and responses to close-ended questionnaire items were analyzed by using statistical analysis through SPSS. The data of the participants' writing scores were further analyzed by using parametric tests. This parametric test was used since it is assumed that the shape of variance of the writing scores in the population is normally distributed (Gall et al., 2007). Before using the inferential statistics to test the hypothesis, the data were analyzed by using descriptive statistics, and the pre-requisite tests, normality, and homogeneity tests were also conducted.

4. FINDINGS

4.1 The Effectiveness of Reflective Learning Portfolio to Improve Writing

4.1.1 *Students with high self-esteem*

Before calculating the inferential analysis, the researchers applied a pre-requisite test analysis to test the normality and homogeneity of the variance. Based on the Kolmogorov Smirnov test, which was done to test the normality of the writing scores of high self-esteem students who were taught by using RLP, the p-value of the students' pre-test was 0.91. Since the p-value ($0.91 > 0.05$), the pre-test distribution was normal. The p-value of the students' post-test was 0.48. Since the p-value ($0.48 > 0.05$), the test distribution was normal.

Based on the homogeneity test, the variance distribution of pre-test writing achievement scores of students with high self-esteem in RLP class was homogenous. This was because the significant value is $0.30 > 0.05$. Meanwhile, the variance distribution of post-test writing achievement scores of students with high self-esteem in RLP class was homogenous. This was because the significant value is $0.49 > 0.05$. The descriptive analysis also found that the N-Gain score for the students who were taught by using RLP was 0.67. This indicates that the implementation of RLP for the students with high self-esteem was effective (in the good category).

To determine whether the implementation of RLP was effective for teaching students with high self-esteem, the researchers analyzed the data from the students' pre-test and post-test by using an independent sample test. Based on the analysis result, it was found that Sig. (2-Tailed) = $0.00 < 0.05$. In other words, the implementation of RLP could significantly improve the writing ability of students with high self-esteem.

4.1.2 *Students with low self-esteem*

The researchers applied a pre-requisite test analysis to test the normality and homogeneity of the variance before calculating the inferential analysis. Based on the Kolmogorov Smirnov test, which was done to test the normality of the writing scores of low self-esteem students who were taught by using RLP, the p-value of the students' pre-test was 0.65. Since the p-value ($0.65 > 0.05$), the test distribution was normal.

The p-value of the students' post-test was 0.99. Since the p-value (0.99) is >0.05 , the test distribution was normal.

Based on the homogeneity test, the variance distribution of pre-test writing achievement scores of students with low self-esteem in RLP class was homogenous. This was because the significant value is $0.30 > 0.05$. Meanwhile, the variance distribution of post-test writing achievement scores of students with low self-esteem in RLP class was homogenous. This was because the significant value is $0.49 > 0.05$.

To determine whether or not there is an effect of the implementation of RLP on the writing ability of the students with low self-esteem, the researchers used paired t-test and analyzed the data using SPSS. The analysis found that the N-Gain score for the students who were taught by using RLP was 0.43. This indicates that the implementation of RLP for the students with low self-esteem was effective (in the good category).

To determine whether the implementation of RLP was effective for teaching students with high self-esteem, the researchers analyzed the data from the students' pre-test and post-test by using an independent sample test. Based on the analysis result, it was found that Sig. (2-Tailed) = $0.03 < 0.05$. In other words, the implementation of RLP could significantly improve the writing ability of students with low self-esteem.

4.2 The Effectiveness of Dialogue Journal Writing to Improve Writing

4.2.1 Students with high self-esteem

A pre-requisite test analysis to test normality and homogeneity of the variance was applied before calculating the inferential analysis. Based on the Kolmogorov Smirnov test, which was done to test the normality of the writing scores of high self-esteem students who were taught by using DJW, the p-value of the students' pre-test was 0.52. Since the p-value (0.52) is >0.05 , the test distribution was normal. The p-value of the students' post-test was 0.66. Since the p-value (0.66) is >0.05 , the test distribution was normal.

Based on the homogeneity test, the variance distribution of pre-test writing achievement scores of students with low self-esteem in RLP class was homogenous. This was because the significant value is $0.30 > 0.05$. Meanwhile, the variance distribution of post-test writing achievement scores of students with high self-esteem in DJW class was homogenous. This was because the significant value is $0.49 > 0.05$.

To determine whether or not there is an effect of the implementation of DJW on the writing ability of the students with low self-esteem, the researchers used paired t-test and analyzed the data using SPSS. The analysis found that the N-Gain score for the students who were taught by DJW was 0.57. This indicates that the implementation of DJW for the students with high self-esteem was effective (in the good category).

To determine whether the implementation of DJW was effective for teaching students with high self-esteem, the researchers analyzed the data from the students' pre-test and post-test by using an independent sample test. Based on the analysis result, it was found that Sig. (2-Tailed) = $0.00 < 0.05$. In other words, the implementation of DJW could significantly improve the writing ability of students with high self-esteem.

4.2.2 *Students with low self-esteem*

A pre-requisite test analysis to test normality and homogeneity of the variance was applied before calculating the inferential analysis. Based on the Kolmogorov Smirnov test, which was done to test the normality of the writing scores of low self-esteem students who were taught by using DJW, the p-value of the students' pre-test was 0.82. Since the p-value (0.82) is >0.05 , the test distribution was normal. The p-value of the students' post-test was 0.85. Since the p-value (0.85) is >0.05 , the test distribution was normal.

Based on the homogeneity test, the variance distribution of pre-test writing achievement scores of students with low self-esteem in RLP class was homogenous. This was because the significant value is $0.30 > 0.05$. Meanwhile, the variance distribution of post-test writing achievement scores of students with low self-esteem in DJW class was homogenous. This was because the significant value is $0.49 > 0.05$.

To determine whether or not there is an effect of the implementation of DJW on the writing ability of the students with low self-esteem, the researchers used paired t-test and analyzed the data using SPSS. The analysis found that the N-Gain score for the students who were taught by DJW was 0.49. This indicates that the implementation of DJW for the students with low self-esteem was effective (in the good category).

To determine whether the implementation of DJW was effective for teaching students with low self-esteem, the researchers analyzed the data from the students' pre-test and post-test by using an independent sample test. Based on the analysis result, it was found that Sig. (2-Tailed) = $0.03 < 0.05$. In other words, the implementation of DJW could significantly improve the writing ability of students with low self-esteem.

4.3 The Difference in Writing Ability of Students with High and Low Self-Esteem through Reflective Learning Portfolio and Dialogue Journal Writing

The third research question examined the significant difference between RLP and DJW on the writing ability of students with high and low self-esteem. The students' self-esteem data and their post-test in RLP dan DJW class were used to answer this research question by using descriptive and inferential analysis.

Based on the t-test analysis, it was found that Sig. (2-Tailed) = $0.00 < 0.05$. It means that there was a significant difference in the effectiveness of the RLP and DJW implementation in teaching writing to students with high self-esteem. RLP is more effective to be implemented in teaching writing to students with high self-esteem. Furthermore, it was also found that Sig. (2-Tailed) = $0.03 < 0.05$ which indicates a significant difference between the RLP and DJW implementation in teaching writing to students with low self-esteem. RLP is more effective in teaching writing to students with low self-esteem.

5. DISCUSSION

The research questions in this study were concerned with the effectiveness of Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW) in improving the writing ability of undergraduate students with different self-esteem. The

study is also concerned with the significant difference between RLP and DJW in improving the writing ability of students with high and low self-esteem. The finding showed that both RLP and DJW were effective in improving the writing ability of students with different self-esteem. Furthermore, the analysis indicated that the students in RLP class performed better than those in DJW class.

The significant improvement in the students' writing performance proved that implementing the RLP technique impacted their writing ability. Other research findings, supported the positive effects of the RLP technique found in [Sabooni and Salehi \(2015\)](#) who claimed that the students' writing accuracy performance was improved by using the RLP technique. Moreover, [Reyes-Chua et al. \(2020\)](#) also found that RLP effectively enhances the students' writing ability. This finding also supported the earlier study done by [de Silva and Graham \(2019\)](#), who said that strategy instruction helps high and low attainment students to solve their writing problems and to improve their writing performance. It is asserted by [Defazio et al. \(2010\)](#) that university students need to understand the importance of good writing skills and critically assess the writing of others, particularly at the graduate level as well as in the professional programs.

Additionally, this finding was also in line with the research result reported by [Warni \(2016\)](#). She said that writing with RLP makes the students feel comfortable working with their writing tasks. Besides, [Boumediene et al. \(2018\)](#) also supported this research finding and stated that writing about topics requiring reflection enables students to express their feelings, thoughts, and judgments more comfortably. [Mazlan et al. \(2015\)](#) added that RLP allows the students to provide feedback to their peers; the feedback may include arguments, compliments, corrections, and suggestions of the writing task, improving the way the students communicate in the written form. RLP provides opportunities for both the students and teachers to see the learning goals and the progress toward the goals. [Lo \(2010\)](#) reported that RLP facilitates the students to be autonomous learners; they plan their writing to achieve the objectives of improving their writing, expanding their world views, engaging in critical thinking, and becoming aware of the valuable resource available for problem-solving.

The reflection in RLP is the process that allows the students to evaluate their work and think about what they are doing, for taking charge of their growth and development ([Boumediene et al., 2018](#)). The comments, corrections, and suggestions in RLP help the students to evaluate their writing progress. RLP provides students with opportunities to observe their weaknesses through the teachers' comments on their papers. The RLP also helps the students to become self-directed learners in analyzing and solving their problems.

According to [Deane and Song \(2015\)](#), and [Hasani \(2016\)](#), the students might face some problems when they write English text due to the limited vocabulary and limited grammar knowledge. In addition, the students might also not comprehend or respond to other viewpoints because there is no discussion with peers or teachers. The findings reported that RLP was a good technique that helps students with high and low self-esteem to solve those aforementioned problems.

In terms of social improvement, RLP seemed to allow the students to communicate in written form. They shared with their peers through the comments, compliments, and suggestions comfortably. They also corrected their peers' writing. In this case, they improved their written communication unconsciously ([Mazlan et al.,](#)

2015). In terms of cognitive improvement, high and low self-esteem students could handle their vocabulary problems and grammar error in writing argumentative text.

More importantly, in this present study, the teacher plays a significant role in improving the students' writing skills. In this study, the teacher gave adequate and meaningful guidance to help students to write better and to build their confidence and motivation. The guidance from the teachers was unquestionably crucial for the students. In line with this, Warni (2016) reported that teachers' reflection on the students' work is constructive, particularly to develop the students' achievement.

Furthermore, based on the statistical analysis gained from pre-test and post-test scores of students with high and low self-esteem, it could also be inferred that the implementation of the DJW technique could also improve the students' writing performance. This finding supported earlier research; firstly, a study done by Dabbagh (2017), who showed that DJW had a significant effect on the content quality of learners' writing performance. Secondly, this finding also supported the study conducted by Larrotta (2008) and Foroutan and Noordin (2012), who found that the DJW allows shy students to express their minds and feeling. Thirdly, this finding also supported the study conducted by Hapsari et al. (2018), who argued that DJW gave a friendly atmosphere in students and teacher interaction in writing class.

Based on the discussion mentioned above, it can be concluded that implementing RLP and DJW could be an alternative solution to writing problems in the writing classes. The use of explicit teaching, peer feedback, and teacher feedback in RLP class could have caused the RLP technique to be more effective in improving the students' writing ability compared to the DJW technique. However, sharing problems with peers and lecturers in DJW also leads to the students' writing ability improvement.

6. CONCLUSION

The present study has elaborated the effectiveness of Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW) in improving the writing ability of students with different self-esteem. It can be concluded that despite some limitations, the implementation of RLP and DJW improved writing skills for students with high self-esteem and low self-esteem. The students learned to write a greater length; with a clearer schematic structure. This indicates the students' improvement in constructing the organized texts successfully. However, it is important to highlight that the students taught by RLP have better writing achievements compared to those taught by using DJW. Furthermore, the implementation of both RLP and DJW techniques could be used to solve the writing problems faced in class, particularly by implementing group discussion, peer feedback, and teacher feedback using the RLP technique. Meanwhile, DJW was less effective compared to RLP.

Since the scope of the research is very limited to the Academic Writing classes, it is necessary to conduct further research in different writing classes. It is recommended that the techniques implemented in this study should be tried out in various contexts and levels of education in Indonesia to test its effectiveness in helping students to promote their English capacity. English teachers, material developers, and syllabus designers can gain insight from the result of the study to enable students to do self-reflection and self-evaluation. RLP also allows the teachers to design the instructional strategy for teaching writing, preparing the materials, and more

meaningful activities to improve students' motivation to learn English. Furthermore, this study only used one psychological factor as the moderator variable that is self-esteem. Several other factors can also influence the students' writing ability. Therefore, it will be necessary to conduct further studies by involving other psychological factors.

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